Assessment Handbook

Effective September 2021 to Present

Student Regulations and Policies

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1   Introduction and Scope (for staff)

1.1.1   A review of assessment across the sector by JISC has identified that in many universities, institutional documentation has a focus on procedures rather than Learning and Teaching. Often the articulation of educational principles appears in second tier documentation i.e. in advice and guidance documents rather than actual strategy and policy. There is widespread referencing of inter alia the REAP principles as well as the NUS feedback principles and the QAA Code of Practice (*now the UK Quality Code for Higher Education*) without necessarily stating a firm institutional commitment to the application of the principles.

This Assessment Handbook therefore first espouses a **set of principles**:

- assessment FOR learning rather than assessment OF learning
- a shift in the balance from summative to formative assessment
- use of a 'curriculum design' framework for constructing learning outcomes
- increased dialogue between tutors and students

Guidance on curriculum design including the appropriate use of assessment is to be found in the course developers guide.

Whilst there is no generally agreed definition of assessment, we are adopting that from the QAA Quality Code, as 'any processes that appraise an individual's **knowledge, understanding, abilities or skills'**.

a)   The regulations governing assessment are set out in the Academic Regulations of the University which are available at:https://www.uclan.ac.uk/study_here/student-contract-taught-programmes.php

b)   This Assessment Handbook contains assessment policies and procedures that underpin and carry the same authority as the Academic Regulations.

c)   It should be read in conjunction with the Academic Regulations and, where appropriate, with programme documentation and student handbooks.

d)   These assessment policies and procedures apply to all the University's academic programmes delivered in the UK or overseas (including under franchise arrangements), and by distance learning, unless variation for individual modules or programmes have been specifically approved by, or on behalf of, the Academic Board.

e)   These assessment policies and procedures apply to all of the University's academic awards delivered as part of an apprenticeship programme, unless variation for individual modules or programmes have been specifically approved by, or on behalf of, the Academic Board.

f)   Where programmes of study lead to the qualifications of a Professional Statutory and Regulatory Body (PSRB), or exemptions from the PSRB's own qualifications, full account is taken of the regulations and requirements of the PSRB in respect of assessment. Such exceptions are detailed in programme documentation.

g)   Any reference in this Handbook to an office holder of the University (eg. Dean/Head of School) include a nominee acting on behalf of that officeholder.

2 Assessment principles and procedures for taught programmes (for staff)

2.1 Principles of Assessment

2.1.1 Assessment for Learning

Learning and assessment should be integrated and fully aligned as an integral part of the learning process. There should be a focus on the development and achievement of intended programme outcomes rather than on marks and grades.

2.1.2 Assessment lacks precision
Not all meaningful learning or assessment outcomes can be precisely defined.

2.1.3 Construct standards in communities
Staff and students should develop their own and a shared understanding of what is required from, and entailed in, the assessment and feedback process.

2.1.4 Ensure professional judgements are reliable
Since the assessment of high level complex learning is largely dependent on holistic judgement rather than mechanistic processes, academic, disciplinary and professional communities should set up opportunities and processes, such as meetings, workshops and groups, to regularly share exemplars and discuss assessment standards.

2.1.5 Assignment briefs

It is important to clearly explain to students what is expected of them in carrying out the assessment, and how marks will be awarded, i.e. the assignment brief, and the marking criteria. Regardless of whether the marking criteria are published or are negotiated, a clear principle is that assignment briefs and marking criteria should be written clearly, and be available to and discussed with students.

2.1.6 Marking Criteria (schools)
1) Marking criteria are used to judge the standard to which each learning outcome has been achieved. They need to be specific to the assignment because they need to link the criteria and the intended learning outcomes for the module.
2) Marking criteria which have been developed in schools should be included in the module information pack, and should be reviewed regularly to ensure that they are being applied a. consistently; b. transparently; c. in such a way that the full range of marks is deployed.
3) A (generic) set of verbs associated with Bloom's taxonomy is available for the wording of learning outcomes (e.g. apply, analyse, evaluate, create); a corresponding set of (generic) adjectives should be used to define / differentiate the level of performance across a level. Unlike those which represent a 'gradation of excellence' e.g. 'excellent, very good, good, satisfactory', these are distinctive and applicable to different sorts of assessment activities.

2.1.6.1 Grade band Indicative language

GRADE	
High 1st	Exceptional 1st Creative, insightful, illuminating, inspiring, exciting, authoritative, challenging
Low 1st – Mid 1st	Persuasive, sophisticated, original, reflective, ambitious, meticulous, critical, convincing, unexpected
2:1	Fluent, thorough, analytical, precise, rigorous, confident, consistent, thoughtful
2:2	Satisfactory, clear, accurate, careful, congruent, coherent
3rd	Sufficient, adequate, descriptive, limited
Marginal Fail	Incomplete, inadequate, inconsistent, derivative, contradictory, superficial, irrelevant
Mid Fail	Erroneous/wrong, missing, extremely limited, inappropriate, insufficient, incoherent, unstructured
Fail/non-submission	Absent/none, lacking, formless, detrimental

2.1.7 Standard Descriptors (generic)
Standard Descriptors sketch out in broad terms what is expected of students at a particular level. An example (reproduced with kind permission of Manchester Metropolitan University) is attached at Appendix 2.

They are designed to be a reference point for marking criteria in the appropriate subject area and to provide a common language for differentiating level and performance within each level. They are too generic to support the making of grading decisions for individual assignments, and so need to be interpreted into specific marking criteria for each task.

2.1.8 Grading bands

The University uses a grade band marking scale. This marking scale contains a fixed number of percentage points in each class band which might be assigned by a marker for a piece of assessed work. This is intended to encourage markers to make decisions about assessed work in relation to which class band it most appropriately belongs and encourage markers to use the full range of the marking scale. For certain modules, such as those subject to professional body requirements or those assessed solely numerically (e.g. multiple choice tests), the nature of the assessment will mean the mark should be recorded as a mark out of 100 and these marks would fall outside of the fixed percentage point bands.

An appropriate method of conversion to the University's grade banding scale may therefore be employed (for example - Angoff methodology, Borderline Regression, and other well-supported best-practice methods used nationally and internationally).
The grading bands used by the University are set out below:

2.1.8.1 Level 3 assessments (e.g. HNC/HND) and Level 4 and 5 Foundation Degrees

Band	Numerical equivalent
Exceptional Distinction	100
Very High Distinction	94
High Distinction	87
Mid Distinction	80
Low Distinction	74
High Merit	68
Mid Merit	65
Low Merit	62
High Pass	58
Mid+ Pass	55
Mid Pass	52
Low+ Pass	48
Low Pass	45
Low- Pass	42
Marginal Fail	35*
Mid Fail	30*
Low Fail	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

* can be compensated

(Minimum Pass/Capped Mark)	40**

** The use of grade band marking is intended to encourage markers to assign grades on the basis of the band/classification of the work submitted. The use of the minimum pass mark is reserved for assessments passed at resubmission or passed for a capped mark. A marginal fail would receive a mark of 35 and a marginal pass would receive 42.

2.1.8.2   Level 4, 5 and 6 assessments (e.g. Undergraduate programmes)

Band	Numerical equivalent
Exceptional 1st	100
Very High 1st	94
High	87
Mid 1st	80
Low 1st	74
High 2.1	68
Mid 2.1	65
Low 2.1	62
High 2.2	58
Mid 2.2	55
Low 2.2	52
High 3rd	48
Mid 3rd	45
Low 3rd	42
Marginal Fail	35*
Mid Fail	30*
Low Fail	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

*can be compensated

(Minimum Pass/Capped Mark)	40**

** The use of grade band marking is intended to encourage markers to assign grades on the basis of the band/classification of the work submitted. The use of the minimum pass mark is reserved for assessments passed at resubmission or passed for a capped mark. A marginal fail would receive a mark of 35 and a marginal pass would receive 42.

Band	Numerical equivalent
Exceptional 1st	100
Very High 1st	94
High 1st	87
Mid 1st	80
Low 1st	74
High 2.1	68
Mid 2.1	65
Low 2.1	62
High 2.2	58
Mid 2.2	55
Low 2.2	52
Marginal Fail	45*
Mid+ Fail	42
Mid Fail	40
Fail	35
	30
	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

*can be compensated

(Minimum Pass/Capped Mark)	50**

** The use of grade band marking is intended to encourage markers to assign grades on the basis of the band/classification of the work submitted. The use of the minimum pass mark is reserved for assessments passed at resubmission or passed for a capped mark. A marginal fail would receive a mark of 45 and a marginal pass would receive 52.

2.1.8.4 Level 7 assessments (e.g. Postgraduate taught programmes)

Band	Numerical equivalent
Exceptional Distinction	**100**
Very High Distinction	94
High Distinction	87
Mid Distinction	80
Low Distinction	74
High Merit	68
Mid Merit	65
Low Merit	62
High Pass	58
Mid Pass	55
Low Pass	52
Marginal Fail	45*
Mid+ Fail	42
Mid Fail	40
Fail	35
	30
	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

*can be compensated

(Minimum Pass/Capped Mark)	50**

** The use of grade band marking is intended to encourage markers to assign grades on the basis of the band/classification of the work submitted. The use of the minimum pass mark is reserved for assessments passed at resubmission or passed for a capped mark. A marginal fail would receive a mark of 45 and a marginal pass would receive 52.

2.1.9 Dialogue between tutor and student

Staff should ensure that opportunities for dialogue are maximised. A recommended model for dialogue is that of O'Donovan, Price and Rust (2004), which sets out a range of opportunities for dialogue, both pre-submission and post-submission, and which ranges from an explicit transfer of knowledge, e.g. written learning outcomes and written feedback, to a tacit transfer of knowledge, e.g. use of exemplars, self-and peer assessment of drafts and peer discussion of submitted work.

A spectrum of processes supporting the transfer or construction of knowledge of assessment requirements, standards and criteria (from O'Donovan, Price and Rust, 2004).

2.1.10 Further Reading - See Appendix 1

2.2 Regulations

The Regulations governing assessment are set out in the Academic Regulations (Section G).

2.3 Anonymous Marking

The anonymity of students should be preserved wherever possible for any piece of work submitted for assessment. Student names should therefore be absent from their submissions at the point of marking.

In order to preserve the anonymity of candidates when marking a piece of work, students should be instructed to use a unique proxy identifier, which will be generated by Turnitin, rather than putting their name on work submitted for assessment.

Wherever possible, all summative assessed work should be submitted electronically through Turnitin which must be set up to enable anonymised marking to take place. (see Appendix 4: Online Assessment Policy)

There is no expectation that student work remains permanently anonymous to markers after they have finished marking for the purposes of providing feedback to students on their performance.

While every effort should be made to preserve the anonymity of students when marking work, it is inevitable that, in some instances, an examiner will become aware of the identity of the candidate submitting work (for instance in modules with very few students, or where students have discussed coursework in detail with a tutor before submitting). In such instances, the Assessment Board should satisfy itself that every reasonable effort has been made to give students the opportunity to submit work anonymously.

It is also recognised that it is not be feasible to mark all work anonymously, for example, assessment of presentations, performance, music recitals, laboratory skills or seminar contributions. There is a need for clarity and consistency, ensuring that exceptions to the academic regulation are justified and that the justification is understood by both staff and students. Module leaders would therefore need to identify the elements of their summative assessments that cannot be marked anonymously and the School Quality Lead/Head of School would approve these exemptions from the anonymised marking requirements. Module leaders would then be responsible for communicating the exemptions to students through module handbooks etc.

2.4   Use of Turnitin

A pseudo-Turnitin assignments will be set up using a BlackBoard Organisation space to which all students can self-enrol. This assignment will allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment.

Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission.

In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking.

Schools must ensure that the University's approach to be adopted in using Turnitin is clearly communicated to students either before or at the time the assignment is set. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work

2.5   Assessment Procedures

2.5.1   Verification
(Approval of assessment briefs and examination papers)

Verification is the checking of assessment briefs including examination paper* questions and coursework/practical assignments of any type for all elements of assessment for every module which contributes to the final mark for the module.

* a definition of 'examination paper' is set out within the Course Developers Guide Appendix 4c.

Responsibilities for internal and external verification for collaborative provision and UCLan Cyprus campus are detailed in the AQA Manual.

2.5.1.1   Internal Verification:

The purpose of internal verification is to ensure that the briefs are appropriate in relation to the intended learning outcomes.

Internal verification applies to re-assessment briefs as well as the original assessment brief and should be undertaken at the same time. Unseen re-assessment examination papers should be distinct from the first- sit paper.

Internal verification must be undertaken by a minimum of two members of academic staff (author and one other) and be recorded.

The internal verification of assessment briefs must be undertaken before the briefs are published to the students.

2.5.1.2 External Verification:

External verification involves the checking by the external examiner of assessment briefs.

The External Examiner(s) must verify the form and content of all examination papers for every module which contributes to an award, and this must be recorded. External Examiner verification of examination papers and re-assessment examination papers should be undertaken at the same time and must be completed before the examination is sat.

All briefs for coursework/practical assignments for modules which contribute to an award must be made available for review by the external examiner (access will be facilitated electronically).

The external examiner is entitled to review an amended assessment brief on request if substantial changes were suggested in external verification.

2.5.2   Moderation
(checking of students' assessed work)

Moderation is the checking of a sample of students' assessed work in order to confirm that the verified assessment and marking criteria for a component of assessment have been correctly, accurately and consistently applied, that students are being treated equitably through the assessment process and that there is a shared understanding of the academic standards students are expected to achieve.

Changes may not be made exclusively to marks within a representative sample. Should concerns be identified during internal moderation regarding the accuracy or consistency of marking based upon the sample, the relevant parts of the assessment for the entire cohort should be re-marked. This might be through scaling up or down, should the sample be considered to be consistently over or under – marked, or a full re-mark if the pattern of error is inconsistent.

The minimum requirement for moderation samples for both internal and external moderation purposes is set at 10% of all work submitted for a particular element of assessment, and (where student numbers on modules are small) the sample to include at least 3 pieces of work from the batch to be taken from work awarded the highest marks, marks in the middle range and the lowest marks.

Where assessments comprise various types of performance or presentation, Schools must still ensure that they meet the minimum requirements for moderation samples.

Responsibilities for internal and external verification for collaborative provision and UCLan Cyprus campus are detailed in the AQA Manual.

2.5.2.1 Internal Moderation:

Each module must have an identified internal moderator who will be responsible for checking a representative sample (see details of minimum requirements above) of work and confirming that the assessment criteria for every element of assessment have been correctly and accurately applied and for recording the appropriate evidence of moderation.

Parity review (Standardisation) may be used for courses with multiple teams of markers (eg on a large course with different pathways). The review ensures that marks have been awarded consistently by different marking teams and that there is a common understanding of the marking boundaries. For example; parity reviews often take the form of a meeting of all markers and moderators, or they can take place online. The Module Leader will normally identify a sample of work to be reviewed, taking examples from all the marking teams. The module team will compare the marks awarded, resolving any discrepancies and agreeing the final mark and feedback for the students.

2.5.2.2 External Moderation:

External moderation involves the external examiner in checking that the assessment criteria for every element of assessment have been correctly and accurately applied to a representative sample (see details of minimum requirements above) of work, for all modules contributing to a final award. The sample of work moderated by the external examiner should include a selection of work that has been internally moderated.

The external examiner will be asked to provide confirmation of whether marking is in accordance with the stated criteria and weightings and identifying any issues.

An exemplar moderation form detailing the minimum requirements for evidencing moderation is set out in Appendix 3 of this Handbook. Schools must use a moderation form which requests the same information as that requested within this exemplar form.

2.5.3   Second Marking

Second marking is where all assessments in the set are independently marked by two markers with a view to agreeing on a mark. See Academic Regulations (SectionG6).

2.5.4   Assessment Feedback

Generic feedback on assessment/examination performance can be given to a group as a whole. Where the assessments are of a factual nature it may include an outline of the expected answers. For descriptive essays it may include statements of what an expected answer might include but not necessarily a model answer. A description may also be included of any typical problems encountered in answering the questions or general misunderstandings.
Generic feedback may incorporate statistical information including grade distributions (although means, medians, modes, the range and variance estimates could also be used) allowing individual students to understand their position in a group. See Academic Regulations (SectionG2).

For all assessments, students will be provided with individual written and/or audio/digital feedback. See Appendix 4 for further information about the electronic management of assessment (EMA).

2.5.5   Liaison with External Examiners

The Chair of the Assessment Board for the School concerned is responsible for ensuring proper liaison with the external examiner during the assessment period and during the year.

2.5.6   Disclosure of Marks

The University is committed to the policy of disclosure of moderated and unmoderated grades and marks to individual students. A moderated mark/grade is defined as a mark or grade which has been confirmed by a Module Assessment Board. An unmoderated mark/grade is defined as the provisional mark which is submitted to the Module Assessment Board. Moderated marks/grades will be published to students via the Student Portal, all grades are provisional until they have been ratified by a Course Assessment Board.

Students may request and obtain disclosure of the unmoderated mark/grade after the Module Assessment Board has confirmed the mark or grade.

Marks/grades or recommendations will not be disclosed by telephone unless authorised exceptionally by the Dean/Head of School. For students below the age of 18, notification of marks/grades and recommendations will be sent to the student's parents or guardian.

2.6   Publication of Examination Arrangements

Information regarding the date and time of examinations is published on students' personal timetables.

2.7   Chairing and Secretarial Support of the Assessment Board

The Chair and Secretary must work together to ensure a successful outcome of the assessment process. The Chair is considered the guardian of the regulations and assessment policy, ensuring an equality of experience for each student, while the Secretary is considered the guardian of the official record of the assessment process. The Secretary should also have a good knowledge of the regulations and policies in order to act as an adviser to the Chair if required. On campus the Chair of Assessment Boards will primarily be the Dean/Head of School. All Chairs are required to undergo compulsory training and should be on the log of Chairs held by Academic Registry. Both Chairs and Secretaries should attend annual update training.

In order to ensure impartiality, the Chair should be somewhat removed from the programme. However, it is recognised that some areas, Schools/partners may struggle to find a Chair who was not involved in some part of the programme delivery.

Chairs should be members of academic staff with an excellent knowledge of the regulations and assessment policy, while the Secretary should be an experienced administrator with knowledge of the regulations, assessment policy and report writing skills. The key responsibilities of the Chair and Secretary to the Board are listed below:

2.7.1   Key responsibilities of the Chair

- to appoint in consultation with the appropriate Dean/Head of School, the internal members of the Assessment Board.
- to ensure all members of the board are properly briefed.
- to liaise closely with the secretary to the board to ensure that the marks presented are full and correct.
- to ensure that the external examiner has seen an appropriate sample of the assessed work of the students.
- to ensure full and frank discussion about the performance of students takes place, taking into account the views of the external examiner, extenuating circumstances and to guide the board towards clear recommendations/decisions.
- to consider and initiate such actions as he/she thinks necessary on advice given by the external examiners.
- in close collaboration with the secretary, ensure that marks and award recommendations as confirmed by the board are prepared, checked and entered on to the Banner system
- following the board to check and approve the minutes as a true record of the proceedings.
- to exercise Chair's Action on behalf of an Assessment Board – see 2.7.3 below.

2.7.2   Key responsibilities of the Secretary

- to establish the dates of meetings in advance at the start of each academic year, arrange the meetings and inform the members.
- to make all administrative arrangements for the boards they are responsible for, this includes liaison with the external examiner.
- draft agendas for approval by the Chair, to be disseminated to all members prior to the board.
- prepare and provide the board documentation.
- to provide advice on examination and assessment regulations during the meeting.
- to produce full and accurate minutes.
- ensure the marks presented to the board are correct and any amendments are actioned and entered on to the Banner system.
- to record the conditions of reassessment.
- to prepare pass lists and arrange for them to be checked by the Chair of the board.
- to ensure results are communicated to students by entering results on to the Banner system.
- to ensure module results that have been taken by students from other Schools are communicated to the student's home School in a timely and appropriate manner.

The Chair and Secretary have an opportunity to minimise the occurrences of appeals by ensuring appropriate application of policy and regulation through the assessment board structures.

2.7.3   Guidelines for exercising Chair's Action on behalf of an Assessment Board

1. It is the responsibility of the Module Assessment Board to determine the marks/grades achieved by each student and to make recommendations to the Course Assessment Board. It is the responsibility of the Course Assessment Board to determine the results for each student in relation to their progression or award.

2. When issues arise subsequent to a meeting of an Assessment Board that, in the view of the Chair, are too urgent and important for consideration to be deferred until the next scheduled meeting, the Chair may decide to:
    a. call a special meeting of the Board;
    b. consult with members of the Board by correspondence;
    c. take Chair's Action

The University discourages the use of Chair's action between Assessment Board meetings as a routine method of determining marks/grades or results for progression or an award, however, it is acceptable for Chair's action to be taken in a limited number of circumstances (see point 4 below) where there are:

a) matters relating to the implementation of decisions which have already been approved at previous meetings (eg where a student's profile of marks is incomplete and the Board has agreed that further clarification be sought subsequent to the meeting before a result is recommended).

b) urgent circumstances which mean that waiting for the next scheduled Assessment Board would unnecessarily delay a student's normal progression or conferment of award providing:

   - the issue involved is not contentious and does not merit discussion at the Assessment Board meeting and;

   - the issue does not relate to a cohort of students.

3. Circumstances when Chair's action can be implemented include:

   a. Administrative action, for example where it is necessary to correct an error and the resulting

recalculation of marks.

b. Academic judgement, for example where it is necessary to make a decision which requires the exercise of academic judgement in order to allow a student to progress or be awarded in a timely fashion.

c. Delegated action, for example where the Board has given the Chair authority to act on its behalf following consideration of a case at its previous meeting.

d. Academic Appeals, where an appeal is upheld and is referred to the Chair of the Assessment Board for consideration or immediate action to be taken on behalf of the Assessment Board.

4. Procedure related to decisions taken by Chair's Action:

a. The minutes of the Assessment Board must record where the Board has agreed that a decision be deferred for Chair's Action to be taken subsequent to the Assessment Board meeting.

b. Where a decision has been taken by Chair's Action, the Chair of Assessment Board must complete and sign the appropriate proforma (see Appendix 5 for the proforma for making amendments to recommendations and the proforma for making amendments to marks and grades) and circulate it as stipulated on the respective form.

c. Details of all decisions taken by Chair's Action must be reported to the next meeting of the Assessment Board for noting and the outcome must be minuted.

d. A log must be maintained of all decisions taken by Chair's Action for auditing purposes.

3 Extension requests for taught programmes (for staff and students)

3.1 Policy and Procedures on Extensions

3.1.1 The University requires all students to adhere to submission deadlines for any form of assessment. Students are expected to plan ahead and manage the demands of their workload.

3.1.2 Where students are experiencing difficulties in meeting a submission date, they should discuss any issues promptly with the appropriate tutor*. The Tutor will advise if an extension request is appropriate in the circumstances or if the matter should progress to the Extenuating Circumstances procedure. *This may be your module/course/year lead or Academic Advisor.

3.1.3 Extensions may be granted for up to 10 working days. The student will receive confirmation of the number of days for the extension after consideration has been taken of the individual circumstances i.e. the reason specified for the extension, the student's workload and the nature of the assessment.

3.1.4 Requests for extensions must be made prior to the submission date as extensions cannot be given retrospectively.

3.1.5 There is no automatic right for an extension to be granted and students are advised to continue working to the original submission deadline until a decision regarding the extension is received.

3.1.6 Requests for extensions should be made in writing to the relevant CAS Hub clearly stating the reason for the extension and detailing the module and assessment where an extension is requested.

3.1.7   Requests for extensions may be granted where circumstances or events are of a temporary nature and are sufficiently disruptive to prevent submission by the due date. Such circumstances should not be foreseeable or preventable. These may include for example:

- short-term illness
- caring for a sick relative
- unexpected personal difficulties.

3.1.8   Requests for extensions will not normally be granted for the following reasons:

- Planned events such as holidays, religious festivals or moving house.
- Appointments arranged on the submission date (unless outside the student's control).
- Attending courses.
- Paid employment.
- IT issues (printer problems/PC crashes/USB issues), including denied access to the University systems due to debt.
- Inadequate time planning.
- Planned Turnitin downtime/maintenance

3.1.9   Where adverse weather conditions prevent the handing in of work on the submission day the assessment should be emailed to the appropriate tutor to prevent a penalty being applied. The formal submission should be made at the earliest opportunity.

3.1.10   If the extension request is declined, the original submission date remains and the rules regarding late submission will apply.

3.1.11   Students who submit work after an authorised extended deadline date will be awarded a mark of 0% for that element of assessment.

3.2   Approving Extensions

3.2.1   The student will receive the revised submission date in writing.

4   Mitigating Circumstances for Taught Programmes

4.1   Policy and Procedures on Mitigating Circumstances

4.1.1   Mitigating circumstances arise where students suffer from some illness or misfortune that adversely affects their ability to complete an assessment or the results they obtain for an assessment. The University has adopted robust procedures to ensure that such misfortunes are dealt with systematically and that students are treated equitably across all Schools.

4.1.2   The procedure is not intended to operate at the day to day level of requests for extensions or other matters which can (and should) be dealt with at the time by the Course Administration Service.

4.1.3   Key to the resolution of submitted mitigating circumstances is a genuine discussion with the student. This will be led by a Student Coach, seeking academic input as needed from the course team.

4.1.4   The below table demonstrates the mitigating circumstances process. Further information for students can be found at https://www.uclan.ac.uk/students/support/extenuating_circumstances.php

Mitigating Circumstances Process

Student

Student flags an issue detailing the reason, supporting evidence and suggested remedy.

Student selects if it is a short-term extension

If the student doesn't provide any further evidence then it would be a decline? What would be the deadline?

Asked to provide further information

CAS Staff

Review history, evidence and rationale

Is this a short term extension

Yes

No

Has the student applied for more than 3 extensions in this academic year

No

Yes

The response to the student could be accept or decline

Agree/decline extension Request

Respond to student

Update Student Record

Student Coach

Review history, rationale, evidence and proposed evidence if provided

Are Mitigating Circumstances accepted

Yes

Invite Student for a co-creation meeting

Student Accepts

Student Declines

Is the information provided sufficient to make a remedy on their behalf

Yes

No

Co-creation meeting is held and in liaison with level Co-ordinator a remedy is provided, system is updated, and automated Comms to Module Leader, Course Leader and Hubs

Request further information

SSWB

A referral from Student Support and Wellbeing is flagged to the Student Coach

5 Examination Procedures for Taught Programmes

5.1 Scope

These procedures govern the examination of all students registered at the University for Taught Programmes of study. This includes all work conducted under formal supervised examination conditions, practical laboratory tests or multiple choice examinations.

5.2 Examination Instructions for Invigilators

Invigilators play a central role in ensuring that all examinations are conducted in a fair and appropriate manner in accordance with the University's regulations and procedures.

5.2.1 Appointment of Invigilators/Invigilator-in-Charge

Each School must ensure that invigilators are appointed for all examinations. There should be at least one invigilator for every 30 students and a minimum of two invigilators at each venue. There should also be, for every examination, a member of staff available, normally present in the main room for the first fifteen minutes of the examination, who can answer any questions about the paper. This can be, but does not have to be, the invigilator. This member of staff must then remain contactable for the remainder of the examination in the event of exceptional queries.

The Invigilator-in-Charge will be the invigilator with the largest single group at a particular examination session. Each School is responsible for informing its invigilators of their appointment and their duties.

5.2.2 Responsibilities of the Invigilator-in-Charge, supported by the other invigilators

The Invigilator-in-Charge is responsible for all the examinations taking place in the room at the time. The other invigilators are responsible for assisting the Invigilator-in-Charge. Invigilators must attend all examinations for which they have been appointed and should arrive at least 30 minutes before the scheduled start of the examination. When an invigilator cannot attend an examination for which they have been scheduled they must inform the relevant CAS Hub who are then responsible for making sure another invigilator is appointed.

5.2.3 Before the examination commences

Before the examination commences, invigilators are required to:

a) ensure that all examination papers for a particular examination session are collected from the designated office and reach their venue in good time;
b) ensure that the seating plan (if applicable) is adhered to (copies of all seating plans can be found in the Information for Invigilators file in the venue);
c) ensure that answer books and relevant stationery are distributed to each candidate's place;
d) ensure that the correct examination papers are distributed to each candidate's desk;
e) admit candidates 10 minutes before the start of the examination;
f) ensure that all bags, coats and all items not needed for the examination, are placed in the area defined by the invigilator;

g) ensure that all candidates' identities are verified by checking their UCLan Card. Candidates who fail to produce their official identification card at the beginning of the examination must provide alternative evidence of identification to the satisfaction of the invigilators e.g. passport or current photo-driver's license. Candidates failing to produce satisfactory evidence at the beginning of the examination must not leave the venue and must accompany an invigilator to verify their identity when the exam concludes.

h) ensure that all the standard announcements (copy in Information for Invigilators file in venue) are made to candidates prior to the start of the examination.

5.2.4   During the Examination

During the Examination, invigilators are required to:

a) ensure that the examination is conducted in accordance with the University Regulations and Assessment Handbook.

b) act in a vigilant manner throughout the examination by monitoring students' conduct and behaviour carefully to ensure compliance with procedures and regulations.

c) ensure that no candidate enters the examination room after the first 30 minutes of the examination.

d) ensure that no candidates leaves the examination room during the first 30 minutes or last 30 minutes of the examination unless for reasons relating to illness or emergency.

e) relay any query that is raised by a candidate regarding the accuracy or content of an examination paper directly to the relevant invigilator in the venue at the time. If the invigilator in attendance is unable to deal with the query a message should be relayed back to the relevant CAS Hub. All such queries raised by candidates at any juncture in the examination must be recorded on an Examination Incident Report form (available in the Information for Invigilators file located in venue). See example of Form in Appendix 5

f) announce any error noted in an examination paper to all candidates and ensure that all candidates in alternative venues are notified. This error should then be entered on the incident report form. If the relevant error is such that it warrants it, the start of the examination can be delayed. If the author of the examination paper has left the examination room they should be contacted via the relevant CAS Hub. If the issue cannot be resolved the examination can be terminated.

g) take any measures they deem appropriate if a candidate becomes ill. If a first aider is required, the invigilator should contact either Security on ext. 2068 or the emergency operator by dialing 333 or by using the emergency green or red telephones.

h) ensure that any candidate who needs to leave the examination room is properly escorted.

i) Note any untoward incidents which occur during the examination, on the incident report form (available in the Information for Invigilators file to be found in the venue) and to ensure the form is copied to the Chair of the relevant module Assessment Board, Module School Administrator and Academic Registry.

j) adhere to the procedure described in 5.3 below in the case of evacuation

k) inform any candidate suspected of cheating that they are in breach of examination regulations.

l) indicate in the answer book of any candidate suspected of cheating, the point at which the alleged offence was noted.

m) note any cases of cheating on the Academic Misconduct Report Form.

N.B. A candidate should be expelled from the examination room only if he/she is disturbing other candidates, and they may not then be re-admitted. (See Guidance for Invigilators on dealing with suspected academic misconduct in Appendix 6).

5.2.5   At the end of the Examination

At the end of the Examination, invigilators are required to:

a. announce the end of the examination and ensure that all candidates remain seated while their scripts are collected.

b. ensure that all examination scripts and attendance slips are collected in at the end of the examination.

c. ensure that all surplus stationery is collected at the end of the examination and put back with the stock of stationery at that venue. No candidate should leave the venue with any stationery. Venues should be left in a fit state for the next examination session.

5.3   Evacuation Procedures

The invigilator should take the following steps in the event of a fire alarm, bomb alert or other emergency requiring the evacuation of the examination venue:

a) note the time the examination was interrupted and instruct the candidates to stop writing.

b) tell candidates to leave all examination materials on their desks; to leave the venue in an orderly fashion without collecting any personal belongings and to assemble in the designated fire assembly point without communicating with one another.

c) hold the candidates in silence under examination conditions (where possible).

d) where the delay in returning to the venue is not lengthy (less than 30 minutes), escort candidates back inside to resume their seats

e) tell candidates to annotate their examination scripts with the words 'Examination interrupted'.

f) resume the examination – allow candidates 10 minutes compensation for the disruption in addition to the remaining duration. Announce the revised end time.

g) where the delay is lengthy (beyond 30 minutes) or the integrity of the examination has been compromised, it may not be possible to restart. If the examination is not to be resumed, the invigilator should allow candidates to return to their seats to ensure their scripts are correctly labelled. Scripts should then be collected in the normal manner.

h) complete the Examination Incident Report Form for submission to Academic Registry (whether the examination is resumed or not).

5.4   Examination Instructions for Candidates

Examinations are conducted by examination invigilators in accordance with the rules and procedures laid out below. You must obey the instructions of an invigilator.

5.4.1   Entering the examination venue

a) You should arrive at an examination room no later than 15 minutes before the start of an examination and wait quietly outside until admitted by an invigilator. Do not communicate with other candidates after entering the examination room.

b) You must leave all personal belongings including electronic devices (e.g. phones) in the area defined by the invigilator.

c) You may only take to your desk the equipment required to complete the examination which must be clearly visible to the invigilators. If you wish to use a pencil case or small bag, it must be made of clear plastic.

d) You may take one drink to your desk which must be contained within a clear bottle.

e) No-one will be allowed to enter the examination room after the first 30 minutes of the examination.

5.4.2   Before the examination commences

a) You must place your UCLan Card on the corner of your desk with the photograph side upwards to assist the invigilators in checking your identity. You may provide an alternative form of evidence as proof of identity including a valid passport or driving licence. If you fail to bring any proof of identity with you to an examination

you will be asked to remain behind at the end of the examination until your identity can be verified.

b) You should check that the correct examination paper is in front of you and complete all the details on the front of the answer book and the attendance slip when asked to do so by the invigilator;

5.4.3   During the examination

a) You should start each answer at the top of a page unless told otherwise in the examination paper. Question numbers must be written in the left-hand margin and the rest of the left and right margins left blank. If additional answer books are needed please raise your hand. You should number any additional books used, and clearly label them with your student number.

b) If you have a question regarding the accuracy of the examination paper, please raise your hand.

c) If you wish to visit the toilet, please raise your hand and you will be accompanied by an invigilator.

d) You may not leave the examination room during the first 30 minutes or last 30 minutes of the examination unless the reason relates to visiting the toilet, illness or emergency.

5.4.4   Conduct

a) You must not speak to or communicate in any way with anyone other than invigilators during the examination.

b) You must not behave in any manner which may disturb other candidates.

c) You must behave in a reasonable manner at all times or you may be expelled from the examination room and not allowed to return. Further disciplinary action may also be taken.

d) If you are suspected of using unfair means in an examination, you will be cautioned and the matter will be investigated in accordance with the Academic Regulations.

5.4.5   At the end of the examination

a) If you finish the examination early (before the last 30 minutes), please raise your hand and wait for your examination script to be collected before leaving the room quietly. See also 5.4.11 above.

b) You must remain seated and silent until all the answer books have been collected and you are told by an invigilator that you can leave the room.

6   Academic Integrity Policy and Procedure for Academic Misconduct

6.1   Academic Integrity Policy

6.1.1 Academic integrity is defined as upholding honest and truthful standards of academic behaviour and is a fundamental principle within the University of Central Lancashire, strongly linked to good academic practice. The Academic Integrity Policy sets out the University's approach to maintaining the academic integrity of students' work. This is underpinned by the Procedure for Handling Academic Misconduct which sets out the steps the University will take in suspected cases of academic misconduct.

6.1.2 The University adopts a strategic approach to the prevention and management of academic misconduct. This is cognisant of the University strategies for Learning and Teaching and Research. The University advocates a holistic approach and fosters a culture of academic and research integrity amongst staff and students, by providing a coherent set of Academic and Research Degree Regulations and guidelines for implementation by Schools and Services.

6.1.3 The University recognises that all academic, administrative and support staff, holding a variety of roles, have the responsibility to promote a culture of academic and research integrity, acting as role models for students and their peers.

6.1.4 Student support, advice and guidance will be provided within Schools and by central University services to facilitate student personal and professional development, with an emphasis on information literacy, study skills and problem solving.

6.1.5 Importance is placed on providing education for staff and students and raising awareness of the importance of academic integrity. Students will be expected to develop sound academic practice throughout the duration of their studies at UCLan. Education about what constitutes academic misconduct, its consequences and how to achieve sound academic practice will be provided for all students, across all courses at all levels. The use of Turnitin is promoted as both an education and detection tool, together with a range of deterrents.

6.1.6 Course teams are responsible for 'designing out' the potential for academic misconduct by implementing robust procedures for curriculum design, student recruitment, course delivery, assessment and evaluation and through continuous enhancement.

6.1.7 Standards and behaviour expected of students will be made explicit to students, including standards of proficiency and competencies required by Professional Statutory Regulatory Bodies and Research Council Codes of Practice, in a range of verbal communication, written and electronic resources.

6.1.8 Schools and Faculties are responsible for investigating suspected cases of academic misconduct and imposing penalties determined by circumstances and evidence presented in accordance with the Academic and Research Degree Regulations. Schools will monitor the occurrence of academic misconduct utilising standardised templates which will be reported centrally to the relevant sub-committee of Academic Board. Incidents will be systematically collated and School action plans focusing on improvements will be monitored.

6.1.9 The following table summarises the commitments by staff and students to promote academic integrity and eliminate academic misconduct:

Schools will:	Students will:
Design assessments which are engaging, relevant and minimise the potential for academic misconduct.	Engage with all assessments in a timely, honest and professional manner.
Deliver assessment schedules and information in a timely and effective manner.	Use best efforts to meet assessment deadlines and be familiar with the guidance on referencing, proof-reading and ethics relevant to their discipline area.
Support students from all backgrounds to achieve sound academic practice across courses at all levels.	Engage positively with the range of support that is available from Schools and central Services including WISER.
Provide information and education about what constitutes academic misconduct and its consequences.	Understand what constitutes academic misconduct and how it can be avoided by using effective referencing and citation practices.
Promote the use of Turnitin and other technologies as an education and detection tool.	Make use of Turnitin as an education and detection tool.

Schools will:	Students will:
Investigate suspected cases of academic misconduct in a fair and timely manner.	Engage positively with any investigation, including retaining and providing copies of drafts of assessed work.
Monitor cases of academic misconduct and develop action plans focusing on improvements.	Take steps to secure their work, hardware, software, laptops, data etc from improper use by others.

6.2 Procedure for handling academic misconduct

6.2.1 Assessment is the means by which the University tests whether a student has achieved the learning outcomes of their course and the standards of an award. It is a fundamental principle that students are assessed fairly and on equal terms.

6.2.2 Material submitted for assessment in any form must be the student's own work. Students must produce work for assessment and engage in examinations in a timely, honest and professional manner, and without attempting to gain an unfair advantage.

6.2.3 Students are bound by the Academic Regulations and are expected to familiarise themselves with these and also the guidance on referencing and proof-reading provided during the course, and ethical policies relevant to their discipline as appropriate. Students must retain draft copies of work used in the preparation of final submissions to help prove they wrote the work if challenged.

6.2.4 The University regards all cases of academic misconduct seriously and penalties will be imposed where academic misconduct is proven. Students should be aware that a record of academic misconduct may have significant academic and professional consequences. Students can be excluded from the University for very serious or repeat offences.

6.3 Scope

6.3.1 This Procedure applies to all students including members of staff who are registered as students for a University award, including those studying at a partner institution in the UK or overseas. It applies to all taught courses and postgraduate research degrees, professional doctorates, professional awards and apprenticeships.

6.3.2 This Procedure applies to the preparation and presentation of all forms of assessed work including without limitation: written and oral examinations and other time-constrained assessments, coursework, essays, assignments, projects, dissertations, theses, presentations, practical work, placement or field trip reports and the production of artefacts.

6.3.3 This Procedure should be read in conjunction with the Academic Regulations which set out the regulations governing academic misconduct and the Examination Procedures for taught and research programmes set out in the Assessment Handbook.

6.3.4 Where students on professionally regulated courses and/or who are professional registrants are found to have engaged in academic misconduct under this Procedure, the matter will be referred to the Head of School to consider whether further action is required in accordance with the relevant professional body guidance.

6.3.5 Allegations of research misconduct (e.g. fabrication, falsification or misrepresentation of data or contravention of ethical principles) will normally be considered in the first instance in line with the Policy on Misconduct in Research. The case may subsequently be referred to the Academic Misconduct Committee for consideration.

6.3.6 Where evidence of academic misconduct becomes apparent after the recommendation of the Assessment or Research Degrees Board, the matter will be investigated and the original decision may be set aside if appropriate.

6.3.7 In cases of suspected or proven academic misconduct, the University will reserve the right to investigate previously

marked work.

6.3.8 Where academic misconduct is established after an award has been conferred, the Assessment Board may recommend that the award be rescinded in accordance with the Academic Regulations.

6.4 Principles

6.4.1 Academic Integrity Leads and Academic Misconduct Committees have authority on behalf of Academic Board to impose penalties for academic misconduct.

6.4.2 Where academic misconduct is suspected, an Assessment or Research Degrees Board shall not determine the student's assessment result until the facts have been established and the case has been concluded. The assessment and/or research in question may be suspended as an interim measure pending the outcome of this Procedure.

6.4.3 The University will aim to deal with suspected cases of academic misconduct within 25 working days from the date when the marks are released. In exceptional cases, where it becomes clear that the investigation is likely to be complex, variation of the timescale and the reasons for this will be notified to the student.

6.4.4 It is recognised that attending a meeting at the Preston campus may be problematic for students on distance learning courses or studying at partner institutions in the UK or overseas. Alternative arrangements will be considered including the opportunity to participate in an investigation by correspondence, video or teleconference, or to attend a meeting at a partner institution.

6.4.5 Confidentiality will be preserved during the investigation of an allegation of academic misconduct to protect the interests of everyone concerned, unless disclosure is necessary to progress the investigation in line with the rules of natural justice. The University expects that all parties will respect the confidentiality of the process.

6.5 Support for Students

6.5.1 Students who are suspected of engaging in academic misconduct under this Procedure are strongly encouraged to seek independent advice and support from the Students' Union Advice and Representation Centre.

6.5.2 At all stages of this Procedure, a student is entitled to be accompanied and/or represented by a person of their choosing, who may be from the Students' Union Advice and Representation Centre. Any person accompanying the student at any stage in this Procedure is there in a supporting capacity. The student may ask them to speak on their behalf or clarify particular points. The name and designation of any supporting person should be given to Academic Registry 48 hours before any meeting.

6.5.3 This Procedure is intended to be fair and to comply with the rules of natural justice. It is not a formal court process and, therefore, should not be adversarial or overly legalistic, and there is no need for anyone to have formal legal representation. A student may be accompanied by a person who is legally qualified, providing that person understands and respects the nature of the hearing and does not adopt an overly adversarial or legalistic stance.

6.5.4 Other central support services are available in Student Services in relation to student wellbeing, and in WISER in relation to overcoming poor academic practice and developing study skills.

6.6 Reasonable Adjustments

6.6.1 Reasonable adjustments will be made where students have mobility or communication difficulties in order that they may be informed of the process and have the opportunity to present their case, test the evidence, and offer an explanation.

6.7 Identifying Academic Misconduct

6.7.1 Academic judgment will be applied based on the evidence that is available, when identifying suspected cases of academic misconduct. It is not necessary for intent to be proven in determining whether an offence of academic misconduct has occurred. It is sufficient that a particular act or omission has occurred.

6.7.2 The method of detection will depend on the nature and form of the assessed work.

6.7.3 Students' work may be submitted electronically to Turnitin UK which is a web-based system that provides comprehensive checking of submitted work for matching text on web pages, electronic journals and previously submitted student work. Turnitin UK generates an Originality Report to facilitate the identification of potential plagiarism cases. The Originality Report can be used as evidence and to support the related decision-making process.

6.8 Academic Judgment
6.8.1 Academic judgment will be applied in:
- interpreting detection software reports. The substance of the copied material will be considered as well as the quantity, and there is no percentage threshold for an investigation to be initiated; and
- determining the nature and severity of the matter and whether poor academic practice, academic misconduct or gross academic misconduct has occurred.

6.9 Standard of Proof
6.9.1 The University will decide whether an allegation of academic misconduct is proven based on the evidence presented during the investigative process. The standard of proof will be the civil standard of proof which means that 'on a balance of probabilities', the facts of the allegation are more likely than not to have happened. The investigative process will determine whether that standard has been met.

6.10 Poor Academic Practice
6.10.1 Poor academic practice falls short of academic misconduct and normally occurs where a student has attempted but failed to adopt good academic practice. It is normally the result of a failure to understand the required protocols and is most likely to occur at an early stage in the course and form a relatively small part of the individual student's assessed work.

6.10.2 Examples of poor academic practice include inadequate referencing, omitting to include quotation marks or gaps in the reference list. The University will apply academic judgment in determining whether poor academic practice or academic misconduct has occurred.

6.11 Definitions of Academic Misconduct
6.11.1 Academic misconduct is defined as any action or attempted action by a student which gives or has the potential to give an unfair advantage in an assessment, or might assist another student to gain an unfair advantage or otherwise undermines the academic integrity of the University. Academic misconduct includes the following without limitation:

6.11.2 Cheating
Cheating is defined a form of examination malpractice relating to formal invigilated examinations or other assessments. Examples of cheating include without limitation:
- communicating with another candidate during an examination;
- communicating with any other person other than an authorised invigilator or other member of staff during an examination;
- copying or attempting to copy from another candidate during an examination;
- possession of any written or printed materials during an examination, unless expressly permitted by the examination regulations;
- possession of any electronically stored information or accessing any information via a network during an examination, unless expressly permitted by the examination regulations;
- use of any information, communication, technology device e.g. mobile phone, watch or calculator during an examination, unless expressly permitted by the examination regulations;
- substitution of examination materials;
- impersonation e.g. where a student arranges for someone else to impersonate them or impersonates another person in an examination, test or hearing;
- gaining or attempting to gain access to unauthorised assessment materials in advance of the specified time, unless expressly permitted by the examination regulations;

- obtaining a copy of a written examination paper in advance of the date and time for its authorised release.

6.11.3 Plagiarism

Plagiarism occurs where a student copies words or ideas from another person and presents those words or ideas as their own in an assessment without properly acknowledging and citing the source(s).

Examples of plagiarism include without limitation:
- the inclusion in a student's work of another's work whether published or not without proper acknowledgement;
- the substantial summarising of another's work without proper acknowledgement;
- the substantial and unauthorised use of the ideas of another person without proper acknowledgement.

6.11.4 Re-presentation of work

Re-presentation of work occurs where a student submits the same work in full or in part, that they have previously submitted for academic credit, where this is not expressly permitted by the assessment brief.

6.11.5 Collusion

Collusion is an attempt to deceive the examiners by disguising the true authorship of an assessed piece of work in full or in part. Examples of collusion include without limitation:
- where student A copies, or imitates in close detail, student B's work;
- where two or more students divide the elements of an assignment among themselves, and copy, or imitate in close detail, one another's answers.

All students involved will be regarded as jointly liable in cases of collusion. It is also an offence of collusion to allow one's work to be copied or imitated in close detail. Students should take reasonable steps to safeguard their work, data and hardware from improper use by others.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas, as they generate the knowledge and understanding necessary for each of them successfully and independently to undertake an assignment or research project. Nor should it be confused with group work on an assignment or research project where this is specifically authorised.

6.11.6 Commissioning of Assessed Work

Commissioning occurs where a student commissions a third party to complete all or part of an assessed piece of work and then submits it as their own. Commissioned work may be pre-written or specifically prepared for the student. It might be obtained from a company or an individual and may or may not involve a financial transaction. It includes the use of essay mills or buying work on-line or the use of a proof-reading service that includes re-writing the original assessed piece of work. Where it is suspected that a student has submitted work that has not been written by them, the student may be asked questions about the work during an interview with the Academic Integrity Officer or Academic Misconduct Committee to give them the opportunity to demonstrate appropriate knowledge of the subject matter and that they understand the content of the work. Students must keep copies of drafts and other materials used in researching and preparing the work.

6.11.7 Falsification and Fabrication of Data

Falsification of data occurs where data, evidence or experimental results are altered or enhanced. Fabrication of data occurs where a student creates data, results or other outputs and presents them as if they were real.

6.11.8 Ethical Breaches

Ethical breaches may occur where there is a failure to comply with University and School level research and ethics policies and procedures, including conducting research and data collection without prior ethical approval from the University.

Students should ensure that they are familiar with the ethical policies of the University and their particular discipline area.

6.11.9 Any Other Attempt to Deceive

Any other deliberate attempt to deceive, including offering a bribe to any member of staff or external person who is connected to the University.

6.12 Roles and Responsibilities

6.12.1 Academic Integrity Lead

Each Head of School will appoint an Academic Integrity Lead and one or more Deputy Academic Integrity Lead(s) in order to ensure a consistent approach to the promotion of academic integrity within the School and the detection and investigation of cases of academic misconduct.

The role of the Academic Integrity Lead is to:
- o provide advice and guidance to staff on academic integrity related issues;
- o decide the level at which each case should be managed and when cases should be referred to the Academic Misconduct Committee;
- o manage the category 2 and 3 processes;
- o monitor the occurrence of academic misconduct within the School and report on this to Academic Registry;
- o create action plans for the School focusing on improvements;
- o assist with the delivery of staff development on academic integrity related issues.

One or more Deputy Academic Integrity Lead will support the Academic Integrity Lead in dealing with cases within the School, including any cases where the Academic Integrity Lead has been involved in the teaching, supervision or assessment of the student concerned.

Training will be provided for all new and continuing Academic Integrity and Deputy Academic Integrity Leads.

6.12.2 Academic Misconduct Committee

The membership of the Academic Misconduct Committee (the Committee) will normally comprise as a minimum:
- o Executive Dean of Faculty who will act as Chair;
- o One member of staff from the Faculty (who will normally be a Head of School or Principal Lecturer);
- o An elected officer of the Students' Union;

The Committee may co-opt additional members in complex cases or where specialist expertise is required. In the case of a PGR degree, the Committee shall also include the Chair of the Research Degrees Board or nominee.

No members of the Committee will have been involved in the teaching, supervision or assessment of the student concerned.

The terms of reference of the Academic Misconduct Committee shall be:
- o to determine the facts of the case on the basis of the evidence before it;
- o to decide on the balance of probabilities whether academic misconduct has occurred;
- o to consider any explanation given by the student;
- o to confirm the penalty in cases where it is established that academic misconduct has occurred.

6.13 Procedure following an Allegation of Academic Misconduct

6.13.1 Any member of staff or examiner (internal or external) who has cause to suspect that academic misconduct has occurred at the point of submission or preparation of an assessment should report the case to the relevant Academic Integrity Lead and provide any evidence to support the allegation.

6.13.2 Where academic misconduct is identified during any taught or research degree examination, the matter should be reported to the Academic Registry in the first instance, who will refer the matter to the appropriate Academic Integrity Lead for consideration.

6.13.3 The Academic Integrity Lead will review the evidence and may consult with the Deputy Academic Integrity Lead and/or relevant staff to decide whether there is a case to answer and, if so, how it should be managed in line with one of the following categories. Academic judgment will be applied in determining whether poor academic practice or academic misconduct has occurred. The Academic Integrity Lead will check the student record to determine whether there are any previous findings of academic misconduct on record.

6.13.4 The Academic Integrity Lead will deal with cases within categories 2 and 3. For other cases including potential category 4 cases of gross academic misconduct, the Academic Integrity Lead will conduct an initial investigation, which may involve interviewing the student, before referring the case to the Academic Misconduct Committee for

consideration.

6.14 Categories of Academic Misconduct

6.14.1 Category 1: Poor Academic Practice

This covers a range of poor academic practices (see previous definition in paragraph 10). Examples of category 1 poor academic practice include, without limitation:

- o inadequate referencing
- o omitting quotation marks

6.14.2 Category 2: Academic Misconduct

Category 2 academic misconduct will normally be defined as a first instance of academic misconduct. Where there is evidence of academic misconduct in multiple assignments that were submitted at the same time within the same cycle of assessment(s), this will normally be treated as a single occurrence. Examples of category 2 academic misconduct include, without limitation:

- o Plagiarism
- o Re-presentation of work
- o Collusion
- o Cheating/examination malpractice
- o Repeat instances of poor academic practice

6.14.3 Category 3: Academic Misconduct

Category 3 academic misconduct will normally be defined as a repeat offence of academic misconduct in any form, where the student has previously incurred a penalty and a warning for academic misconduct, and where the repeat instance occurs in a subsequent cycle of assessment(s). Examples of category 3 academic misconduct include, without limitation:

- o Repeat instances of category 2 academic misconduct in any form
- o Cheating/examination malpractice

6.14.4 Category 4: Gross Academic Misconduct

Category 4 will normally be defined as gross academic misconduct where a clear intent to deceive and gain an unfair academic advantage can be established. Examples of category 4 gross academic misconduct include, without limitation:

- o A repeat instance of category 3 academic misconduct in any form
- o Commissioning of assessed work
- o Fabrication or falsification of data

6.15 Developmental Engagement (Category 1)

6.15.1 Where poor academic practice is identified, the student will be invited to a meeting with a member of staff who will explain the nature of the concern.

6.15.2 This will be a formative learning opportunity for the student who will be given advice and will be referred to relevant support and educational opportunities regarding good academic practice.

6.15.3 The outcome will be determined via the standard marking processes, and the mark for the element of assessment may be reduced (by up to 10% of the maximum mark) to reflect the failure to address the assessment criteria regarding referencing.

6.15.4 The student will be informed that if poor academic practice occurs in the future, it will be dealt with by a formal meeting with the Academic Integrity Lead and associated penalties will be imposed.

6.15.5 The member of staff will complete a record of the meeting using a standard form which will outline the advice given and will be signed by the student and the member of staff. A copy will be given to the student. A record will be retained on the Starfish system for the purposes of taking appropriate action if further instances occur, although this will not form part of the formal student record.

6.16   Interview with the Academic Integrity Lead (Categories 2 and 3)

6.16.1 The Academic Integrity Lead will consider all category 2 and 3 academic misconduct cases and potential category 4 gross academic misconduct cases. The Academic Integrity Lead will consider the evidence and may consult with relevant staff, to decide whether there is a case to answer and, if so, how it should be managed. As part of this process, the student record will be checked to determine whether there are any previous findings of academic misconduct.

6.16.2 The Academic Integrity Lead will invite the student to attend an interview to discuss the alleged case of academic misconduct. The purpose of the interview will be to give the student the opportunity to establish to the University's satisfaction that the work is their own.

6.16.3 The student will be given at least 5 working days' notice of the time, date and place of the interview. The following information will be included with the notice:
  o   the grounds on which the alleged academic misconduct is believed to have occurred;
  o   a copy of the originality report or other evidence to be referred to in the meeting;
  o   the right to seek advice from the Students' Union Advice and Representation Centre;
  o   the right to be accompanied by a friend or member of the Students' Union Advice and Representation Centre.

6.16.4 The Course Leader (or nominee) or Chief Examination Invigilator may be present to explain the allegation in detail. A member of staff from Academic Registry will be in attendance to advise on the process and take a record of the interview using a standard report template.

6.16.5 If the student does not attend the interview without good cause, a decision may be made in their absence and a penalty may be imposed (see below).

6.16.6 In suspected cases of collusion, the Academic Integrity Lead will require individual interviews with all parties involved.

6.16.7 The Academic Integrity Lead may:
  -    ask the student to provide evidence that shows how they prepared for and wrote the assessed work e.g. copies of drafts or notes; and/or
  -    ask questions about the submitted work during the interview to give the student the opportunity to demonstrate appropriate knowledge of the subject matter and that they understand the content of the work.

6.16.8 The Academic Integrity Lead will:
  o   determine the facts of the case on the basis of the evidence before them;
  o   decide on the balance of probability whether academic misconduct has occurred;
  o   consider any explanation given by the student;
  o   consider any aggravating factors e.g. any previous finding of academic misconduct;
  o   confirm the penalty in cases where it is established that category 2 or 3 academic misconduct has occurred; or
  o   refer the case to an Academic Misconduct Committee where it is believed that category 4 gross academic misconduct has occurred.

6.16.9 The student will normally be notified verbally of the outcome and the associated reasons at the end of the interview. Written notification of the outcome and the associated reasons will be sent to the student within 5 working days of the meeting, along with the formal record of the meeting. The outcome letter will identify the evidence considered, the regulations applied, the decision on the outcome and the penalty and associated reasons and the student's right of appeal.

6.16.10   The Academic Integrity Lead will report the outcome to the Assessment Board or Research Degrees Board.

6.17   Referral to an Academic Misconduct Committee (Category 4)

6.17.1 An Academic Misconduct Committee will be convened where:
   a.   the Academic Integrity Lead in consultation with relevant staff considers that there is a suspected case of category 4 gross academic misconduct; or

   b.   a case is referred from the University's Policy on Research Misconduct.

6.17.2 The Academic Integrity Lead or Research Misconduct Committee will prepare a written report explaining the nature of the alleged offence and provide supporting evidence.

6.17.3 The student will be invited to a meeting with the Academic Misconduct Committee. The purpose of the meeting will be to give the student the opportunity to put their case, and to establish to the University's satisfaction, that the work is their own.

6.17.4 The Academic Misconduct Committee may:
   -   ask the student to provide evidence that shows how they prepared for and wrote the assessed work e.g. copies of drafts or notes; and/or
   -   ask questions about the submitted work during the meeting to give the student the opportunity to demonstrate appropriate knowledge of the subject matter and that they understand the content of the work.

6.17.5 The student will be given at least 5 working days' notice of the time, date and place of the meeting. The following information will be included with the notice:
   o   the grounds on which the alleged academic misconduct is believed to have occurred;
   o   a copy of a report prepared by the Academic Integrity Lead or Research Misconduct Committee and any supporting evidence;
   o   the right to seek advice from the Students' Union Advice and Representation Centre;
   o   the right to be accompanied by a friend or member of the Students' Union Advice and Representation Centre;
   o   the right to call witnesses and give evidence.

6.17.6 The Academic Integrity Lead and/or Course Leader and/or Chair of the Research Misconduct Committee (or nominee) will normally be present to explain the allegation in detail. A member of Academic Registry staff will be in attendance to advise on the process and take a formal record of the meeting using a standard report template.

6.17.7 If the student does not attend without good cause, a decision may be made in their absence and a penalty may be imposed (see below).

6.17.8 The order of proceedings at the meeting will normally be as follows:
   o   The Academic Misconduct Committee will convene in private session to discuss the case and what questions need to be asked;

   o   The student and any representative and the presenting member(s) of staff will attend the meeting at the same time.

   o   The Chair will invite all those present to introduce themselves and their role in the proceedings, and will explain the purpose and structure of the meeting and the possible outcomes;

   o   The Chair will invite the presenting member(s) of staff to present the case;

   o   The Committee and the student (or representative) may ask questions;

   o   The Chair will invite the student (or representative) to explain the circumstances surrounding the alleged academic misconduct from their perspective and respond to the allegation of academic misconduct;

   o   The Committee and the presenting member(s) of staff may ask questions;

- Any witnesses called by the presenting member(s) of staff or the student may be called at this point, where previously agreed by the Chair;

- The present member(s) of staff will be invited to sum up;

- The student (or representative) will be invited to give an explanation and to sum up their case;

- Once the Chair is satisfied that all questioning is completed, all parties apart from the Committee and member of Academic Registry will withdraw.

The Committee will deliberate in order to reach a decision. The Committee may seek further information; and/or adjourn to a later date.

6.17.9 The Academic Misconduct Committee will:
- determine the facts of the case on the basis of the evidence before it;
- decide on the balance of probabilities whether academic misconduct has occurred and its severity;
- consider any explanation given by the student;
- consider any aggravating factors e.g. whether it is a repeat offence;
- confirm the penalty where it is established that academic misconduct including gross academic misconduct has occurred.

6.17.10 The student will normally be notified verbally of the outcome and the associated reasons at the end of the meeting. Written notification of the outcome and the associated reasons will be sent to the student along with the record of the meeting, within 5 working days of the meeting. The outcome letter will identify the regulations applied, the evidence considered, the decision on the outcome and penalty and the associated reasons and the student's right of appeal.

6.17.11 The Chair will ensure that all cases are formally recorded using a standard report template and reported to the Assessment Board or Research Degrees Board.

6.18 Penalties for Academic Misconduct
The penalties for academic misconduct will be determined based on:
- the severity of the case;
- the circumstances of the case;
- the level at which the offence took place;
- what stage of the programme the student is at;
- whether it was a repeat offence;
- any explanation given by the student;
- the extent to which a clear intent to deceive and gain an unfair academic advantage has been established.

6.18.1 Academic Penalties for Taught Awards

Category	Penalty
Cat. 1	The outcomes will be determined via the standard marking processes. The element of assessment will be marked and the mark may be reduced (by up to 10% of the maximum mark) to reflect the failure to address the assessment criteria regarding referencing. The student will be given advice and will be referred to relevant support and learning opportunities regarding good academic practice.
Cat. 2	A mark of 0% for the element of assessment which must be resubmitted where permitted*, to the required standard. The mark for the element of assessment following resubmission will be capped at the minimum pass mark.

Category	Penalty
	Or A mark of 0% for the element of assessment which must be resubmitted where permitted*, to the required standard. The mark for the module following resubmission will be capped at the minimum pass mark. Plus A written warning setting out the consequences of further academic misconduct and a referral to learning opportunities regarding good academic practice. A flag will be placed on the student record system.
Cat. 3	A mark of 0% for the module with no opportunity for re-assessment. The student may be permitted to retake the module in a subsequent year when the module result will be capped at the pass mark for the module. Plus A final written warning setting out the consequences of further academic misconduct and a referral to learning opportunities regarding good academic practice. A flag will be place on the student record system.
Cat. 4	Level failed and a requirement to withdraw from the programme. (This does not preclude the student from applying for re-admission to the University after a period of time defined by the Committee.) Or Expulsion from the University on a permanent basis. The Academic Misconduct Committee will advise the Assessment Board regarding the student's entitlement to any exit award or credit achieved. The student will normally be entitled to retain an exit award or any credits awarded for work that has already been passed without evidence of academic misconduct. A flag will be placed on the student record system.

*Where academic misconduct is detected for the first time on a reassessment for an already failed assessment, no further reassessment will be permitted and the appropriate fail grade will be conferred.

The above penalties will apply where a student transfers from one UCLan course to another during their period of studies and module credits gained on the former course are transferred to the current course.

6.18.2 Academic Penalties for Postgraduate Research Degrees

Category	Penalty
Cat. 2	In the event of a single offence of academic misconduct at any point in the postgraduate research student journey, including registration, transfer, annual progression or examination, the following penalties may be imposed:

Category	Penalty
	- referral for reassessment with or without a further viva, where a viva formed part of the original assessment strategy; - that the maximum level of award by defined as MPhil, where a student is seeking registration or is registered for a PhD; - failure of the award. Where the outcome of the appeal states that the maximum level of award should be MPhil, the examination process must be completed to ensure the student meets the criteria for the award of MPhil.
Cat. 3 & 4	In the event of a repeat offence of academic misconduct (irrespective of whether the repeat offence involves the same form of unfair means) on the same research degree, the appropriate penalty should be failure of the degree or expulsion, depending on the severity of the case.

6.19 Explanatory Circumstances

Students will have the opportunity to provide an explanation for their actions during an interview with the Academic Integrity Lead or Academic Misconduct Committee. Any explanation will not be relevant to deciding whether academic misconduct has occurred but may be taken into account when deciding on the penalty.

Where students experience circumstances which affect their performance, there are University procedures for students to apply for mitigating circumstances, and such cases will be treated in a supportive and appropriate way. Given the existence of these procedures, mitigating circumstances should not be considered in deciding whether academic misconduct has taken place, and may only be considered in determining the level of penalty where there is evidence of compelling personal circumstances which impaired the student's judgement.

6.20 Appeal

The student may, where there are valid grounds, submit an appeal within 10 working days of the official notification of the outcome of a decision by the Academic Integrity Lead or the Academic Misconduct Committee in line with the Academic Appeals Procedure.

Appeals against decisions on academic misconduct will only be valid if they are based on the following grounds:

i)   that the original hearing was not conducted fairly and/or in accordance with the published procedure;
ii)   that the original decision was unreasonable in all the circumstances.

Students may seek independent advice regarding an appeal from the Students' Union Advice and Representation Centre.

6.21 External Review

Having completed the Academic Appeals Procedure, the student may request an external review by the Office of the Independent Adjudicator for Higher Education.

6.22 Recording and Disclosure of Information

Any finding of academic misconduct will be recorded on the student's record and reported to the Assessment Board or Research Degrees Board.

Offences will be kept on file so that penalties can be applied where a student transfers from one UCLan course to another during their period of studies and module credits gained on the former course are transferred to the current course.

Where an allegation of academic misconduct has been upheld, the University will inform relevant third parties of the nature and outcome of the case as required, including:

- the Professional, Statutory or Regulatory Body in the case of students on professionally regulated courses or students who are professional registrants;
- the employer in the case of students on apprenticeship courses or members of staff who are registered as students for a UCLan award or students who are professional registrants;

The University will also reserve the right to inform other third parties of the nature and outcome of the case, including:
- placement providers; and/or
- potential employers in the event of a reference request.
The student will be informed in the event of any such disclosures.

6.23   Monitoring and Review

Academic Integrity Leads will monitor the occurrence of academic misconduct in each School and create action plans focusing on improvements using standard templates which will be reported to Academic Registry.

An annual report on the occurrence of academic misconduct across Schools will be submitted to the relevant Academic Board sub-committee, paying particular regard to equality issues, for the purposes of assuring the integrity of all the University's academic awards and improving the provision of guidance to students about good academic practice.

7   Academic Appeals Procedure

7.1   Scope and Purpose

7.1.1   An academic appeal is a request by a student for a review of an academic decision made by an academic body which is responsible for making decisions on student progress, assessment and awards.

7.1.2   This Procedure applies to all students registered for a University award including those studying at partner institutions in the UK and abroad. It applies to all University awards including taught programmes and postgraduate research degrees, professional doctorates and professional awards.

7.1.3   Academic decisions include:

- A decision by an Assessment Board or associated sub-committee on marks, classifications and progression, including decisions on early withdrawal or the use of unfair means.

- A decision by the Research Degrees Board or associated assessor(s) on any assessment point in the postgraduate research student journey, including registration, transfer, annual progression and examination, including decisions on the use of unfair means.

7.1.4   This Procedure does not apply to decisions on disciplinary outcomes, fitness to practise or fitness to study outcomes for which there are separate appeals procedures in the Regulations for the Conduct of Students.

7.1.5   The University operates a Student Complaints Procedure for dealing with student complaints about any service provided by the University including academic related services. If you have a concern about course delivery or supervision, you should raise this at the time so that it can be resolved. The University reserves the right to re-classify an academic appeal as a complaint or vice versa, if the submission falls properly within the remit of one procedure rather than the other. Where an appeal relates to a service provided by the University this will normally be dealt with under the Student Complaints Procedure before the appeal is considered.

7.1.6   The University has robust procedures to ensure fairness in the assessment process. The grounds for appeal do not, therefore, include bias or perception of bias. If a student has evidence to support a claim of bias, this should be the subject of a complaint. If that complaint is upheld, and any proven bias may have been material to the outcome of an assessment, this outcome will be considered as an appeal.

7.1.7   It is your responsibility to ensure that applications for Extenuating Circumstances are communicated through the relevant Procedure at the appropriate time. If you submit evidence of Extenuating Circumstances after the decision has been made and you do not have good and valid reason for not submitting it at the right time, then

your appeal may not be successful.

7.2 Principles

7.2.1 An appeal cannot be made against the academic judgement of the assessors, properly exercised. 'Academic judgement' means any decision about a student's assessment or progression that can only be made by an appropriate academic expert. An appeal may not be based on a questioning of the academic judgement of any properly appointed individual examiner and appeals on this basis will be ruled invalid.

7.2.2 Appeals submitted outside the deadline will be ruled invalid unless, exceptionally, you can show good reason why the appeal could not have been submitted earlier, with suitable supporting evidence.

7.2.3 At all stages of this Procedure, as a student you are entitled to be accompanied and/or represented by a person of your choosing, who may be from the Students' Union Advice and Representation Centre. This Procedure is intended to be fair and to comply with the rules of natural justice. The Procedure is not a formal court process and, therefore, should not be adversarial or overly legalistic, and there is no need for anyone to have formal legal representation. There is no objection if the accompanying person is legally qualified, so long as that person understands and respects the nature of the hearing and does not adopt an overly adversarial or legalistic stance.

7.2.4 Where a student has declared a disability to the University, all endeavours will be made to ensure that information is available in appropriate formats and reasonable adjustments are made to the proceedings and facilities to accommodate their needs.

7.2.5 It is recognised that attendance at a hearing at the Preston campus may be problematic for students on distance learning awards or studying at partner institutions in the UK or overseas. Alternative arrangements will be considered including the opportunity to undertake the appeal by correspondence, video or teleconference, or to attend a hearing at a partner institution. In such cases, the timescales will be adjusted accordingly, although both parties will be expected to fulfil their respective responsibilities within a reasonable timeframe.

7.2.6 You will not be disadvantaged by submitting an appeal in good faith. Appeals which are judged to be vexatious, malicious or frivolous will not be considered. This may arise where the appeal clearly does not have any serious purpose, or where repeated appeals are unreasonable in all the circumstances.

7.2.7 All information submitted in relation to appeals will be dealt with confidentially and will only be disclosed to those persons involved in making a decision on the appeal, or as necessary to progress the appeal.

7.2.8 It is not within the remit of the Academic Appeals Procedure to adjust marks or classifications, unless there has been a calculation error.

7.2.9 All references in this Procedure to the Head of School include an appointed nominee.

7.3 Grounds for Appeal

7.3.1 A request for an appeal against an academic decision (with the exception of an appeal against the decision at an unfair means hearing) shall be valid only if it is based on one or more of the grounds listed below, and must be supported by suitable evidence:

   i) that insufficient weight has been given to extenuating circumstances;

   ii) that the student's academic performance has been adversely affected by extenuating circumstances which the student has **for good reason** been unable to make known at the time;

   iii) that there has been a material administrative error at a stage of the process, or that some material irregularities have occurred;

     iv)   that the assessment procedure and/or examination(s) have not been conducted in accordance with the approved regulations.

7.3.2   A request for an appeal against the decision at an unfair means hearing will only be valid if it is based on the following grounds:

     i)   That the original hearing was not conducted fairly and/or in accordance with the published procedure;

     ii)   That the original decision was unreasonable in all the circumstances.

7.4   Process for Appealing Against Assessment Decisions

7.4.1   If you are not sure whether an appeal is appropriate, you should discuss the matter with a relevant member of staff e.g. module tutor, course leader, supervisor, research degrees tutor or Head of School. This will be an opportunity to seek clarification on your results and/or to discuss any concerns. You may seek such a meeting at any time without invoking the Academic Appeals Procedure.

7.4.2   This Procedure is a two-stage process. The First Stage must be completed before the Second Stage can be invoked.

7.5   First Stage Appeal

7.5.1   First Stage appeals must be lodged with the relevant Course Administration Service (CAS) Hub in the case of taught programmes, or the Research Student Registry (RSR) in the case of postgraduate research degrees, within 10 working days of the official notification of the academic decision you wish to appeal.

7.5.2   The First Stage appeal must state the grounds on which the appeal is made and should be accompanied by appropriate and relevant documentary evidence. The appeal should be submitted on the application form available at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/academic_appeals.php

7.5.3   The CAS Hub or RSR will acknowledge receipt of your appeal within 3 working days, and will refer it to the Faculty Director of Academic Development who will allocate the appeal to a member of staff with appropriate assessment expertise, who has had no previous involvement in the case.

7.5.4   The Chair of the First Stage Appeal will consider whether the appeal demonstrates valid grounds. If the Chair considers that valid grounds have not been demonstrated, you will be offered a meeting to explain why this is the case and to review the matter in the light of any representations by made by you. If the Chair concludes that there are no valid grounds, you may submit a Second Stage appeal.

7.5.5   If the Chair of the First Stage Appeal considers that there are valid grounds for appeal, a hearing with you will be arranged, normally within 10 working days of receipt of the request for appeal. You may be accompanied by a friend who may be from the Students' Union Advice and Representation Centre.

7.5.6   The Chair of the First Stage Appeal will ensure that you are invited to present your case at the meeting so that you have the opportunity to amplify the written case. The Chair of the First Stage Appeal will make enquiries that are appropriate and proportionate, will ask questions and consider evidence to enable a decision to be made about the appeal.

7.5.7   The Chair of the First Stage Appeal will normally inform you verbally (at the meeting) and in writing of the outcome of the appeal which may be that:

     i)   the appeal is upheld and referred back to the academic decision making body for reconsideration;

     ii)   the appeal is upheld and the Chair of the First Stage Appeal takes immediate action on behalf of the academic decision making body. Where appropriate, the Chair of the First Stage Appeal will consult

with the Chair of the academic decision making body to ensure the outcome is academically and professionally acceptable;

iii)   the appeal is turned down.

7.5.8   The Chair of the First Stage Appeal will be responsible for preparing a report of the First Stage meeting, which will be sent to you with the outcome letter. The outcome letter will identify the evidence considered, the findings of fact, the regulations applied, the decision and associated reasons, any remedy that has been identified and instructions on the next steps.

7.5.9   In all cases, you will be informed of your right to submit a Second Stage appeal if you have grounds to request a review of the outcome of the First Stage appeal, with details of the procedure and the timescale.

7.6   Second Stage Appeal

7.6.1   If the appeal is not satisfactorily resolved at the First Stage, you may submit a request for review to the Appeals Officer in Academic Registry (via cliaison@uclan.ac.uk) within 10 working days of the official notification of the First Stage appeal outcome.

7.6.2   The Second Stage appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence. The appeal should be submitted on the application form available at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/academic_appeals.php

7.6.3   A Second Stage appeal will take the form of a review. It will not normally consider the issues afresh or involve further investigation.

7.6.4   A Second Stage appeal will only be valid if it is based on one or more of the following grounds:

i)   that the First Stage appeal process was not conducted fairly and/or in accordance with the published procedure;

ii)   that the decision of the First Stage appeal was not reasonable in all the circumstances;

iii)   that there is material new evidence that for good reason could not have been made known at the First Stage appeal.

7.7   Second Stage Appeal Panel

7.7.1   An Appeal Panel will be established to hear all Second Stage academic appeals,

comprising: Chair: Vice-Chancellor's nominee
Members: A senior member of staff with appropriate expertise in the assessment of taught courses or research degrees
An elected officer of the Students' Union

7.6.5 The Appeal Panel will not include any member of staff from your School or anyone else who has had any relevant prior involvement in the academic decision which is the subject of the appeal. The Chair shall rule in the event that objections are raised to the composition of the Appeal Panel.

7.8   Documentation for Second Stage Appeal Panels

7.8.1   The Appeals Panel will receive the following information:

- the Second Stage appeal application and any supporting documents;
- the outcome of the First Stage appeal meeting, including the meeting notes and outcome letter;

- documentation from the Assessment or Research Degrees Board including extracts from the minutes, the Assessment Board profile, or the examiner's reports in the case of an appeal against a research degree examination decision;
- documentation from the course/supervisory team concerning your academic performance including e.g. the outcome of any applications for extenuating circumstances; attendance record; details of any interruptions of study; annual progress reports; and details of academic support provided and any other relevant information.

7.6.6   The Appeal Panel will meet in private session to review the documentation and consider whether there are valid grounds for review.

7.6.7   The Appeal Panel may request further information from you or the School or the Chair of the First Stage Appeal, before making a decision.

7.9   Outcomes

7.9.1   The Appeal Panel will decide on the appropriate action as follows:

iv)   to decline the appeal and uphold the original decision of the First Stage appeal, in which case you will be notified of the decision and summary reasons, and your right to refer the matter to the OIA (see below);

v)   to uphold the appeal and determine the outcome, including any actions to be taken by the School. Where appropriate, the Chair of the Appeal Panel will consult with the Chair of the academic decision making body to ensure the outcome is academically and professionally acceptable;

vi)   to refer the appeal back to the School to consider afresh, in cases where there is evidence of a material procedural irregularity or where valid new information has been submitted. The School will inform you and the Panel of the outcome of the re-consideration of your First Stage appeal, and you will have the further right of a Second Stage appeal;

vii)   to convene a hearing to hear the case by you and the response by the original decision maker, in cases where the facts and evidence are complex or contentious. The procedure for a Second Stage appeal hearing may be viewed at appendix 1.

7.6.8 The Appeals Officer will notify you, the School and the CAS Hub in writing of the decision of the Appeal Panel and the associated reasons, within 5 working days of the meeting of the Appeal Panel. The outcome letter will identify the evidence considered, the findings of fact, the regulations applied, the decision and associated reasons, and remedy that has been identified and instructions on the next steps.

7.10 Status of a Student during an Appeal

7.10.1 It is acknowledged that waiting for the outcome of an appeal may be stressful, but if you have referred assessments or other work to complete, you should continue with that work pending the outcome of your appeal unless advised otherwise by the School.

7.6.9   If you are appealing against a decision which prevents you from progressing from one year to the next or continuing on the course, you will not normally be permitted to progress to the next stage of study while an appeal is pending, but this may be granted in exceptional circumstances if considered academically appropriate by your School, in consultation with Academic Registry. This will be on the understanding that if your appeal is not successful, you will discontinue study immediately.

7.6.10   If a student is on a course recognised by a professional and/or statutory body, the School has the right to suspend a student's placement and bursary (if they are in receipt of one) until the outcome of the internal appeal has been reached.

7.11   Independent Review

7.11.1 Where the University's Academic Appeals Procedure has been completed, the student will be provided with a Completion of Procedures advising of his/her right to request a review by the Office of the Independent Adjudicator for Higher Education (OIA). A Scheme Application form must be submitted to the OIA within 12 months of the date of Completion of Procedures letter. Details of the OIA scheme may be found at:www.oiahe.org.uk.

7.12   Monitoring and Review

7.12.1 The University will monitor the receipt and outcome of all First and Second Stage appeals to identify trends, areas of good practice and how the student experience could be enhanced.

7.13   Procedure for Hearing the Second Stage Appeal

7.13.1 The student and the Chair of the First Stage Appeal will be given 10 working days' notice by the Appeals Officer of when to appear before the Appeal Panel. The student may be accompanied by a representative or friend who may be from the Students' Union Advice and Representation Centre.

7.6.11   The Chair of the First Stage Appeal will present the case for the decision made at the First Stage appeal. S/he may be accompanied by another member of the course or supervisory team. The student, the Chair of the First Stage Appeal and the Panel members in the appeal hearing will be given copies of all documentary evidence submitted as part of the appeal.

7.6.12   The procedure for the hearing will be as below:

a.   All parties are invited to join the hearing;
b.   Introductions;
c.   The student and the Chair of the First Stage Appeal are asked to confirm that they are satisfied with the impartiality of the Panel. The Chair of the Panel shall rule on any objections that maybe raised;
d.   The Chair explains the powers of the Panel and details its procedures;
e.   The Chair of the First Stage Appeal states the position and reasons for the decision reached;
f.   The student presents his/her case;
g.   Questions from Panel members and/or the student/Chair of the First Stage Appeal;
h.   The Chair of the First Stage Appeal's final comments;
i.   Student's final comments;
j.   The student and any representative and the Chair of the First Stage Appeal shall withdraw while the Panel deliberates the issue;
k.   The student will normally be notified verbally of the decision and the associated reasons at the end of the hearing;
l.   Written notification of the decision and the associated reasons will be sent to the student within 5 working days of the hearing;
m.   The Panel may, at its discretion and in the interests of fairness: i. depart from this procedure; ii. seek further information; and/or iii. adjourn to a later date at any stage in the proceedings.

7.6.13   Following an Appeal Hearing, the Appeal Panel will decide on the appropriate action as follows:

1) to decline the appeal and uphold the original decision of the First Stage appeal, in which case you will be notified of the decision and summary reasons, and your right to refer the matter to the OIA (see below);

2) to uphold the appeal and determine the outcome, including any actions to be taken by the School.

Where appropriate, the Chair of the Appeal Panel will consult with the Chair of the academic decision making body to ensure the outcome is academically and professionally acceptable.

Appendices

Appendix 1: Further reading and useful websites (for staff):

- Assessment standards: a manifesto for change
  http://www.brookes.ac.uk/aske/documents/ManifestoLeafletNew.pdf

- Biggs, John (2003 newest edition) <u>Teaching for Quality Learning at University</u> OUP

- Brown, G. (2001) <u>Assessment: A Guide for Lecturers</u> Assessment Series No 3 LTSN Generic Centre

- Brown, S. & Glasner, A. (2000) <u>Assessment Matters in Higher Education</u> The Society for the Research into Higher Education and Open University Press. Buckingham

- Brown, S. & Smith, B. (1997) <u>Getting to Grips with Assessment</u> SEDA Special No 3, SEDA Birmingham

- Gibbs, G & Simpson, C. (2004). Conditions under which assessment supports students' learning. Learning and Teaching in Higher Education vol.1 pp.3-31.

- Haines, C (2004) <u>Assessing Students' Written Work</u> RoutledgeFalmer

- McDowell, L. & Montgomery, C. (2012) *Assessment for Learning in Higher Education*, Routledge, London.

- Nightingale, P., TeWiata, I.T., Toohey, S., Ryan, G., Hughes, C., Magin, D. (1996) Assessing Learning in Universities Professional Development Centre, University of New South Wales, Australia.

- O'Donovan, B, Price, M and Rust, C (2004) Know what I mean? Enhancing student understanding of assessment standards and criteria. *Teaching in Higher Education, Vol. 9, No. 3, 325-35*

- Race P & Brown S (2001) <u>The ILTA Guide: Inspiring Learning Teaching and Assessment</u> Institute of Learning and Teaching in Higher Education in association with: www.educationguardian.co.uk York

- Ramsden, Paul (2003) <u>Learning to Teach in HE</u> 2nd Edition RoutledgeFalmer

- The Assessment Standards Knowledge exchange (ASKe) at Oxford Brookes University: www.brookes.ac.uk/aske

- The Quality Assurance Agency for useful assessment strategy information and quality issues. www.qaa.ac.uk

Appendix 2: Standard Descriptors (for staff)

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Level 3	Level 4	Level 5	Level 6	Level 7
Links between theory and practice are identified.	Links between theory and practice are analysed in a basic way.	Links between theory and practice are constructed.	Problems are solved with some reference to theory and practice and with evidence of	Novel and complex problems are solved with reference to
The characteristics of a professional are identified.	An acceptable number of the characteristics of a professional are applied to their own work.	Work is evaluated with respect to the characteristics of a professional.	There is evidence of the ability to work competently with reference to professional standards and values, able to reflect on their	There is evidence of the ability to work autonomously with reference to professional standards and values, reflecting
Work is recognisably structured and presented to a small group of peers.	Ideas are presented adequately to an audience of peers using a defined range of strategies and media.	Work is clearly communicated using a range of strategies and media.	Work is presented to a selected audience using a range of strategies and media.	The outcomes of their work are presented clearly and appropriately to a defined audience using a range of strategies
The characteristics of successful teams are identified.	Evidence of contribution to a team to complete defined activities is presented.	Evidence is shown of ability to work in a team as either leader or member as needed to complete projects and identify strengths and weaknesses of performance.	There is evidence of working effectively in a team as either leader or member as needed to complete complex projects. Evidence of reflection on their performance within the team.	There is evidence of contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and of some reflection on their own
The key features of a professional development plan are described.	Appropriate opportunities for their own professional development are	Professional aspirations and action plans are articulated.	A plausible professional development plan is produced.	Demonstrate a vision of themselves and their professional futures.
Information presented in the course is applied to new questions or situations.	Information from primary and secondary sources is collected, analysed, interpreted and applied to specific problems under	A project is designed and carried out to collect, analyse and critique information from primary and secondary	A project is designed, planned and carried out using an appropriate range of primary and secondary sources. The	A project is planned and carried out to gather information from appropriate primary and secondary sources and synthesise the
Social and community contexts within the disciplinary field are described.	The social and community contexts of the discipline are identified.	Social and community contexts of the discipline in work are identified.	The social and community contexts of the discipline are considered in drawing conclusions and making recommendations.	The social and community contexts of the discipline are considered critically in drawing conclusions and

Appendix 3 Verification and Moderation Procedure Guidance
Verification (approval of assessment briefs and examination papers)
Verification ensures that the form and content of assessment tasks and briefs are appropriate, fair and valid in terms of standards, will effectively assess the achievement of learning outcomes and present an appropriate level of challenge to students.

Verification is an enhancement process, and if done well will lead to better assessment. Verification should ensure the assessment complies with the approved module descriptor and the inclusive learning policy. If alternative forms of assessment are required it is good practice to ensure that these are also verified.

At all levels, all assessment briefs including examination paper questions and coursework/practical assignments of any type for all elements of assessment for every module which contributes to the final mark for the module should be verified. While the assessment handbook only requires examinations to be verified and coursework/practical assignments to be made available, it is good practice for the external to see everything before the assessment brief is published to students. All assessment briefs should be made available to Externals prior to the assessment briefs being published to students, or if the External examiner changes mid-session.

Internal verification
Internal verification must be undertaken by a minimum of two members of academic staff (author and one other) and be recorded.

The internal verification of assessment briefs must be undertaken before the briefs are published to the students. Assessments at all levels should be subject to internal verification (regardless of whether they contribute to the final award).

External Verification
External verification involves the checking by the external examiner of assessment briefs.

The External Examiner(s) must verify the form and content of all examination papers for every module which contributes to an award, and this must be recorded. Where there is no examination within a module the assessment brief/s it is best practice for these to be externally verified. External Examiner verification of examination papers and re-assessment examination papers should be undertaken at the same time and must be completed before the examination is sat. Other assessments should be verified before the assessment brief is presented to students.

All briefs for coursework/practical assignments for modules which contribute to an award must be made available for review by the external examiner (access will be facilitated electronically).

Internal verification applies to re-assessment briefs as well as the original assessment brief and should be undertaken at the same time. Unseen re-assessment examination papers should be distinct from the first- sit paper.

The external examiner is entitled to review an amended assessment brief on request if substantial changes were suggested in external verification.
An exemplar verification form detailing the minimum requirements for evidencing verification can be found as an appendix in the Assessment Handbook. Schools must use this form, if additional information is required it should be collected and appended to this form.

Moderation (checking of students' assessed work)
Moderation is employed to ensure that academic standards are appropriate, that marking is regulated within agreed norms or against predetermined criteria across a module or course. It also ensures that the assessment outcomes for students are fair, consistent and reliable. It is undertaken internally and externally. Moderation can be undertaken by reviewing a sample of student work, or by second marking. Second marking results in a single, agreed mark.
Assessments at all levels should be subject to internal moderation and those levels which contribute to the final award should also be subject to scrutiny by External Examiner/s.

Samples
The minimum requirement for moderation samples for both internal and external moderation purposes is set at 10% of all work submitted for a particular element of assessment, and (where student numbers on modules are small) the sample

to include at least 3 pieces of work from the batch to be taken from work awarded the highest marks, marks in the middle range and the lowest marks.

Where assessments comprise various types of performance or presentation, Schools must still ensure that they meet the minimum requirements for moderation samples.

Changes may not be made exclusively to marks within a representative sample. Should concerns be identified during internal moderation regarding the accuracy or consistency of marking based upon the sample, the relevant parts of the assessment for the entire cohort should be re-marked. This might be through scaling up or down, should the sample be considered to be consistently over or under – marked, or a full re-mark if the pattern of error is inconsistent.

Internal Moderation

Each module must have an identified internal moderator who will be responsible for checking a representative sample (see details of minimum requirements above) of work and confirming that the assessment criteria for every element of assessment have been correctly and accurately applied and for recording the appropriate evidence of moderation.

Parity review (Standardisation) may be used for courses with multiple teams of markers (eg on a large course with different pathways). The review ensures that marks have been awarded consistently by different marking teams and that there is a common understanding of the marking boundaries. For example; parity reviews often take the form of a meeting of all markers and moderators, or they can take place online. The Module Leader will normally identify a sample of work to be reviewed, taking examples from all the marking teams. The module team will compare the marks awarded, resolving any discrepancies and agreeing the final mark and feedback for the students.

External Moderation

External moderation involves the external examiner in checking that the assessment criteria for every element of assessment have been correctly and accurately applied to a representative sample (see details of minimum requirements above) of work, for all modules contributing to a final award. The sample of work moderated by the external examiner should include a selection of work that has been internally moderated.

The external examiner will be asked to provide confirmation of whether marking is in accordance with the stated criteria and weightings and identifying any issues.

The template moderation form for evidencing moderation is appended to the Assessment Handbook. Schools must use this form, if additional information is required it should be collected and appended to this form.

Second Marking

Second marking is where all assessments in the set are independently marked by two markers with a view to agreeing on a mark. See Academic Regulations (Section G6).

Sample Forms

An exemplar Verification and Moderation form can be found as an appendix to the Assessment Handbook. These forms should always be used if additional information is required it should be collected and appended to the form.

Appendix 3a Exemplar Verification Report Form

Module Code and Title:	
Semester :	
Module Leader:	
Assessment Strategy (including. weighting of elements if appropriate):	
Main Campus Yes/No	
Also at UCLan Campuses/Partner Campuses Yes/No (if yes please detail below) **Locations:**	

Attach a copy of the assignment brief or examination sit and resit papers and the current module descriptor to this Verification form and sign all pages.

- **If Ticking NA detail below why not applicable ,**

Checklist	Yes	No	NA*
Assessment complies with approved module descriptor and the inclusive learning policy and does not replicate questions set in previous years *https://intranet.uclan.ac.uk/sites/InclusiveLearning/SitePages/Home.aspx*			
Nature of brief is appropriate in terms of :			
• content			
• level			
• size			
Relevant learning outcomes are included (where appropriate) and addressed			
Outline marking scheme or assessment criteria with % weighting included			
Coursework/Practical etc:			
Date and time for submission/assessment is stated			
Guidance on the submission and assessment process are attached			
Model Answers or correct answers are included for verifier			
Examination:			
Examination type (eg MCQ, short notes, essay etc)			
Model Answers or correct answers are included for verifier			
Examination Duration:			
*If NA (not applicable), please explain			
Internal Verifier's comments:			
Proposed action by assessor:			

Internal Verifier's Signature :		**Date :**
Exam Verification		
External Examiner: Does the module comply with the formally approved descriptor? https://intranet.uclan.ac.uk/ou/aqasu/coursedocumentation/default.aspx		YES/ NO
External Examiner Comments:		

Checklist	Yes	No	NA*
External Examiner Signature :	**Date :**		
External Examiner Name:			

Appendix 3b: Exemplar Moderation Report

Module Code and Title:
Semester :
Module Leader:
Assessment Strategy (including weighting of elements if appropriate):
Main Campus Yes/No
Also at UCLan Campuses/Partner Campuses?   Yes/No   (if yes please detail below) Locations:

Moderation Details

Name of Marker/s	
Name of Moderator/s	
Number of students assessed by the marker/s named above	
Number of items moderated (minimum 3 or 10% of the batch) drawn from work with the highest, middle and lowest marks	

Student IDs	Initial Grades	Moderated Grades	Comments

Moderator/s comments:	
Is marking in accordance with the stated criteria and weightings?	
Remarks on quality and consistency of feedback	
UCLan Campuses/Partner Campuses – has the internal moderation process been followed? If yes, have any issues been identified and how have these been resolved?	
Moderator/s signature/s:	Date:

Following Internal Moderation

Comments from or action if required from assessor/marking team

Have any issues that have been identified been resolved?
Name and Signature: **Date:**

External Moderation

Student IDs/Names

External Examiner Comments:	
External Examiner signature :	**Date :**
External Examiner name :	

Following External Moderation

Comments or action if required from assessor/ marking team for development:
Date:

Appendix 4: Online Assessment Policy and Electronic Management of Assessment (EMA) – Online Submission, Marking and Feedback (for staff)

All assessments will, <u>where possible</u>, include an online element comprising one or more of:

- Electronic submission of the assessed work.
- Electronic assessment via an online tool.
- Electronic feedback to students on the assessed work.

This includes written final examinations where generic feedback should be provided online immediately after the publication of results. All coursework or practical/performance assessment briefs must be published online via eLearn, but this alone will not be considered to fulfil this policy. Where submission or assessment is online, feedback would also be online.

The mechanism for online submission, assessment or feedback should be consistent for a given type of assessment, for each student cohort. For example: submission of word processed work to Turnitin would be required across a student's programme of study; feedback via GradeMark would be used for all online essay feedback across the programme of study. Wherever possible the tools supported by LIS Digital Services should be used to comply with this policy. Course Teams can draw on the experience of the LIS Digital Services team to develop means to incorporate appropriate online elements to each assessment.

Exceptions to this policy can only be on specific pedagogic or practical grounds that would otherwise disadvantage the student or damage the learning experience. Exceptions must be reviewed annually in the Course Leader's Annual Monitoring Report. Course Leaders should consider developments in the tools and techniques available to support online assessment on a regular basis and as part of the Annual Monitoring Process.

Online submission refers to the process by which a student submits work online for storage and retrieval by academic, administrative or other staff for marking, feedback or review. This can also include plagiarism checking using Turnitin.

Online marking is the process by which staff provide marks and feedback to students online. Text-based assignments can be electronically marked and feedback can be automatically distributed using GradeMark which is part of Turnitin.

The electronic options for assignment submission, marking and feedback are designed to ensure that students will be assessed fairly, given clear and prompt feedback, and receive feedback in a consistent, legible and timely manner.
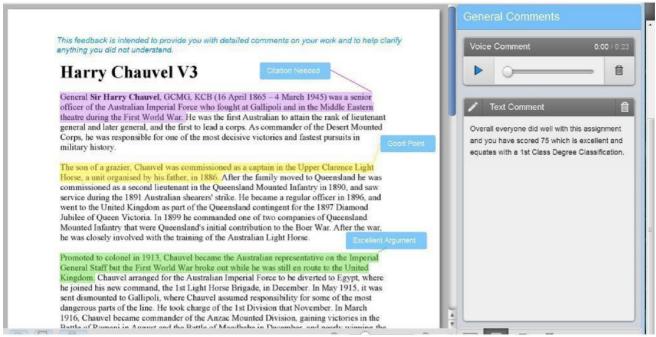
The advantages of using of online submission and online marking include:

- Flexibility and convenience e.g. students can submit assignments or access marks and feedback from anywhere without being restricted by office hours
- Tracking submissions and progress (for staff and students)
- Ability to use text-matching software (Turnitin), which is integrated with Blackboard, to help identify plagiarism
- Whole process can be managed in one central, secure and familiar system (Blackboard)
- Archiving of assignments, feedback and marks for future reference e.g. for external examiner access
- Provision of clear, timely and easily accessible feedback
- Opportunities for innovative and engaging feedback e.g. audio or video, as well as greater consistency e.g. through use of comment banks or rubrics showing feedback relating to assessment criteria
- Markers can re-edit their feedback in a document as they go through it
- Ability for markers to re-use feedback comments relating to common issues
- Non-essay type assignments can be marked using UCLan's MarS Marking Sheet system with the resultant feedback also electronically distributed. MarS can be used for assignments with up to 10 tasks with different weightings.

Examples of non-text assignments would include:-

- Presentations
- Observed Clinical Performance (OSCE)
- Portfolio
- Interview / Viva
- Acting Performance
- Fashion Design
- Short Film

Example of Grade Marked Paper

Comments can be colour coded and can be text and/or bubble-comments. Additional general comments and audio comments can also be provided.

Example of a MarS Feedback Sheet

Undergraduate Assessment Feedback Sheet		Reg. No.	uclan
		G12345678	University of Central Lancashire
Student Name	Michael Wood		
Module Code	EH3101	**Adjusted**	**Grade / Mark**
Module Title	Teaching Toolkit		
Module Tutor(s)	Dawn Harrison, Mick Wood	---	**68**
Assessment Type	Observation / Essay		
Submission Deadli	August 2014		

LATE / SECOND SUBMISSION   (YES/NO)

LEARNING OUTCOMES AND DEPARTMENT MARKING CRITERIA FOR THIS ASSIGNMENT
* Consideration of pedagogic material including literature on peer observation and self-reflection
* Evaluation of your experiences of the peer observation process
* Judgement on the value of peer observation as a mechanism for improving teaching practice and stimulating self-reflection.
* Self-reflection on your own learning from the process of peer observation

View your recording ▶

TASK 1 - Peer Observation						Mark
NOTE: The mark for this TASK is out of **100%** and this will form **40%** of the final mark.						**72**

Task Criteria & Feedback:	1	2.1	2.2	3	F
Consideration of pedagogic material including literature on peer observation and self-reflection		X			
Evaluation of your experiences of the peer observation process		X			
Judgement on the value of peer observation as a mechanism for improving teaching practice and stimulating self-reflection.	X				

Comment: Additional Comments Here!

TASK 2 - Essay						Mark
NOTE: The mark for this TASK is out of **100%** and this will form **60%** of the final mark.						**65**

Task Criteria & Feedback:	1	2.1	2.2	3	F
Evaluation of the plan and essay		X			
Exploration of the learners' experience	X				
Application of pedagogic literaturewith at least one reference to learning, at least one to teaching practice/facilitation of learning and at least one on		X			
Self-reflection on YOUR OWN learning from the process of completing the assignment			X		

Comment: More Comments Here!

If there is something you do not understand or some aspect on which you want further information, and you have not yet had the opportunity, you must make an appointment with your tutor to discuss this assessment and the feedback given. You may be asked to use this

		Date: August 2014
1st Marker Signature	**2nd Marker Signature**	**External Examiner Initials**
Dawn Harrison	Mick Wood	ABC

* Please note that all grades are provisional subject to confirmation by the Module Assessment Board.

Appendix 5: Chair's Action Forms

C H A I R ' S   A C T I O N

ID No_____First name_____Surname_____

Programme Title_____Programme Code_____

AMENDMENT TO RECOMMENDATION				
Original Recommendation & **Code**	New Recommendation & **Code**	APM (for **all** Awards) %	Banner Term (eg 2017/18)	Date of Award if applicable (eg April 2017)
Reason for Amendment:				

Signed by Chair_____Date_____

Admin Contact Name_____Ext_____

Please return to: Assessment and Awards
(except for updates to Refer/Defer Recommendations which are undertaken by the CAS Hub)

(Forms being completed by Partner Colleges should be sent initially to owning CAS Hub for action and onward transmission to Assessment and Awards Office where appropriate)

Action CAS Hub

- UPDATE BANNER (REFER/DEFER) RECOMMENDATIONS ONLY
- PRINT NEW PROFILE & PASSLIST
- COPY: ASSESSMENT & AWARDS OFFICE (NON REFER/DEFER RECOMMENDATIONS)

- UPDATE ASSESSMENTFILE
- COPY: COURSE LEADER/ACADEMICADVISOR

Signature_____Date _____

Action Awards Office

Banner

- SHAINST
    - SHADEGR
    - SFAREGS
    - SKAHINS
    - SZAGDRC
    - SZAMREC

Awards Office Systems

- AWARDS EXTRACT
- CERTS TO BE PROCESSED LINKEDFILE
- POSTING LIST
- CERTIFICATE DOC
- GRADUATION STUDENTINVITES

- SZASAPM

- SKAHINS

Signature_____Date _

SCHOOL: ....

NOTIFICATION OF CHAIR'S ACTION/CHANGE TO MODULEMARK

(WHERE CHANGES ARE MADE TO MARKS FOR STUDENTS OWNED BY ANOTHER SCHOOL INCLUDING NOTIFICATION OF COURSE BOARD CHANGES TO REASSESSMENT RECOMMENDATIONS & THE ADDITION OF COMPENSATION DESCRIPTOR)

To:...Chair of Module or Course Board **(**Name

of   Module/Course**:………………………………………………………………..)**

From:………………………………………………………….**Chair of Module or Course Board **(**Name

of Module/Course**………………………………………………………..………..)**

Please note the amendments noted below to student marks/grades which I have authorised through the assessment process. These may impact either on the overall result for this student who is on the Course noted below or on your module reassessments. The amendments have been made on the Banner system.

Student Name:		Course Code:		Year:	
Student ID:		Course Title:			

Module Code and title *examples*	Original mark/ grade	New mark/ grade	Compensation added	Resit Added	Resit removed	Chair's Action Change and reason
CD1001 Career Devpt	I	52				✔
TT1001 Social Aspects	38R	38C	✔		✔	
TT1002 Teaching & Learning	17	17R		✔		
WM1003 Acc for Env Sci	48	84				✔
SP1002 Public Sector Mgt	missing	55				✔

Signed:………………………………………………………………**Date:**……………………
(Chair of Assessment Board)

For Admin use: *(Initial and date)*

Action	*Banner Updated*		*CC:*	*Module tutor*	
	Student Informed			*Administrator owning student (if outside School)*	
	Assessment file updated			*Head of host School (for Partner Colleges)*	
	New profile and pass list printed			*University Administrator (for Partner Colleges)*	

Appendix 6: Examination Incident Report Form

<div align="center">

UNIVERSITY OF CENTRAL LANCASHIRE

EXAMINATION INCIDENT REPORT

</div>

Please report below any delay, disturbance, infringement of examination rules or other incident which may have affected the conduct of the examination in respect of one or more students.

NB: <u>This form must not be used for incidences of suspected cheating during an examination. Please complete the Academic Misconduct During an Examination Form available in the Information for Invigilators file</u>.

Module Code(s): _____

Venue: _____

Date: _____ **Time:** _____

REPORT:

Name: _____ **Signature of Invigilator** _____

Name of Invigilator-in-Charge (if different to the above): _____

Please indicate if form has been copied to the following:

Head of School/Chair of Assessment Board:	
CAS Administrator:	
Assessment and Awards:	

Appendix 7: Procedure for Handling Suspected Academic Misconduct during an Examination

<u>Guidance for Invigilators on dealing with suspected academic misconduct (cheating)
in an</u> <u>examination</u>

1. If an invigilator suspects a student of cheating during an examination or having access to unpermitted material, this should be reported to the Invigilator-in-Charge. The student should NOT be challenged at this point. The Invigilator-in-Charge should then try to witness the suspected cheating. If it is the Invigilator-in-Charge who has first observed the suspected cheating, he/she should ask another experienced invigilator to see if they can witness what the student is doing.

2. The second invigilator, who is watching the student, should do so discreetly at a distance.

3. If there are two witnesses to the alleged cheating, the Invigilator-in-Charge should approach the student and tell them that they are suspected of cheating by use of the notice contained in the Invigilation File for this purpose (see example overleaf). The candidate must remain behind following the examination. The time of the incident should be noted on the candidate's script. The student should then be allowed to complete the examination in the scheduled timeframe *i.e.* they will not be permitted any additional time because of the incident.

4. A student must not be approached unless two invigilators have clearly observed cheating. If at the end of the examination, the second invigilator has not been able to observe anything specific but is satisfied that the student was behaving suspiciously, *e.g.* spending a lot of time watching the location of the invigilators, the Invigilator-in-Charge may choose to ask the student to remain behind and talk to them about what was observed.

5. At the end of the examination, if two invigilators have observed cheating, the student's script should be collected and the student informed of what has been observed by two invigilators and that this will be reported to the Head of School. The student should be informed that it would be in their best interests to co-operate and that their co-operation or lack of it will be reported.

6. The Invigilator-in-Charge should then ask the student to hand over what they were observed using. If the student denies that they were using or were in possession of unpermitted material, the Invigilator-in-Charge may ask certain questions which will depend on what was observed: *e.g.*
    i.   if the student was observed putting notes in their pocket, the student could be asked to empty their pockets;
    ii. if the student appeared to be looking at something written on their hand/arm, the student could be asked to show their hand/arm, which may mean asking them to roll up their sleeves.

7. If the student refuses to answer any questions or hand over any material the Invigilator-in- Charge should inform the student, that the refusal will be noted as part of the report to the Head of School.

8. At no point should the invigilators make physical contact with a student.

9. The Invigilator-in-Charge should check the student's desk to ensure that no unpermitted material is present.

10. If the student is found with writing on their person, the Invigilator-in-Charge should transcribe the material and ask the other invigilator to check that it has been transcribed correctly.

11. Any unpermitted material should be retained by the Invigilator-in-Charge and the student should be informed that this will be given to the Examinations Office.

12. All the invigilators who observed the incident should complete a 'Report of Academic Misconduct' form (see example overleaf) and the candidate should countersign the form. The completed form should be delivered to the Examinations Office.

13. If an Invigilator-in-Charge is unsure of how to deal with an incident, the Examinations Office should be telephoned for advice (x2448).

PLEASE READ THIS INFORMATION

The invigilators in charge of this examination believe that you have broken examination regulations. You are suspected of cheating.

To avoid disturbing the other candidates in this room, the invigilators will discuss what they have seen with you when this examination ends. Please remain in your seat.

In the meantime, you may continue to complete the examination. The invigilator will mark your script to show that you have been given this notice.

UNIVERSITY OF CENTRAL LANCASHIRE

ACADEMIC MISCONDUCT DURING AN EXAMINATION REPORT FORM

Candidate's Details:

First Name   **Surname**

Student Id/Enrolment Number

School

Examination Details:

Module Code   **Module Title**

Venue

Date   **Time**

Report:

Confiscated material appended: YES/NO

Invigilator's Name   **Signature**

Incident witnessed by

        Signature

Candidate's Statement:

I acknowledge the details supplied in the above report and I understand that I will be called to attend an academic misconduct hearing.

Signature

This completed form should be delivered to Assessment and Awards

Appendix 8 – Guidance on Wordcounts

Word Count and Marking of Over length Coursework
This guidance covers modules assessed wholly or partly by coursework. It covers coursework of all sorts, including essays, extended essays, reports, Independent study projects and dissertations.

Purpose of a word count
The purpose of a word limit is to give all students, across the University, a clear indication of the maximum length of a piece of assessed written work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. Writing to set word limits is a skill required within some professions, as well as an academic skill. Word limits are set appropriate to the assessment outcomes.

Setting a word count limit
Coursework instructions given within assessments should clearly state a maximum word count beyond which nothing will be marked. This maximum should include any margin for tolerance which has been set (ie a word count with + 10% tolerances). If the course work instructions do not state a tolerance then it does not exist for that coursework. Word count includes *everything* in the main body of the text (including headings, tables, citations, quotes, lists, etc.). The list of references, appendices and footnotes are NOT included in the word count unless it is clearly stated in the coursework instructions that the module is an exception to this rule.

Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other materials included in appendices, except where specifically requested in the coursework instructions, will not be marked.

Module Teams should clearly indicate within module information how excessive length will be addressed and should ensure that all relevant assessments clearly state instructions as indicated above.

Provision of a word count
Students must provide an accurate word count on their assignment for all coursework submitted for assessment. Markers should give students the benefit of the doubt and will regard small undeclared over-runs as genuine errors of calculation, but significant inaccuracies in declared word counts will be treated as an offence under the Academic Regulations and may result in further action.

Special provisions
Where work is expected to include significant amounts of non-textual content (e.g. Musical or mathematical notation or linguistic structure diagrams), specific word count guidance will be provided for each assignment.

Penalty for exceeding the word limit
There is no regulatory/mandatory penalty for exceeding the word count **but** students should be aware that the marker will not include any work after the maximum word limit (including the tolerance if set for that coursework) has been reached within the allocation of marks. Students may therefore be penalised for a failure to be concise and for failing to conclude their work within the word limit specified. Likewise, a failure to meet the maximum word limit may result
in lower marks based on the quality of the

work because they may not have included the necessary information required for the assessment and met the stated learning outcomes.

UCLan Coursework Assessment Brief		Academic Year
School of XXXX	Module Title: XXX Module Code: XXX	Level
	Title of the Brief	This assessment is worth XX% of the overall module mark

THE BRIEF/INSTRUCTIONS
- Provide clear and inclusive instructions as to what the learner is required to produce for this assessment
- Provide details of what you are looking for in the assessment from the learner. **LINK** can be provided to additional info, where appropriate.
- Where appropriate, provide a **LINK** to an exemplar completed assessment.
- Include or provide a **LINK** to marking criteria for assessment and weightings.
- Provide details of which learning outcomes the assessment is testing.

PREPARATION FOR THE ASSESSMENT
- Include details of any formative work undertaken in preparation for the assessment e.g. presentations of work in progress, rehearsals etc
- Highlight where the teaching/development for this assessment took place alongside their independent study – e.g. which lecture/workshop/etc supported this assessment
- **LINK** to reading list

RELEASE DATES AND HAND IN DEADLINE
Assessment Release date: [enter here]   Assessment Deadline Date and time: [enter here]

Please note that this is the <u>final</u> time you can submit – not <u>the</u> time to submit!
Your feedback/feed forward and mark for this assessment will be provided on [enter agreed date here and where feedback/feed forward can be accessed]

SUBMISSION DETAILS
State requirements for the format of what is to be submitted, including word count or its equivalence, any penalties for going over/under the stated word count, referencing style to be used, details of electronic copies and hard copies, where / how to submit, etc.

HELP AND SUPPORT
Please edit the below to describe how any questions arising from this assessment brief should be handled – e.g. tutorials in seminars, online forum, etc.

- Enter here details for how academic support for this assessment will be provided
- For support with using library resources, please contact <insert name and email address of your subject librarian> or SubjectLibrarians@uclan.ac.uk. You will find links to lots of useful resources in the My Library tab on Blackboard.
- If you have not yet made the university aware of any disability, specific learning difficulty, long-term health or mental health condition, please complete a <u>Disclosure Form</u>. The <u>Inclusive Support team</u> will then contact to discuss reasonable adjustments and support relating to any disability. For more information, visit the <u>Inclusive Support site</u>.
- To access mental health and wellbeing support, please complete our <u>online referral form.</u> Alternatively, you can email wellbeing@uclan.ac.uk, call 01772 893020 or visit our <u>UCLan Wellbeing Service</u> pages for more information.
- If you have any other query or require further support you can contact The <i>, The Student Information and Support Centre. Speak with us for advice on accessing all the University services as well as the Library services. Whatever your query, our expert staff will be able to help and support you. For more information , how to contact us and our opening hours visit <u>Student Information and Support Centre</u>.
- If you have any valid mitigating circumstances that mean you cannot meet an assessment submission deadline and you wish to request an extension, you will need to apply online prior to the deadline.

Disclaimer: The information provided in this assessment brief is correct at time of publication. In the unlikely event that any changes are deemed necessary, they will be communicated clearly via e-mail and a new version of this assessment brief will be circulated.	Version: 1

Appendix 10 – Assessment e-coversheet

	[SCHOOL NAME]	**Coursework Cover Sheet** **Assessment Title**

Students should add this coversheet, to the start of their assessment before submission through Turnitin.

Student ID Number:	Seminar Tutor (If appropriate):
Module Title: XXX	Programme Title: XXX
Module Code: XXX	Year of Study: XXX

Academic Misconduct / Plagiarism Declaration

By attaching this front cover sheet to my assessment I confirm and declare that I am the sole author of this work, except where otherwise acknowledged by appropriate referencing and citation, and that I have taken all reasonable skill and care to ensure that no other person has been able, or allowed, to copy this work in either paper or electronic form, and that prior to submission I have read, understood and followed the University regulations as outlined in the Academic Integrity Policy and Procedure for Academic Misconduct available at the following link: https://www.uclan.ac.uk/study_here/assets/assessment_handbook_2122.pdf

Have you checked the following in order to maximise the grade you can achieve for this assignment?	**Please mark X to confirm**
Learning Outcomes have been addressed	
Similarity check via Turn-it-in	
Referencing accuracy according to provided guide	
Grammar	
Spelling	
Word count (or other length limitation as described in the brief)	

WELLBEING

We wish to support any student who is experiencing mitigating circumstances which prevents students from performing to the best of their ability when completing or submitting assignments. If you are experiencing such circumstances then you may apply for mitigating circumstances. Wherever possible this must be done prior to handing your assignment.	I believe **that I do / I do not need** to apply for mitigating circumstances for this assignment at this moment in time Please **delete** as appropriate (You may still apply for mitigating circumstances if you subsequently feel that your performance has been adversely affected by issues that you may currently be unaware of).

SELF – REFLECTION *This section suggested for inclusion if appropriate to the assessment otherwise can be deleted*

Assessment Criteria: Details of this can be found in the assignment brief. In order to ensure the assessment process is fair, we want to make sure that the assessment criteria are clear to you in advance.	**Self-Evaluation:** Simply rate how you think this assessment will perform against the assessment criteria; i.e. 1st (very good/excellent), 2:1 (good), 2:2 (competent), 3rd (basic), fail (weak). This helps us provide detailed comments on your work and clarify things you do not understand
E.g. Understanding, including knowledge	
E.g. Applying, including analysis and evaluation	

Assessment Criteria:	Self-Evaluation:
Details of this can be found in the assignment brief. In order to ensure the assessment process is fair, we want to make sure that the assessment criteria are clear to you in advance.	Simply rate how you think this assessment will perform against the assessment criteria; i.e. 1st (very good/excellent), 2:1 (good), 2:2 (competent), 3rd (basic), fail (weak). This helps us provide detailed comments on your work and clarify things you do not understand
E.g. Researching, including range of sources, referencing and citation	
E.g. Communicating, including structure, clarity of argument and use of English	