

Section B: Assessment regulations

1 General principles of assessment¹²

- 1.1 The purpose of assessment is to enable students to demonstrate that they have fulfilled the appropriate learning outcomes of their programme of study and that they have achieved the standard required for the award(s). Course-specific regulations will relate the assessment requirements of each programme to its learning outcomes.
- 1.2 The content of all work submitted by students for assessment should not be used for any purposes other than the proper assessment of the student according to the regulations.
- 1.3 Student performance is measured against the published learning outcomes, and also against agreed national standards in the relevant discipline. Consequently, external examiners are involved in all assessments which may contribute towards the classification of an award, to ensure that assessment has been carried out competently and impartially, and to ensure that justice is done to the individual student and that the standards of the University's awards are maintained.
- 1.4 The academic judgement of the examiner(s) in awarding a specific mark or grade for any item of assessment may not be questioned or overturned.
- 1.5 The normal assessment methods may be varied for students with a disability to ensure that they are assessed only against the relevant assessment criteria (**refer section G**).
- In addition, any student whose performance is affected by mitigating circumstances may be permitted to be reassessed without penalty, to ensure that the appropriate level of performance is recorded (**refer B6**).
- 1.6 The University has an approved [Policy on support for high performance athletes](#), including specific guidance on examination and assessment for such students.

2 Information to students on summative assessment¹³ and academic feedback

- 2.1 In order to help secure a common framework for the student experience of assessment, students should be provided with clear, accessible information on what they are expected to do for assessment, how their work will be marked and the nature and timing of academic feedback they will receive. The following sets out minimum requirements in respect of:

1. Assessment requirements of a course

The following information on the assessment requirements¹⁴ of a course should be available to students before commencing on it and published in course/module handbooks:

¹² All modes of assessment, including coursework and examinations.

¹³ As defined in the University of Brighton Assessment Policy.

¹⁴ Assessment requirements on a course may be subject to periodic change which would be approved through the University's procedures for changes to modules and notified to students.

- i. all the elements that will be assessed during a programme of study, including any assessed supervised work experience;
- ii. an annual schedule of assessment activities, including the timing of submissions, which allows students to review and plan their workload throughout the year.

2. Information on assessment tasks

As students are assessed, the following minimum level of information should be provided on each assessment task i.e. coursework and examination.

Some of the information will be generic in nature and will therefore be contained in course handbooks (along with other assessment information e.g. arrangements for mitigating circumstances). Other information will be module specific and should be provided in a module handbook or similar document. The information may also be provided on the assignment brief as it becomes available:

- i. the assessment task/title and expected learning outcomes from that task as per the module specification;
- ii. the name of the module leader and who to contact in case of queries about requesting extensions;
- iii. the date the assessment task was set, the submission date (deadline) and how the assessment task should be submitted for marking e.g. submitted electronically and/or in hard copy¹⁵, or the date, time, place and method of examination, where appropriate;
- iv. the grading criteria which set out the different levels of attainment within each assessment criterion. The criteria for each assessment should be as clear as possible to students and examiners;
- v. the pass mark and weighting of the assessment task within the module, including any threshold information where this is higher than the University norm due to a PSRB requirement;
- vi. the word range¹⁶ for the assessment. Markers will not normally consider work beyond the upper limit and students should include a word count on their work (further guidance to be provided by the subject area). There should be no penalty for submitting work under the word limit. Where a word length is not appropriate, any criteria for the parameters for the assessment e.g. scale or duration of the activity/task should be included;
- vii. presentation and referencing guidelines;
- viii. a reminder regarding academic misconduct (staff may wish students to provide a statement regarding academic integrity);

¹⁵ The presumption is that written work will normally be submitted electronically only.

¹⁶ Word limits are not prescribed, but schools should ensure that there is a published rationale for the local policy on word ranges for assessment tasks to ensure consistency within a discipline.

- ix. guidance on collaborative or group work arrangements, if appropriate;
- x. when and where assessment results are to be published;
- xi. where an extension to deadline has been granted, how the work for assessment should be submitted to ensure that all students have an equivalent experience;
- xii. when (i.e. timeliness) and how (i.e. the nature and extent) feedback on the assessment task, including coursework and examinations, will be provided to students. This should be guided by the following principles to ensure that feedback is an effective and integral part of the learning process.

Timeliness of feedback on coursework

- i. All student coursework should be marked and returned¹⁷ to students as quickly as possible after internal moderation so that feedback is of formative value to students and has a feed-forward function. Where possible feedback should be available before students prepare and submit further assessments. The timeframe in which students can expect to receive feedback should be made clear in advance so that they know when to expect it.
- ii. Students should be informed of the actual date for receipt of feedback. This should normally be no longer than 20 working days¹⁸ from the submission deadline and should be included on the assessment brief. There is no expectation that work handed in after the date set for submission will be returned within this specified time.
- iii. Where the actual date set for return of feedback cannot be met, for example due to an unforeseen delay in the marking of the work, the member of staff should consult with the Course/Module Leader and students must be informed as soon as reasonably possible of the revised date for feedback and the reason for the change.
- iv. The timescale for providing feedback on some forms of assessment may be longer than 20 working days. In such cases, students and the Course/Module Leader should be informed of the actual date of feedback and the reason for this.

Nature and extent of feedback on coursework

- i. The minimum requirement for feedback on summative coursework will normally be a provisional mark/grade and the marker's comments as follows:
 - a) a provisional mark/grade

Students must be informed that results given are provisional until ratified by an Examination Board and may therefore be subject to moderation or

¹⁷ Through the appropriate arrangements/mechanisms within the School and communicated to students in course/module handbooks.

¹⁸ A working day does not include Saturdays, Sundays, public holiday or University closure days

other amendment. Marks or grades should only be returned to students after any internal moderation has taken place (**refer B7.4**).

b) marker's comments

Comments should be:

- legible, provided in clear accessible language and in an accessible format for the student;
- related to the learning outcomes and linked explicitly to marking criteria¹⁹ of the assessment (i.e. task-focussed), to indicate the extent to which the work has met the requirements of the assessment task. This facilitates a student's understanding of his/her achievement in the assessment;
- constructive and indicate both strengths and areas for improvement to enable students to be self-reflective and take action to improve their learning.

Details of what students should do if they have difficulty understanding the feedback they have received should also be provided.

- ii. The type of feedback provided will be informed by a number of factors including: the nature and purpose of the assessment activity, the discipline, and when the module is taken as part of a student's programme of study.

Feedback can be provided in a variety of ways, using whatever media is appropriate, including; written (which should normally be typed/word processed), electronic and oral formats, to individuals or to groups of students. The use of standard assignment feedback coversheets or pro-formas is as an effective and time-efficient way to provide feedback comments.

Academic feedback on examinations

- i. The nature and extent of feedback on examinations, other than a provisional mark should be determined by the School.

As with coursework this should be provided in a timely manner to support the subsequent student learning. Developmental opportunities may include; generic feedback on examinations through Studentcentral, published model answers or post examination tutorial workshops.

- ii. Students are able to request an opportunity to view their examination paper (under supervised conditions) alongside feedback and/or model answers if available. For students who have failed the assessment, this opportunity should be provided prior to the reassessment examination. All Schools should have a published procedure for this.

2.2 Students should also be provided in course/module handbooks with information on:

- i. how work for assessment should be submitted for marking. This will be

¹⁹ or marking scheme

e-only submission where practicable²⁰. Where there are exceptions, information on the place/person to which the work should be submitted should be provided. Work for assessment should not be emailed to individual members of staff;

- ii. the components in which a referral is not possible because of the nature of the assessment task;
- iii. where appropriate, the learning contract for the module.

2.3 The operation of eSubmission at module level should comply with the University's [Electronic Management of Assessment \(EMA\) guidelines](#) and the *General Examination and Assessment Regulations for taught courses*.

3 Assessment requirements

3.1 Students' registration on the award will be regarded as their intention to attempt the associated assessment(s).

A student who registers for a module will be deemed to have attempted the module unless notice of withdrawal has been given in writing by the date published by the School for withdrawal from module registration.

3.2 Where a specific level of attendance is required to be eligible for assessment in a module, this should be clearly stated in module/course handbooks and agreed at validation or periodic review of the course.

3.3 Submission of work for assessment (including late and non-submission)

Students must submit all work for assessment in the manner and by the date previously notified to them, unless an extension to deadline has been granted (**refer B5**). A designated person shall be responsible for ensuring that all formally assessed work submitted by students is recorded (the recording may be delegated to, for example, a team of staff in a School Office).

Assessed work submitted after the published submission deadline will be considered a late submission and will be subject to a standard penalty (unless mitigating circumstances are upheld). Students submitting work within two weeks after the submission deadline²¹ (or the last working day immediately prior to the feedback date where this is shorter than two weeks) can be provided with feedback. Beyond this date assessed work should not be accepted and a non-submission recorded (0%). The penalty for submitting work late should be applied to the late work not the module and the work should be capped at the module pass mark i.e. 40% for undergraduate and 50% for postgraduate, or the actual fail mark recorded. Where a single assessment task, for which one mark is awarded, comprises a number of components the whole assessment will be deemed late if one of the required components is late.

²⁰ Turnitin accepts single files in Word, PDF or RTF formats; Studentcentral's Assignment tool accepts multiple files and all other file formats

²¹ This includes a new submission deadline following an agreed extension to deadline

There is no entitlement to submit late for the submission of referred work.

In accordance with the University's Electronic Management of Assessment guidelines (**refer B2.3**), a late submission point should be set up to identify work submitted after the deadline. Where a hard copy of the work is submitted, the member of staff recording the work submitted late will attach to the work the University proforma ARGEAR 2. The mark or grade reflecting the actual level of performance may be awarded for the work if the Course Examination Board determines that the late submission was due to valid mitigating circumstances.

Failure to submit work for assessment (non-submission) will be deemed to constitute failure in that assessment and a mark of 0% or the lowest fail grade will be recorded, unless the student submits valid mitigating circumstances for the non-submission (**refer B6**).

Once work is formally submitted for an assessment no further submissions may be made for the same assessment task. This does not preclude modules allowing multiple provisional submissions through Turnitin prior to the formal submission itself.

3.4 Attendance at an examination

Students must present themselves for examinations as required. Registers of examination attendances are maintained. Failure to attend for an examination (**non-attendance**) shall be deemed to constitute failure in that examination and a mark of 0% or the lowest fail grade will be recorded, unless the student submits valid mitigating circumstances for his /her absence (**refer B6**).

4 **Disruption to a student's study**

4.1 The University's examination and assessment regulations recognise that serious, unforeseen circumstances can occur over which a student has no control and which can have an effect on the student's ability to meet the assessment requirements of their course.

The University's regulations take such circumstances into account through the following procedures:

- i. extension to deadline: this allows the students to complete assessed work to a later submission deadline and with no penalty (**refer B5**);
- ii. mitigating circumstances: this allows an examination board to take the circumstances into account when considering the student's academic performance (**refer B6**).

4.2 Further guidance on the above procedures is provided in '[A guide to the regulations on mitigating circumstances affecting assessed work \(including extension to deadline\), learning support plans and intermission](#)', available from Staffcentral.

5 **Extension to deadline**

5.1 Procedure

5.1.1 Where a student is unable to submit/complete an assessment task by the

deadline set due to serious, unforeseen and unavoidable circumstances they should apply for an extension to deadline.

- 5.1.2 For each course a member of staff, known as the designated signatory, will be designated as having responsibility for granting extensions to deadlines for submission of assessed work. This person should be the Course Leader or equivalent, to ensure an overview of the parity of treatment of the students registered on a course. Each course will also have a designated substitute for when the designated signatory is unavailable.
- 5.1.3 An application for an extension to a deadline should be made by the student using the University proforma ARGEAR 1.
- 5.1.4 An application for an extension to a deadline will only be granted on production of acceptable reasons (refer B5.3.2), supported by documentary evidence (refer B5.3.4).
- 5.1.5 An application for an extension to deadline should normally be made at least one full working day before the published submission deadline. Exceptionally applications may be made, and extensions granted, after this time where for valid reasons it was not possible for the request to be made by the deadline. Designated signatories are encouraged to grant retrospective extensions in preference to recommending the submission of mitigating circumstances wherever appropriate.
- 5.2 Principles
- 5.2.1 In considering an application for an extension to deadline the designated signatory will have regard to the other students on the programme who have not requested an extension, and will ensure that these students would not be unfairly disadvantaged by the granting of the extension.
- 5.2.2 An extension to a deadline is granted in order that the assessed work can be submitted as if on time, i.e. the submission deadline for students with extensions is effectively put back to a later date. The assessed work is then marked according to the same criteria as all other assignments submitted, as though it had been submitted on time.
- 5.2.3 Where an extension to a deadline is permitted, it should:
- i. normally be no more than 1 or 2 weeks duration;
 - ii. be directly related to the time 'lost' due to the serious unforeseen circumstance and not related to administrative deadlines e.g. the next assessment submission date;
 - iii. normally fall prior to the provision of feedback to the cohort so that the student does not benefit from feedback on marked work provided to other students;
 - iv. normally enable the mark for the work to be considered at the next examination board so that progression and reassessment issues do not arise.
- 5.2.4 Where the nature of the assessed work is such that an extension cannot be granted, e.g. laboratory or studio based practical assessment, or where the

student cannot undertake the task at a different time from the other students without gaining unfair advantage, and the student does not submit/undertake assessed work, the student will be deemed to have failed to submit.

5.2.5 Where an extension has been granted, a copy of the proforma ARGEAR 1 will be available to inform decisions of Course Examination Boards, but not Area Examination Boards. Course Examination Boards need only take account of this information when it is relevant to eligibility for progression or awards.

5.2.6 If the student considers that the standard of their work has been affected by the circumstances which caused them to apply for an extension²², the student should also submit a claim for mitigating circumstances and explain, in their supporting documentation, both the nature of the circumstances and the reason that the extension was not sufficient for them to produce their best work.

5.3 Consideration of applications for extensions to deadlines

5.3.1 In considering whether or not to grant an extension to a deadline, the designated signatory should be mindful of the following points:

- i. the deadline is the final day on which an assignment can be submitted. It will normally be possible for work to be submitted at any time before the deadline. Students are therefore advised to aim to complete assignments in advance of the deadline to help avoid any last minute problems;
- ii. for major items of work, such as a dissertation, students are strongly recommended to give themselves a notional deadline of at least one or two weeks before the official deadline to ensure that minor difficulties can be overcome;
- iii. when applying for an extension students are normally required to submit documentary evidence of the reasons for application. In addition, where an assignment is set some time before the deadline (e.g. two weeks or more), the student might also be asked to provide evidence of the work that was affected, for instance, by submitting a draft of an essay, or notes they have prepared. In some cases, it may be appropriate to submit a final draft which has not been corrected. Where a brief extension is requested because of sudden, severe illness during the final days before submission, such evidence is essential to demonstrate that the granting of an extension would not result in inequitable treatment for other students. Failure to submit such supporting evidence may result in the application being refused;
- iv. the nature of coursework is such that minor illnesses during the time when the student would be expected to be working on the assignment will not constitute good grounds for granting an extension, even if these occur within the final few days before the deadline. A decision will be based on whether, given the date of the circumstances cited and the seriousness of these circumstances, it is reasonable to suppose that performance may have been affected.

5.3.2 It is not possible to give a full list of the grounds for which extensions may be

²² or where an extension was not considered sufficient or not possible.

granted and each case should be taken on its merits. However any serious, unforeseen and unavoidable circumstance which disrupts a student's study may represent an appropriate reason. The following are indicative of the kinds of circumstance that will normally be considered valid, where the evidence and timing support the claim:

- i. serious personal illness;
- ii. serious personal accident or injury or hospitalisation;
- iii. death or serious illness of family member or close friend;
- iv. significant adverse personal or family circumstance or psychological problem.

5.3.3 The following²³ do not constitute grounds for the granting of extensions;

- i. computer or printer failure resulting in the loss of data.

Students are recommended to print any document in advance, allowing time for printing or other technical problems. Where exceptions are allowed, a draft version of the assignment must be submitted on time, enabling staff to assure themselves that the work (or a substantial part of the work) was completed before the deadline. Where the computer failure relates to specific packages or equipment which are only available within the University, and where this failure is documented by a member of the University's technical staff, the assignment tutor has the discretion to allow a general extension to all students. Failure of standard word processing packages or of standard equipment will not count as exceptional circumstances, and will not be deemed a satisfactory reason for late submission;

- ii. paid employment commitments for full-time students.

Part-time students who are in full-time employment are expected to prioritise University deadlines. Exceptionally, such as where work commitments change at short notice through circumstances beyond the student's control, an application will be appropriate. In such cases, and especially where the course is undertaken as professional development, it is anticipated that the designated signatory will consider applications sympathetically where they are supported by evidence in the form of, for example, a letter from the student's line manager;

- iii. commitments in relation to electioneering where a student is standing for election to a Students' Union position, at the University;
- iv. poor time management/pressure of work in other modules;
- v. minor illnesses e.g. a cold (refer 5.3.1iv);
- vi. financial issues;
- vii. avoidable personal circumstances or commitments e.g. holiday arrangements.

5.3.4 The documentary evidence in support of an application for an extension to

²³ Not an exhaustive list

deadline should be from an independent, professional source and cover the appropriate period of time. Examples of such evidence include:

- i. a medical certificate or letter from a medical practitioner e.g. a doctor;
- ii. other certificate e.g. death certificate²⁴;
- iii. letter from a counsellor who the student has been seeing;
- iv. third party confirmation e.g. police report.

If a student's circumstances are not straightforward, they should seek advice from their personal tutor or Course Leader as to the evidence which should be submitted in support of a request for an extension. Translation of evidence into English is the student's responsibility. In cases where it is impossible to provide such evidence in advance, this should be provided as soon as it is available (under no circumstances later than two weeks before the Course Examination Board meeting), so that it can be considered in good time.

There may be some occasions where, because of the nature of the course or the assignment, documentary evidence is not deemed necessary e.g. when laboratory reports are to be submitted, where brief illness may cause absence but where it would be unreasonable to demand certification, and where the report does not constitute a major piece of work. The designated signatory may use his/her discretion on this matter.

- 5.3.5 In cases where outside commitments result in a number of applications for extension, the designated signatory and the student should consider whether the student's current mode of study is appropriate. The designated signatory and/or the personal tutor may discuss with the student whether it would be advantageous either to change mode, or to intermit until circumstances are more conducive to study.

6 Mitigating circumstances

6.1 Procedure

- 6.1.1 Mitigating circumstances are normally exceptional circumstances, outside the student's control (i.e. unforeseen and unavoidable) that have prevented the student from either demonstrating or acquiring the skills, knowledge, competencies required to meet the learning outcomes associated with an assessment.

- 6.1.2 Student's may submit a claim for mitigating circumstances for the following:

- i. absence from an assessment (including examination);
- ii. failure to submit or undertake assessed work (non-submission);
- iii. failure to submit work by the deadline, including any agreed extension (late submission);
- iv. unrepresentative performance in all or part of an assessment.

- 6.1.3 A claim for mitigating circumstances should be made by the student using the University proforma ARGEAR 3, which is available from School Offices. The ARGEAR 3 form must be submitted to the student's home School Office by a date published by the School in consultation with the Chair of the School Mitigating Circumstances Sub-Committee.

²⁴ Sight of or photocopy.

6.1.4 Documentary evidence in support of the claim should be attached to the proforma in a sealed envelope and will be retained by the Chair of the School Mitigating Circumstances Sub-Committee, who is responsible for bringing the existence of mitigating circumstances to the attention of the Course Examination Board (**refer B6.3.5**). Where accepted the Examination Board is concerned with the effect of the circumstances rather than the circumstances themselves.

6.2 Principles

6.2.1 The arrangements for mitigating circumstances have been implemented by the university to ensure fairness to all students, including those who do not submit mitigation. In the interests of fairness to all, students will not normally be given the benefit of the doubt where the case is unclear, or where the supporting evidence is insufficient or does not adequately support the claims. It is a student's responsibility to ensure that the evidence is suitable and supports their claim.

6.2.2 The proforma ARGEAR 3 is not confidential. However any attachments, including a supporting statement, are confidential and information about the precise nature of a claim will not be disclosed to unauthorised persons.

All documents should be available to the Chair of the Course Examination Board and to the School Mitigating Circumstances Sub-Committee but will not be copied to individual members of a Course Examination Board. All documentary evidence submitted with a mitigating circumstances claim should be seen and considered by more than one person.

Sufficient information will be made available orally to allow the Course Examination Board to make a decision and this information will be treated in confidence by the Examination Board.

6.2.3 The School Mitigating Circumstances Sub-Committee will normally only consider cases where documentary evidence is provided. The student will be advised that if the documentary evidence is not forthcoming then the circumstances will not be made available to the committee and the case not considered. Exceptionally, where documentary evidence is not available (this will apply only where it is not possible to gain independent documentary evidence, and not simply where the student has not obtained evidence which would have been readily accessible) the School Mitigating Circumstances Sub-Committee may judge a case on its merits.

6.2.4 Members of academic staff are not permitted to raise mitigating circumstances on a student's behalf where the student has not submitted the appropriate form and supporting evidence.

6.2.5 The possible **outcomes** with respect to the affected component where mitigating circumstances are accepted by the School Mitigating Circumstances Sub-Committee and then considered by the Course Examination Board are listed in section **B6.4**.

6.2.6 After the results have been published, a student's Course Leader may be in a position to notify a student whether or not their circumstances were taken into account in reaching a decision. However, as the proceedings of the School Mitigating Circumstances Sub-Committee and Course Examination Board are

confidential, a student will not be informed of the detail of any discussion of those circumstances.

6.2.7 The presentation of fraudulent mitigating circumstances is an attempt to gain an unfair advantage, and hence is considered cheating. The university takes the submission of false evidence very seriously, and action will be taken against any student who can be demonstrated to have submitted a false claim. The procedure used will be that outlined in section F regarding cheating in exams.

6.2.8 If a student is unable, for valid reasons, to submit a claim for mitigating circumstances until after the meeting of the School Mitigating Circumstances Sub-Committee that considered performance in the affected module, they are entitled to submit an appeal (**refer section H**).

6.3 Consideration of claims for mitigating circumstances

6.3.1 Claims for mitigating circumstances, including the evidence, are considered by the School Mitigating Circumstance Sub-Committee.

6.3.2 In considering claims for mitigating circumstances, the School Mitigating Circumstances Sub-Committee will consider:

- i. **the severity of the mitigating circumstances, and the reasonableness of a claim that such circumstances might have affected performance;**
- ii. **the documentary evidence;**
- iii. **the time period affected, and the likelihood that performance may have been affected;**
- iv. **whether it is reasonable to suppose that the circumstances should have been foreseen by the student or were avoidable.**

6.3.3 The School Mitigating Circumstances Sub-Committee's recommendation to the Course Examination Board and the consideration of mitigating circumstances claims by the Course Examination Board should be recorded appropriately in the minutes, including the rationale for any decisions.

6.3.4 The following are indicative of the kinds of circumstance which will normally be considered valid, where the evidence and timing support the claim:

- i. serious personal illness;
- ii. serious personal accident or injury or hospitalisation;
- iii. evidence of long term health condition worsening;
- iv. death or serious illness of family member or close friend;
- v. significant adverse personal or family circumstance or psychological problem.

6.3.5 The following are indicative of the kinds of circumstances which are not normally accepted as mitigating circumstances, even where they can be supported by independent documentary evidence:

- i. paid employment commitments for full-time students;
- ii. any ongoing situation known to the student e.g. long term medical condition for which the student is already receiving reasonable or appropriate adjustments
- iii. non-serious domestic or personal disruptions e.g. car breakdown, lateness of lift to University, missing a bus or train, oversleeping; moving

- house, job interview/change of job, holidays, financial issues, minor illnesses (e.g. a cold);
- iv. study related circumstance e.g. misunderstanding examination timetable, or not knowing about the assessment; computer/printer/equipment problems, other University deadlines/poor time management
- v. other circumstances which it is reasonable to suppose might have been foreseeable or preventable.

6.3.6 The documentary evidence in support of a claim for mitigating circumstances should be from an independent, professional source and cover the appropriate period of time. Examples of such evidence include:

- i. a medical certificate or letter from a medical practitioner e.g. a doctor;
- ii. other certificate e.g. death certificate²⁵;
- iii. letter from a counsellor who the student has been seeing;
- iv. third party confirmation e.g. police report.

If a student's circumstances are not straightforward, they should seek advice from their personal tutor or Course Leader as to the evidence which should be submitted in support of a claim for mitigating circumstances. Translation of evidence into English is the student's responsibility.

6.4 Outcomes where mitigating circumstances are accepted by the School Mitigating Circumstances Sub-Committee

6.4.1 If the mitigating circumstances are accepted by the School Mitigating Circumstances Sub-Committee, the Course Examination Board will either:

- i. endorse the recommendation of the Area Examination Board with respect to the affected module(s) (modular scheme) or determine the action to be taken with respect to the affected component(s) (non-modular scheme) - refer B6.4.2
or
- ii. recommend the student for an award - refer B6.4.5.

6.4.2 Where mitigating circumstances are accepted, the outcome with respect to the affected component may be:

Mitigating circumstances claimed for:	Outcome
absence from an assessment (non-attendance) or failure to submit or undertake an assessment (non-submission)	<u>Deferral</u> – the assessment is deferred if the Course Examination Board deems that the assessment should be taken again as if for the first time. The decision about the result of the module is therefore deferred until this assessment has taken place. The deferred module is not capped at the pass mark
unrepresentative performance in all or part of an assessment (i.e. where performance might reasonably be supposed to have been affected) and where the module is failed (also refer B6.4.4)	The Course Examination Board may, at its discretion, and having due regard to the standard of the award and the

²⁵ Sight of or photocopy.

	course objectives, allow a student's overall performance to compensate for failure or unrepresentative performance in the affected module(s) ²⁶
failure to submit work for assessment by the deadline (late-submission)	The <u>face value mark</u> is allowed to stand (face value mark could be either a pass or fail)

Exceptionally, where the affected work made only a minor contribution to the overall mark for a component²⁷, this mark may be calculated without reference to the affected work, if the Course Examination Board is satisfied there is sufficient evidence the student has met the learning outcomes of the component.

- 6.4.3 The options available to examination boards making arrangements for the re-assessment of students with deferred assessment are:
- i. reassess the student by providing supplementary assessments, which are comparable with the original assessments, as a replacement for all or some of the original diet of assessments. In this case the final mark or grade for the module after deferral will be calculated on the basis of the performance in the supplementary assessment(s) substituting for the original mark(s) or grade(s) and using the original weighting of marks;
 - ii. where it is not possible to replicate the original assessment under the conditions of a supplementary assessment, for example because originally it was a group project, a substitute item of assessment of the same weighting should be given.

6.4.4 Where mitigating circumstances are accepted by a School Mitigating Circumstances Sub-Committee, a student's mark(s) should not be changed by the Course Examination Board. Where mitigating circumstances are accepted for a claim for unrepresentative performance and the student has passed the module, the mitigating circumstances will normally be noted by the Course Examination Board. The Board does, however, also have the discretion to allow a deferral for an unrepresentative mark where the module has been passed. Refer also to sections D3.2.2 on borderzone cases.

6.4.5 Where mitigation has been accepted and the Course Examination Board is satisfied that there is sufficient evidence of the student's achievement, the student may be recommended for the award for which he/she is registered with or without Honours classification, merit or distinction as appropriate. Where an award is recommended, the student must signify that he/she is willing to accept the award and understand that this entails waiving the right to further assessment.

Alternatively, in order to obtain additional evidence and to reach a decision, a Course Examination Board may assess the student by whatever means it considers appropriate. Options include:

- i. *viva voce* examination;

²⁶ Provided that the course regulations allow such discretion to be exercised in respect of the affected module(s).

²⁷ Assessment task or module.

- ii. additional assessment tasks designed to show whether the student has satisfied the course objectives;
- iii. review of previous work;
- iv. normal assessment at the next available opportunity.

The student should not be put in a position of unfair advantage over others; the aim should be to enable the student to be assessed on equal terms.

6.4.6 Where there is insufficient evidence for the Course Examination Board to recommend an award, but where the Course Examination Board is satisfied that the student would have reached the required standard, an Aegrotat award may be recommended. Where an Aegrotat award is recommended, the student must signify that he/she is willing to accept the award and understands that this entails waiving the right to further assessment.

6.5 Outcomes where mitigating circumstances are not accepted

If mitigating circumstances are not accepted by the School Mitigating Circumstances Sub-Committee, the result based on the initial mark(s) achieved will stand.

7 Marks and grades

7.1 Each School will ensure students have access to the University marking/grading descriptors, outlining the criteria for the award of particular marks or grades at each level of study. These descriptors will express what the University expects of its students.

7.2 Marks or grades may be used to provide feedback to students on the individual assessment tasks and/or on overall performance in the module. Criteria describing performance within the mark ranges and/or grades will be specified.

7.3 Marks, grades and percentages should not be regarded as absolute values. Rather, they indicate the judgment of the examiner(s) of the value of a student's work against the agreed marking/grading scale for the module, which will appropriately reflect the student's competence in relation to the specified learning objectives. The final decision on a student's performance will then be based on the marks or grades received for each module.

7.4 Provisional marks or grades on all assessments including written examinations, based on agreed internal examiners' marks or grades, will be given to students as feedback on their performance in assessments throughout the year.

Where provisional marks are released, a written disclaimer will be provided to the effect that the marks are subject to ratification by an Examination Board and may therefore be subject to moderation or other amendment.

8 Pass mark

8.1 General

8.1.1 Where work for assessment is marked on a numeric scale this will be whole numbers in the range 0 (minimum) to 100 (maximum), and will be indicative of performance against the marking/grading scale. Module marks are rounded to the nearest percentage.

8.1.2 Modules can be designated at validation as pass/fail modules. The credits awarded for pass/fail modules contribute to progression and to the award. Whilst a pass must be achieved, the module is not included in the algorithm for determination of the classification of the award, where appropriate.

8.2 Undergraduate modules

8.2.1 The pass mark for a module is normally²⁸ 40%, assuming that all thresholds have been met (**refer B8.2.2**).

8.2.2 The threshold mark or grade for each assessment task must be exceeded in order to meet the module requirements and be awarded the appropriate credit. Where numerical marks are used, the threshold is 30% for all assessment tasks (exceptionally, where a PSRB requires, some courses may apply a higher threshold to some or all assessment tasks). Where grades are used, descriptors for the threshold will be stated.

The threshold of 30% applies to each group of assessment tasks which test for specific learning outcomes, such that where two tasks test for the same outcome or outcomes, the marks should be combined for threshold purposes.

8.2.3 If a student has failed a module because of threshold failure, but has achieved an aggregate mark of 40%+, a mark of 39% (or a fail grade) will be awarded.

8.2.4 Students are normally required to achieve the threshold in each assessment task. Excellent marks in some assessment tasks will not normally compensate for failure to meet the threshold in another, as the learning outcomes associated with the latter task will not have been met.

Exceptionally, performance in one assessment task may be compensated by that in another. The examination board with responsibility for the module will, however, be mindful of the need for a student to demonstrate achievement of the module learning outcomes. If these have not been demonstrated, the student will be referred or failed in the module (**refer C3, C4**).

Only in very exceptional circumstances might a mark of 0% in one assessment task be compensated by performance elsewhere in the module, as there is no demonstrated achievement of learning outcomes.

8.3 Postgraduate modules

8.3.1 The pass mark for level 7 modules is normally²⁹ 50%, assuming that all thresholds have been met (**refer B8.3.2**). The 50% pass mark also applies to level 7 modules on Integrated Masters awards.

8.3.2 The threshold mark for each assessment task must be exceeded in order to meet the module requirements and be awarded the appropriate credit. The threshold is 40% for all assessment tasks (exceptionally, where a PSRB requires, some courses may apply a higher threshold to some or all assessment tasks). Where grades are used, descriptors for the threshold will be stated.

²⁸ Unless exception to regulation specifies otherwise on the grounds of a PSRB requirement (see A3).

²⁹ Unless exception to regulation specifies otherwise on the grounds of a PSRB requirement.

The threshold of 40% applies to each group of assessment tasks which test for specific learning outcomes, such that where two tasks test for the same outcome or outcomes, the marks should be combined for threshold purposes.

8.3.3 If a student has failed a module because of threshold failure, but has achieved an aggregate mark of 50%+, a mark of 49% will be awarded.

8.3.4 Students are normally required to achieve the threshold in each assessment task. Excellent marks in some assessment tasks will not normally compensate for failure to meet the threshold in another, as the learning outcomes associated with the latter task will not have been met.

Exceptionally, performance in one assessment task may be compensated by that in another. The Examination Board with responsibility for the module will, however, be mindful of the need for a student to demonstrate achievement of the module learning outcomes. If these have not been demonstrated, the student will be referred or failed in the module (**refer C3, C4**).

Only in very exceptional circumstances might a mark of 0% in one assessment task be compensated by performance elsewhere in the module, as there is no demonstrated achievement of learning outcomes.

9 Marking/grading scale

9.1 Undergraduate marking/grading scale

The university has adopted a common marking/grading scale for the assessment of students' work on its undergraduate awards³⁰. The work submitted for assessment by students on undergraduate degree courses of the university is marked against this scale. The University undergraduate marking/grading scale is applicable to all assessments, including examinations, across levels 4-6 of an undergraduate award.

Grade Letter	Mark Band %	Grade Descriptor	Award classification			
			Honours degree ³¹	Foundation degree		
A	A+	80-100 ³²	Outstanding	First 1	Distinction	
	A	75-79				Excellent
	A-	70-74				
B	B+	67-69	Good to very good	Upper Second 2:1	Merit	
	B	64-66				
	B-	60-63				
C	C+	57-59	Sound, competent	Lower Second 2:2	Pass	
	C	54-56				
	C-	50-53				
D+	47-49	Adequate, but weak				

³⁰ This scale is not applicable to the BM BS degree as this is a joint award of the Universities of Brighton and Sussex. Other exceptions for PSRB requirements should be approved at validation and articulated in the programme specification and student course handbook.

³¹ Also includes Integrated Masters awards.

³² An A* may also be used to denote exceptional work with a mark of $\geq 90\%$.

D	D	44-46			Third 3	
	D-	40-43				
E	E+	37-39	Unsatisfactory	FAIL	Fail	Fail
	E	34-36				
	E-	30-33				
F	F+	20-29	Unsatisfactory	FAIL	Fail	Fail
	F	10-19				
	F-	0-9				
NS Non -submission/attendance						

The undergraduate scale³³ consists of 6 grades:

- A, B, C, D are 'pass' grades
- E, F are 'fail' grades (re-assessment and compensation where appropriate are at the discretion of the Course Examination Board and within GEAR). F (0%) should be used when no real attempt has been made but where a submission has been recorded.

The award classifications apply **only** to the final award and are determined by the university algorithm for the award. When used at module level they are indicative of performance only.

9.2 Postgraduate marking/grading scale

The university has adopted a common marking/grading scale for the assessment of students' work on its taught postgraduate awards.

Work submitted for assessment is marked on a numerical scale using whole numbers in the range 0-100. This is aligned with:

70%+	distinction
60-69%	merit
50-59%	pass
0-49%	fail

10 **Module results**

10.1 Overall module results are determined by the relevant Examination Board³⁴ which will:

- i. confirm the numerical mark for the module;
- ii. determine the result³⁵ as a pass, refer or fail;
- iii. determine the nature of any referral (**refer C3.4.2**).

10.2 Moderation of marks

The overall module result for each student will usually be the result recommended to the Examination Board³⁶ based on the outcome of the assessments.

There are three circumstances where marks may be moderated.

- 1 The examination board may exceptionally moderate marks where the results of a module appear anomalous (e.g. where the mean is very high or very low). Where the internal examiners are concerned that the assessment process has functioned imperfectly, they may recommend various courses of action to the examination board, including the adjustment of the marks of the

³³ Also applies to Graduate Diploma and Graduate Certificate awards.

³⁴ Area Examination Board for tiered scheme or Course Examination Board for single tier scheme.

³⁵ Where an extension has been granted beyond the date of the Area Examination Board, the board should advise the Course Examination Board that the result is deferred.

³⁶ As footnote 35.

whole cohort such that the mean for the module is in line with the mean mark for other modules at the same level within the subject area.

2. Where the module contains more than one assessment task, the examination board may moderate the numerical mark recommended to it when it considers that the mark does not appropriately represent the student's performance on the module e.g. where a student's final numerical mark is very close to the minimum required to pass and the examination board considers that the student has met the learning outcomes, the examination board may award a minimum pass and a mark of 40% for undergraduate modules or 50% for postgraduate modules. All thresholds should be met.
3. Where factors outside the students' control have materially affected a defined group³⁷ of students studying a particular module (rather than an individual student), the examination board will, exceptionally, receive details of this generic mitigation and will take it into account in reaching its decisions about the level of performance and the marks which should be allocated.

11 Improvement of marks for passed modules

Except as specifically provided otherwise by the course regulations (or in relation to mitigation - see B6.4.4), students are not permitted to repeat the assessment of a module if it has already been passed for the purposes of improving the awarded mark or grade.

12 Maximum number of assessment attempts

- 12.1 The maximum number of assessment attempts³⁸ permitted for a student to fulfil the learning outcomes of a module is three i.e. first attempt at the module and two further reassessment attempts. These additional reassessment attempts, and their nature, are at the discretion of the examination board. This may be in the sequence: first attempt, referral, repeat or first attempt, repeat, referral. Any reassessment of a student will normally take place within the maximum period of registration.

Course/programme handbooks to students should clearly state the maximum number of assessment attempts permitted to fulfil the learning outcomes of a module where this is fewer than three.

- 12.2 Assessments which have been deemed not to have taken place as a result of accepted mitigating circumstances, do not constitute an assessment attempt.
- 12.3 Where course regulations do not permit reassessment, the maximum number of assessment attempts normally allowed for a student to fulfil the learning outcomes of a module is one.
- 12.4 A student who is not eligible for progression and who has exhausted reassessment opportunities will be deemed to have failed the course.

³⁷ A defined group of students may be e.g. all the students studying a module if they study together, or all the students studying the module in a particular mode, or being assessed together as a group. An example of a material factor is the unforeseen unavailability of particular equipment essential to the achievement of learning outcomes of the module or some unforeseen disruption to a test or examination.

³⁸ An assessment attempt includes non-attendance and non-submission of work. Where mitigating circumstances are upheld the student's assessment attempt number does not increase on reassessment.

13 Transcript of assessment results

13.1 An intermediate transcript is issued to a student on completion of each stage of his/her studies at the University which will include all those module results confirmed by an examination board, i.e. pass and fail marks.

13.2 Upon completion of his/her studies at the University or upon decision to make an intermediate award or course transfer, a student will receive a final transcript. The transcript will conform to a standard layout.

The final transcript will state:

- i. the name of the student, the student identification number, the programme of study and mode of attendance;
- ii. the title, credit rating and level of modules passed and the academic year in which they were studied;
- iii. the marks or grades and result obtained in those modules;
- iv. the title, credit rating and level of any modules for which recognition of prior learning was awarded i.e. modules which are part of the core of the student's programme of study and which are recognised through the appropriate mechanisms as being equivalent to certificated, or experiential learning, previously undertaken by the student and for which no substitute modules were required;
- v. any compensated credit awarded, and the credit level at which it was awarded.

The recommended award and recommended classification will also be included on the final transcript, only when the award has been conferred. The transcript does not constitute a certificate or award.

14 Examinations

14.1 Anonymity of students in examinations

All the university's written examinations (unseen, seen and takeaway) are conducted anonymously. Students are identified by their student number recorded on Academic Services' Student Information System and on CAMS.

Anonymity is confined to written examinations and no other form of assessment is conducted under these conditions. Anonymity does not extend to Examination Boards where students should be identified by name. Examination Board papers e.g. mark sheets, etc. should identify students by both name and number.

14.2 Conduct of examinations and assessment

14.2.1 Students are expected to observe University regulations for the conduct of examinations and assessments.

14.2.2 Students should bring with them a form of photo ID to all examinations as proof of identity. This should normally be a student's University of Brighton UniCard. This photo ID should be placed on the student's desk at the start of the examination and be easily visible by the invigilator for identification purposes.

Where a student does not have or has forgotten/misplaced their UniCard, another form of photo identification, such as a valid passport or photo driving

licence should be provided.

Where a student fails to produce a suitable form of photo ID, they will be permitted to sit the examination, but the University will need to confirm the identity of the student before the student's examination script can be marked.

14.2.3 The University's examination room regulations which are posted on the door of every examination room are detailed below:

1. Students will be admitted to the examination room ten minutes before the stated commencement time for the examination.
2. Students should only take the minimum amount of personal belongings into the examination room. Students are strongly advised not to bring mobile phones or other electronic devices³⁹ (devices that can store information or access the web) to examinations.

All coats, bags and other receptacles must be deposited in the designated area (usually the back of the examination room) and are left at the student's own risk. Invigilators are entitled to require that any materials not formally authorised by the Examinations Officer be removed from the examination room before the start of the examination.

Mobile phones and all other electronic devices which are brought into the examination room must be switched off before the student enters the examination room (and remain switched off for the duration of the examination).

Students must place their mobile phone and other electronic devices in the clear plastic bag provided and place this on the floor underneath their desk. Students must not touch the clear plastic bag during the examination.

If a mobile phone or other electronic device is found in the student's possession, or on their desk, or is not switched off (if rings or vibrates during the examination), this will be immediately confiscated by the invigilator. The student will be in breach of the examination room regulations and subject to the procedures for academic misconduct (refer GEAR F5). The item will be checked to see if it holds unauthorised material⁴⁰ and this may delay the return of the item to the student after the examination.

3. Use of dictionaries in examinations
 - i. the use of translation dictionaries or electronic dictionaries is not permitted with Specified Materials Examinations⁴¹, unless explicitly allowed on validation of the module, and stated in the rubric for the examination.

³⁹ These are devices which can store material/access the web and include; iPod/pad, tablet, eReader, smart watch, programmable calculator (except where permitted see regulation 4)

⁴⁰ Material from which the student could improperly obtain assistance in their work for the examination. Students are only allowed to have in their possession such material as is specified in the general regulations or in the rubric of the examination

⁴¹ Examinations where the rubric specifies the material which may be used (including where no additional material is permitted). Non-specified Material Examinations are those where there is no restriction on the paper-based reference material which may be used (including translation dictionaries).

- ii. no restriction is imposed on the paper-based reference material which may be used within Non-specified Material Examinations.
4. Use of calculators in examinations

The use of cordless, non-programmable, silent, pocket calculators will be permitted in examinations unless explicitly disallowed by an Examination Board. Calculators will not be supplied by the University. Three conditions are applied to the use of electronic calculators in examinations:

 - i. each student will be responsible for ensuring that his/her personal calculator is functioning correctly during examinations;
 - ii. the sharing of calculators between students in the examination room is not permitted;
 - iii. special arrangements for the use of programmable calculators may be made by an Examination Board for particular courses within its aegis and students using such machines must have obtained the approval of the Chair of Examination Board prior to the examination.
5. All students must place in a prominent position on their desks their completed attendance slips and University of Brighton UniCard or other form of photo ID. The invigilators will use these as evidence of identity to complete the attendance register.
6. Invigilators will not permit the consumption of any food which might disturb other students.
7. After entering the examination room, no student may read or otherwise appraise him/herself of the work of another student; nor is communication between students in writing, speech or gesture or by electronic devices permitted.
8. It is the duty of a student in advance of the period of the examination to prepare him/herself, as far as is reasonably practicable, for uninterrupted attendance in the examination room throughout the period of the examination. Absence from the examination room requires the express permission of the invigilator, and must be as brief as the cause of the proposed absence allows. A student must observe any condition which the invigilator may attach to the granting of permission to leave the examination room.
9. A student who leaves the examination room during the period of the examination other than upon the express permission of the invigilator shall be deemed to have completed his/her work in the examination when he/she so leaves.
10. In the event of the fire alarm sounding, students should leave all examination material on the desks before leaving the room.
11. No student may leave the examination room during the first thirty minutes of the examination period, or the last fifteen minutes.

12. No student presenting him/herself for examination will be admitted to the examination room later than thirty minutes after the commencement of the examination. Arrival more than thirty minutes late will be deemed as absence from the examination for which a zero mark will be recorded. The student will have the opportunity to submit mitigating circumstances for the absence. Students who arrive late but within the thirty minutes of the examination commencing, will be admitted to the examination room, but no extra time will be allowed.
13. Students may ask an invigilator for clarification of any ambiguities to the question paper during the first thirty minutes when the Internal Examiner responsible for the examination paper will be available for consultation.
14. Student may not remove from the examination room any material, including stationery - whether clean or spoiled - supplied by the University for use during the examination, save the question paper for the examination. Multiple-choice question papers must be handed in.
15. Any student in breach of these examination room regulations will be reported immediately after the conclusion of the examination period and a hearing will be arranged at the earliest possible opportunity. For serious breaches of the rules, such as proved 'cheating', severe penalties may be applied, including the withholding of an award (**refer section F**).

14.2.4 Arrangements for the invigilation of examinations

1 Introduction

- 1.1 These arrangements shall apply where University students sit formal written examinations on any University site and the instructions contained herein must be strictly observed.
- 1.2 The Registrar and Secretary is responsible for the administrative arrangements for all formal examinations within the University. Enquiries regarding the administrative procedures should be directed to the Registrar and Secretary or a colleague appointed by the Registrar and Secretary.
- 1.3 For the purposes of interpretation, the term 'Head of School' when used in this section refers to the Head of School, Course Leader or other senior member of the academic staff within the School designated with the responsibility for academic oversight of the examinations.

2 Appointment of invigilators

- 2.1 Heads of School have responsibility for the provision of sufficient invigilators to cover all the supervised examinations of University-based students in their School and provide appropriate training for the role. Overall responsibility for the conduct of the examination shall rest with the Principal Invigilator who shall be designated by the Head of School having the greatest number of examinees in the room.
- 2.2 Invigilators will normally be members of the staff of the University who teach on the course being examined. The internal examiner(s) principally

responsible for an examination paper must, if not invigilating, be readily available for consultation during the first thirty minutes of the examination period, either personally in the examination area or by telephone in some other room previously notified to the Principal Invigilator and to the School Secretary. A notice will be displayed in the examination room showing where the nearest available telephone is to be found.

- 2.3 A minimum of two invigilators shall normally be designated to serve in each examination room, although in exceptional circumstances the Head of School and the Registrar and Secretary or a colleague appointed by the Registrar and Secretary may agree an alternative arrangement. An approximate ratio of 25:1 students to invigilators is recommended. Further assistance may be required from members of staff from the School concerned in order to assist with the issue and layout of material at the beginning of the examination and with its collection at the end.

3 Instructions to invigilators - before the examination

- 3.1 Invigilators should act in accordance with the University *General Examination and Assessment Regulations for Taught Courses*. However, they must have discretion to take whatever action may be appropriate to meet unforeseen circumstances. Such action must be reported in writing to the Head of School and the Registrar and Secretary or a colleague appointed by the Registrar.

- 3.2 Invigilators must ensure that they are on duty in the examination room at least twenty minutes before the examination is due to commence, and should allow themselves sufficient extra time when it is obvious that the preparations required will be complex and lengthy.

- 3.3 They should ensure that:

- i. a copy of the examination room regulations (refer B14.2.3), has been posted clearly on the door of the examination room, and that students' attention has been drawn to this fact;
- ii. desks are clear; and
- iii. a clock is placed in a prominent position, visible to all students. This will be used for timing the examination. The Registrar and Secretary or a colleague appointed by the Registrar and Secretary will ensure that a clock is available.

- 3.4 Regarding examination materials and papers:

- i. all the material required for the examination must be collected by the invigilators and set out on the desks before the students enter the room. All stationery and authorised materials, such as mathematical tables, will be available in the room designated in the relevant timetable at least thirty minutes before the commencement of the examinations;
- ii. an attendance slip, provided, must be placed on every desk;
- iii. the question papers will normally be issued only to the designated Principal Invigilator who will then be responsible for their security and distribution in time for the commencement of the examination;

- iv. Invigilators should ensure that all stationery and examination materials are kept secure at all times, and not left unattended, so that no unauthorised person has access to them.
- 3.5 Students should be admitted to the examination room to allow sufficient time for any necessary preparation required prior to the scheduled commencement time of the examination. Ten minutes would normally be adequate. Invigilators should direct students to their places according to the seating plan, if one is provided.
- 3.6 Invigilators should direct students to place briefcases, etc., in a suitable place so as not to be within reach of students during the examination and so as not to obstruct invigilators in their duties. Students should only be allowed to retain such material as is specified in the general regulations or in the rubric of the examination. Calculators and dictionaries must meet University requirements.
- 3.7 Students should be required to complete and sign their attendance slips and leave them in a prominent place on their desks before the start of the examination.

The student's UniCard (or other suitable photo ID, such as a valid passport or photo driving licence) should also be displayed on their desk at the start of the examination. Where students do not have photographic proof of identity they should speak to an invigilator before the start of the examination. The student will be allowed to sit the examination and the invigilator should pursue a check of the student's identity by contacting a School Office/Academic Services Office or Library to obtain or access a photo of the student from SITS. The student should be asked to remain behind at the end of the examination for their identity to be verified.

- 3.8 The Principal Invigilator should direct students to check that they have received the correct examination paper, in particular when several examinations are taking place in the same room. He/she should also remind students to:
 - place all mobile phones and other electronic devices, which should have been switched off, in the clear plastic bag provided and place this underneath their desks. This should not be touched during the examination;
 - read carefully any instructions given on the answer book and at the top of the question paper;
 - write their student number on the answer book.
- 3.9 The Principal Invigilator should announce the beginning of the examination, taking into account, where appropriate, any reading time (details of which must be included in the rubric of the examination paper), and should state the prescribed length of the examination.

4 Instructions to invigilators - during the examination

- 4.1 Invigilators should give their sole attention to the conduct of the examination. No other activity should be undertaken during the examination period. It is the duty of the invigilators to conduct the examinations in such a way that there is minimum disruption and optimum

conditions for concentration for the student.

- 4.2 No student may leave the room during the first 30 minutes or the last 15 minutes of the examination. Under no circumstances should late arrivals be allowed into the examination room after the first 30 minutes of the examination have elapsed.
- 4.3 Once the examination is in progress and any late arrivals have been admitted, the invigilators should:
- check students' identity against their UniCards (or other suitable photo ID);
 - collect the attendance slips (where the student's identity cannot be confirmed the invigilator should write '*identity not confirmed*' on the attendance slip); and
 - complete the attendance registers provided, including confirmation of proof of identity checks (the attendance register should be marked in such a way as to alert the School where the identity of the person in the examination could not be verified).

Any incidents regarding proof of identity should be included on the invigilator's report forms.

- 4.4 Invigilators must maintain oversight of the students in the examination room and should move around the room from time to time.
- 4.5 Invigilators should only allow a student to leave the examination room temporarily if accompanied by an invigilator or another suitable member of staff. It is preferable for invigilators, or other members of staff, of both sexes to be available to accompany students although this may not always be possible. Invigilators should exercise sufficient supervision to ensure that the student does not have access to information outside the examination room.
- 4.6 Invigilators should take appropriate action if a student is taken ill. If in a distressed state the student should not be permitted to leave an examination room unless accompanied by a responsible person able to arrange any necessary aid, whether medical or otherwise.
- 4.7 Invigilators should take whatever action may become necessary in an emergency. If, for example, a fire alarm causes an interruption to the examination, the invigilator should ensure that students evacuate the room quietly and, as far as possible, should keep them under examination conditions until such time as the examination can be restarted or an alternative decision is taken. The invigilator, using his/her discretion, may allow the students additional time, if possible, on return to the room. The time allowed should be equivalent to the time lost. If the interruption occurs in the closing stages of the examination, this may not be feasible and in such cases students should be advised to complete the necessary information on the front of their answer books and hand in their work. The circumstances, and action taken, must be fully detailed in the invigilator's report.
- 4.8 An invigilator who suspects or discovers that a student taking an

examination is using, or is in possession of, unauthorised material, is copying from another student's script, or is in communication with another student, should take no action which might disrupt the examination of any other students in the room.

The following procedures must be followed:

- i. if possible, the attention of a second invigilator should be drawn to the student's behaviour;
- ii. the student should be allowed to continue with the examination having had his/her attention drawn to the fact that a report will be made to the Head of School about the incident;
- iii. if the unauthorised material is portable, it should be confiscated immediately and submitted with the invigilator's report form;
- iv. the invigilator initiating the action must enter a full and detailed account of the evidence on the invigilator's report form, including the student's examination number;
- v. the Principal Invigilator must submit a full report to the Head of School⁴² within two working days of the examination.

4.9 All incidents, including illness, absence from the examination room (other than the occasional visit to the toilet), late arrivals, and breaches of the examination room regulations, must be entered on the invigilator's report forms.

5 Instructions to invigilators - conclusion of the examination

5.1 The Principal Invigilator should warn students of the approach of the end of the examination at a time deemed appropriate (fifteen minutes is generally considered to be adequate).

5.2 The Principal Invigilator should announce the end of the examination and instruct all students to stop writing and remain seated until instructed to leave. Students may be allowed to complete any details which may be required on the front of the answer book such as their student number and the number of questions answered.

5.3 Students should be reminded to ensure that any supplementary sheets, diagrams, etc., are securely attached to scripts by string or tags.

5.4 Students should remain seated until invigilators have collected all scripts and unused examination stationery.

5.5 The invigilator should ensure that no scripts or examination stationery are removed by students. Students may normally keep the question papers unless the examination regulations specify otherwise.

5.6 Before students are permitted to leave the examination room, invigilators should satisfy themselves that a script has been collected from every

⁴² The report should be submitted to the Head of School and not, in this instance, to those referred in section 1.3.

student, and that all special requirements are accounted for.

- 5.7 Invigilators should ensure that scripts are sorted numerically into groups by subject and placed with the attendance register for that subject in the relevant examinations folder.
- 5.8 The invigilators' report forms, attendance slips, special requirements and unused stationery should be returned to the Office (Academic Services or School or building reception) from which they were collected. This material must be kept secure at all times and should never be left unattended.
- 5.9 Scripts and attendance registers are the responsibility of the School concerned. They should either be taken away by the marker or, where this is not possible, should be stored in a secure place by the Principal Invigilator until they can be collected by the School.

14.3 Viva voce examination

Viva voce examinations of students may be permitted in the following situations:

- i. to obtain additional evidence, where a Course Examination Board is recommending a student with accepted mitigating circumstances for an award (**refer B6.4.5**);
- ii. where there are Professional, Statutory and Regulatory Body requirements in relation to the role of the external examiner⁴³, and these were agreed at validation of the course (**refer I2.5**);
- iii. where a major variation in assessment has been approved (**refer G3.3.2**);
- iv. to seek additional evidence in the event of an appeal being upheld (**refer H5.6.3**).

14.4 Examinations taken overseas⁴⁴ (taught students)

1 Introduction

- 1.1 This policy determines how the University manages requests from students to take examinations overseas. It aims to ensure that students are treated fairly and that there are robust arrangements for sitting examinations overseas so that the standards of the University's awards are not compromised.
- 1.2 Some examinations by their nature may not be permitted to be taken overseas, for example laboratory based examinations/tests, those requiring specialist facilities and OSCEs. Where permitted, the examination taken at another location must run simultaneously with that scheduled to take place at Brighton, taking into account the time difference between the host country and the UK. The University must also have received confirmation that the host venue can satisfy the

⁴³ The research component of the MRes award is assessed by an external assessor who attends the viva examination.

⁴⁴ Exceptionally the Registrar and Secretary may consider requests for the policy to be applied within the UK

requirements of the University's assessment and examination regulations.

2 Eligibility

- 2.1 Subject to approval by the relevant School, students who fall under the following categories may be permitted to take examinations abroad:
- i. students who are resident overseas (i.e. students who have a permanent home address outside the UK⁴⁵) who are required by the Examination Board to take a referral/deferral examination during the University's summer vacation (i.e. assessment scheduled outside the published term dates when students are expected to be in attendance at the University);
 - ii. students who are required for academic reasons to be outside the UK at the time of the examinations, for example students on an exchange programme or course-related placement.

Schools may also consider other exceptional circumstances such as incapacity to travel to Brighton from overseas due to illness or other medical reason or the death or severe illness of a close relative.

- 2.2 Holidays by UK-resident students taken overseas, work commitments or other personal commitments during the reassessment period would not normally be acceptable reasons for a request.

3 Procedure

- 3.1 A request to take an examination overseas should be submitted to the Course Leader or nominee⁴⁶, in writing, not later than 4 weeks before the date of the examination or the date set by the School (where this is shorter). The University reserves the right to refuse a student's request if there is insufficient time to make appropriate arrangements. The Course Leader should seek authorisation from the Head of School.
- 3.2 The student is responsible for contacting a suitable host venue to explore the feasibility of sitting the examination at the host venue, which will be subject to approval by the University. Examination should normally be taken at British Council Offices with exceptions requiring approval by the Registrar and Secretary.
- 3.3 The student will be responsible for any direct costs (including any fees) of sitting the examination charged by the host venue e.g. use of facilities, cost of invigilation. The University does not charge the student a separate administrative fee.
- 3.4 Where the host venue agrees to hold the examination, the student should provide details of the contact name and address to the School Administrative Assistant/ Programme Assistant who is then responsible for the administration of the arrangements with the host venue.

The arrangements for sitting the examination must be agreed in writing with the host venue in advance and before the request from the student is

⁴⁵ Includes Scotland, England and Northern Ireland, excluding Isle of Man and the Channel Islands

⁴⁶ This could be for example an examination officer

authorised. These must include:

- confirmation that the host venue can satisfy the requirements of the University's assessment and examination regulations;
- the arrangements for the secure despatch of examination paper(s) , University examination stationery (answer books), University's general examination and assessment regulations, invigilation notice, attendance slips, and any other documents as required, to the host venue;
- the arrangements for the secure and timely return of examination scripts to the University of Brighton School. This is usually by secure courier.

3.5 Students should be advised that all arrangements with the host venue are at their own risk and the University cannot be held responsible for assessment processes held overseas.

4 Regulations

4.1 All the University's examination and assessment regulations related to assessment on the University of Brighton campus apply equally to an examination taken overseas. In particular the University must be assured that examination paper security and invigilation conditions will be in accordance with the University's regulations.

4.2 A non-attendance mark of 0 will be recorded under the following circumstances:

- a student fails to attend for an examination organised to be taken overseas;
- the request to take an examination abroad is not authorised by the School and the student does not attend the examination at the University.

4.3 In cases where it is not possible to organise alternative arrangements for a student to take an examination overseas and the student has a genuine and unavoidable reason for being unable to attend the examination at the University, the student should submit a mitigating circumstances claim to the Examination Board.

5 Reporting and monitoring

5.1 Schools are required to report annually in October to the Registrar and Secretary on the number of requests to take an examination overseas, the circumstances stated and the number of requests approved.

15 Assessment arrangements for students in cases of inclement weather

15.1 Introduction

15.1.1 During periods of inclement weather and when University sites are open, students should take all reasonable steps, but not put themselves at risk, to

attend a scheduled examination or present/hand in work/assignments for assessment by the published deadline.

- 15.1.2 In line with the University's [Inclement Weather Policy](#), where adverse weather conditions cause a closure of a University site(s) then a specific announcement will be made via a newsflash post on Studentcentral/Staffcentral.
- 15.1.3 These guidelines do not cover technical difficulties in relation to eSubmission of work for assessment, such as unavailability of the University system, which is covered by the University's [Electronic Management of Assessment \(EMA\) guidelines](#).
- 15.2 University closure for inclement weather⁴⁷
- 15.2.1 Where a University site is officially closed, all examinations scheduled to take place on that site for that particular day (or part thereof) are cancelled and students will not be able to present (hand in) work/assignments for assessment (other than by eSubmission). Students will not be penalised for either of these.
- 15.2.2 Where examinations are cancelled they will be re-scheduled by the School⁴⁸. This will be either at the earliest opportunity or during any week of the term/semester (including assessment period), but not during University holiday weeks. Information will be posted by the School on Studentcentral as soon as possible after the cancellation⁴⁹. Students are expected to attend re-scheduled examinations as they would on the original date.
- 15.2.3 Any work/assignment for assessment that was due to be presented/handed in by the student must be presented/handed in on the next working day that the University site is officially open.
- 15.3 The University site is open but the student is unable to travel due to adverse weather
- 15.3.1 There may be occasions where severe or adverse weather disrupts students' travel arrangements and causes difficulties for students taking examinations or handing in work for assessment (other than by eSubmission).
- 15.3.2 Examinations
- If a student is prevented from attending a scheduled examination due to severe/adverse weather conditions, they should inform their School as soon as possible. If a student is prevented from attending, is late (up to 30 minutes after the exam has started) or is unable to complete a scheduled examination due to severe/adverse weather conditions, the student should submit a claim for mitigating circumstances (with supporting evidence) to the examination board. This will ensure that, where the claim is upheld, the student is not unfairly disadvantaged. Where students are permitted to take the examination as if for the original attempt, this will be during the normal reassessment period.
- 15.3.3 Handing in work/assignments for assessment by the deadline

⁴⁷ Refer *Inclement Weather Policy* for interpretation of inclement weather

⁴⁸ School which owns the module

⁴⁹ Schools are encouraged to also use texting to communicate to students where possible

If a student is prevented from handing in work/assignments for assessment by the published deadline due to severe/adverse weather conditions, they should inform their School as soon as possible. The student should present (hand in) the work/assignment as soon as possible. The work/assignment will be considered as late and the student should complete a claim for mitigating circumstances (with supporting evidence) to the examination board. This will ensure that, where the claim is upheld, the student is not unfairly disadvantaged.

15.4 Circumstances other than inclement weather

15.4.1 On rare occasions where the University is officially closed due to circumstances other than inclement weather the regulations in section 15.2 will be invoked.