

University of Chichester

Academic Regulations

2017/18

## **SECTION 2**

# **GUIDANCE ON ASSESSMENTS AND EXAMINATIONS**

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## Conduct of Examinations – Guidance for Candidates

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1. Normally all candidates should be present in the examination room prior to the time specified for the start of the examination. Candidates may enter the examination room at any point up to half way through. If candidates enter late they will finish at the same time as other students taking the examination. No candidate may leave the examination room during the first 30 minutes or during the last 15 minutes, save in exceptional circumstances and with the approval of the invigilator.
2. **Candidates must bring their University issued ID card to each examination and place it on the desk next to their name card. Wherever possible the University will operate a policy of anonymous marking. Where this is not possible (for professional, artistic or other reasons) students will be made aware that this is the case.**
3. Candidates must not bring electronic devices such as, mobile phones, pagers, Apple watches or other systems for personal communication into the examination room. In addition, candidates must surrender any notes, notebooks, briefcases, handbags, books or other items which may be of use to them in the examination unless specifically exempted in the rubric of the examination paper. These items should be either left to the front or back of the examination room as appropriate.
4. Candidates may use calculators in examinations unless excluded by the rubric of the examination paper, but if these are programmable calculators any prior programming or stored data must be withdrawn. You may be required to demonstrate this to an invigilator
5. Candidates are recommended to use ink for written examinations (though diagrams may be in pencil) for clarity and permanence.
6. The invigilator will have the right to demand the cessation of activities which interfere with or cause a disturbance to other candidates.
7. Smoking is not allowed in the examination room.
8. Candidates may request to be allowed to leave the room for a short period of time. Such permission will be granted subject to arrangements made by the invigilator.
9. Candidates who fail to present themselves for an examination and who do not submit an evidenced claim for mitigation to the Academic Quality and Standards Unit will be deemed to have failed that assessment.  
***Full details regarding arrangements of the submission of evidence of mitigating circumstances can be found in the Academic Regulations***

## Conduct of Examinations - Guidance for Invigilators

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1. The Assessment Office arranges the dates, times and locations of examinations during the main assessment periods at the end of each semester and at other agreed times. This information will be publicised to students via Moodle.
2. Module Tutors are responsible for arranging invigilation for the main examinations. Normally, there should be one invigilator per 30/40 students, so for example, exams of more than 80 students should have 3 invigilators. A lead invigilator (if not the Module Tutor) should be assisted by a person who can answer any queries, which may arise concerning the content of the paper. A second invigilator must be present throughout the examination or for very small exams be immediately accessible if needed. The Assessment office arranges invigilation for all additional arrangements examinations and where it is not possible to provide two invigilators the Assessment office will provide support.
3. Invigilators will be responsible for the proper supervision of the candidates during the examination and will ensure that examination regulations are observed.  
N.B. Invigilators should not talk to one another during the examinations or pass notes to candidates.
4. The lead invigilator should be present in the examination room at least fifteen minutes before the examination is due to commence and must ensure the proper seating of candidates and the distribution of examination stationery. Examination desks will have been labelled in advance by Academic Registry. The lead invigilator should ensure that official notices requesting - Silence, Examination in Progress - are appropriately located in circulation areas adjacent to the examination room.
5. Candidates must surrender any notes, notebooks, mobile phones and portable electronic equipment, briefcases, handbags or books which may be of use to them in the examination, unless specifically exempted in the rubric of the examination paper. These items should be left to the front or back of the examination room as appropriate .
6. **Candidates must bring their University issued ID card to each examination and place it on the desk next to their name card. Wherever possible the University will operate a policy of anonymous marking. Where this is not possible (for professional, artistic or other reasons) students will be made aware that this is the case.**
7. Candidates may use calculators in examinations unless excluded by the rubric of the examinations paper, but if these are programmable calculators any prior programming or stored data must be withdrawn. You may be required to demonstrate this to an invigilator.
8. Invigilators must ensure that candidates fulfil the examination requirements for identifying themselves on their Assessment Record Cover Sheet or examination answer booklets.

9. Candidates may enter the examination room up to half way through. If candidates enter late they will finish at the same time as the other students taking the examination. No candidate may leave the examination room during the first 30 minutes or during the last 15 minutes.
10. The invigilator will have the right to demand the cessation of activities which interfere with or cause a disturbance to other candidates.
11. A clock should be prominently displayed in the examination room. (This will be available from Academic Registry if required.)
12. Smoking is not allowed in the examination room.
13. Candidates may leave the room for a short period of time. The second invigilator should see that the candidate does not have access to books or notes outside the room unless this is allowed in the rubric of the examination paper and that he or she does not communicate with any other person.
14. If any candidate is suspected of cheating, the invigilator who makes the discovery should allow the candidate to continue with the examination but should remove any material, which it is considered the candidate is using for cheating, including any used examination answer booklets, on which should be recorded the date, time (of discovery) and invigilator's signature. A fresh answer booklet should be given to the student so that they may continue. The invigilator should then write and append a report to the examination answer booklets and make a formal report to the Pro Vice-Chancellor (in the case of students with additional requirements, a written report should be provided via the Assessment office) who will arrange for an investigation to be conducted under the Regulations for Academic Malpractice. In the case of computer based examinations please refer to the "Guidance for invigilator and candidates using computers".
15. Invigilators may allow candidates extra time if they consider that there is a very good reason for it. A note of the time allowed and the circumstances must be made.
16. Invigilators should complete an attendance form to show the candidates who are present at the examination and return to the exam office.
17. Invigilators should indicate on the appropriate form any candidate who leaves the room during the course of an examination, and does not return. If the departure is due to illness, the candidate should be advised to seek medical certification.
18. If the fire alarm sounds during an examination please follow the normal evacuation procedures. Once the all clear has been given and people are allowed back into the building restart the examination adding on the extra time. If the length of the delay and/or the time required for the examination makes the resumption of the examination unduly problematic, the examination can be cancelled and re-scheduled for a later date. The Board of Examiners will be informed of any instances when an examination has been disrupted by the fire alarm.

19. At the end of the examination candidates will not be permitted to leave their examination desks until all answer booklets have been collected. If a candidate is permitted to leave early their answer booklet must be collected before the candidate leaves the room. Students must not remove any answer booklets, used or otherwise, from the examination room.

20. Invigilators will be responsible for the distribution of the completed answer booklets to the relevant first Markers. Separate arrangements will apply for additional arrangements examinations, which will be managed by the Assessment Office.

If the first Marker is on the other site, the answer booklets concerned must be lodged in the appropriate Departmental Office for collection.

21. All examination answer booklets and unused stationery will be collected by the Assessment Office at the end of the examination. Separate arrangements will apply for additional arrangements examinations, which will be managed by the Assessment Office.

**EMERGENCIES:**

(a) Medical:

Internal emergency number: 6363

(b) Others:

At BRC, telephone Caretakers on 2184

At BOC, telephone Duty Caretakers on 6147

(c) Assessment Office on 6255, 6244, 6022 or 6023.

## **Examination Notice for Invigilators to read to candidates at the start of examinations**

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### **“Please enter.**

Candidates must surrender any notes, notebooks, mobile phones and portable electronic equipment, briefcases, handbags or books unless specifically exempted in the rubric of the examination paper. These items should be left either at the back or the front of the examination room.

Smoking is not allowed in the examination room.

All candidates should have their ID cards, a name card, examination paper, and answer-booklets on their desks.

Please ensure you fulfil the examination requirements for identifying yourselves on all used examination answer booklets and any additional materials, which should be appended using the treasury tag supplied.

Candidates may use calculators in examinations unless excluded by the rubric of the examinations paper, but if these are programmable calculators any prior programming or stored data must be withdrawn.

Silence must be maintained at all times and candidates must not communicate with each other. If you need to attract the attention of an invigilator please raise your hand and an invigilator will come to you.

In the event of an emergency normal evacuation procedures will be followed.

No candidates may leave the examination during the first 30 minutes or during the last 15 minutes.

At the end of the examination all remaining candidates must remain seated until all examination scripts have been collected.

**You may now begin.....**

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**1. Arrangements for the administration of seen examinations**

- 1.1 Publication of seen examination papers is usually one or two weeks prior to the examination taking place. They will be placed on Moodle by the Module Leader, or emailed to students in the case of re-sit/first sit examinations. Dates when the papers will be available will be detailed on the examination timetable.
- 1.2 In certain circumstances where for example the collection date for the seen examination paper is a public holiday or it falls out of semester time a period longer than one week might be agreed by the Assessment office.

**2. Administration of the seen examination**

- 2.1 The instruction notes on the paper will make it clear what materials or equipment are allowed into the examination, these instructions should be repeated on the paper used for the actual examination.
- 2.2 It is expected that materials and equipment will be kept to a minimum. If notes are allowed in they should be restricted to a set wordage and prescribed format (i.e. font size and not handwritten). Alternatively a 'mind map' may be permitted. The purpose of these notes / 'mind map' would be to enable the student to have some pointers / triggers regarding the key arguments / issues they identified as being useful in responding to the question paper. Any notes / 'mind maps' that are allowed in must be left in the examination room with the answer paper.

**3. What is expected from a student in a seen examination answer paper?**

- 3.1 Seen examination answers are marked in accordance with the validated assessment criteria for the module and that mode of assessment in particular. Unlike coursework there is usually no word limit, the time allowed for the examination usually limits how much can be written. As seen examination answer papers are taken under examination conditions, a student's work is not marked according to their ability to quote sources using a particular style of referencing such as the Harvard style. Students are however expected to be able to draw upon evidence to support their arguments and this will likely mean that they will refer to authors and their work and ideas, whilst not necessarily having to quote precisely. There may be some quotations however which students may find are so useful that they feel it is worth memorising to reproduce in the examination.
- 3.2 The student will be expected to demonstrate an ability to communicate clearly although minor errors or occasional slips in spelling and grammar may be tolerated given the pressured nature of writing under examination conditions.

**4. Feedback on seen examinations**

- 4.1 As with all assessment, students are entitled to feedback on their work, although given that examinations are usually taken within the last two weeks of the semester,

this feedback will not be available to students until the assessment and moderation processes have been completed. Subject or programme staff should make it clear to students how and when their work will be available for collection.

## Procedures Relating To Formal Examinations

*[The procedures, set out below have been drafted with reference to the QAA's Chapter B4: Student support, learning resources and careers education, information, advice and guidance*

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### Student Additional Requirements Agreement (SARA) Procedures (in-year)

#### Step 1

Students with additional needs must ensure that a timely meeting is arranged with a Disability Adviser from the Disability and Dyslexia Service (DDS) to identify and discuss requirements. At this meeting a **Student Additional Requirements Agreement (SARA) form will be completed.**



#### Step 2

Original SARA form sent to Programme Administrator and e-mailed to Assessment Office (Academic Registry) by DDS. **Deadline for receipt of SARA forms, to guarantee additional arrangements for examinations, is 3 weeks prior to formal exam period (or formal exam if outside these). Disability Advisers will make this clear to students.** After this time, if it is not possible to make arrangements, students may have grounds for mitigating circumstances.



#### Step 3

Programme Co-ordinator countersigns original SARA form and returns it to DDS for them to retain. Assessment Office sends a copy of SARA form to the student with a covering standard letter\*, providing instructions for examinations to all applicable students. Copy of letter (student's name, number and course included) sent to the Programme Co-ordinator and DDS.

**[\* It is recognised that there may be a need to write bespoke letters to some students in relation to examination arrangements because of their particular disability]**



#### Step 4

Concurrently with Step 3, Assessment Office update SITS with disability code and requirements for examination purposes or dyslexia stickers. Should any changes be required subsequently, student must contact DSS as soon as possible in order that, if necessary, a revised SARA form can be completed.



#### Step 5

**Main Examination timetable produced by Assessment Office.** Timetable for students with additional needs produced.

## Special Arrangements In Examinations

## GUIDELINES FOR OPERATION OF A READER

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1. The use of a reader should neither give the student an unfair advantage nor should it disadvantage the student.
2. Additional time should be permitted for the use of a reader. This will normally be 25% extra. However if a reader and an amanuensis are both used the time allocation will be as in the 'Notes on the use of an Amanuensis'.
3. A reader will normally be a responsible adult who is able to read accurately and at a reasonable rate and who has a working knowledge of the subject and the terminology.
4. A reader is responsible to the Assessment Manager, and the person appointed to act as the reader must be acceptable to them. The student cannot nominate a reader.
5. A reader should not normally be one of the student's subject tutors, or have been acting in the role of note-taker during the teaching of the module. On no account may a relative of the student be used as a reader.
6. A student should, wherever possible have adequate practice in the use of a reader.
7. A student using a reader must be accommodated in such a way that no other student is able to hear what is being read.
8. During the examination a reader:
  - must read accurately
  - must only read the rubrics and questions, not explain or clarify
  - must neither give factual help to the student nor offer any suggestions
  - must not advise the student regarding which questions to do, when to move on to the next question or the order in which the questions should be done
  - instructions given on the examination paper can only be repeated when the reader is specifically requested to do by the student
  - can read the responses when specifically requested to do by the student
  - must, if requested give the spelling of a word which occurs in the question paper – otherwise spellings must not be given
  - must not expect to read throughout the examination because the student will be expected to carry out some form of planning for each response. This will be conducted by the student on rough paper provided by the Assessment Office. Any rough workings will be collected in at the end of the examination
  - must accompany a student to the toilets if there are medical conditions which would require frequent visits.

## Special Arrangements in Examinations

### GUIDANCE FOR INVIGILATOR AND CANDIDATES USING COMPUTERS

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1. It is essential that candidates use the username and password provided by the invigilator.

Any candidate who logs into their own network account will be deemed to be in breach of the Academic Regulations and will be dealt with in accordance with Academic Malpractice. The Conduct of Examinations regulations for Invigilators, does not permit removal of completed assessments or answer booklets from the examination room or, in these circumstances, from the approved virtual location.

2. The Assessment Office will provide invigilators with the written procedure to follow for saving work.
3. Students will be required to complete and seal the assignment/modular submission sheet provided and where applicable the Assessment office will have affixed a dyslexia sticker.
4. After the end of the time allocated to the examination (*including any additional time allowed and/or time taken for rest/exercise breaks*) the invigilator should ensure that the candidates have:
  - a. Saved their work to the correct locations (USB and H:drive).
  - b. Recorded (typed) their student ID number at the top of each page.
5. All relevant examination materials will be included in the “examination pack” given to the invigilator and this must be returned to the Assessment Office by the invigilator, unless alternative arrangements have been made, prior to the examination, for the invigilator to give the “examination pack” direct to the SIZ desk on either campus.
6. If for any reason the student has not used a computer, the invigilator must record this on the attendance sheet.
7. The students’ saved work will be accessed by the Assessment Office who will arrange for the scripts to be printed and collected by the module tutor.
8. If a candidate is suspected of cheating, the invigilator who makes the discovery should allow the candidate to continue with the examination but should ensure they save and close the document they are working on and remove any material, which it is considered the candidate is using for cheating. The invigilator should record the name of the student, date, time (of discovery) and their signature on the attendance sheet. A new document should be created under a different title so that the student may continue their examination. The invigilator should provide a formal report to the Pro Vice-Chancellor (in the case of students with additional requirements, a written report should be provided via the Assessment office) who will arrange for an investigation to be conducted under the Regulations for Academic Malpractice.

## Special Arrangements In Examinations

### THE SUPPORT OF AN AMANUENSIS IN AN EXAMINATION

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The Amanuensis is a person with the role of SCRIBE, who writes down, types, or word processes, the dictated answers of a candidate to the questions posed on the examination paper.

#### 1. Responsibility of Disability & Dyslexia Services:

- to assess students identified as dyslexic and students with other categories of disability for this procedure and to ensure that this is the most appropriate method of assessing the student under examination / timed conditions
- students will be offered the opportunity to practice with their allocated amanuensis.

#### 2. Responsibility of Academic Registry for the student:

- appoint the amanuensis for the examination, who is neither a relative nor normally a subject Tutor of the student. Ideally, the amanuensis will have a working knowledge of the subject and the terminology.
- inform the student of the identity of the amanuensis prior to the examination
- ensure the provision of suitable accommodation, such that no other student is able to hear what is being dictated during the examination
- arrange the provision of additional time, normally 25%

#### 3. Responsibility of the student during the examination:

- decide the sequence in which the questions will be answered
- decide the amount of time spent on the response to each question
- spell names or expressions specific to the subject knowledge of the examination
- record any planning or draft notes
- direct the amanuensis regarding the layout of the responses considered (by the student) to be appropriate
- decide whether to draw own diagrams/charts or to instruct the amanuensis
- request the amanuensis to read out what has been recorded
- after the end of the examination, to read what has been recorded (this may be a printout of work done on a computer) and to correct any spelling mistakes considered to have been made by the amanuensis.

#### 4. Regulations applicable to the amanuensis:

##### a. During the examination **the amanuensis must**

- write down, type or word process answers exactly as they are dictated ie accurate records of the student's answers
- write legibly, type or word process at a reasonable speed
- record a correction requested by the student in writing, typing or word processing (or Braille) on the script
- if requested by the student, read back what has been recorded
- allow the student the time required to carry out planning for responses

- allow the student to undertake mind mapping exercises and rough working on paper to be collected in with the script at the end of the examination
- record clearly the question number and the title, both on the appendix and in the text of the script, the appendix reference of any diagrams/charts drawn by the student
- accompany the student to visit the toilet as required

**b. During an examination the amanuensis must not**

- give factual help
  - offer any suggestions
  - give advice regarding which questions to answer
  - suggest when it is time to move on to the next question
  - give advice on the order in which the questions should be done
  - correct grammar, punctuation, or structure of essay
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## Examination support for students whose first language is not English

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Research suggests that non-English speaking students will take longer to process information in English regardless of the IELTS score required on admission.

Support is offered for coursework and accordingly, 25% extra time and use of a translation dictionary is also allowed for **unseen, timed** assessments to give parity.

The Applied Language Studies Administrator and Coordinator of International Academic & Language Support (IALS) are responsible for managing the process and providing Academic Registry with a list of eligible students, which will then be recorded in SITS and can be reported against. These students will be flagged on SONAR to indicate that additional information should be noted. New students will also be asked via the University's registration process whether their first/main language is English and if not, the possible need for support will be flagged.

Academic Departments should advise students to contact the IALS Coordinator if they require assistance so that their requirements can be assessed and formally recorded.

With regard to the examination arrangements, these students will not be roomed separately from the main examination cohort. It is suggested that in an examination situation, these students could be grouped to one side, to minimise disruption. Invigilators should proactively spot check dictionaries to ensure they do not include any concealed notes. *(If an invigilator suspects a candidate of cheating action should be taken in accordance with paragraph 14 of the Conduct of Examinations – Guidance for Invigilators document). Copies of bilingual dictionaries are available in the libraries on both campuses.*

### International Academic & Language Support contacts:

**Sue Lavender**  
**Coordinator Applied Language Studies & International Academic & Language Support**  
Email: [s.lavender@chi.ac.uk](mailto:s.lavender@chi.ac.uk)  
Tel. (81)2164

### Student Support Services:

**Paivi Leivo**  
**Senior International Student Adviser Student Support and Wellbeing**

Email: [p.leivo@chi.ac.uk](mailto:p.leivo@chi.ac.uk)  
Tel: (81)2146

## Students with additional requirements - Use of Dictionaries

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Unless agreed with the Disability and Dyslexia Service (DDS), and recorded on a Student Additional Requirements Agreement (SARA) form, students will not be allowed the use of a dictionary in examinations unless they are a student whose first language is not English (see procedures in previous section). Similarly, spelling and grammar “checker” facilities on PC’s, should not be used unless this has been specifically agreed with DDS and recorded on a SARA form.

The University does operate a differentiated marking policy (although there are some modules/programmes which are exempt from this), to ensure dyslexic students are not unduly penalised.

All written work, submitted by identified students with dyslexia, is eligible for differentiated marking only if it has attached a sticker issued by Academic Registry identifying the student as eligible for differentiated marking. Students are notified in writing of the process and detailed guidance for staff is available on Moodle. This includes the guidance that when allocating marks, discount the difficulties with spelling, grammar, punctuation and syntax, **except where they form an explicit part of what is being assessed.**

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**If you have any queries about this or would like to speak to a disability advisor please telephone 01243 812076 or email: [dyslexia@chi.ac.uk](mailto:dyslexia@chi.ac.uk)**

## 6. Assessment Requirements for the Approval of Programmes

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At the point of Programme Approval, the Approval Panel will ensure that the following conditions are met.

### The Programme

Programmes will be required to demonstrate that:

- i. students experience a variety of assessment methods which relate directly to the intended learning outcomes of the module;
- ii. assessment provides students with the opportunity to demonstrate their achievement of the appropriate Level Descriptors, as contained in the QAA Framework for Higher Education Qualifications (FHEQ) and the standards for the discipline as contained in the relevant QAA Subject Benchmark Statement and/or the standard of the relevant Professional Statutory Body (for example, the National College of Teaching and Learning (NCTL)).
- iii. an appropriate balance is established between assessment by coursework and by examination: normally, that two modules a year should be wholly or partly assessed by means of examination (exceptions will include professional programmes).
- iv. the programme has a commitment to positive innovation in assessment; normally, a programme or subject area would be expected to show use of at least one form of assessment that could be considered innovatory.
- v. students will receive feedback of a consistently high quality to support their learning.

### The Module

Each module will be required to demonstrate that:

- i. its assessment tasks are designed to provide evidence that student achievement, in the module, is calibrated against the appropriate Level Descriptors in the FHEQ;
- ii. its assessment tasks reflect the standards for the discipline as contained in the relevant QAA Subject Benchmark Statement and/or the standard of the relevant Professional Statutory Body (for example, the NCTL);
- iii. it contains provision for both formative assessment and summative assessment, such that students can gain a good insight into their progress as the module unfolds;
- iv. assessment criteria for each assessment are identified in the module description.

Each module will be assessed according to the following assessment equivalents:

- FHEQ Level 4 - a 2,500 word essay
- FHEQ Levels 5 and 6 - a 3,500 word essay

Assignments that are over-length should be penalised by a deduction of marks of up to 10pc, depending on the extent of the problem. This will be applied to timed performances and seminars as well as written assignments.

Explanatory note on 'word length' in assessment.

The essay here represents a 'currency' by which to ensure equity between forms of assessment. So, if a seminar was the sole form of assessment in a Level 4 module, it should involve the student in as much work (in terms of notional hours) as that needed to write a 'standard' 2,500 word essay. Obviously, it is difficult to be precise in such matters but it is important to keep in mind the objective of comparability between forms of assessment and between modules. Above all, programmes must ensure that no module is claiming more student time than another in the student's programme by making excessive assessment demands.

In establishing equivalents for the purposes of assessment, it is recognised that it will often be the case that the time taken to complete an assignment is not only a reflection of its word length. It may take longer to write a 500 word review of three books than it would to write a 2,500 word essay using the same books because of the discipline of length. It would be reasonable to set an assessment of 500 words in such a case, with an explanatory note in the module descriptions of how the wordage relates to the essay equivalent for that level. This is also the reason that FHEQ Level 5 and FHEQ Level 6 wordage is the same. The tasks that students undertake at Levels 5 and 6 will be differentiated in terms of what is expected at each level.

Examples of equivalents are as follows:

#### FHEQ Level 4

- (i) a 2,500 word essay
- (ii) a folder of shorter written pieces totalling 2,500 words including practical/laboratory reports
- (iii) practical work equivalent to 2,500 words e.g: a four minute piece of choreography or a musical composition or theatrical presentation lasting four to six minutes
- (iv) seminar or workshop presentation of up to 20 minutes
- (v) an examination (seen or unseen) of 2 hours

#### FHEQ Levels 5 & 6

- (i) a 3,500 word essay
- (ii) a folder of shorter written pieces totalling 3,500 words including practical/laboratory reports
- (iii) practical work equivalent to 3,500 words e.g: a six minute piece of choreography or a musical composition or theatrical presentation lasting eight to twelve minutes
- (iv) seminar or workshop presentation of up to 35 minutes.
- (v) an examination (seen or unseen) of 3 hours

*Each of the equivalents listed above indicates the total assessment for each module. If module co-ordinators wish to use more than one form of assessment in the module, the total of the forms should relate to the equivalents shown above. So, if an examination is the only form of assessment in a Level 5 module the module co-ordinator could set a 3 hour examination. But if module co-ordinators want students also to write a report as, say 30pc of the assessment the report would be equivalent to 1,250 words and the examination would be 2 hours.*

Formal examinations should normally take place in the Examination Week(s) at the end of the module. Class tests administered by the Programme can take place at any point.

## Principles of assessment

### Fulfilment of programme's objectives

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and that they have achieved the standard required for the award they seek.

All programmes of study are subject to programme regulations, which relate the assessment requirements of the programme to its objectives.

Assessment regulations for all programmes will normally specify:  
elements which must be passed to obtain an award;  
criteria and marks for the award of pass or failure;  
criteria for the grading of modules;  
timing of assessment and examinations;  
regulations concerning referral and re-examination.

### Confirmation of standard

Assessment is designed to reflect the achievement of the individual student in fulfilling the programme objectives. At the same time, assessment will relate that achievement to a consistent national standard of awards. It will be carried out by competent and impartial examiners, using methods which enable them to assess students fairly. External examiners will be involved in assessments which count towards an award; their particular role will be to ensure that justice is done to the individual student and that the standard of the University's awards is maintained.

### Boards of Examiners' judgement

Within the constraints of the programme aims, objectives and assessment regulations, Boards of Examiners have discretion in reaching decisions on the awards made to individual candidates. They are responsible for interpreting the assessment regulations for the programme of study concerned in the light of the University's requirements and good practice in higher education.