

# **EXAMINATION & ASSESSMENT REGULATIONS – MILITARY TECHNOLOGICAL COLLEGE (MTC)**

September 2024

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<b>Document title</b>		
Examination & Assessment Regulations (Military Technological College)		
<b>Document author and department</b>		
Academic Registry		
<b>Approving body</b>		
Academic Council		
<b>Date of approval</b>		
26 <sup>th</sup> March 2019		
<b>Review date</b>		
Annual		
<b>Edition no.</b>		
Annual		
<b>Date of effect</b>		
1 <sup>st</sup> September 2024		
<b>EITHER</b> For public access online (internet)? <i>Tick as appropriate</i>		YES
For public access on request copy to be mailed <i>Tick as appropriate</i>		YES
<b>OR</b> For staff access only (intranet)? <i>Tick as appropriate</i>		
Password protected <i>Tick as appropriate</i>	NO	
External queries relating to the document to be referred in the first instance to the Corporate Governance team: email <a href="mailto:corporate-governance@port.ac.uk">corporate-governance@port.ac.uk</a>		
If you need this document in an alternative format, please email <a href="mailto:corporate.communications@port.ac.uk">corporate.communications@port.ac.uk</a>		

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# SUMMARY

## 1. What is this document about?

The examination and assessment regulations are detailed academic rules that explain what a student must do to obtain the award for which they are registered.

## 2. Who is this for?

This document will be of most interest to new and existing students, academic staff and external examiners. It will be of interest to the UK Quality Assurance Agency (QAA) and it may also be of interest to the wider public.

## 3. How does the University check this is followed?

The Academic Registry is responsible for reviews and audits to ensure that the policy is followed. Additionally, there is an external examiner for every module and every course in the University who ensures that this policy is followed.

## 4. Who can you contact if you have any queries about this document?

If you have questions about this document please contact Academic Registry ([academicregistry@port.ac.uk](mailto:academicregistry@port.ac.uk))

# 1. INTRODUCTION

## 1.1. GENERAL

- 1.1.1. The purpose of assessment is to enable students to demonstrate achievement of the outcome(s) of the module. Student performance in the assessment of modules contributing to their course of study is the major source of evidence used by Boards of Examiners in determining progression and recommendation for awards of the University.
- 1.1.2. The following principles meet the precepts of the QAA Code of Practice for the Assessment of Students and underpin all the Assessment Regulations of the University:
- a) Assessment will be valid in relation to its form, quantity, level, content and learning outcomes, whilst being practicable for both students and staff in terms of the time needed for completion and marking;
  - b) Assessment will promote student learning by its nature and the provision of appropriate guidance and feedback on performance;
  - c) Assessment processes will be explicit with all parts of the assessment process being made clear to all parties (students, staff, and external examiners);
  - d) Assessment will be reliable, consistent and reproducible in the judgements made. The processes will be robust and staff engaged in them will be appropriately trained;
  - e) Assessment processes will be equitable and inclusive with all students being assessed fairly on their own individual merit and ability;
  - f) The management of assessment will be just with clearly documented procedures to support this. Assessment should be designed so that there is clear evidence that the artefact has been produced by the student;
  - g) The policy and processes of assessment will be subject to regular monitoring and review.
- 1.1.3. The University has also incorporated, as far as is practical, the following recommendations from the National Union of Students Charter on Feedback and Assessments:
- a) Formative assessment and feedback should be used throughout the course;
  - b) Students should have access to face-to-face feedback for at least the first piece of assessment each academic year;
  - c) Receiving feedback should not be exclusive to certain forms of assessment;
  - d) Feedback should be timely;
  - e) Students should be provided with a variety of assessment methods;
  - f) There should be anonymous marking for all summative assessment;
  - g) Students should be supported to critique their own work;
  - h) Course induction should include information on assessment practices and understanding marking criteria.
- 1.1.4. The University of Portsmouth operates a two-tier system of formal meetings to agree assessment outcomes. The first tier, Module Assessment Boards, confirms marks at module level for all students studying the modules in its area, regardless of the award the students are registered on. The second tier, Boards of Examiners, recommends awards, including any classification, and makes decisions about the progression of students.
- 1.1.5. A student may only be assessed in modules for which the student has registered.

- 1.1.6. A student may only be recommended for an award of the University where the student has registered on a course for a named award. If a student withdraws or is excluded, the Board of Examiners may recommend a student for any lesser award listed in the Course Specifications.
- 1.1.7. A student may not be registered on modules in an academic year with a combined credit value of greater than 120 credits.
- 1.1.8. The Examination and Assessment Regulations document gives detailed regulatory advice concerning features that could potentially affect students during their university life. This document forms part of the student contract and students of the University of Portsmouth are bound by the current regulations in force. The University reserves the right to amend the current regulations as it deems necessary.
- 1.1.9. Grade Point Averages are being introduced for students as an additional classification method for Honours Degree students. From September 2017, all Honours Degree students will be given a Grade Point Average in addition to their degree classification. The Grade Point Average will appear on transcripts and Higher Education Achievement Reports but not on the degree certificate.

## 1.2 RESPONSIBILITIES

- 1.2.1 It is the responsibility of the University within its procedures:
- a) to assess students fairly;
  - b) to satisfy itself that proper invigilation of examinations is undertaken;
  - c) to ensure that the results of students' assessments are published as far as they relate to progression or awards of the University;
  - d) to investigate allegations of malpractice during assessment and act appropriately on the findings;
  - e) to consider appeals against decisions of Extenuating Circumstances Officers, Module Assessment Boards and/or Boards of Examiners;
  - f) to design assessment tasks to minimise opportunities for plagiarism and ensure that students are provided with the knowledge and skills to enable good academic practice;
  - g) to assure itself that MTC has procedures and processes for examining students consistent with those of the University.
- 1.2.2 It is the responsibility of students to:
- a) undertake the learning activities specified for each module for which they are registered;
  - b) attend examinations and submit assessments, including Second Attempts Assessment and Deferred First Attempt Assessments, as required. If a student fails to do so, without good reason, the Module Assessment Board will determine that the student has failed the assessments concerned;
  - c) provide any information on personal circumstances that has prevented them from attending or submitting any assessment and which they wish the Module Assessment Board and/or Board of Examiners to take into account, failing which any appeal founded on those grounds may be rejected;
  - d) undertake assessments honestly and in a manner that does not attempt to gain unfair advantage;
  - e) ascertain the results of their performance in any assessment;

- f) to register onto their course on its commencement and re-register annually on the course start date.

## 1.3 COMPARISON OF OMANI LEVELS AND UNIVERSITY OF PORTSMOUTH LEVELS

- 1.3.2 This document refers to Levels in various places. When it does refer to levels, this refers to the Omani Qualification Framework level. This varied from the UK Framework for Higher Education Qualifications (FHEQ) as follows:

Omani Qualification Framework Level 1 equates to the FHEQ Level 3

Omani Qualification Framework Level 2 equates to the FHEQ Level 4

Omani Qualification Framework Level 3 equates to the FHEQ Level 5

Omani Qualification Framework Level 4 equates to the FHEQ Level 6

## 1.4 DUAL AWARD

- 1.4.1 This partnership is delivered under a dual award arrangement between MTC and the University.

## 2 BEFORE ASSESSMENT

- 2.1. At, or before, the commencement of the teaching of a module, the MTC Lecturer shall ensure that the following information is made available to all students registered on University of Portsmouth courses or modules:
  - a) the outcome(s) of the module;
  - b) the timetable for teaching the module;
  - c) the learning activities that students are expected to undertake in order to achieve the outcomes of the module;
  - d) the nature of assessment(s) (including any Second Attempt Assessments and Deferred First Attempt Assessments);
  - e) the final assessment of each module which the student must have attempted (or have submitted valid extenuating circumstances to cover the final assessment) to be allowed compensation;
  - f) the submission dates for assessed coursework;
  - g) details of when and how they might expect feedback on assessments;
  - h) the non-examination assessments that will not be marked anonymously;
  - i) the contribution that each element of assessment makes to the overall assessment of the module outcomes;
  - j) a statement of the grading criteria to be used for each assessment;

It is the responsibility of any student who was not present when the information above was provided to take whatever steps are necessary to acquire the information.
- 2.2. MTC Lecturers will provide opportunities for students to discuss the assessment criteria so that they have a good understanding of how these are being interpreted.
- 2.3. MTC Lecturers will be responsible for ensuring that students are provided with written information relating to the supervision arrangements for all major pieces of assessed coursework in modules of more than 30 credits, including independent study modules. Students will be informed as to what advice they may expect from their tutor, whether their tutor will view and comment on drafts, how many drafts their tutor will view and whether this will affect their final mark. Students will be informed as to when the drafts may be submitted.
- 2.4. Module descriptions will provide explicit details of the module assessments including the form of the assessments (type, word count, or equivalent, etc) and which assessments count towards the module marks and their weighting. They will make explicit how the learning outcomes and assessment(s) are linked through the module learning, teaching and assessment strategy.
- 2.5. The MTC Academic contact shall ensure that the following information is made available to all students registered on courses or modules within his or her department:
  - a) the information to be provided by MTC Lecturers listed above;
  - b) academic year dates including Module Assessment Boards, Boards of Examiners, graduation, Second Attempt Assessment period and extenuating circumstances deadlines;
  - c) the names of the Extenuating Circumstances Officers;
  - d) assessment requirements and regulations for courses of study;
  - e) timetables for examinations;
  - f) procedures for the release of marks or grades;

- g)** the grounds and procedure for academic appeals;
  - h)** general rules for the conduct of examinations;
  - i)** procedures for informing the MTC of extenuating circumstances that may have affected a student's performance;
  - j)** procedures by which allegations of malpractice shall be considered;
  - k)** procedures by which complaints shall be investigated;
  - l)** the procedures regarding anonymous marking.
- 2.6. Any information required by these regulations to be delivered to a student shall be deemed to have been received by the student if:
- a)** the MTC Lecturer gives it to students in person at the first lecture or point of contact at the commencement of the delivery of the module; or
  - b)** it is delivered by hand to a student in person, or to the latest address notified to MTC as his or her local or home address, and the person delivering it has certified a copy of the document to that effect; or
  - c)** it is posted for at least 5 consecutive working days on a physical or virtual notice board to which the students on that module might reasonably be expected to have access; or
  - d)** it is located on the MTC web-site and the students are informed of the URL address.

# 3 ADJUSTMENTS FOR DISABLED STUDENTS

3.1. The relevant regulations at MTC will apply.

## 4 NATURE OF ASSESSMENT

- 4.1. MTC Lecturers will ensure that module learning outcomes and assessments are linked and appropriate to the module level and credit, and guided by the use of generic and subject specific Level Descriptors, Benchmark Statements and Course Specifications.
- 4.2. All assessments will be marked against marking criteria appropriate to the artefact and the module level and learning outcomes. Marking criteria/schemes for essays, reports and other similar forms of assessment will align with the University generic grade criteria.
- 4.3. Assessment type and load will be appropriate to the module level and credit rating and follow University guidelines, although it is acknowledged that the form and load of assessment will vary between subject areas and levels.
- 4.4. Due care will be exercised in devising the assessment strategy to ensure that the time needed for completion and marking is practicable for both students and staff.
- 4.5. Where group work is employed, the assessment must state explicit what learning outcomes are to be achieved by the group and its individuals.
- 4.6. Course teams will make use of a range of assessment methods in order to offer students varied ways of demonstrating learning outcomes. It is important to ensure that the course assessment strategy does not over rely on any particular form of assessment and that new or innovative forms of assessment are introduced to students in a staged way to ensure that students are prepared for unfamiliar forms of assessment.
- 4.7. Course teams will consider the year-long balance of assessment and aim to achieve an appropriate balance between summative and formative assessment. Additionally:
  - All entry point modules will provide opportunities for early feedback on a piece of assessed work.
  - All Level 2 modules should have some element of assessment that is purely or substantially formative or diagnostic.
  - Students must have an opportunity to undertake a practice examination before they undertake their first assessments under examination conditions.
  - Unless Professional Statutory and Regulatory Bodies requirements dictate otherwise, students will be required to give less time to summative assessment at Level 2 than at subsequent levels of study.
  - Course teams will, where possible, link formative work and feedback with summative assessment through the use of feed forward approaches.
- 4.8. Modules assessed through means of a single summative assessment will be the exception. In such cases, opportunities for formative feedback will be identified.

## 5. COURSEWORK

### 5.1. SUBMISSION OF COURSEWORK

- 5.1.1 The MTC Academic Contact must make provision for systems to ensure that coursework submission is secure, documented and that immediate individual receipts are issued to students.
- 5.1.2 Unless indicated otherwise, it is expected that all coursework is typed. Students must keep an electronic copy which may be requested by the MTC Lecturer at any time.
- 5.1.3 Extensions to submission dates for coursework for individual students are not permitted under any circumstances. Students with a valid reason for not submitting coursework by the due date must use the Extenuating Circumstances procedures.
- 5.1.4 Exceptionally, the submission date for assessed work may be revised for all students undertaking the assessment. In such cases the MTC Lecturer shall notify all students of the revised submission date.

### 5.2 LATE SUBMISSION (FIRST ATTEMPT)

- 5.2.1 Coursework submitted within 20 working days of the published submission dates will be marked. The mark for the assessment will be limited as follows, but the uncapped mark must also be shown on the coursework:
- |                            |                     |
|----------------------------|---------------------|
| Up to 1 working day late   | Mark capped at 70%, |
| Up to 2 working days late  | Mark capped at 60%; |
| Up to 5 working days late  | Mark capped at 50%; |
| Up to 10 working days late | Mark capped at 40%; |
| Up to 20 working days late | Mark capped at 30%. |
- 5.2.2 Where students submit valid extenuating circumstances within 20 working days of the published submission dates, the original mark will be reinstated and the cap lifted.
- 5.2.3 Coursework submitted more than 20 working days after the published submission date will not be marked and will be recorded as a non-submission.

### 5.3 LATE SUBMISSION (SECOND ATTEMPT ASSESSMENT AND DEFERRED FIRST ATTEMPT ASSESSMENT)

- 5.3.1 All Second Attempt Assessments or Deferred First Attempt Assessment coursework must be submitted by the end of the Second Attempt Assessment period or the work will not be marked and will be recorded as a non-submission. Extenuating circumstances cannot be submitted for Second Attempt or Deferred First Attempt Assessments.

# 6. RULES FOR THE CONDUCT OF EXAMINATIONS

## 6.1 GENERAL

- 6.1.1 The University defines an examination as an assessment undertaken within a constrained period of time in a set location following a specified rubric of instruction. The candidate will undertake examination by writing except where the assessment is conducted using computer aided assessment software. This definition is intended to include examinations, open book examinations, mid-term exams and in-class testing. Examinations in centrally allocated accommodation will be conducted entirely in accordance with these rules. Students taking examinations elsewhere will be notified at or before the start of the examination which, if any, of these rules do not apply.
- 6.1.2 Candidates must observe all instructions given by an invigilator.
- 6.1.3 A candidate who wishes to attract the attention of an invigilator shall remain seated and raise a hand.
- 6.1.4 Candidates are required to bring a form of formal identification with photograph e.g. passport, national identification card, driving licence with them to every examination. A candidate who is unable to identify himself/herself may be excluded from the examination at the discretion of the Senior Invigilator
- 6.1.5 Any person alleged to have committed an offence under these regulations will be subject to the MTC disciplinary procedures.

## 6.2 ENTERING AND LEAVING EXAMINATION ROOMS

- 6.2.1 Candidates will not be admitted to the examination room more than fifteen minutes before the start of the examination.
- 6.2.2 Candidates may not enter the examination room later than thirty minutes after the start of the examination.
- 6.2.3 No candidate may enter the examination room after the start of the examination if, for any reason, another candidate has already left the examination room.
- 6.2.4 No candidate may leave the examination room, other than for illness or other reason acceptable to the invigilator, until thirty minutes after the start of the examination. Candidates who leave the examination room without the permission of an invigilator will be deemed to have withdrawn from the examination, and will not be permitted to re-enter the examination room.
- 6.2.5 No candidate may leave the examination room within the last thirty minutes of the examination, other than in computer aided assessment or in exceptional circumstances and with the permission of the invigilator. In computer aided assessment, the candidate may leave within the last thirty minutes, provided they have permission from the invigilator and leave the room with minimal disturbance.
- 6.2.6 A candidate who wishes to leave the examination room early shall attract the attention of an invigilator and, when given permission to do so, shall leave the room with the minimum disturbance.
- 6.2.7 All answer books (used and unused) and/or records of assessment are to be collected from candidates before they are permitted to leave the examination room.

6.2.8 All candidates must take their belongings and their litter with them when they leave.

## 6.3 STARTING AND ENDING EXAMINATIONS

- 6.3.1 No candidate shall start the examination until directed to do so by an invigilator.
- 6.3.2 Candidates must stop working immediately when instructed to do so by the invigilator. Late arrival candidates will be required to finish at the stated end time, as instructed by the invigilator.
- 6.3.3 In computer aided assessment the candidate will be timed out at the end of the assessment.
- 6.3.5 All candidates are to remain seated in silence until scripts and/or records of assessment have been collected and permission to leave is given.

## 6.4 EXAMINATION STATIONERY AND MATERIALS

- 6.4.1 All work, including rough work, must be written in the answer books provided or on the relevant paper provided, where answer books are not used. Additional sheets of paper, such as graph paper and drawings, must be clearly marked with the candidate's answer book serial number and fixed to the candidate's answer book or record of assessment.
- 6.4.2 Answer books are to be given to the invigilator on request.
- 6.4.3 Pages may not be removed from an answer book, nor may an answer book or record of assessment be removed from the examination room.
- 6.4.4 Mathematical tables, charts, etc which may be provided for candidates' use are the property of the MTC, and may not be removed from the examination room.
- 6.4.5 Candidates will be instructed prior to any examination which aids such as calculators or notes are permissible. Candidates will not be permitted to use their mobile telephone or smart watch (or other means of transmitting or receiving information in any form) as a calculator and a separate device must be used which cannot store text or other information that might unfairly be of use in the examination. A candidate who brings into the examination aids other than a type specified in the examination rubric commits an assessment offence.
- 6.4.6 In modules in which language proficiency is not being directly assessed, students whose first language is not English may, at the discretion of the MTC Lecturer, use a translation dictionary. The dictionary must be presented to the Invigilator prior to the start of the examination for checking. During this time, it should be checked to ensure it is not marked in any way. Extra time for the use of dictionaries is not permitted. Electronic dictionaries are not permitted.
- 6.4.7 Invigilators may inspect any materials or items in the examination room, or in any candidate's possession, at any time during the examination.

## 6.5 BEHAVIOUR DURING EXAMINATIONS

- 6.5.1 Throughout the whole of the examination, silence must be maintained, except when requests for additional answer books etc. are made. A candidate whose behaviour persistently disturbs other candidates may be excluded from the examination.
- 6.5.2 Candidates are permitted to bring drinking water into the examination room. No other food or drink is allowed.
- 6.5.3 A candidate may not communicate in any way with any person other than an invigilator during the examination.

- 6.5.4 Students must not bring any documents which are not required for the purpose of the examination.
- 6.5.5 All mobile telephones and other devices must be switched off throughout the examination.
- 6.5.6 In computer aided assessment, the invigilator will inform students of the software to be used and any limitations that apply and no other software will be permitted.

## 6.6 ACTION BY INVIGILATORS ON DISCOVERY OF AN ASSESSMENT OFFENCE

- 6.6.1 An invigilator who suspects that assessment offence has been committed by a candidate during an examination, shall draw a line across the cover of the answer book, and on this line state the time at which the suspected assessment offence was discovered, and sign his/her/their name at this point, and remove the answer book(s) from the candidate's desk. The candidate shall then be given a fresh answer book by the invigilator, and permitted to continue the examination, concluding at the normal time.
- 6.6.2 The Senior Invigilator will inform the MTC Academic Contact of the suspected assessment offence following the examination.

## 6.7 ILLNESS

- 6.7.1 In the case of illness, candidates are required to notify the invigilator
- 6.7.2 A candidate may temporarily leave the examination room for illness or other reason acceptable to the invigilator. During such absence, a member of the Partner staff will accompany the candidate. If the candidate returns to complete the examination, they will not be able to submit a claim for extenuating circumstances.
- 6.7.3 If the candidate cannot continue, or feels that their examination has been affected, they should leave the examination. Where this occurs, the invigilator will sign the answer book or record of assessment stating the time at which the candidate left. The candidate will need to submit extenuating circumstances following the examination. Where a student submits an extenuating circumstances form for an examination they left due to illness, the examination mark will be recorded as zero. Extenuating circumstances forms cannot be submitted for Second Attempt Assessments or Deferred First Attempt Assessments.

## 7. MARKING AND FEEDBACK

### 7.1 GENERAL

- 7.1.1 The MTC Academic Contact will ensure that all staff responsible for teaching and/or assessment are able to demonstrate good practice in assessment and providing feedback, before they are involved in any assessment practices.
- 7.1.2 The MTC Academic Contact will be responsible for ensuring that systems are in place for mark verification and second marking. In particular:
- a) where there are multiple markers for the same assessment artefact, systems must be in place to ensure consistency and equality of marking.
  - b) where the assessment piece is not a physical artefact e.g. presentations, oral assessments, performances.

### 7.2 ANONYMOUS MARKING

- 7.2.1 The University supports a policy of anonymous marking of all assessments (i.e. the name of the student is masked from the marker).
- 7.2.2 All assessments taken under examination conditions will be marked anonymously.
- 7.2.3 Where assessments are conducted and marked using computer aided assessment software, anonymity is assumed.
- 7.2.4 Wherever practicable, all non-examination assessments will be marked anonymously. The module co-ordinator must inform students whether or not "non-examination" assessments will be marked anonymously.
- 7.2.5 Where it is impractical for anonymity to be maintained these assessments should be verified. If it is not practical to do this at the time, then consideration should be given to making a copy or recording.
- 7.2.6 Examination answer books are provided with a fold-over adhesive flap. The candidates record their number on the top right-hand corner of and obscure this information by sealing the fold-over flap.

### 7.3 MARKING SCHEME

- 7.3.1 Marking schemes are criterion-referenced and will enable internal assessors and External Examiners to distinguish between different categories of achievement and to justify marks awarded.
- 7.3.2 The Module Co-ordinator must use percentages where numerical marking schemes are used. The following qualitative criteria is used:
- a) first class honours - a mark in the range of 70-100;
  - b) upper second class honours - a mark in the range of 60-69;
  - c) lower second class honours standard - a mark in the range of 50-59;
  - d) third class honours standard - a mark in the range of 40-49;
  - e) the student has demonstrated achievement of the learning outcome(s) of the module – a mark in the range of 40 to 100;
  - f) the student has not demonstrated achievement of the outcome(s) of the module - a mark in the range 0 to 39.
- 7.3.3 All component of assessment must achieve the pass mark of 40% for a module to be passed.

## 7.4 VERIFICATION OF MARKS

7.4.1 20% of assessed work must be double marked. This means that the two markers must mark the work. The markers must agree marks and agree both the form and content of the feedback. If the two markers significantly disagree and the differences cannot be resolved by discussion, then the assessment must be referred to the Vice Dean for Academic Affairs for an opinion, who will then report to the Module Assessment Board where a final mark will be determined.

- All exam scripts of failed students must be double marked, even if this exceeds the 20% limit.
- The Module Coordinator should select the sample as follows:
- Select 5% top, 10% middle and 5% bottom (selected after the first marking is completed)
- Marking shall remain anonymous where applicable
- Second Marker shall follow the annotation guide
- If the number of students is ten (10) or less, all scripts must be double marked. A minimum of 3 (three) bottom, 4 (four) middle and 3 (bottom) tops should be double marked. (applicable to cohort sizes between 11- 50)
- In particular, all cases of marks above 70% should be reviewed carefully

## 7.5 FEEDBACK

7.5.1 Except as provided within these regulations, the MTC Lecturer will be responsible for ensuring students are provided with feedback on all assessed work. The MTC Academic Contact will monitor provision of feedback.

7.5.2 Feedback will be provided for all forms of assessment, including examinations. It should provide an indication of the extent to which the work has met the assessment criteria and intended learning outcomes. The minimum requirements for summative feedback are:

- Major strengths of the work.
- Ways in which the mark could have been improved
- Original mark and any penalties that have been applied (where appropriate).

7.5.3 The precise nature of the feedback will vary according to custom and practice in the subject area. However, feedback will be normally be typed. If oral feedback is used to supplement the written feedback, it may be delivered to individuals or to groups of students. Feedback on examinations and coursework may be written onto a proforma, a coversheet or directly onto the piece of work. The procedures adopted should not prejudice marking where the first mark is concealed from subsequent markers ("double blind marking").

7.5.4 The MTC Lecturer will make feedback available within twenty working days of the submission deadline or the date of the examination except for distance learning, where feedback will be made available within twenty-five working days.

7.5.5 If feedback is unexpectedly delayed, the MTC Lecturer must inform students of the reason(s) and the date on which they will receive the feedback. This information must also be reported to the MTC Academic Contact, the University Academic Contact and the Module Assessment Board.

7.5.6 The mark or grade provided to a student as part of the assessment feedback is a provisional mark subject to change and/or moderation until it is finally determined by the Module Assessment Board.

- 7.5.7 A student who submits work after the published submission date forfeits the right to feedback on that work, unless there were valid extenuating circumstances.

## 7.6 RETURN OF ASSESSED WORK

- 7.6.1 The MTC Academic Contact must make provision for systems to ensure that the return of assessments to students is timely and secure.
- 7.6.2 MTC Lecturers must ensure that work for their module is returned in a timely fashion and is either accompanied by feedback or feedback has been provided by alternative means.
- 7.6.3 MTC Lecturers must ensure that a sample of work is either retained or photocopied so that it is available for scrutiny by the Subject External Examiner. In the former case, the retention of work must not prejudice the return of feedback.
- 7.6.4 Students' work must not be left unattended for collection. Work may be returned in a timetabled or non-timetabled session or it may be appropriate for students to collect the work from a central collection point.
- 7.6.5 Where a student is unable to collect the assessment in person for a legitimate reason, a request can be made for either the assessment feedback sheet to be posted to the student or the student may identify in writing to the University a named third person to collect their work. This person must produce a form of identification to establish that they are the student's proxy.
- 7.6.6 Students must be informed that there will be a time limit for collecting their work, after which it will be confidentially destroyed. The work should be held long enough to allow students a reasonable opportunity to reclaim it. For guidance on retention periods for assessed work, please see the University's Retention Policy.

## 8. EXTENUATING CIRCUMSTANCES

### 8.1. GENERAL

- 8.1.1 Extenuating Circumstances are short term circumstances that must relate to the health and/or personal matters of the student, which are of a sufficiently serious nature to have prevented the student from completing or submitting an assessment artefact on time.
- 8.1.2 Common criteria against which extenuating circumstances shall be considered shall be defined in the form of a document, the current version of which shall be approved on the authority of Academic Council and be available through MTC.
- 8.1.3 Guidelines for the application of Extenuating Circumstances shall separately be available in appropriately modified formats to students, Extenuating Circumstance Officers, Module Assessment Boards, and Boards of Examiners. The current version of the guidelines shall be approved on the authority of Academic Council and be available through MTC
- 8.1.4 The extenuating circumstances policy of the University is based on the principle that if a student attempts an assessment, they are deemed well enough to have taken the assessment and cannot then submit an Extenuating Circumstances Form. Extenuating Circumstance Forms can only be submitted where a student:
- a) has not submitted an assessment artefact,
  - b) has not attempted an assessment artefact
  - c) has been unable to finish an examination.
- 8.1.5 Procedures for Extenuating Circumstances are intended to apply to individuals although can apply to groups of students where a piece of groupwork is involved and one or more members of the group has valid extenuating circumstances. In such a case the names of all affected students should be put on the extenuating circumstances form.
- 8.1.6 Extenuating Circumstances procedures do not apply where there has been a failure in course management arrangements which have disrupted the learning and assessment of a group or groups of students. Students should use the complaints procedure to seek remedy for such failures. In such cases, it will be the responsibility of the MTC Academic Contact and the University Academic Contact and the course team to provide appropriate remedies, taking advice from the University Academic Registrar.
- 8.1.7 An assessment penalty imposed in accordance with the University Disciplinary Procedures over-rides any valid extenuating circumstances.

### 8.2 EXTENUATING CIRCUMSTANCES FORMS

- 8.2.1 In order to be considered by an Extenuating Circumstances Officer, a student must complete and submit an Extenuating Circumstances Form to the MTC offices by due date(s) as follows:
- a) For examination type assessments, by the final date of the examination period
  - b) For coursework type assessments, within 20 working days of the due date of the assessment for which Extenuating Circumstances are being claimed.
- 8.2.1. Extenuating Circumstances Forms submitted after the due date(s) may be considered at the discretion of the Extenuating Circumstances Officer.

- 8.2.1. All submitted forms will be acknowledged by an e-mail to the student which will act as the receipt for submission of the Extenuating circumstance form.
- 8.2.1. The MTC Academic Contact shall notify students of member(s) of staff who will be able to give guidance to students on the completion of the form.
- 8.2.1. Extenuating Circumstances Forms shall be kept in a secure place for seven years, at which time they shall be disposed of in a secure fashion.

### 8.3. EXTENUATING CIRCUMSTANCES OFFICER

- 8.3.1. The MTC Academic Contact shall appoint a minimum of three members of staff as Extenuating Circumstances Officers to make decisions on extenuating circumstances.
- 8.3.1. Extenuating Circumstances Officers, in respect of forms submitted and in relation to each assessment artefact identified, may make only one of the following decisions:
  - a) Circumstances Valid;
  - b) Circumstances Invalid.The decision will be checked by another Extenuating Circumstances Officer to confirm it is reasonable before the student is informed of the decision.
- 8.3.1. Students shall be informed of the Officer's decision within ten working days of submission of the Extenuating Circumstances form. Extenuating Circumstances Officers shall keep a record of all decisions made, together with reasons.

### 8.4. INTERVENTION ON A STUDENT'S BEHALF

- 8.4.1. Written statements on a student's behalf, when not accompanied by an Extenuating Circumstances Form, may be considered at the discretion of the Extenuating Circumstances Officer. Any such written statement must be made with the consent of the student, and the submission must make it clear how the consent was given.
- 8.4.1. No other intervention on behalf of a student shall be considered.
- 8.4.1. Where any written statement on a student's behalf is made, not accompanied by an Extenuating Circumstances Form, the Extenuating Circumstances Officer shall keep:
  - a) a record of the intervention;
  - b) whether it has been considered or not;
  - c) the reasons for its consideration or otherwise;
  - d) the decision of the Extenuating Circumstances Officer as to the validity of the extenuating circumstance and the assessments it is considered to have affected.
- 8.4.1. Both the person making the intervention, the MTC Academic Contact and the student shall be informed of the Extenuating Circumstances Officer's decision.

### 8.5. SERIOUS AND CONFIDENTIAL EXTENUATING CIRCUMSTANCES

- 8.5.1. Students with serious and confidential extenuating circumstances should contact the MTC Academic Contact. The MTC Academic Contact will decide whether to accept the extenuating circumstance.
- 8.5.1. The MTC Academic Contact may make only one of the following decisions:
  - a) Circumstances Valid;
  - b) Circumstances Invalid;

The students shall be informed of the decision within 10 working days. The MTC Academic Contact shall keep a record of the decision, together with reasons.

- 8.5.1. Where a student feels unable to contact the MTC Academic Contact, they may contact any member of staff they feel to be appropriate. That member of staff will bring the matter to the attention of the MTC Academic Contact, so that the procedure is followed.

## **8.6. VALID EXTENUATING CIRCUMSTANCES - COURSEWORK**

- 8.6.1. If the extenuating circumstances are found valid for coursework type assessments, assessment penalties imposed for late submission shall be lifted on the authority of the Chair of the Module Assessment Board if the work was submitted within 20 working days of the due date of the assessment for which Extenuating Circumstances are being claimed.

## **8.7. VALID EXTENUATING CIRCUMSTANCES - EXAMINATION**

- 8.7.1. Any student who, before the end of the relevant examination period, either misses or is unable to complete an examination due to valid extenuating circumstances will normally be given a Deferred First Attempt Assessment.

# 9. MODULE ASSESSMENT BOARDS

## 9.1. GENERAL

- 9.2.1. The Head of Department shall ensure that all modules within the Department which are delivered under a collaborative arrangement with MTC are assigned to the authority of a Module Assessment Board.
- 9.2.1. The Module Assessment Board shall convene meetings to discharge the duties defined by these regulations. The University Academic Contact shall confirm dates on which the meetings must be convened in each year. The Module Assessment Board, additionally, shall hold a sub-committee meeting to consider the outcomes of referral and /or deferral before the start of each academic year.
- 9.2.1. The Module Assessment Board shall oversee the assessment of modules, confirm marks or grades and assign credit to students studying modules within its purview in accordance with approved Module Descriptions.
- 9.2.1. In exercising the powers provided by these regulations, the Module Assessment Board shall have due regard to academic standards and to the identified aims, objectives and learning outcomes of the module/s.

## 9.3. MEMBERSHIP

- 9.3.1. In respect of each module in the group for which the Module Assessment Board is responsible, the following have membership rights:
- Chair - Vice Dean – Academic Affairs (or nominee);
  - University of Portsmouth Academic Contact;
  - All members of MTC staff and University of Portsmouth staff responsible for the teaching, review and/or assessment of the module;
  - Subject External Examiners;
  - Heads of Departments;
  - Head of Examinations or appointed representative;
  - Head of Quality Assurance.
- 9.3.1. The Chair shall be appointed on the authority of Head of Department and shall be accountable to Academic Council for ensuring that the Module Assessment Board fulfils its responsibilities in accordance with these regulations.
- 9.3.1. No student of the University may be a member of the Module Assessment Board, unless a member of staff is also a student and has examining commitments.
- 9.3.1. The Module Assessment Board shall be quorate to consider each module with the following membership:
- Chair
  - University Academic Contact (or an appointed nominee);
  - Leader of the module or a nominee, who would normally have been involved with the assessment of the module. Where, exceptionally, the nominee has not been involved in the assessment of the module, the reasons for the appointment shall be recorded in the minutes;
  - MTC Academic Contact or appointed nominee (normally the internal module reviewer);
  - Head of Examinations or appointed nominee.

9.3.1. The role of the Subject External Examiner and the associated rights and responsibilities are described in the document [External Examiners: Regulations and Procedures](#).

9.3.1. If, exceptionally, the Subject External Examiner is unable to attend the meeting, she or he shall:

- a) as far as possible, make her or his views known to the Module Assessment Board before it meets;
- b) after the Module Assessment Board has met, write to the Chair of the Board stating the extent of any involvement with the modules during the year and signifying satisfaction with the processes of assessment. The letter shall not be considered to signify agreement with every decision of the Module Assessment Board.

## 9.4. PROCESS AND POWERS

9.4.1. The Module Assessment Board shall receive:

- a) the minutes of its previous meeting and any intervening sub-committee(s);
- b) notification of actions taken under delegated authority from previous meetings;
- c) the current approved module description of each module;
- d) the examination papers, course work and other assessments used;
- e) the names of all students identified by MTC as having disabilities and details of any special provision made;
- f) the annual report of the Subject External Examiner(s);
- g) in respect of each student:
  - the overall mark for the module;
  - the mark for each assessment element (i.e. coursework, examination etc);
  - the mark for each assessment artefact;
  - a record against each assessment artefact mark of Extenuating Circumstances found valid;
  - a record against each assessment artefact mark showing if it is the result of the application of an assessment penalty, and if it is, the record must also show the mark without penalty;
  - a record against each assessment element showing if, by virtue of a special exemption, there is a threshold pass mark.
- h) in respect of each module, the following aggregated information:
  - number of students;
  - mean, range and standard deviation;
  - the number of students in each band of marks, as follows -
    - 0 to 39.4
    - 39.5 to 49.4
    - 49.5 to 59.4
    - 59.5 to 69.4
    - >69.5

9.4.1. The Module Assessment Board shall:

- a) agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;



- b) scrutinise the marks or grades relating to each module and the analysis of the marks and identify any anomaly, in accordance with criteria approved by Academic Council, or other cause for concern;
- c) obtain an explanation of any anomaly or cause for concern and take any action considered necessary, seeking advice from the Subject External Examiner;
- d) make decisions in relation to each student,
- e) confirm the marks or grades for each candidate in each module;
- f) assign credit to individual students on the basis of the confirmed marks or grades;
- g) assign credit to individual students for other good reason agreed;
- h) determine the Second Attempt Assessment requirements for those students who have not passed;
- i) determine whether to defer confirmation of a mark or grade and the assignment of credit until specified conditions, within a specified time scale, have been met;
- j) authorise the publication of confirmed results to students;
- k) consider the annual report of each Subject External Examiner and report to the Head of Department in which each module resides for consideration at the Departmental or School's Annual Subject Review;
- l) consider the adequacy of examination papers, course work and other assessments used in each module and make recommendations for future assessments;
- m) consider and approve criteria for the analysis of marks and grades.

## 9.5. MODERATION OF MARKS

- 9.5.1. Moderation of marks relates particular assessment artefacts, and the results may apply to some or all of the students attempting the assessment. Moderation may alter the module mark, which must be re-calculated following moderation.
- 9.5.1. Module Assessment Boards may moderate marks as a collective decision, with the agreement of the Subject External Examiner, and after reviewing the full range of information in the following circumstances if:
  - a) the pass threshold has been incorrectly applied; or
  - b) the marks do not fall within the expected mark distribution.
- 9.5.1. In addition, Module Assessment Boards may moderate marks as a collective decision, with agreement of the Subject External Examiner, and after reviewing the full range of information, if a course management issue has disadvantaged students as detailed at section 8 below.
- 9.5.1. Moderation may take the form of discounting an assessment artefact and extrapolating a module mark from the remaining artefacts, re-weighted accordingly.
- 9.5.1. The Chair of the Module Assessment Board must ensure that any moderation, and the reason for it, is recorded in the minutes and is made known to all Boards of Examiners that receive marks or grades in respect of that module.
- 9.5.1. The MTC Academic Contact (or nominee) must inform students in writing of the reason(s) for any moderation and of its impact.

## 9.6. EXTENUATING CIRCUMSTANCES

- 9.6.1. Where extenuating circumstances have been found valid, Module Assessment Boards may:
  - a) defer the missed examination artefact as a Deferred First Assessment until specified dates;

- b) permit the assessment of the missed examination artefact by means of different assessment artefacts as a Deferred First Assessment, which must be defined and made known to the student, to be submitted by the end of the Second Attempt Assessment Period;
- c) where valid extenuating circumstance has prevented the student from completing the assessment artefact but sufficient evidence can be adduced that the learning outcomes of the module have been met from at least two other completed and unaffected assessment artefacts contributing to the final mark of the module, extrapolate an overall mark for the module from completed and unaffected assessment artefacts.

## 9.7. DECISIONS

9.7.1. The mark reported to students and to the Board of Examiners shall be an integer as follows:

- a) a decimal of .5 or greater shall round up to the next integer;
- b) a decimal of .4 or less shall round down to the integer;
- c) module marks ending in a 9 after rounding will be rounded up to the next integer.

9.7.2. For honours degree courses, students will also be allocated a Grade Point for each overall module mark. The Grade Point is given to two decimal places according to the following table:

Mark	Grade Point
≥75	4.25
71-74	4.00
67-70	3.75
64-66	3.50
61-63	3.25
57-60	3.00
54-56	2.75
50-53	2.50
48	2.25
43-47	2.00
40-42	1.50
38	1.00
35-37	0.75
30-34	0.50
≤28	0.00

9.7.3. These Grade Points will be used to calculate the Grade Point Average for honours degree students.

9.7.4. The Module Assessment Board will make one of the following decisions for each student:

- a) Passed;

- b) Deferred First Attempt Assessment;
- c) Second Attempt Assessment;
- d) Deferred First Attempt Assessment and Second Attempt Assessment;
- e) Repeat;
- f) Decision Pending.

### **9.7.5. PASSED**

- 9.7.5.1. Passed confirms that all assessment components have been passed and that the credit has been assigned.

### **9.7.6. DEFERRED FIRST ATTEMPT ASSESSMENT(S)**

- 9.7.6.1. This confirms that the student has not completed the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module.
- 9.7.6.2. The purpose of the Deferred First Attempt Assessment is to allow a student who has not attempted an examination type artefact at the normal attempt and has submitted extenuating circumstances which have been found valid.
- 9.7.6.3. The Deferred First Attempt Assessment shall take the form of assessment(s) determined by the Module Assessment Board.
- 9.7.6.4. The Deferred First Attempt Assessment may take place before the Module Assessment Board meets. In this case both marks will be taken to the Module Assessment Board and any mark achieved in the original work will be considered by both the Module Assessment Board and the Board of Examiners (particularly in regard to compensation) before the second mark is considered.
- 9.7.6.5. The Deferred First Attempts Assessments will be marked as if it were submitted for the first time and will not be capped.

### **9.7.7. REFERRED ASSESSMENT(S)**

- 9.7.7.1. Second Attempt Assessment confirms that the student may be eligible for Second Attempt Assessment and that the requirements have been determined.
- 9.7.7.2. The purpose of the Second Attempt Assessment is to allow a student who has failed a module or modules at the first attempt to have the opportunity to achieve the credit requirements for an award.
- 9.7.7.3. The Second Attempt Assessment shall take the form of assessment(s) determined by the Module Assessment Board for failed assessment artefacts within the module. The student shall be deemed to have failed an assessment artefact in any failed module if they have not achieved a mark of 40% in the artefact. The Module Assessment Board may prescribe either a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome or assessments arising from the failed assessment components.

- 9.7.7.4. The Second Attempt Artefact may take place before the Module Assessment Board meets. In this case both marks will be taken to the Module Assessment Board and any mark achieved in the original work will be considered by both the Module Assessment Board and the Board of Examiners (particularly in regard to compensation and the volume of Second Attempt Assessment allowed) before the second mark is considered. Students must be clearly warned that the decisions of the Board of Examiners may mean that any work undertaken before the second attempt period proves to be redundant, and the Board of Examiners may choose, to compensate the student in a module which has not been passed or may exclude a student.
- 9.7.7.5. The University Academic Contact on the authority of Academic Council, and in liaison with the MTC Academic Contact, shall fix the dates by which Second Attempts Assessments must be completed. Student will not be able to undertake a Second Attempt Assessment after the expiry of the dates for Second Attempt Assessments. When prescribing the Second Attempts Assessments period(s), the University Academic Contact shall be mindful of the dates and duration of the fixed period/s prescribe for 'Home' University courses and align it where possible.
- 9.7.7.6. The Second Attempt Assessments will be marked with the artefact mark capped at the pass mark of the module. The overall module mark will be recalculated with the capped Second Attempt Assessment marks but the overall module mark will not be capped. The student must pass all Second Attempt Assessments to pass the module. That mark shall be annotated on the transcript with the legend "Passed after Second Assessment". Where the Module Assessment Board has prescribed a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome, the capped Second Attempt Assessment mark will be used for all the failed assessment artefacts.

## **9.7.8. SECOND ATTEMPT ASSESSMENT(S) AND DEFERRED FIRST ATTEMPT ASSESSMENT(S)**

- 9.7.8.1. Second Attempt Assessment and Deferred First Attempt Assessment confirms that the student has not completed one or more the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module and that the student has failed one or more other assessments and may be eligible for a Second Attempt Assessment.
- 9.7.8.2. Section **6.5.2.** details the process for the artefacts(s) that are deferred first attempt assessment and section **6.5.3.** details the process for the artefacts(s) that are second attempt assessment

## **9.7.9. REPEAT**

- 9.7.9.1. Repeat confirms that the student is not eligible for Second Attempt Assessment or has failed either their Second Attempt Assessment or Deferred First Attempt Assessment and that credit has not been assigned. The student may be eligible to repeat the module in the next academic year.

## **9.7.10. DECISION PENDING**

- 9.7.10.1. Decision Pending confirms that the Module Assessment Board has been unable to confirm the mark and assign credit because of some procedural delay.

## 9.8. EXTERNAL EXAMINER

- 9.8.1. When the Module Assessment Board has agreed the marks, the Subject External Examiner shall sign the marksheet. This endorsement on the final marksheet signifies general satisfaction with the effectiveness and adequacy of the relationship between the module outcomes, the assessment strategy and the marking criteria. It does not necessarily indicate agreement with every individual confirmed mark.
- 9.8.2. After the Subject External Examiner has signed the marksheet, marks may only be changed in exceptional circumstances and with the agreement of the Subject External Examiner.

## 9.9. ASSESSMENT PENALTIES

- 9.9.1. Responsibility for the application of assessment penalties rests with the Module Assessment Board when it determines the final mark in the module.
- 9.9.1. All cases in which assessment penalties have been applied shall be reported to the Module Assessment Board and to the Board of Examiners.
- 9.9.2. The Module Assessment Board shall waive assessment penalties, if it receives a decision from an Extenuating Circumstances Officer that late submission of work was due to valid Extenuating Circumstances.
- 9.9.3. Exceptionally, the Module Assessment Board may exercise discretion to waive assessment penalties in the absence of any decision from an Extenuating Circumstances Officer. It may not exercise such discretion if it receives a decision from an Extenuating Circumstances Officer that Extenuating Circumstances reported by a student were Not Valid. The grounds for exercising such discretion shall be stated and recorded in the minutes of the meeting.
- 9.9.4. The Module Assessment Board has no discretion to waive penalties imposed in accordance with the University Code of Conduct procedures. Such penalties invalidate any valid extenuating circumstance in relation to the same assessment artefact(s).

## 9.10. COURSE MANAGEMENT ISSUES

- 9.10.1. The Module Assessment Board shall have discretion, in exceptional circumstances, to depart from any of these regulations if it believes a course management issue has arisen and a strict application of the regulations would be unjust to a student or students.
- 9.10.2. In such a case, the Head of Department, the MTC Academic Contact or the University Academic Contact should contact the University Academic Registrar to take advice in relation to good practice.
- 9.10.3. In such a case the minutes must record all of the following information:
  - a) a reference to this regulation;
  - b) the name of the student(s);
  - c) the regulation from which the Module Assessment Board wishes to depart;
  - d) the full circumstances in which the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation;
  - e) the reason why the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the both exercising and not exercising discretion for the student.
- 9.10.4. The Chair of the Module Assessment Board shall send a copy of the minute to the University of Portsmouth Academic Registrar.

## 9.11. DISCLOSURE OF MARKS AND GRADES

- 9.11.1. At the end of each Module Assessment Board, the Chair shall sign a list of the confirmed marks and the decisions of the Module Assessment Board and publish them within 3 working days.
- 9.11.2. This does not negate a student's right to discuss their studies with their personal tutor.

## 9.12. DELEGATION OF AUTHORITY

- 9.12.1. The Module Assessment Board shall delegate, by resolution, to a sub-committee its authority for the confirmation of marks and the assignment of credit following Second Attempts Assessments, Deferred First Attempts Assessments and Pending decisions. The resolution must define the membership and quorum of the sub-committee and prescribe the reporting arrangements to the Module Assessment Board.
- 9.12.2. The Module Assessment Board shall delegate, by resolution, to the Chair its authority in relation to the confirmation of marks arising from Deferred First Attempt Assessments or pending decisions. The resolution shall require the Chair to document the decision, the reasons for it, and the extent of any consultation and report the decision to the next meeting of the Module Assessment Board.
- 9.12.3. The Module Assessment Board shall delegate, by resolution, to the Chair its authority in relation to the confirmation of marks and grades in order to correct decisions based on erroneous or incomplete information. Chairs must ensure the possibility of such action does not remove a student's right of appeal against decisions of a Module Assessment Board. The resolution shall require the Chair to document the decision, the reasons for it, and the extent of any consultation and report the decision to the next meeting of the Module Assessment Board.
- 9.12.4. The Module Assessment Board cannot otherwise delegate its authority.

## 9.13. MINUTES

- 9.13.1. The Chair of the Module Assessment Board shall appoint a Minutes Secretary to draft the minutes of the Module Assessment Board and of any sub-committee.
- 9.13.2. In the case of the exercise of discretionary powers under these regulations, the minutes shall reflect the discussion at the meeting and record the reasons for the decision to exercise discretion or not to do so.
- 9.13.1. The Chair of the Module Assessment Board shall ensure that approved draft minutes of meetings are issued to members within a reasonable time period.

## 9. BOARDS OF EXAMINERS

### 9.1. GENERAL

- 9.1.1. The primary purpose of the Board of Examiners is to oversee the assessment of awards, to decide for each student on progression on a course and to make recommendations to Academic Council on the award, and category of award, to be conferred upon individual students.
- 9.1.2. The University Academic Contact shall ensure that all named awards shall be assigned to the authority of a Board of Examiners.
- 9.1.3. The Board of Examiners conducted at MTC shall convene meetings to discharge the duties defined by these regulations. The Board of Examiners shall meet at least once each academic year or more often for award courses that have multiple intake points. The University Academic Contact will confirm the dates of the meetings to be convened in each year.
- 9.1.4. In exercising the powers provided by these regulations, the Board of Examiners shall have due regard to the principles, the standard of the award, the identified aims and objectives of the course and each candidate's overall performance.
- 9.1.5. Only a Board of Examiners constituted in accordance with these Regulations shall be authorised to recommend conferment on a student of an academic award of the University of Portsmouth and an academic award of the Military Training College under a dual award arrangement.
- 9.1.6. Academic awards of the University shall be conferred by Academic Council on behalf of the University in accordance with decisions of Boards of Examiners.
- 9.1.7. The decisions of Academic Council with regard to academic awards shall be determined by the signature of the University Academic Registrar, upon the Conferment List, and shall accord with the recommendation of the Board of Examiners.

### 9.2. MEMBERSHIP

- 9.2.1. In respect of each named award for which the Board of Examiners is responsible, the following have membership rights:
  - a) Chair - Vice Dean (Academic Affairs) or nominee;
  - b) Award External Examiner(s);
  - c) Course Leader;
  - d) University of Portsmouth Academic Contact;
  - e) Personal tutors to all candidates under consideration;
  - f) All members of MTC staff and University of Portsmouth staff responsible for the teaching and/or assessment of modules contributing to the award;
  - g) Heads of Departments;
  - h) Head of Examinations or appointed representative;
  - i) Head of Quality Assurance.
- 9.2.2. The Chair shall be appointed on the authority of the MTC Academic Contact and shall be accountable to Academic Council for ensuring that the Board of Examiners fulfils its responsibilities in accordance with these regulations.
- 9.2.3. No student of the University may be a member of the Board of Examiners, unless a member of staff is also a student and has examining commitments.

- 9.2.4. The Board of Examiners shall have the following quorum:
- a) Chair;
  - b) University Contact or an appointed nominee;
  - c) External Examiner/s (only required if final awards are being made);
  - d) Course Leader or an appointed nominee;
  - e) Head of Examinations or appointed nominee.
- 9.2.5. The role of the External Examiner and the associated rights and responsibilities are described in the document [External Examiners: Regulations and Procedures](#).
- 9.2.6. If, exceptionally, the Award External Examiner is unable to attend the meeting of the Board of Examiners, and none of the Subject Examiners for modules contributing to one or more of the awards is able to attend, then the Award External Examiner shall:
- a) as far as possible, make their views known to the Board of Examiners before it meets;
  - b) after the Board of Examiners has met, write to the Chair of the Board of Examiners stating the reason for absence, the extent of his or her involvement with the courses during the year in question and signifying satisfaction with the processes of assessment. The letter shall not be considered to signify agreement with every decision of the Board of Examiners.

### 9.3. PROCESS AND POWERS

- 9.3.1. The Board of Examiners shall receive:
- a) the minutes of its previous meeting and any intervening sub-committee(s);
  - b) notification of actions taken under delegated authority from previous meetings;
  - c) the current course specification and assessment matrix;
  - d) the confirmed marks and assigned credit from the appropriate Module Assessment Board(s) for each student registered for the award for which it is responsible;
  - e) decisions made with regard to Second Attempt Assessments, repeat assessment and marks subject to penalty by the Module Assessment Board(s);
  - f) a record against each module mark of Extenuating Circumstances found Valid;
  - g) a record of any actions taken by the Module Assessment Board because of Extenuating Circumstances found valid or of any assessment penalties waived by the Module Assessment Board;
  - h) the names of all students identified by MTC as having disabilities and details of any arrangements made to make allowance for such disabilities;
  - i) the name of any student alleged to have been guilty of an assessment offence in relation to a module and details of any action taken in relation to that offence;
  - j) the annual report(s) of the Award External Examiner(s) and relevant sections of the annual reports of Subject External Examiners for modules which form part of the award;
  - k) the name of any student in breach of University regulations whose result is required to be withheld.
- 9.3.2. The Board of Examiners shall have marks presented to it according to the following conventions:
- a) module marks in integers;
  - b) weighted mean averages, as appropriate to the classification criteria being reviewed, reported as integers as follows:
    - a. a decimal of .5 or greater shall round up to the next highest integer;

- b. a decimal of .4 or less shall round down to the integer;
- 9.3.3. If a student has undertaken assessments or been awarded credit for prior learning such that the minimum required for the recommendation of an award is exceeded, the weighted mean average presented to the Board of Examiners shall:
- a) take account of the student's performance in all compulsory modules;
  - b) then the student's best performance in optional modules up to the total required;
  - c) all other modules shall be disregarded, except in relation to the award of credit.
- 9.3.4. The Board of Examiners shall:
- a) agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
  - b) note any actions taken under authority delegated at its previous meetings;
  - c) determine whether failure to achieve the outcomes of a module can be compensated;
  - d) determine whether to permit a candidate to progress to the next stage of a course;
  - e) determine whether a candidate shall be excluded from the MTC on academic grounds;
  - f) recommend the conferment and, as appropriate, classification of an award,
  - g) determine whether or not to defer recommending the conferment of an award until specified conditions, within a specified time scale, have been met;
  - h) authorise the publication of a list of decisions and recommendations;
  - i) consider the annual report(s) of the Award External Examiner(s), (and relevant sections of the annual reports of Subject External Examiners for modules which form part of the award) and refer matters of concern to the Board of Studies;
  - j) fulfil, as appropriate, any specific and additional requirements of any external accrediting body for the award recognised by Academic Council.

## 9.4. COMPENSATION

- 9.4.1. The purposes of compensation are to allow the Board of Examiners to assign credit to a student who has not been assigned sufficient credit to be eligible for either progression or recommendation for the conferment of the final award; and
- 9.4.2. Academic Council vests the power of compensation in the Board of Examiners.
- 9.4.3. A Board of Examiners can exercise the power of compensation at its discretion and having due regard to the standard of the award and the learning outcomes of the course.
- 9.4.4. The Board of Examiners may award credit in compensation to a student in failed modules due to strength of overall performance at a stage.
- 9.4.5. Compensation can only be awarded if the student has achieved a weighted average mark of 40% across all relevant modules at that level (after discounting the worst 20 credits at levels 3 and 4 of honours degrees).
- 9.4.6. As compensation is a discretionary power, the Board of Examiners may set higher thresholds than those listed at **4.5.** when exercising its judgement regarding the standard of the award and the learning outcomes of the course.
- 9.4.7. The limit applicable to compensation for all undergraduate courses shall be a single 20 credit module at each level of the course subject to an overall maximum of compensation of 60 credits for an Honours Degree, 40 credits for an Ordinary Degree, 40 credits for a DipHE and 20 credits for a CertHE. An additional 20 credits are available on the Foundation Year.
- 9.4.8. The Board of Examiners shall not compensate modules subject wholly to pass/fail assessment.
- 9.4.9. Where a Board of Examiners awards credit in compensation, the following shall apply.

- a) the transcript will show the pass mark, annotated as a "Compensated Pass";
- b) the original mark shall be used for the purposes of determining any classification;
- c) the reasons for doing so shall be stated and recorded in the minutes.

## 9.5. DECISIONS

- 9.5.1.1. At the end of each meeting the Chair shall sign a list of the decisions of the Board of Examiners. The MTC Academic Contact shall ensure the list is published within 3 working days of the meeting.
- 9.5.1.2. The list shall show the name or Identification Number of each student and the decision of the Board of Examiners. The decision shall be one, or a combination, of the following:
  - a) Progress;
  - b) Recommend the award;
  - c) Deferred First Attempt Assessment;
  - d) Second Attempt Assessment;
  - e) Repeat Assessment;
  - f) Exclude;
  - g) Decision Withheld;
  - h) Decision Pending.
- 9.5.1.3. The MTC Academic Contact shall ensure that, as soon as practicable after the Board, sufficient further details of the Board's decisions are supplied to each student to exercise all of their rights under these and any other regulations of the University. Those further details must make clear any actions the student must complete in order to retrieve any failure.
- 9.5.1.4. At the end of the meeting of the Board of Examiners, the Award External Examiner shall sign the Conferment List. This endorsement on the Conferment List signifies general satisfaction with the effectiveness and adequacy of the assessment processes, with particular reference to the student profiles, issues of fairness, as described in the document [External Examiners: Regulations and Procedures](#). It does not necessarily indicate agreement with every recommendation of the Board.

### 9.6.1. PROGRESS

- 9.6.1.1 Academic Council may approve the division of courses of study leading to named awards into stages separated by points of progression.
- 9.5.1.5. Responsibility for all progression decisions rests with the Board of Examiners.
- 9.5.1.6. The approved course specification or the individual student learning contract define the points of progression in the pathway to the award and the amount of credit which must be obtained before a student can progress to the next stage.
- 9.5.1.7. Unless specifically stated otherwise in the approved course specification or the individual student learning contract, the timing of points of progression shall be the first day of the next term to start after the meeting of the Board of Examiners following the completion of study at a particular stage.
- 9.5.1.8. The Board of Examiners will determine whether the point of progression lies before or after placement, unless the course specification has fixed the point of progression. The Board of Examiners may determine the point of progression differently according to a student's circumstances. If it does so, the minutes shall record in each case the Boards reasons for so determining the point of progression.

- 9.5.1.9. The Board of Examiners shall consider each student's overall performance at the first meeting following the student's completion of the study of each stage. If the credit required to complete that stage has been obtained, the Board of Examiners shall permit the student to progress to the next stage. Students may not progress with trailing modules.
- 9.5.1.10. On the authority of the Chair of the Board of Examiners, a student may commence the study of a module or modules at the next stage before the Board of Examiners has met to consider the results of the assessment of modules at the preceding stage or the results of any Second Attempt Assessment or repeat assessment.
- 9.5.1.11. A Module Assessment Board may not assign credit for a module or modules at any stage until the Board of Examiners has confirmed that the student has progressed to that stage.

## **9.5.2. "RECOMMEND THE AWARD OF [NAME OF SPECIFIC AWARD]"**

- 9.5.2.1. Only a Board of Examiners, or a sub-committee or person acting on the delegated authority of a Board of Examiners, constituted in accordance with these regulations may recommend a student for conferment of an academic award of the University together with an award from the Military Training College under a dual award arrangement.
- 9.5.2.2. The document, Awards of the University of Portsmouth, lists the awards of the University, states the standard of those awards and, for taught courses, the credit requirements for eligibility to be recommended for conferment of them. No recommendation can be made to Academic Council for the conferment of any award of the University other than in accordance with that document.
- 9.5.2.3. The Board of Examiners shall consider each student's overall performance at the first meeting following the student's completion of the study of the final stage. The Board of Examiners shall recommend the student to Academic Council for the award of the University for which the student had registered if:
- a) Module Assessment Boards have assigned necessary credit;
  - b) any shortfall is made good by the exercise of compensation;
  - c) the student is not in breach of University regulations.
- 9.5.2.4. The recommendation to Academic Council shall be made upon the University's Conferment List.

## **9.5.3. CLASSIFICATION OF HONOURS DEGREES**

- 9.6.3.1. Marks for classification are presented to the Board of Examiners as integers. The marks required for a particular classification of an honours degree are as follows:
- a) 40-49            third class
  - b) 50-59            second class, lower division
  - c) 60-69            second class, upper division
  - d) 70+              first class
- 9.6.3.2. Pass/Fail modules do not count towards classification. Mean values will be calculated on the remaining credits. Levels when referring to classification refer to the level of the module not the level of the course that it was taken at.
- 9.6.3.3. The Board of Examiners shall recommend to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, the highest classification arising from the application of the following formulae:

- a) the classification of the weighted mean of all relevant credits at Level 3 and all relevant credits at Level 4 in the ratio of 40:60 respectively after first discounting the marks in the worst 20 credits both at Level 3 and at Level 4;
  - b) the classification of the weighted mean of all relevant credits at Level 4 after first discounting the marks in the worst 20 credits at Level 4;
  - c) the minimum classification in which more than 50% of the combined relevant credits at Level 3 and Level 4 were attained after first discounting the marks in the worst 20 credits both at Level 3 and at Level 4.
- 9.6.3.4. A Board of Examiners shall, where a student has been admitted with credit to study only the final stage, recommend the highest classification arising from the application of the following formulae:
- a) the classification of the weighted mean of all relevant credits at level 4 after first discounting the marks in the worst 20 credits at Level 4;
  - b) the minimum classification in which more than 50% of the combined relevant credits at Level 4 have been attained after first discounting the marks in the worst 20 credits at Level 4.
- 9.6.3.5. The Board of Examiners shall have discretion to recommend classification of honours other than would accord with regulations if at Level 4, 20 credits or more have been obtained from APL or pass/fail modules.

#### **9.6.4. GRADE POINT AVERAGE FOR HONOURS DEGREES**

- 9.6.4.1. For honours degrees, a Grade Point Average will be presented to the Board of Examiners as along with the degree classification. The Grade Point Average is an additional measure of student achievement and is complementary to the degree classification, not a replacement.
- 9.6.4.2. The Grade Point Average will be presented to two decimal places.
- 9.6.4.3. Pass/Fail modules do not count towards the Grade Point Average. Mean values will be calculated on the remaining credits.
- 9.6.4.4. The level of relevant credits stated refers to the level of the module and not the level of the course at which it was studied.
- 9.6.4.5. The Board of Examiners shall recommend to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, the Grade Point Average calculated as a weighted mean of Grade Points from all relevant credits at Levels 3 and 4, in the ratio of 40:60 respectively, after first discounting the Grade Points in the worst 20 credits at each level.
- 9.6.4.6. A Board of Examiners shall, where a student has been admitted with credit to study only the final stage, recommend the Grade Point Average calculated from weighted mean of Grade Points of all relevant credits at Level 4 after first discounting the Grade Points in the worst 20 credits at Level 4.
- 9.6.4.7. The Grade Point Average will be included on the student transcript but not the degree certificate.

#### **9.6.5. CLASSIFICATION OF CERTIFICATES OF HIGHER EDUCATION, DIPLOMAS OF HIGHER EDUCATION AND ORDINARY DEGREES**

- 9.6.5.1. Marks for classification are presented to the Board of Examiners as integers. The marks required for a particular classification are as follows:
- a) 40-59      Pass

- b) 60-69 Merit
- c) 70+ Distinction

- 9.6.5.2. Pass/Fail modules do not count towards classification. Mean values will be calculated on the remaining credits.
- 9.6.5.3. For Certificates of Higher Education, Diplomas of Higher Education and Ordinary Degrees, the Board of Examiners shall recommend the highest classification to a student who is eligible for the relevant award, as defined in the document Awards of the University of Portsmouth, arising from the application of the following formulae:
- a) the classification calculated from the weighted mean of all relevant credits;
  - b) the minimum classification in which more than 50% of the relevant credits were attained.
- 9.6.5.4. For Certificates of Higher Education and Diplomas of Higher Education, relevant credits can be at Level 2, 3 or 4. For Ordinary Degrees, relevant credits are at Level 3 and 4 only.
- 9.6.5.5. Levels when referring to classification refer to the level of the module not the level of the course that it was taken at.
- 9.6.5.6. The Board of Examiners may exercise discretion to recommend an award with distinction or merit to a student who does not qualify for that classification. The Board must be convinced that the student has merited the higher classification but that a particular circumstance, perhaps the inclusion of RPL credit that does not attract a mark, has prevented the student from having the opportunity to meet the standard in the required number of credits. In such cases, the minutes of the meeting shall show the reasons for the exercise of discretion.
- 9.6.5.7. A Grade Point Average is not currently available for non-honours degrees or for awards below Level 4.

## 9.6.6. FOUNDATION YEAR

- 9.6.6.1. Upon successful completion of all modules on the Foundation Year, the Board of Examiners will recommend the student for a Foundation Certificate. This award has no classifications.

## 9.6.7. AEGROTAT AWARDS

- 9.6.7.1. An award may be recommended in aegrotat form when the Board of Examiners does not have enough evidence of the student's achievements to recommend the award for which the student was a candidate, and a lesser award would be inappropriate, but is satisfied that, but for valid extenuating circumstances, the student would have reached the standard required.
- 9.6.7.2. An aegrotat award carries no classification.
- 9.6.7.3. Before a recommendation for an aegrotat award shall be made the student:
- a) must have signified that they are willing to accept the award and understands that this acceptance entails waiving any opportunity to be assessed or re-assessed;
  - b) must, if applicable, be advised as to whether or not such an award is recognised by any accrediting body.
- 9.6.7.4. In all cases where a Board of Examiners recommends an aegrotat award, the reasons for doing so shall be stated and recorded in the minutes of the meeting.
- 9.6.7.5. Having been offered the aegrotat award, a student may elect not to accept the award but to request that the Board of Examiners make a decision in accordance with **10.6.2.1**.

## 9.6.8. POSTHUMOUS AWARDS

- 9.6.8.1. An award may be conferred posthumously, either in aegrotat or normal form, to a deceased student who was a registered student at the time of death, and had sufficient assessable work available at the time of death to enable the Board of Examiners to recommend an award.
- 9.6.8.2. In all cases where a Board of Examiners recommends the conferment of an award posthumously, the reasons for doing so shall be stated and recorded in the minutes.
- 9.6.8.3. This recommendation is often made by the Chair of the Board but must always be the result of appropriate consultation, and must always be reported back to the Board.

## 9.6.9. DEFERRED FIRST ATTEMPT ASSESSMENT(S)

- 9.6.9.1. Boards of Examiners shall be informed that valid extenuating circumstances apply to named students in named modules, and the decisions made by Module Assessment Boards.
- 9.6.9.2. The Boards of Examiners shall minute all decisions reached in respect of valid extenuating circumstances made known to it, together with reasons. The Boards of Examiners may:
  - a) endorse defer decisions already made by a Module Assessment Board and defer its decision about progress or recommending an award;
  - b) offer an aegrotat award in accordance with the University's Regulations.
- 9.6.9.3. Where a student is offered the opportunity to be assessed again, the offer must be made in writing with a content that makes it plain:
  - a) the assessment shall be as if for the first time, or if it is in relation to a repeat module shall be as if for the repeat attempt;
  - b) if the student has achieved a pass in the module(s) for which they have valid extenuating circumstances, the student must signal within a specified time her or his intention whether, in relation to the passed module(s) affected, to accept the offer to be assessed again in the missed examination. If the student does not respond within the specified time she or he shall be deemed to have elected not to be assessed again.

## 9.6.10. SECOND ATTEMPT ASSESSMENT

- 9.6.10.1. This confirms that further marks are to be confirmed and credit assigned following Second Attempt Assessment.
- 9.6.10.2. A student will only be eligible to one second attempt assessment for an artefact failed.

## 9.6.11. REPEAT ASSESSMENT

- 9.6.11.1. Repeat Assessment has the following purposes for students who have failed modules, including failure after Second Attempt Assessment:
  - a) firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
  - b) secondly, at the final stage, to give an opportunity to achieve the credit required to become eligible for recommendation for the conferment of the final award.
- 9.6.11.2. A student may be allowed Repeat Assessment on one or more occasions.
- 9.6.11.3. The Board of the Examiners may give a student the opportunity, or require the student, to undertake repeat assessment in a different module or modules, but the assessment of such modules will still accord with the provisions Repeat Assessment.

- 9.6.11.4. The timing of Repeat Assessment shall coincide with the normal assessment of the module or modules concerned.
- 9.6.11.5. Where a student undertakes Repeat Assessment, the following shall apply:
- c) the student must do so with attendance;
  - d) the student must attempt all the assessment components in the module description and no marks may be carried forward from any earlier attempt.
  - e) the Module Assessment Board shall award the student the full mark their assessment earns on merit if she or he passes a module after repeat assessment. That mark shall be annotated on the transcript with the legend "Passed after Repeat Assessment";
  - f) the Board of Examiners shall use the mark recorded for the Repeat Assessment when recommending the classification of awards;
  - g) the Board of Examiners, at the time it permits a student to undergo Repeat Assessment, may restrict the award classification that can be awarded;

### **9.6.12. EXCLUSION**

- 9.6.12.1. Academic Council vests the responsibility for exercising powers relating to exclusion on academic grounds in the Board of Examiners.
- 9.6.12.2. A Board of Examiners shall exclude a student from the MTC if Module Assessment Boards have not assigned credit to the student for a period of two calendar years. The Board of Examiners shall have discretion to waive the time limit in any case in which it is satisfied that its application would be unjust. The grounds for exercising such discretion shall be stated and recorded in the minutes of the meeting.
- 9.6.12.3. The Board of Examiners shall have the discretion to exclude on academic grounds a student who in its academic judgement fails to make satisfactory progress. The grounds for making the decision shall be stated and recorded in the minutes of the meeting. In such cases the student shall be offered the opportunity of an interview with the Chair of the Board of Examiners. The Chair be given delegated authority to reconsider the decision of the Board if the student provides details of personal circumstances, supported by acceptable evidence, which would have adversely affected their performance. These circumstances must be one's unknown to the Board when it made the original decision, and the student will need to satisfactorily explain why the Extenuating Circumstances procedure had not been used.
- 9.6.12.4. The Board of Examiners shall exclude any student who has exceeded the maximum registration period.
- 9.6.12.5. A Board of Examiners when excluding a student shall recommend any award or awards for which the student is qualified.
- 9.6.12.6. Excluded students are not eligible to re-join their course or transfer to another course within the MTC. Excluded students who wish to re-join the course or transfer to another course in the MTC must complete an application form and apply through the normal routes. There should be no expectation of re-admission and previous work done will be judged through the University's RPL procedures.

### **9.6.13. DECISION WITHHELD**

- 9.6.13.1. This decision confirms that a recommendation has been determined but not yet published because the student is in breach of one or more University regulations.

### **9.6.14. DECISION PENDING**

- 9.6.14.1. This decision confirms that the student has to consider whether either to accept an offer of compensation or to undertake a Deferred First Attempt.

## 9.7. AUTHORITY TO DEPART FROM THE UNIVERSITY'S REGULATIONS

- 9.7.1. Within the constraints of the course objectives and good practice in the subject area within the UK higher education sector, the Board of Examiners shall have discretion, in exceptional circumstances, to depart from any of these regulations if, in the opinion of the Board of Examiners, a strict application of the regulations would be unjust to a student or students. The Board of Examiners will take advice from the Award External Examiner in relation to good practice in the subject area.
- 9.7.2. In such a case the minutes must record all of the following information:
- a) a reference to this regulation;
  - b) the name of the student(s);
  - c) the regulation from which the Board of Examiners wishes to depart;
  - d) the full circumstances in which the Board of Examiners considered it necessary to exercise the discretionary power under this regulation;
  - e) the reason why the Board of Examiners considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion;
  - f) the advice of the External Examiner in relation to good practice in the subject area within the UK higher education sector;
  - g) the reason why such discretionary power should not be exercised for other students.
- 9.7.3. The Chair of the Board of Examiners shall send forthwith a copy of the minute to both the Secretary and the Chair of Academic Council.

## 9.8. COURSE MANAGEMENT ISSUES

- 9.8.1. The Board of Examiners shall have discretion, in exceptional circumstances, to depart from any of these regulations if, in its opinion, a course management issue has arisen and a strict application of the regulations would be unjust to a student or students.
- 9.8.2. In such a case, the Chair of the Board of Examiners should contact the University Academic Registrar to take advice in relation to good practice.
- 9.8.3. In such a case the minutes must record all of the following information:
- a) a reference to this regulation;
  - b) the name of the student(s);
  - c) the regulation from which the Board of Examiners wishes to depart;
  - d) the full circumstances in which the Board of Examiners considered it necessary to exercise the discretionary power under this regulation;
  - e) the reason why the Board of Examiners considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion.
- 9.8.4. The Chair of the Board of Examiners shall send a copy of the minute to the University Academic Registrar.

## 9.9. DELEGATION

- 9.9.1. The Board of Examiners shall delegate, by resolution, to a sub-committee its authority in relation to the progression and recommendation of awards to students following Second Attempt Assessment and Deferred First Attempt Assessments. The resolution must define the membership and quorum of such a sub-committee and prescribe the reporting arrangements to the Board of Examiners.
- 9.9.2. The Board of Examiners shall delegate, by resolution, to the Chair its authority in relation to the progression and recommendation of awards to students in order to correct decisions based on erroneous or incomplete information. Chairs must ensure the possibility of such action does not remove a student's right of appeal against decisions of a Board of Examiners. The resolution requires the Chair to document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.
- 9.9.3. The Board of Examiners shall delegate, by resolution, to the Chair its authority in relation to the making of exit awards arising from students withdrawing from the MTC. The resolution requires the Chair to document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.
- 9.9.4. The Board of Examiners shall delegate, by resolution, to the Chair its authority in relation to the recommendation of awards to students to be made posthumously. The resolution requires the Chair to document the decision, with the reasons for the decision and the extent of any consultation, and report the decision to the next meeting.
- 9.9.5. The Board of Examiners cannot otherwise delegate its authority.

## 10.1. MINUTES

- 9.9.6. The Chair of the Board of Examiners shall appoint a Minutes Secretary to draft the Minutes of all meetings of the Board of Examiners and of any sub-committee.
- 9.9.7. In the case of the exercise of any discretionary powers under these regulations, the minutes shall reflect the discussion at the meeting and record the reasons for the decision to exercise discretion or not to do so.
- 9.9.8. The Chair of the Board of Examiners shall ensure that approved draft minutes of meetings are issued to members within a reasonable time period.

# 11. EXEMPTIONS

- 11.1. The Policies contained within this document represent University-wide procedures and approval for any deviations from these Policies must to be sought from Academic Policy Committee.
- 11.2. Academic Council may separately approve award and supplementary assessment regulations with which specified categories of courses of study shall comply.
- 11.3. Any course of study which is not to be bound by these Examination and Assessment Regulations must seek specific exemption for such departure by the authority of Academic Policy Committee on behalf of Academic Council. Where such departure may exceptionally be authorised, the course regulations shall only be approved where they contain assessment regulations which shall identify:
- a) the requirements for students to satisfy the examiners at each stage;
  - b) the conditions under which work may be reassessed;
  - c) the conditions which may lead the Board of Examiners to fail the student;
  - d) the conditions for progression within the course of study; and
  - e) the conditions for the recommendation of each possible award within the course of study.
- 11.4. Any other departure from these regulations must be approved in advance by the University Academic Registrar acting with the authority of Academic Policy Committee on behalf of Academic Council. The University Academic Contact is responsible for the submission of any such requests to the University Academic Registrar. The University Academic Contact shall be responsible for ensuring approved variations are set out in course regulations and communicated to students. The Board of Examiners, and/or the Module Assessment Board as appropriate has responsibility for applying these approved variations to the Regulations. Variations may arise from:
- a) in the case of an award accredited by an external body recognised by the University, any restriction on the amount of Second Attempt Assessment that is permitted at any stage;
  - b) at points of progression in courses of study leading to the award of both a Bachelor's Degree and an Integrated Masters Degree, the pass standard for progression to the Masters award;
  - c) a classification scheme that differs from that detailed for the award;
  - d) in the case of an extended undergraduate course of study the pass standard for progression to level four;
  - e) in the case of an award accredited by an external body recognised by the University, any restriction on the rights to repeat assessment.

## 12. ACADEMIC APPEALS

### 12.1. GENERAL

- 12.1.1. Academic Appeals refer to all appeals against decisions made by Extenuating Circumstances Officers, Module Assessment Boards and Boards of Examiners
- 12.1.2. A student who feels aggrieved over a formal academic assessment and/or its consequences is recommended in the first place to follow MTC's processes. These are handled through by the Admissions and Registration Department using the Request to Review a Mark or Academic Appeal Form.
- 12.1.3. A student who wishes to appeal to the University, following the completion of the MTC's process, must submit their case in writing to the University's Academic Registrar within 5 working days of the publication of the decisions. Exceptionally, if a student is unable to submit the case within this time limit, the case must state why it was not possible to submit it any earlier than it was submitted.
- 12.1.4. The appeal must be dated and signed by the student.
- 12.1.5. The only grounds on which an appeal will be considered are that:
- a) there had been a material and significant administrative error in the information received and considered; or
  - b) that the assessments had not been conducted in accordance with the approved regulations for the course of study; or
  - c) that some other material irregularity had occurred; or
  - d) the student had been prevented from attending or submitting an assessment artefact by illness or other good cause that related to the student's personal circumstances, that she or he had been unable, for a sound and acceptable reason related to the circumstances themselves, to divulge before the deadline for extenuating circumstances.
  - e) that the decision made by the Extenuating Circumstances Officer was perverse by reference to the evidence supplied by the student.
- 12.1.6. It is the responsibility of the appellant to produce evidence to support her/his contention. In an appeal relating to extenuating circumstances, the appeal must also state why the existence of this factor had not been brought to the University's attention through the Extenuating Circumstances Procedure.
- 12.1.7. When the Academic Registrar receives from the student concerned an appeal, he/she/they shall decide if the appeal is valid. This is done by reference to the criteria in regulation **1.2.** and by a determination of whether it is soundly based upon the grounds defined at regulation **1.4.**
- 12.1.8. If the Academic Registrar decides the appeal is not valid, he/she/they shall write to the student and explain her/his reasons for finding the appeal to be invalid.
- 12.1.9. If the Academic Registrar decides the appeal is valid, he/she/they shall, as soon as possible, interview the student, in the presence of an independent member of Academic Council as assessor, to ascertain the basis of an appeal. A representative nominated by the student may assist the student in this process and may accompany her/him at this and any other subsequent interview.
- 12.1.10. If the Academic Registrar and the assessor agree that no prima facie case exists, the appeal fails, and the failure will be reported to Academic Council.

- 12.1.11. If a prima facie case is held to exist, the Academic Registrar shall inform the Chair of Academic Council, who shall appoint an Appeals Committee, to consist of three members. Such members must be members of Academic Council, and shall not be otherwise involved with the relevant course.
- 12.1.12. If, exceptionally, following an interview conducted in accordance with regulation 1.9, the Academic Registrar, in consultation with the independent member of Academic Council decides that appellant's case is so strong that the decision of the Extenuating Circumstances Officer, Module Assessment Board or Board of Examiners should be reviewed, he/she/they shall so report to the Chair of Academic Council.
- 12.1.13. The Appeals Committee shall be governed by the Inquiries Procedure of the University of Portsmouth as defined in the "Handbook of Student Regulations". The persons entitled to appear are the student making the appeal and the Extenuating Circumstances Officer or the Chair of the Module Assessment Board or the Board of Examiners that made the decision against which the appeal is being made. They shall have the power to see other persons and papers relevant to the case. The Appeals Committee shall then decide, and so report to the Chair of Academic Council, whether the decision of the Extenuating Circumstances Officer, the Module Assessment Board or the Board of Examiners should be reviewed.

## 12.2. ACTION FOLLOWING THE MEETING OF THE APPEALS PANEL

- 12.2.1. The Appeals Committee may also separately report to the Chair of Academic Council any general or specific matter arising from the appeal that it considers of interest to Academic Council. The Chair of the Academic Council will decide what action is to be taken.
- 12.2.2. If the Academic Registrar, or the Appeals Committee decides that there is a case for a decision of an Extenuating Circumstances Officer, Module Assessment Board or Board of Examiners to be reviewed, the MTC Vice Dean Academic Affairs shall write to the relevant Extenuating Circumstances Officer, Module Assessment Board or Board of Examiners to require that they reconvene to review its decision(s).
- 12.2.3. The Extenuating Circumstances Officer, the Module Assessment Board or the Board of Examiners (including the external examiners where relevant) shall, as soon as practicable, reconsider the case in the light of the Academic Registrar's or Appeals Committee's report. The final decision shall be conveyed in writing to the Academic Registrar, and shall include an account of the process whereby the decision was made and the reasons for it. Where appropriate, the Module Assessment Board or the Board of Examiners should take care to consider the impact of the case on marks or classifications awarded to other students.
- 12.2.4. The result of the review, together with any consequences of a revised decision, will be conveyed, by the Academic Registrar, to the student.
- 12.2.5. The Academic Registrar shall report to the Chair of Academic Council the final outcome of the appeal.

## 12.3. ANNULMENT OF A DECISION BY A BOARD OF EXAMINERS OR MODULE ASSESSMENT BOARD

- 12.3.1. If, after reconsideration, the decision is not modified, Academic Council shall have the right to annul that decision if, in its opinion, proper account has not been taken of the factors specified by the review.
- 12.3.2. Where there has been procedural or other irregularity, or it is not possible to contact the Extenuating Circumstances Officer, or reconvene the appropriate Board, Academic Council shall have the right to annul a decision of an Extenuating Circumstances Officer, Module Assessment Board or Board of Examiners without previously requiring reconsideration. If the error or irregularity is found to have affected more than one student, Academic Council shall have the right to annul all or part of the assessment.
- 12.3.3. Where a decision has been annulled, Academic Council shall appoint an Extenuating Circumstances Officer, Module Assessment Board and/or Board of Examiners, including, if necessary, new external examiners, empowered to make decisions on confirmation of marks, the assignment of credit, student progression or awards.

## 12.4. PROCEDURE FOR REQUESTING A REVIEW OF A MARK

- 12.4.1. Students may not question the academic judgement of the examiners and any requests based on such grounds alone will be dismissed.
- 12.4.2. A student who feels aggrieved over their mark is advised in the first place to follow MTC's processes. These are handled through by the Admissions and Registration Department using the Request to Review a Mark or Academic Appeal Form.
- 12.4.3. A student who wishes to submit a request for a review of a mark to the University, following the completion of the MTC's process, must submit their case in writing to the University's Academic Registrar within 10 working days of the publication of the decisions or the completion of the MTC processes (if the student followed submitted for a review through MTC). Exceptionally, if a student is unable to submit the case within this time limit, the case must state why it was not possible to submit it any earlier than it was submitted.
- 12.4.4. Students can only request a remark under the following circumstances:
  - a) there had been a material and significant administrative error;
  - b) there had been a procedural irregularity in the assessment process.
- 12.4.5. All requests for remarks should be made to the Head of Department of the module co-ordinator within 10 working days of the receipt of the result, together with a copy of the work to be reviewed.
- 12.4.6. If a student's request for a review is deemed to be invalid, the Head of Department shall write to the student giving clear reasons for turning down the request for review.
- 12.4.7. Should a student's request for a review of the mark be valid, the Head of Department shall arrange for the assessment artefact to be remarked by an appropriate academic member of staff. The final mark may be higher or lower than the original mark, or it may stay the same. There is no further right of appeal against the mark awarded.
- 12.4.8. Where the review identifies a problem affects other students on the same module, the Head of Department shall arrange for all assessment artefacts to be reviewed.
- 12.4.9. Due to their nature, certain forms of assessment, such as presentations, cannot be reviewed. However, if a valid case is made for a review of a mark, the Head of Department may suggest remedies under the course management issues procedure.

## 12.5. RELATIONSHIP BETWEEN ACADEMIC APPEALS AND COMPLAINTS

- 12.5.1. There may be appeals against academic decisions that refer to matters and allegations which are, or which become, the subject of a formal student complaint. In such circumstances the processing of the appeal will be resolved before the completion of the written report of findings and conclusions relating to the complaint.
- 12.5.2. The [University's Appeals Procedure](#) has further details.

## 13. ASSESSMENT OFFENCES

13.1. The relevant regulations at MTC will apply.

# CRITERIA FOR JUDGING VALIDITY OF CLAIMS OF EXTENUATING CIRCUMSTANCES

The University distinguishes between two kinds of extenuating circumstances that might impair a student's demonstration of their ability in an assessment.

The first kind of circumstance is an acute event that typically prevents a student being in a particular place at a particular time, e.g. to attend an examination or to submit on the due date coursework that the student has already completed. This would include something that briefly impaired performance,

e.g. the onset of a migraine during an examination. In the following tables this type of circumstance is called type **A (Acute)**.

The second kind of circumstance is a chronic circumstance that typically prevents a student from producing an assessment artefact over a period of time. This is most likely to affect assessment artefacts in which individual students decide exactly how much time they will devote to completion of the artefact and exactly when that will be, although the deadline date for completion will normally be fixed, e.g. a coursework essay. However, it would include, for example, an illness that prevented a student from devoting any time to revision for examinations. In the following tables this type of circumstance is called type **C (Chronic)**. Where a student feels that their extenuating circumstances have prevented them from producing the relevant coursework or revising for an examination, the student should not sit the examination or submit the coursework on time. If the student does sit the examination or submit the coursework on time, they are stating that they are well enough to do so and cannot submit an extenuating circumstances form after doing so.

Both these types of circumstance relate to assessment. If a student's circumstances have impaired their learning so they are unable to demonstrate their capabilities, then they should request a suspension of studies as described in the Guidelines for Students and resume when they are able to do so. These guidelines are available separately on the registry web site and as **Appendix 1** to the Examination and Assessment Regulations.

In Table 1, the first column describes the kind of circumstance that an Extenuating Circumstances Officer could consider. The second column defines the type of circumstance and the third column states the type of evidence an Extenuating Circumstances Officer will accept in support of such a claim. **In the absence of appropriate evidence, as described in this Appendix, the Officer will find the circumstances to be Not Valid.**

The key to the letters assigned to types of evidence in Table 1 can be found in Table 2.

Where codes are included within brackets it means that any one of the types of evidence listed within the brackets is acceptable.

**Table 1 – Extenuating Circumstances and Appropriate Evidence**

Criteria		Type	Appropriate Evidence
<b>1</b>	<p><b>Acute illness or injury (less than five working days)</b> Acute illness likely to have incapacitated the student on the date the assessment artefact was due to be undertaken or submitted <u>OR</u></p> <p>Acute incident or exacerbation of long term or chronic condition which was likely to have incapacitated the student to a greater extent than that to which he/she/they is normally accustomed on the date the assessment artefact was due to be undertaken or submitted <u>OR</u></p> <p>A personal injury to the student likely to have incapacitated the student on the date the assessment artefact was due to be undertaken or submitted.</p>	<b>A</b>	<b>A + (B or D or F)</b>
<b>2</b>	<p><b>Extended illness or injury (more than 5 working days)</b> Illness likely to have incapacitated the student during the period he/she/they might reasonably have been expected to give time to the production of the assessment artefact <u>OR</u> Brief incident or exacerbation of a long term or chronic condition which was likely to have incapacitated the student to a greater extent than that to which he/she/they is normally accustomed during the period he/she/they might reasonably have been expected to give time to the production of the assessment artefact <u>OR</u></p> <p>A personal injury to the student likely to have incapacitated the student during the period the student might reasonably have been expected to give time to the production of the assessment artefact.</p>	<b>C</b>	<b>A + B</b>
<b>3</b>	<p><b>Illness of another person</b></p> <p>Acute illness, injury, or incident or exacerbation of long term or chronic condition, affecting a person or persons which required the close and frequent attention of the student on the date the assessment artefact was due to be undertaken or submitted, and where no other person might reasonably be expected to have supplied that attention <u>OR</u></p> <p>Acute illness, injury, or incident or exacerbation of long term or chronic condition, affecting a person or persons who require the close and frequent attention of the student, and where no other person might reasonably be expected to have supplied that attention, during the period he/she/they might reasonably have been expected to give time to the production of the assessment artefact.</p>	<p><b>A</b></p> <p><b>C</b></p>	<p><b>A + (C or F) or A only</b></p> <p>If only A, this will be cross-referenced to the student’s history in this regard, and the validity of such evidence will lessen if used more than once.</p> <p><b>A + (C or F)</b></p>

4	<p><b>Bereavement</b></p> <p>Death of member of family, partner, or close friend on or close to the date the assessment artefact was due to be undertaken or submitted or during the period the student might reasonably have been expected to give time to the production of the assessment artefact.</p>	A or C	A + (E or F or G)
5	<p><b>Domestic and/or Personal Problems</b></p> <p>Significant problems in the student's domestic or personal circumstances of a nature likely to have prevented the student's attendance on the date the assessment artefact was due to be undertaken or submitted, or to have affected his or her performance during the period the student might reasonably have been expected to give time to the production of the assessment artefact.</p>	A or C	A + (F or G)
6	<p><b>Court Attendance</b></p> <p>Jury Service, or attendance at Court or a Tribunal as a witness, defendant or plaintiff, on the date the assessment artefact was due to be undertaken or submitted, or during the period the student might reasonably have been expected to give time to the production of the assessment artefact.</p>	A or C	A + H
7	<p><b>Work Commitment</b></p> <p>Student must be studying part-time, by distance learning AND there must be unanticipated and/or non-negotiable work commitment as a result of which, either the student was unable to attend on the date the assessment artefact was due to be undertaken or submitted, or the student was unable to give time to the production of the assessment artefact during the relevant period.</p>	A or C	A + J
8	<p><b>Representing County or Country at Sport</b></p> <p>Student selected to represent country or county at sporting event which required absence from MTC on the date the assessment artefact was due to be undertaken or submitted, or for at least five consecutive working days during the period he/she/they might reasonably have been expected to give time to the production of the assessment artefact.</p>	A or C	A + L
9	<p><b>Religious Observance</b></p> <p>Observance of the student's religion as a result of which he/she/they is unable to attend the University at the date and time the assessment artefact was due to be undertaken or submitted, and no alternative and reasonable arrangements had been agreed by the University.</p>	A	A + M



<b>10</b>	<b>Active Exercise of Citizenship</b> An unanticipated and/or non-negotiable commitment to duties associated with an elected office, membership of a voluntary organisation, or service with Reserve Forces, as a result of which, either the student was unable to attend on the date the assessment artefact was due to be undertaken or submitted, or the student was unable to give time to the production of the assessment artefact during the relevant period.	<b>A or C</b>	<b>A + J</b>
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<b>11</b>	<b>Holidays</b> A holiday that had been booked before the initial offer of a place on the course was accepted and which caused the student to be absent from the University on the date the assessment artefact was due to be undertaken or submitted, or for at least five consecutive working days during the period the student might reasonably have been expected to give time to the production of the assessment artefact.	<b>A or C</b>	<b>A + P</b>
<b>12</b>	<b>Transport Difficulties</b> Difficulties with public or personal transport which prevented attendance on the date the assessment artefact was due to be undertaken or submitted, that could not reasonably have been anticipated, and such that sufficient time was not available to allow for alternative arrangements reasonably to be made.	<b>A</b>	<b>R + S</b>
<b>13</b>	<b>Criminal Activity</b> The student was the victim of a crime that has been reported to the appropriate authority for investigation and that crime was likely <u>either</u> to have prevented the student's attendance on the date the assessment artefact was due to be undertaken, <u>or</u> to have prevented the student from submitting the assessment artefact on the due date, <u>or</u> to have affected his or her performance during the period the student might reasonably have been expected to give time to the production of the assessment artefact.	<b>A or C</b>	<b>A + N</b>
<b>15</b>	<b>Computing Difficulties</b> Normally there are no valid extenuating circumstances under this category. Should the MTC computer network or specialist software that is only available through MTC become unavailable for a substantial period of time, guidance will be given to all affected students as to what measures will be put in place.		
<b>16</b>	<b>Financial Difficulties</b> No extenuating circumstance that might fall under this category can be accepted as valid.		
<b>17</b>	<b>Other</b> Exceptional extenuating circumstances that do not fall under any of the criteria defined above.	<b>A or C</b>	<b>A + Q</b>

Table 2 – Types of Evidence	
<b>A</b>	The student’s statement of case.
<b>B</b>	Medical Certificate signed while the illness or incident was affecting the student, or other medical evidence such as copies of prescriptions, certificates of attendance at surgery or hospital, a doctor’s opinion given after receiving the student’s permission to release information.
<b>C</b>	Medical Certificate signed while the illness or incident was affecting the other person, or other medical evidence, together with a statement by the student about the nature of the relationship, explaining why their personal attention was necessary and why no other person could reasonably be expected to have provided attention.
<b>D</b>	The student’s self-certification of illness or incapacity. This type of evidence may be provided on Self-Certification stationery or may take the form of a signed and dated statement by the student. It must be submitted as soon as possible after the affected assessment date.  Repeat use of self-certification will mean the University will ask your permission to speak to your doctor for more information about your health and may mean that the evidence is not found to be acceptable.
<b>E</b>	Death Certificate.
<b>F</b>	Corroboration from a person with whom the student has a professional, not a personal, relationship. This may include the student’s personal tutor.
<b>G</b>	Corroboration by a member of the student’s family.
<b>H</b>	Official correspondence from the Court or Tribunal Authority.
<b>J</b>	Letter of corroboration (that must explain why the commitment was non-negotiable and/or unanticipated) signed by the student’s line manager or supervisor, or by an appropriately senior and authorised representative of the relevant organisation.
<b>L</b>	Letter from the appropriate sporting association or authority that explained why the absence was necessary.
<b>M</b>	Confirmation from MTC that the religious observance is a reasonable one for a member of the faith AND a statement from the student explaining why the observance in question prevented their attendance and explaining what attempts had been made to agree a reasonable alternative arrangement.
<b>N</b>	Corroboration of the reported crime from the Police or other investigating authority.
<b>P</b>	Appropriate documentary evidence that corroborated both the timing of the booking of the holiday and its duration.
<b>Q</b>	The Extenuating Circumstances Officer shall seek advice from the Head of Registry. Such advice shall include questions of what evidence would be appropriate to support the exercise of Chair’s action in determining whether such extenuating circumstances can be valid.
<b>R</b>	Statement from the student that explains the nature of the difficulty and why the difficulty could not reasonably have been anticipated and why alternative arrangements could not reasonably have been made.
<b>S</b>	Corroboration from a relevant and appropriate source.

# EXTENUATING CIRCUMSTANCES - GUIDELINES TO STUDENTS

**The University of Portsmouth wants all students to undertake and pass all their assessments at the first attempt and make normal progression through their course. We are aware that failure to progress normally can lead to financial difficulties for both the student and the University. However, there may be occasions during the year where students are affected by extenuating circumstances and are unable to complete their assessments.**

**The University of Portsmouth operates a “fit to sit” extenuating circumstances policy. This means that if you sit an examination or submit an assignment on time, you are declaring yourself fit to sit the assessment and no extenuating circumstances will be accepted. You can only submit extenuating circumstances if you have failed to submit coursework on time, missed an examination or were taken ill during an examination.**

**Extenuating circumstances cannot be submitted for either Second Attempt Assessments or Deferred First Attempt Assessments and any that are submitted will be rejected.**

Extenuating Circumstances are circumstances relating to your health and /or personal life which are of a sufficiently serious nature to result in your being unable to attend, complete, or submit an assessment on time.

Problems with course management that have affected your performance, either individually or as part of a group should be remedied by following the student complaints procedure.

The key words are serious and significant. Life, unfortunately, is full of difficulties, irritations, and worries that would not be expected to have a significant effect on your performance or to prevent you from attending, completing, or submitting on time an assessment. We all face difficulties and problems that we normally are expected to overcome. Only serious problems that can reasonably be expected to have had a significant effect will be considered valid. So, circumstances such as a cold, feeling under the weather, a few sleepless nights, the illness of a relative, financial worries, difficulties with a computer, the pressures of sitting exams or meeting deadlines, will not be considered to be valid reasons for failing to attend, complete on time, or submit assessments.

Generally speaking, serious long-term circumstances that have a significant effect on your ability to study will be expected to result in you requesting a suspension of your studies or withdrawing from your course rather than claiming extenuating circumstances.

In line with MTC policy, students with a disability or learning difficulty should have declared these and secured an agreement as to what additional help MTC can reasonably provide as part of the admissions process. The disability or learning difficulty cannot be regarded as an extenuating circumstance.

If you have been affected by an extenuating circumstance, you should complete an extenuating Circumstance Form. The Form will be available from your Department Office. You should complete a separate form for each circumstance. You must complete and submit the form within 20 working days of the affected assessment date if it is a coursework type assessment or by the end of the Consolidation and Assessment Period if it is an examination type assessment.

The Students Union academic caseworkers will be able to advise you on completing the form, as will named members of your own department. When you complete the form, you should take care to record exactly which assessment artefacts have been affected (by assessment artefact we mean the particular examination, course work, essay, laboratory report, presentation etc). You must link these assessment artefacts to the particular module(s) they have been set for. Most importantly, you must clearly state a case that explains why the circumstances were serious and how they affected your ability to attend or submit the assessment artefact. You will need to relate the dates of the circumstance(s) and the assessment(s) carefully to the reasons you give. The end product needs to be convincing. Finally, you need to be able to provide some evidence to back up your case. Documentary evidence must either be in English, or accompanied by an official translation in English.

The criteria explain what types of evidence are acceptable. In cases of illness, you should obtain a medical certificate if your illness prevents you from attending MTC for more than five working days or if you have a severe medical condition that means you have been unable to complete a coursework assignment or attend an examination - if your illness or condition did not last that long or the medical condition was not severe, you will need to submit a note of self-certification. Please note that medical certificates should be signed whilst the symptoms of your illness or condition were still evident to the Doctor. Repeated cases of self-certification will mean that MTC will ask you for a signed release so that your doctor can provide information about your state of health. Repeated cases of self-certification where there is no such supporting evidence may be judged to be invalid.

Reference to a professional relationship in the criteria may be to a doctor, a counsellor or other appropriate member of student support services, or some other professional person who, through the nature of their professional relationship with you, knows about your difficulties and can confirm what you are claiming.

Your submitted form will be judged by an Extenuating Circumstances Officer appointed to consider all submitted cases in your Department, judging them against the criteria published annually by MTC. You will be notified of the names of the Extenuating Circumstances Officers by your Department at the start of the Academic Year. The Extenuating Circumstances Officer will decide whether they consider your case to be valid and, if so, which assessment artefacts in which modules have been affected. The decision will be checked by another Extenuating Circumstances Officer to confirm that it is reasonable and you will be informed of the outcome within ten working days of submitting the form.

If you have particularly distressing extenuating circumstances which you wish to be dealt with as confidentially as possible, you should contact your Head of Department directly, who will follow a special procedure for Serious and Confidential Circumstances. If you do not wish to contact the Head of Department, you may contact any member of University staff. That person, however, will have to then follow the appropriate procedure in intervening on your behalf, i.e. they must contact the Head of Department.

Should the Extenuating Circumstances Officer consider your circumstances to be valid, the Module Assessment Board and Board of Examiners will be advised that, in particular named assessment artefacts, your attendance or submission was prevented by valid extenuating circumstances.

Module Assessment Boards may choose one of the following outcomes for students with valid extenuating circumstances:

- At the first attempt, if you have failed to attend an examination type assessment (which is any assessment undertaken within a constrained period of time at a set location such as examinations, in class tests, presentations and oral examinations) the Module Assessment Board may allow you to have a Deferred First Attempt Assessment.
- If you have successfully completed at least two other assessments in the affected module, the Module Assessment Board may extrapolate an overall mark from these, if it is satisfied there is sufficient evidence you have met the learning outcomes of the module.
- Should you fail to submit a coursework assessment on time and an assessment penalty has been applied, that penalty will be lifted as long as you have submitted within ten working days of the original date of submission. You cannot submit a further extenuating circumstances claim within this period to extend the time further.

Should you be unsure whether your assessment artefact is considered coursework or an examination, please contact the Module Co-ordinator.

The Module Assessment Board may decide that even if you were to pass the Deferred First Attempt Assessment, you would not be able to achieve the pass mark required for the module. In such cases the Module Assessment Board will make the decision as if you did not have valid extenuating circumstances.

Should you fail your Deferred First Attempt Assessment, you will be deemed to have failed the module and will not be eligible to progress into the next academic year. You cannot submit additional extenuating circumstances for deferral work.

**No student will be allowed to trail modules or carry deferrals into the next academic year.**

Please also note that a penalty imposed because of an assessment offence, other than late submission, or because of disciplinary action taken by the University against you, will over-ride a valid extenuating circumstance and will invalidate the remedies explained above.