

EXAMINATION REGULATIONS 2010/2011

(The University will make available (on request) to candidates, who have a declared disability, documents in alternative formats, where feasible.)

Including:

REGULATIONS AND PROCEDURES FOR UNIVERSITY EXAMINATIONS

- **Conduct of Examinations**
- **Guidelines for Invigilators**
- **Procedure in the Event of an Alarm during an Examination**
- **Guidance on the Use of Amanuenses in Examinations or Assessed Coursework**

UNFAIR MEANS REGULATIONS AND PROCEDURES

- **Regulations Regarding Candidates' Use of Unfair Means during Assessment**
- **Notes of Guidance on the Implementation of the Unfair Means Regulations**
- **Avoiding Plagiarism - Guidance for Students**

APPEALS REGULATIONS AND PROCEDURES

- **Regulations and Procedures for the Review of Decisions of Assessment Boards**
- **Appeal Form**

MITIGATING CIRCUMSTANCES

- **Regulations and Procedures**
- **Guidance Notes**

CONTENTS

REGULATIONS AND PROCEDURES FOR UNIVERSITY EXAMINATIONS

CONDUCT OF EXAMINATIONS	5
GUIDELINES FOR INVIGILATORS	7
PROCEDURE IN THE EVENT OF AN ALARM DURING AN EXAMINATION	10
GUIDANCE ON THE USE OF AMANUENSES IN EXAMINATIONS OR ASSESSED COURSEWORK	11

UNFAIR MEANS REGULATIONS AND PROCEDURES

REGULATIONS REGARDING CANDIDATES' USE OF UNFAIR MEANS DURING ASSESSMENT	15
NOTES OF GUIDANCE ON THE IMPLEMENTATION OF THE UNFAIR MEANS REGULATIONS	53
AVOIDING PLAGIARISM - GUIDANCE FOR STUDENTS	55

APPEALS REGULATIONS AND PROCEDURES

REGULATIONS AND PROCEDURES FOR THE REVIEW OF DECISIONS OF ASSESSMENT BOARDS	61
APPEAL FORM	71

MITIGATING CIRCUMSTANCES

REGULATIONS AND PROCEDURES FOR THE SUBMISSION AND CONSIDERATION OF MITIGATING CIRCUMSTANCES EVIDENCE TO SUPPORT POOR PERFORMANCE IN ASSESSMENT	78
GUIDANCE NOTES	86

PREAMBLE

This brochure contains the University's regulations, procedures and associated guidance governing the examination and assessment of students, including the requirements of students and staff during formal written examinations, the use of unfair means and amanuenses in examinations and assessments and requests for a review of an assessment board decision (commonly known as an 'appeal'). These regulations are referred to in the Student Handbook (issued annually to new students) and are available as separate documents on the Quality Unit's website

<http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx>

Both students and staff are responsible for ensuring that they read and observe the regulations.



REGULATIONS AND PROCEDURES FOR UNIVERSITY EXAMINATIONS

2010/2011

CONDUCT OF EXAMINATIONS

Examinations within the University will be conducted in accordance with the following, excepting when regulations issued by External Examining Bodies require a different procedure.

- i. Except in open book examinations candidates must leave all brief cases, books, etc. at a place indicated by the invigilator. No papers, notes or other unauthorised material (including electronic aids or portable telecommunications devices) may be taken into the examination room. The possession of such material renders a candidate liable to an allegation of using unfair means.
- ii. Regulations in respect of students thought to be using unfair means have been issued separately. It is stressed that if the evidence indicates that unfair means have been used or a candidate is found to be in possession of material which might be used for unfair means, the Assessment Board will take a very serious view and may deem the candidate to have failed part or all of the stage assessment and may recommend other disciplinary action.
- iii. Before the start of the examination the answer books, graph paper, etc. will be placed on the desks. Candidates may write their names, etc. on the answer book.
- iv. All students are required to display their Student ID Card at formal examinations and to copy the information from their ID card on to their examination answer books. Students may not be able to sit the examination if they fail to bring their Student ID Card with them to the examination. If a student does not have an ID card they should obtain a replacement card from Student Services before sitting an examination. Invigilators will not accept a passport or driving licence as alternative forms of ID for the purpose of the examination.
- v. Female students who wear a veil or headscarf may be expected to remove their veil/headscarf before sitting their examination in order to have their identification verified. In these cases, a female member of staff will check the identification of the student in a private room prior to sitting the examination. If a female member of staff is not available at the examination the invigilator should, where they deem it necessary, ask Student Services to arrange a female member of staff to attend in order to confirm the student's identity.
- vi. Shortly before the commencement the candidates will be instructed to stop speaking. The question papers will be given out with the questions themselves remaining concealed.
- vii. At the appropriate time the candidates will be told to begin - they will be informed of the finishing time of the examination.
- viii. During the examination candidates must not participate in any activities which may distract or disturb other candidates. Neither may they attempt to communicate with one another in any way.

- ix. Smoking by candidates or invigilators is prohibited in all examinations.
- x. The use of scrap paper is not permitted; all workings must be done in the answer books provided and handed in.
- xi. No candidate will be admitted after the expiry of half an hour from the start of the examination other than in exceptional cases of unforeseen emergency beyond the candidate's control. Whether or not the candidate should be allowed to continue beyond the normal expiry time of the examination is at the discretion of the invigilator. In such cases the invigilator will indicate which parts of the candidate's paper were produced within the normal examination times.
- xii. Candidates will not be allowed to leave the examination room until after one hour has elapsed.
- xiii. Only one candidate at a time will be allowed to leave the room in order to use the toilet and he/she will be accompanied by a member of staff.
- xiv. Candidates will be told when they have ten minutes of examination time left. After this time no candidate will be allowed to leave the room until instructed.
- xv. In the event of a fire alarm being sounded during the examination, candidates must act on instructions given by the invigilator in accordance with regulations issued separately.

GUIDELINES FOR INVIGILATORS

Duties of Invigilators

1. Invigilators have a responsibility to ensure that the examination for which they have been appointed runs smoothly, is conducted in accordance with the University's Examination Regulations and follows these guidelines.
2. The invigilator shall have discretion to take appropriate action that is reasonable to meet unforeseen circumstances not covered by the Examination Regulations and these guidelines. Such action should be reported in writing to the Chairperson of the relevant Module Results Board and the Examinations Administrator within the Quality Assurance and Enhancement Unit. The Examination Regulations give guidance on events such as candidates arriving late, use of unfair means and alarms during examinations.
3. Invigilators have a responsibility to collect examination stationery and question papers from the School Office not later than 30 minutes before the start of the examination and to ensure that an adequate supply of stationery is maintained throughout the examination.
4. Invigilators should arrive in the examination room with examination stationery, question papers and seating plans at least 20 minutes before the planned start of the examination and should ensure that the examination room is suitably prepared. They should make sure there are sufficient places for the number of candidates for which they are responsible. Candidates should not be admitted to the examination room until all preparation has been completed.
5. All examination material to be issued to candidates at an examination should be identical (paper size, colour, format, print, etc) and come from the same source (packet, duplication, photocopier, etc.). It should also be marked in a distinctive way to distinguish it from any unauthorised material brought in by a candidate.
6. All students are required to display their Student ID Card at formal examinations and to copy the information from their ID card on to their examination answer books. Students may not be able to sit the examination if they fail to bring their Student ID Card with them to the examination. If a student does not have an ID card they should obtain a replacement card from Student Services before sitting an examination. Invigilators will not accept a passport or driving licence as alternative forms of ID for the purpose of the examination.
7. Female students who wear a veil or headscarf may be expected to remove their veil/headscarf before sitting their examination in order to have their identification verified. In these cases, a female member of staff will check the identification of the student in a private room prior to sitting the examination. If a female member of staff is not available at the examination the invigilator should, where they deem it necessary, ask Student Services to arrange a female member of staff to attend in order to confirm the student's identity.

8. Candidates must leave all briefcases, books, etc. at a place indicated by the invigilator. No papers, notes or other unauthorised material may be taken into the examination room. Invigilators should inform students that any calculators to be used in the examination are to be used only for calculations. Any use of programmable calculators for the purpose of storing information, which is then used to answer examination questions, may render the student liable to the charge of using unfair means.
9. Invigilators must inform candidates that the use of scrap paper is not permitted. All workings and rough work must be handed in and must be done in the answer book where required.
10. Candidates shall be seated as directed by the invigilators.
11. In the event of a candidate wishing to leave the examination room temporarily, he/she should be accompanied by one invigilator. It should be ensured that there are sufficient invigilators throughout the examination to meet this eventuality. Where possible there should be both male and female staff capable of being contacted within a School to deal with any emergency.
12. In the event of a candidate feeling unwell and having to leave the examination room temporarily, the invigilator should note down on the script the length of time the candidate is absent and a brief explanation of the circumstances, so that they can be taken into account when the paper is marked.
13. The Regulations on the Use of Unfair Means refer to when the latter is 'suspected'. Suspicion may include occasions where it is clear to the invigilator that unfair means are being or are about to be or have been used. Suspecting a candidate may arise over one single occurrence or emerge over a period of time. It is the point at which the invigilator is sufficiently sure of their suspicion that the procedure should be invoked. Use of unfair means does not have to be proven at the time but suspicion should be well founded and may, for example, occur during marking.
14. When a candidate is suspected of using unfair means during an examination the appropriate action of invigilators is described in Section 5.1 of the Regulations on the Use of Unfair Means. It is most important that the invigilator records in writing as soon as possible all relevant details. This may include the timing of events, the location of candidates and members of staff, the physical layout of the examination room, furniture, etc.
15. If the examination for which they have been appointed is scheduled to end earlier than other examining in the examination room, the invigilator shall ensure that the candidates leave the examination room quietly, causing the least possible disruption to other candidates.
16. Invigilators shall ensure that all answer scripts are collected at the end of the examination and check that there is a script for each candidate in attendance, if necessary by ensuring individual student numbers match those on the checklist. All scripts for internal examinations are to be returned to the School, not the Quality Assurance and Enhancement Unit.

17. After candidates have completed the examination and vacated the room, all unused stationery should be collected by the invigilators and returned to the School Office.

PROCEDURE IN THE EVENT OF AN ALARM DURING AN EXAMINATION

When the alarm bell rings:

Invigilators should announce:

- i. Candidates must leave all examination papers, scripts and working papers on the desks.
- ii. Any candidate communicating with any other person may be disqualified.
- iii. Candidates must follow the invigilator in silence out of the building where further instructions will be given.

The invigilators should write down the time of the alarm, collect the examination register and escort the candidates to an appropriate place apart from the crowds.

Outside the building:

Invigilators should:

- i. Announce that any candidate communicating with any other person may be disqualified or that the examination may be cancelled.
- ii. Line up the candidates in an orderly fashion.
- iii. Reassure the candidates that the completion time of the examination will be adjusted to allow for the interruption.
- iv. Check the register.
- v. Inform the candidates that on returning to the examination room they should rule a line across their script at the point where the examination was stopped, and initial this point, and that the examination will recommence on the instruction of the invigilator once he/she is satisfied that candidates have complied with this instruction.

The invigilator should escort candidates back in an orderly fashion once permission has been given to re-enter the building by the appropriate security officer.

On returning to the examination room

The invigilator should inform the candidates of the time at which the examination will now end and should instruct them to resume working after following the procedure noted in point v above.

After the examination

A copy of these instructions will be sent to the Chair of the relevant Module Results Board and the external examiner(s) together with a report from the invigilator confirming that the procedure was carried out correctly and including details of any infringements of the examination regulations. Copies will also be presented to the external examining body if appropriate.

GUIDANCE ON THE USE OF AMANUENSES IN EXAMINATIONS OR ASSESSED COURSEWORK

Note: This guidance is provided for the benefit of candidates, amanuenses and staff. It elaborates but one type of special arrangement from amongst those noted in the University's *Code of Practice for Students with Disabilities and/or Learning Difficulties*, to which reference should also be made.

An amanuensis is a scribe who, in the preparation of coursework and/or in sitting an examination, writes down, types or word processes a candidate's dictated answers to questions. Candidates may request the use of amanuenses via procedures given in the Code of Practice if they suffer from long-term or temporary disabilities which impede or prevent them from communicating by any other practicable and acceptable means.

1. Written permission for the use of an amanuensis must have been obtained in good time from the Chair of the relevant Awards/Progression Board or nominee, prior to the examination or the commencement of coursework, in accordance with the procedures given in the **Code of Practice**.
2. The use of an amanuensis should neither give a candidate an unfair advantage nor should it disadvantage them.
3. The use of an amanuensis must not result in the modification of the specific syllabus requirements of the unit or module. (In some cases the writing or drawing of answers by the candidate may be the skill being examined, in which case alternative courses of action will need to be pursued by the programme authorities.)
4. Additional time will be permitted for the use of an amanuensis and will normally be up to 33% of the prescribed duration of the examination, the precise amount to be approved and recorded by the Chair of the relevant Awards/Progression Board or nominee.
5. An amanuensis is responsible to the Chair of the relevant Awards/Progression Board or nominee and the person who is to act as the amanuensis must be deemed acceptable by them prior to their engagement and use.
6. An amanuensis should be an adult who is able to produce an accurate record of the candidate's answers, can write legibly, type or word process at a reasonable speed and, in the case of a scientific, mathematical or technical subject, ideally has a working knowledge of that subject.
7. An amanuensis should not have been the candidate's lecturer or tutor on any occasion. On no account may a relative or friend of the candidate be used as an amanuensis in an examination.
8. A candidate should wherever possible have adequate practice in the use of an amanuensis. The Chair of the relevant Awards/Progression Board or nominee should be consulted as soon as is practicable, preferably at the beginning of the course, about any candidate who will require an amanuensis so that the candidate may have adequate practice before undertaking the examinations or coursework tasks.

9. The need for an amanuensis may not arise until immediately before or during an examination. Under such circumstances invigilators should make all reasonable attempts to provide an amanuensis, alternative accommodation and supervision and ensure that as far as possible the regulations governing the use of amanuenses are observed. The situation must be reported as soon as possible to the Chair of the relevant Awards/Progression Board or nominee and to any member(s) of staff responsible for the collation and reporting of mitigating circumstances in examinations.
10. A candidate using an amanuensis must be accommodated in such a way that no other candidate is able to hear what is being dictated. **The amanuensis may not normally also act as the invigilator.**
11. Prior to or during the examination or the production of assessed coursework an amanuensis:
 - (a) must neither give factual help to the candidate nor offer any suggestions;
 - (b) must not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be done;
 - (c) must write down, type or word process answers exactly as they are dictated, including punctuation only as stipulated by the candidate;
 - (d) must draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions;
 - (e) must write, type or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
 - (f) must at the candidate's request read back what has been recorded and may at any time ask the candidate to spell any words with which they are unfamiliar;
 - (g) must not expect to write throughout the examination as the candidate may require supervised rest breaks during the working of the examination;
 - (h) must immediately refer any questions by the candidate about the examination or any problems in communication during the examination directly to the invigilator. **If in doubt always ask the invigilator.**
 - (i) must allow the candidate on request to view and seek correction of the script at any time during the prescribed examination period;
 - (j) will **not** be responsible for supplying any materials necessary for the completion of the examination;

- (k) will use or permit the candidate to use the examination answer booklet (and **not** scrap paper) to write down any 'rough work' relating to the production of an answer.

It should be noted that failure to comply with the guidance given in this paragraph could result in the candidate being reported for suspected use of unfair means, as per the Examination Regulations.

12. If the candidate or other person considers that the arrangements made do not, for any reason, enable the candidate to demonstrate his/her capability in the examination (following any representations which might be made to the Disability Unit in Student Services), a request for special consideration should be submitted to the Chair of the relevant Awards/Progression Board or nominee and to any member(s) of staff nominated to oversee the collation and reporting of mitigating circumstances in examinations.

UNFAIR MEANS REGULATIONS AND PROCEDURES

2010/2011

REGULATIONS REGARDING CANDIDATES' USE OF UNFAIR MEANS DURING ASSESSMENT

- 1. Introduction**
 - 2. Definition of Unfair Means**
 - 3. Responsibilities**
 - 4. Procedures for Dealing with Suspected Cases of Unfair Means in Coursework**
 - 4.1 Tutor's/Programme Leader's Analysis/Meeting with student(s)**
 - 4.2 Minor Offences**
 - 4.3 Serious Offences (School Hearing)**
 - 5. Procedures for Dealing with Suspected Unfair Means in Examinations or Tests**
 - 5.1 Preliminary Action and Invigilator's Report (examinations or tests)**
 - 5.2 School Hearing (examinations or tests)**
 - 6. Unfair Means Panel**
 - 7. Action of the Assessment Board**
 - 8. Students' Right of Appeal**
 - 9. Annual Report on Unfair Means Cases**
-
- Annex 1 Unfair Means Flowchart**
- Annex 2 Tutor's or Invigilator's Report on Suspected Use of Unfair Means**
- Annex 3 Framework of Possible Penalties for Unfair Means Offences**

REGULATIONS REGARDING CANDIDATES' USE OF UNFAIR MEANS DURING ASSESSMENT

1. Introduction

- 1.1 Assessment, in any form, is the means by which the University tests whether a student has achieved the objectives of a programme of study and the standards of an award. It is fundamentally important that students are assessed fairly and on equal terms with each other for the same academic credit and award. Any attempt by a student to gain unfair advantage over another student in the completion of assessment, or to assist someone else to gain an unfair advantage, is cheating.
- 1.2 The University has a public duty to ensure that the highest academic standards are maintained in the conduct of assessment and the proper discharge of this duty is essential to safeguard both the legitimate interests of its students and the University's reputation. Alleged use of unfair means which threatens the integrity of the University's assessment procedures and the maintenance of its academic standards is viewed as a serious offence and will be thoroughly investigated.
- 1.3 Certain professional and statutory bodies place upon students registered for a programme to which they give professional recognition an obligation to adhere to principles or standards of professional conduct. Failure to meet these standards may lead to a student not gaining professional recognition, irrespective of the standard of his/her academic performance.
- 1.4 These regulations provide procedures for investigating and resolving suspected cases of the use of unfair means in assessment and encompass all students registered on any taught programme of study and leading to credit or an award of the University or an external awarding body, wherever, by whoever and through whatever means the programme is delivered. Programmes of research, normally leading to the award of MPhil or PhD, are subject to separate procedures on research misconduct and are not encompassed by these regulations.
- 1.5 Where a taught programme is subject to an external awarding body's regulations then that body's regulations will be applied if this is a condition of approval to offer the programme. Otherwise the University's regulations will be applied, possibly as a precursor to those of the external awarding body if this procedure is required by them.
- 1.6 Reference is made within these regulations to aspects of the organisational and staffing structure of the University e.g. Assessment Boards, Deans of Schools, Programme Leaders, tutors. It is recognised, especially (but not only) where programmes are operated through partner organisations, that it may not be possible to apply the regulations precisely in the way described i.e. by involving the named postholders. Whilst the adaptation of these procedures to particular

operational circumstances will not in itself invalidate any investigation into suspected use of unfair means, those of appropriate seniority and/or experience should operate these regulations at the appropriate equivalent level wherever this is occasioned by the circumstances. Similarly, where mention is made of action by specific postholders, it is acceptable and to be taken for granted under these regulations that this action may be delegated to an appropriate nominee or equivalent postholder where warranted by the circumstances e.g. where the School operates with designated nominees for particular duties, where there is or may be any potential conflict of roles or interests, or where relevant University postholder titles change for whatever reason, so long as the nominee has sufficient seniority and/or experience to be able to act on behalf of the designated postholder.

- 1.7 In the case of partner organisations where it would not be practicable for the named University postholders themselves either to interview a student suspected of using unfair means or to participate in any School Hearing or Unfair Means Panel at the partner organisation, then designated alternative postholders at the partner organisation may be nominated in their place, where possible as part of the process of validating the programme at the partner organisation. Use of videoconferencing and/or telephone interviews, hearings and panels may also be considered appropriate in particular circumstances, whether University and/or nominated partner staff are involved. In all such cases the University postholder normally responsible for the equivalent stage of the unfair means procedures shall be consulted and provide advice and guidance. Partner staff nominees and proposals for alternative arrangements shall be subject to the approval of the Dean of Academic Quality and Standards at the University.

2. Definition of Unfair Means

- 2.1 Use of unfair means during assessment, encompassing plagiarism or other form of academic dishonesty or misconduct, may be defined as any attempt by a student to gain an unfair advantage in any assessment.
- 2.2 It may be demonstrated by using or attempting to use, whether successfully or not, any one or more of the following (note that absence of a particular form of unfair means from this list does not mean that it will not be treated as such):
- i. AIDING AND ABETTING a student in any form of dishonest practice.
 - ii. BRIBERY – paying or offering inducements or coercing another person to obtain an advance copy of an unseen examination or test paper or to obtain a copy of a coursework assignment in advance of its distribution to the students concerned.
 - iii. COMMISSIONING another person to complete an assignment which is then submitted as your own work.

- iv. **COMPUTER FRAUD** – the use of the material of another person stored on a hard or floppy disk as if it were your own.
- v. **DUPLICATION** – the inclusion in coursework of any material which is identical or similar to material which has already been submitted for any other assessment within the University or elsewhere eg submitting the same piece of coursework for two different modules.
- vi. **FALSE DECLARATIONS** in order to receive special consideration by Assessment Boards.
- vii. **FALSIFICATION OF DATA** – the presentation of data in projects, laboratory reports, etc. based on work purported to have been carried out by the student which have been invented by the student or altered or copied or obtained by other unfair means.
- viii. **MISCONDUCT IN EXAMINATIONS OR TESTS** such as:
 - having at the examination desk any unauthorised notes or other unauthorised material (whether or not concealed in any manner)
 - having at the examination desk an unauthorised computer disk or other storage medium containing pre-coded data, preprogrammable calculator, watch, organiser, mobile telephone, pager, tape recorder, CD or DVD player, or any other electrical or electronic device; (whether or not concealed in any manner);
 - the use of an unauthorised dictionary;
 - the use of unauthorised material obtained via a preprogrammable calculator, watch, organiser, mobile telephone, pager, tape recorder, CD or DVD player, or any other electrical or electronic device;
 - obtaining an advance copy of an 'unseen' written examination or test paper;
 - communicating or trying to communicate in any unauthorised way (oral, written, electronic, non-verbal) with another person during an examination or test except where the examination rubric permits this eg group assessments;
 - copying or attempting to copy from another student sitting the same examination or test;
 - being party to impersonation where another person sits an examination or test in the place of the actual student or a student is knowingly impersonated by another;
 - leaving the examination or test venue to refer to concealed notes or other unauthorised material;
 - taking rough notes, stationery, scripts or examination or test papers, which indicate that they are not to be removed, away from the examination or test venue;
 - provision or assistance in the provision of false evidence or knowledge or understanding in examination or tests;

- disruptive behaviour;
 - theft, destruction or forgery.
- ix. PLAGIARISM may be defined as the representation of another person's work, without acknowledgement of the source, as the student's own for the purposes of satisfying formal assessment requirements. Examples of plagiarism are:
- the use in a student's own work of normally more than a single phrase from another person's work without the use of quotation marks and/or indentation, or other conventionally accepted form of identification and acknowledgement of the source, normally including at least the name of the author, date of publication and page number where the quotation is to be found;
 - the summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement;
 - the use of ideas or intellectual data of another person without acknowledgement of the source, or the submission or presentation of work as if it were the student's own, which are substantially the ideas or intellectual data of another person;
 - copying the work of another person;
 - collusion, where two or more students collaborate to produce a piece of work which is then submitted as though it was an individual student's own work; where students in a class are instructed or encouraged to work together in the pursuit of an assignment, such a group activity is regarded as approved collaboration; where there is a requirement for the submitted work to be solely that of the individual, collaboration is not permitted; students who improperly work collectively in these circumstances will be regarded as being guilty of collusion;
 - the submission of work, as if it were the student's own, which has been obtained from the internet or any other form of information technology;
 - the submission of coursework making significant use of unattributed digital images such as graphs, tables, photographs, etc. taken from books/articles, the internet or from the work of another person;
 - the submission of a piece of work which has previously been assessed for a different award or module or at a different institution as if it were new work;
 - a student who allows or is involved in allowing another student to copy another's work (including physical or digital images) would be deemed to be guilty of plagiarism.

x. **Note**

The following is particularly relevant to practice in creative subjects including art and design and creative writing and related subjects such as film and video making, making installations, photography, play and script writing and other forms of practical media and performance generation and presentation.

- Programme Specification Documents, Student Handbooks and Module outlines will normally outline aspects of originality, independence and creativity expected of students in achieving aims and outcomes and meeting assessment criteria in Creative Subjects.
- It is recognised that in generating new work in Creative Subjects use is sometimes made of previously published, exhibited or performed material such as words, images, objects, sounds and recordings from specific sources. Such material sometimes may be quoted or reproduced in whole or in part as part of a new work of art. It is not expected that identification through bibliographical data, or other acknowledgement of the source material will be incorporated or exhibited overtly in the new creative work itself in the way that footnotes appear in essays or scientific papers.
- However, it is required that the use of appropriation, allusion and quotation as outlined above will be acknowledged fully and clearly in students' personal commentaries or self-evaluations on their work where such written or verbal self-evaluation is a part of the assessment requirements. Students must be prepared to list and explain such source material to tutors and assessors as required.
- Creative work may be marked and assessed inter alia in response to the originality, inventiveness and creativity of appropriation, allusion and quotation. However, a student may be penalised for refusal to acknowledge and discuss such usage if and when it has been identified. Absence of the acknowledgement of such material in the appropriate format may be deemed to be use of unfair means and may result in the unfair means procedures being implemented.

THE ABOVE LIST IS NOT EXHAUSTIVE AND SHOULD NOT BE INTERPRETED AS SUCH BY STUDENTS

2.3 Plagiarism within a distributed learning environment will be dealt with in the same way as for more traditional learning methods.

3. Responsibilities

- 3.1 Schools are responsible for ensuring that all their students are made aware of these regulations and the definitions contained therein. All Programme Handbooks are to include clear advice to students on this matter, cross-referenced to these Regulations which are included in the University's Student Handbook issued to new students at the start of their programme of study and referred to during induction sessions held at that time.
- 3.2 Students are also to be made aware of the seriousness with which proven cases of use of unfair means will be dealt and the likely penalties which Assessment Boards may impose. Students who are unclear about any of the above definitions should seek advice from their tutor, from the Library or from the Students' Union.
- 3.3 All students will have been asked to sign a declaration or otherwise confirm that they acknowledge that they are bound by University regulations, that they have received a copy of the Student Handbook and Programme Handbook and that they will comply with all of the regulations contained therein.
- 3.4 A lack of awareness or understanding of these regulations will not necessarily constitute grounds for a case of use of unfair means to be dismissed by any body authorised to investigate such.
- 3.5 Schools are to require students to sign an appropriate declaration or otherwise confirm that work submitted for assessment is their own, taking account of the programme of study being followed and the work being submitted, which may for instance have involved group activities.

Example declaration for use or adaptation by Schools

'This submission is the result of my own work. Primary and secondary sources of information and any contributions to the work by third parties, other than my tutors, have been fully and properly attributed. Should this statement prove to be untrue I recognise the right and duty of the University to take appropriate action in keeping with the regulations regarding candidates' use of unfair means during assessment'.

- 3.6 Assessment should be designed with consideration for reduction in opportunities for use of unfair means, particularly plagiarism.
- 3.7 Modules covering 'learning to learn' topics, including study skills, essay and report writing, referencing and the like, should include discussion and exercises on plagiarism and how to avoid it, making reference to the University's study skills software, BISSTO.
- 3.8 These regulations give responsibility for establishing the facts at various stages of cases of suspected use of unfair means to tutors and

Programme Leaders, Deans of Schools or their nominees, and the Quality Assurance and Enhancement Coordinator. It is not for Assessment Boards to determine whether unfair means have been used (this is the responsibility of the tutor and the Programme Leader, or the School Hearing or the Unfair Means Panel) which, although they may use mitigating facts to moderate the imposed penalty or suggested penalty band, will not allow such facts to affect their decision on whether or not use of unfair means has in fact occurred. The facts must be established before consideration of the consequences on a student's progress, following which the Assessment Board will judge the seriousness of the case and exercise its reasonable discretion accordingly in determining a penalty, moderated as the Board sees fit by any mitigating factors brought to the Board's attention. (In cases of minor offences this authority is initially delegated to the tutor and Programme Leader.)

4. Procedures for Dealing with Suspected Cases of Use of Unfair Means in Course Work

(see Annex 1 for flowchart)

4.1 Tutor's/Programme Leader's Analysis/Meeting with student(s)

4.1.1 Where a tutor suspects that an act of unfair means involving plagiarism or other form of academic dishonesty or misconduct in relation to coursework has been committed, he/she should analyse the work in question in order to assess the extent and nature of the act. This initial investigation may require a meeting between the student and the tutor in order for discussion of the case, without prejudice. Tutors should use their academic judgment to determine whether written feedback on the work, together with tutorial advice where deemed appropriate, will provide sufficient academic guidance to the student proportionate to the case, or whether they suspect **an intention to deceive on the part of the student**. In the latter case a formal interview may be required and the opinion of the host module's Programme Leader should be sought before deciding whether to proceed (see 4.1.5 below).

4.1.2 The module tutor may consider that written feedback on the work, together with tutorial advice where deemed appropriate, will provide sufficient academic guidance to the student proportionate to the case, in light of one or more of the following circumstances:

- i. the student is at an early stage in their academic programme of study in a UK Higher Education institution, usually the first semester/term or the first or second piece of work submitted;
- ii. the overall academic level of the module concerned is relatively low, principally level one (or below for relevant programmes);

- iii. no previous proven case of using unfair means has been recorded for the student;
- iv. use of unfair means is evident in a relatively small proportion of the work submitted;
- v. there is, in the opinion of the tutor, **little likelihood of an intention to deceive** on the part of the student but, rather, **evidence of genuine and justifiable lack of understanding of the nature of plagiarism or other form of academic misconduct or dishonesty and how to avoid it.**

4.1.3 If it is decided that written feedback on the work, together with appropriate tutorial advice, will provide sufficient academic guidance to the student proportionate to the case, the tutor should provide appropriate feedback to the student, including advice and guidance as appropriate. This will always include a warning to the student about the future consequences of using unfair means, advice on how to avoid it (especially in relation to plagiarism) including recommended reading and possibly completion of relevant tutorial exercises or assessments.

4.1.4 The student's work will be marked as appropriate without applying a penalty for any unfair means and no record of the case will be entered on the Unfair Means Register.

4.1.5 If it is agreed by the tutor and Programme Leader that a suspected offence has been committed, it should be decided if the suspected offence is to be treated as minor or serious.

4.1.6 Where a student is suspected of unfair means and whose details are shown on the Unfair Means Register, a case deemed to be minor may be elevated to a suspected serious offence and passed to the Dean of School or nominee, responsible for the module, for consideration at a School level hearing (see 4.3 below).

4.2 Minor Offences

4.2.1 A formal meeting to consider a minor offence will normally require the student to attend an interview with the tutor and the host module's Programme Leader to test the tutor's suspicions and/or to submit documentary evidence in response to the charge of using unfair means.

4.2.2 The tutor shall first prepare a written report (see Annex 2), outlining the facts and nature of the case, the evidence for the alleged offence and whether any prior offence(s) are recorded on the Unfair Means Register

maintained by the Quality Assurance and Enhancement Coordinator, which can be accessed by the School managers.

- 4.2.3 A copy of the report, a copy of these regulations, a letter explaining the possible consequences of being found guilty of the offence and any other papers considered relevant by the tutor shall be provided for the student along with the invitation to attend the meeting and/or provide a documentary response, as appropriate.
- 4.2.4 All papers should be copied, as appropriate, to the Programme Leaders(s) responsible for the programme and student concerned, where different from the Programme Leader of the programme hosting the module.
- 4.2.5 The student will be given at least five clear days' written notice of the tutor's intention to hold the meeting (excluding weekends and statutory public/bank holidays) normally using first class recorded delivery to the appropriate recorded address and via the student's University e mail address. The student has the right to be accompanied at the meeting by one friend, relation, fellow student or representative from the Students' Union.
- 4.2.6 If the student does not attend the interview, or chooses not to attend but to submit documentary evidence, the meeting will go ahead in the student's absence and the hearing will consider the case based on any documentary evidence submitted by the tutor and the student in response to the charge of using or attempting to use unfair means.
- 4.2.7 The **outcome** of the meeting involving the tutor and Programme Leader, with or without the attendance of the student, will be that the minor case of the use of unfair means is **either proven (including where admitted by the student) or not proven.**
- 4.2.8 Minor Offences where the case is proven
- 4.2.8.1 If the suspected case of unfair means is deemed to be proven, the tutor and Programme Leader will confirm with the student, either in person or in writing within 5 working days of the meeting (excluding weekends and statutory public/bank holidays) the action to be taken. This will always include a warning to the student about the future consequences of using unfair means, advice on how to avoid it (especially in relation to plagiarism) including recommended reading and possibly

completion of relevant tutorial exercises or assessments.

In addition, the tutor and Programme Leader will determine whether any penalty should be imposed (see 7.3 below) up to a maximum of a requirement to repeat or replace the work in question for a bare pass mark (section 7.3 iii), considering the extensiveness and severity of the use of unfair means and taking account of the possible mitigating factors listed in section 4.1.2 above and any other such factors made known by the student which the tutor and Programme Leader consider to have a bearing upon the case. The tutor and Programme Leader are considered to be acting on behalf of the Assessment Board in respect of the penalty for a minor offence and any reassessment will increment the number of attempts at the relevant module by one.

- 4.2.8.2 If the student acknowledges that he/she is guilty of the minor offence of using or attempting to use unfair means and concurs with the recommended action, they will be asked to sign the report immediately upon its completion by the tutor, or return it signed to the tutor, or to acknowledge the offence and recommended action in writing within 5 working days of receipt (excluding weekends and statutory public/bank holidays). It is the student's responsibility to ensure that the University has received their reply. The report and any separate acknowledgement shall then be sent by the tutor to the Chair of the relevant Module Results Board responsible for the module, copied to the Quality Assurance and Enhancement Coordinator and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
- 4.2.8.3 Where the use of unfair means is acknowledged, the tutor and Programme Leader shall advise the student at the conclusion of the meeting and subsequently in writing to produce a written statement, addressed to the Chair of the relevant Module Results Board responsible for the module, outlining any relevant mitigating facts that he/she would like the Board to take into account when considering the case concerned.
- 4.2.8.4 Where the student does not accept the decision regarding a minor offence of using or attempting to use unfair means and/or any proposed penalty, details of the case should be sent by the

Programme Leader to the Quality Assurance and Enhancement Coordinator within 5 working days (excluding weekends and statutory public/bank holidays) of the student's refusal to accept the decision of the meeting.

The Quality Assurance and Enhancement Coordinator will contact the student by letter normally using first class recorded delivery to the appropriate recorded address and by e mail, normally within 5 working days (excluding weekends and statutory public/bank holidays) of receiving the details of the case to ask for any further **material** documentary evidence, not presented at the meeting, to be submitted for consideration. The student will be asked to **respond in writing** to the Quality Assurance and Enhancement Coordinator within 5 working days of receipt (excluding weekends and statutory public/bank holidays). It is the student's responsibility to ensure that the Quality Assurance and Enhancement Coordinator has received their reply.

- 4.2.8.5 If no further **material** evidence is forthcoming the Quality Assurance and Enhancement Coordinator will send a copy of the report to the Chair of the relevant Module Results Board responsible for the module for the application of an appropriate penalty and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
- 4.2.8.6 If further **material** evidence is forthcoming the Quality Assurance and Enhancement Coordinator will set up an Unfair Means Panel to consider the case (see Section 6).
- 4.2.8.7 In each of the above two instances, the Quality Assurance and Enhancement Coordinator will contact the student by letter normally using first class recorded delivery to the appropriate recorded address and by e mail, normally within 5 working days (excluding weekends and statutory public/bank holidays) to inform them of the decision as to whether any further documentary evidence submitted by the student is material to the case or not.
- 4.2.8.8 Where the student does not attend the interview, or otherwise respond to the invitation to attend or to submit documentary evidence in response to the charge, then the report shall be completed and

sent by the tutor, unsigned by the student, to the Chair of the relevant Module Results Board responsible for the module for the application of an appropriate penalty and copied to the Quality Assurance and Enhancement Coordinator and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.

4.2.8.9 Where the case is proven and is acknowledged by the student, or the student fails to respond to the invitation to attend a meeting and/or to submit documentary evidence as appropriate, the Quality Assurance and Enhancement Coordinator will record details of the case on the Unfair Means Register.

4.2.9 Minor Offences where the case is not proven

If, as a result of the tutor's and Programme Leader's analysis, interview, or other response from the student or other person, it is accepted that no minor offence (ie involving an attempt to deceive) has occurred, then appropriate academic guidance shall be provided to the student by the tutor and the case will be dismissed. The student shall be informed accordingly, in writing, by the tutor and a copy sent as appropriate to the Programme Leader(s) responsible for the programme and student concerned. No further action shall be taken and no record kept on the student's file or on the Register of Unfair Means.

4.3 Serious Offences (School Hearing)

4.3.1 If the tutor and Programme Leader believe (see section 4.1.5) that a serious offence of unfair means involving plagiarism or other form of academic dishonesty or misconduct has occurred, The tutor shall first prepare a written report (see Annex 2), outlining the facts and nature of the case, the evidence for the alleged offence and whether any prior offence(s) are recorded on the Unfair Means Register maintained by the Quality Assurance and Enhancement Coordinator (which can be accessed by the School managers).

4.3.2 Details of the case, including the tutor's written report (Annex 2), should be sent by the Programme Leader to the Dean of School or nominee, responsible for the module, who will arrange a School level hearing (see below).

4.3.3 Where the work in question has clearly been taken entirely from a published source such that it forms the substance of the work and there is no substantial, clearly distinguishable contribution by the student for which a mark could reasonably be given (for example, where the tutor can supply a copy of the relevant text or media), the work need not be marked.

Reference should be made to the source in the tutor's written report (Annex 2).

4.3.4 Otherwise the work in question should be marked but no Assessment Board should consider the candidate's marks for the affected module(s) until it has been adjudged whether or not an offence has been committed.

4.3.5 The student concerned should be informed, in writing, by the Programme Leader responsible for the programme which hosts the module. The student shall be invited to attend a School hearing and/or to submit documentary evidence as appropriate, normally via first class recorded delivery to the appropriate recorded address and via the student's University e mail address, giving five clear days notice excluding weekends and statutory public/bank holidays.

These regulations, the tutor's written report, a letter explaining the possible consequences of being found guilty of the offence and any other papers considered relevant by the Programme Leader shall be included with the letter, which shall be copied by the Programme Leader to the Dean of School responsible for the programme which hosts the module concerned, or their nominee and the student's Programme Leader and Dean of School, where different from the above.

4.3.6 The Dean of School or nominee and Programme Leader responsible for the programme which hosts the module, and the tutor who wrote the report, shall normally interview the student, who has the right to be accompanied by one friend, relation, fellow student or representative from the Students' Union.

4.3.7 If the student does not attend the interview, or chooses not to attend but to submit documentary evidence, the meeting will go ahead in the student's absence and the School hearing will consider the case based on any documentary evidence submitted by the tutor and the student in response to the charge of using or attempting to use unfair means.

4.3.8 The **outcome** of the School hearing, with or without the attendance of the student, is that the serious case of the use of unfair means is **either proven (including where admitted by the student) or not proven.**

4.3.9 School Hearing where the case is proven

4.3.9.1 If the suspected case of unfair means is deemed to be proven, Dean of School or nominee will confirm with the student, either in person or in writing within 5 working days of the meeting (excluding weekends and statutory public/bank holidays) the action to be taken. This will always include a warning to the student about the future consequences of using unfair means,

advice on how to avoid it (especially in relation to plagiarism) including recommended reading and possibly completion of relevant tutorial exercises or assessments.

In addition, the hearing will determine which, if any, penalty band should be imposed (see 7.3 below) considering the extensiveness and severity of the use of unfair means and taking account of the possible mitigating factors listed in section 4.1.2 above and any other such factors made known by the student which the hearing considers to have a bearing upon the case.

- 4.3.9.2 If the student acknowledges that he/she is guilty of the serious offence of using or attempting to use unfair means and concurs with the recommended action, they will be asked to sign the report immediately upon its completion by the tutor, or return it signed to the tutor, or to acknowledge the offence and recommended action in writing within 5 working days of receipt (excluding weekends and statutory public/bank holidays). It is the student's responsibility to ensure that the University has received their reply. The report and any separate acknowledgement shall then be sent by the Dean of School or nominee to the Chair of the relevant Module Results Board responsible for the module and copied to the Quality Assurance and Enhancement Coordinator and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
- 4.3.9.3 If a penalty band has been agreed as a result of the meeting, the Dean of School or nominee shall advise the student at the conclusion of the meeting and subsequently in writing to produce a written statement, addressed to the Chair of the relevant Module Results Board responsible for the module, outlining any relevant mitigating facts that he/she would like the Board to take into account when considering the case concerned.
- 4.3.9.4 Where the student does not accept the decision regarding a serious offence of using or attempting to use unfair means and/or any proposed penalty, details of the case should be sent by the Dean of School or nominee to the Quality Assurance and Enhancement Coordinator within 5 working days (excluding weekends and statutory public/bank holidays) of the student's refusal to accept the decision of the hearing.

The Quality Assurance and Enhancement Coordinator will contact the student by letter, normally using first class recorded delivery to the appropriate recorded address and by e mail, normally within 5 working days (excluding weekends and statutory public/bank holidays) of receiving the details of the case to ask for any further **material** documentary evidence, not presented at the hearing, to be submitted for consideration. The student will be asked to **respond in writing** to the Quality Assurance and Enhancement Coordinator within 5 working days of receipt (excluding weekends and statutory public/bank holidays). It is the student's responsibility to ensure that the Quality Assurance and Enhancement Coordinator has received their reply.

- 4.3.9.5 If no further **material** evidence is forthcoming the Quality Assurance and Enhancement Coordinator will send a copy of the report to the Chair of the relevant Module Results Board responsible for the module for the application of an appropriate penalty and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
- 4.3.9.6 If further **material** evidence is forthcoming the Quality Assurance and Enhancement Coordinator will set up an Unfair Means Panel to consider the case (see section 6).
- 4.3.9.7 In each of the above two instances, the Quality Assurance and Enhancement Coordinator will contact the student by letter normally using first class recorded delivery to the appropriate recorded address and by e mail, normally within 5 working days (excluding weekends and statutory public/bank holidays) to inform them of the decision as to whether any further documentary evidence submitted by the student is material to the case or not.
- 4.3.9.8 Where the student does not attend the interview, or otherwise respond to the invitation to attend or to submit documentary evidence in response to the charge, then the report shall be completed and sent by the Dean of School or nominee to the Chair of the relevant Module Results Board and/or Awards Board responsible for the module for the application of an appropriate penalty and copied to the Quality Assurance and Enhancement Coordinator and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.

4.3.9.9 Where the case is proven and is acknowledged by the student, or the student fails to respond to the invitation to attend a School hearing and/or to submit documentary evidence as appropriate, the Quality Assurance and Enhancement Coordinator will record details of the case on the Unfair Means Register.

4.3.10 Serious offences where the case is not proven

If, as a result of the hearing, or other response from the student or other person, it is accepted that no serious offence has occurred, then appropriate academic guidance shall be provided to the student by the tutor and the case will be dismissed. The student shall be informed accordingly, in writing, by the Dean of School or nominee and a copy sent as appropriate to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned. No further action shall be taken and no record kept on the student's file or on the Register of Unfair Means.

5 Procedures For Dealing with Suspected Cases of Use of Unfair Means in Examinations or Tests

5.1 Preliminary Action and Invigilator's Report (examinations or tests)

5.1.1 Any candidate suspected of contravening the examination regulations in a formal written examination, open book examination or class test must be approached at the time by two invigilators, whenever possible, and any unauthorised materials confiscated. The candidate's examination answer book should be endorsed at that point with the exact time, date and signature(s) of the invigilator(s). All unauthorised materials and the answer book should be placed in a sealed envelope bearing the name of the candidate, date, title of examination paper and signature(s) of invigilator(s). The envelope will accompany the invigilator's report (see 5.1.4 below).

5.1.2 Except where the invigilator considers that the candidate is causing a disturbance likely to affect other candidates or is continuing to contravene or attempt to contravene the examination regulations, the suspected candidate should be permitted to complete the examination.

5.1.3 Before leaving the examination room, the candidate should be informed that the incident will be reported to the Dean of School responsible for the module. The candidate should also be instructed to attend any remaining examinations as normal.

5.1.4 A full report of the incident (Annex 2) must be written immediately after the examination by the invigilator(s) and

submitted by them to the Dean of School or nominee and Programme Leader responsible for the programme which hosts the module and copied to the module leader and as appropriate to the student's Dean of School or nominee and Programme Leader.

5.2 School Hearing (examinations or tests)

5.2.1 Upon receipt of such a report the Dean of School or nominee responsible for the programme which hosts the module shall invite the student to attend a School hearing and/or to submit documentary evidence in response to the charge, normally via first class recorded delivery to the appropriate recorded address and via the student's University e mail address, giving five clear days notice (excluding weekends and statutory public/bank holidays). These regulations, the invigilator's written report and any other papers considered relevant by the Dean of School or nominee shall be included with the letter and copied as appropriate to the student's Dean of School and to the Programme Leader(s) responsible for the programme and student concerned.

5.2.2 The Dean of School or nominee and Programme Leader and the invigilator(s) who originally approached the candidate during the examination shall interview the student, who has the right to be accompanied by one friend, relation, fellow student or representative from the Students' Union.

5.2.3 If the student does not attend the interview, or chooses not to attend but to submit documentary evidence, the meeting will go ahead in the student's absence and the School hearing will consider the case based on any documentary evidence submitted by the tutor and the student in response to the charge of using or attempting to use unfair means.

5.2.4 The **outcome** of the School hearing, with or without the attendance of the student, is that the case of the use of unfair means is **either proven (including where admitted by the student) or not proven.**

5.2.5 School hearing where the case is proven

5.2.5.1 If the suspected case of unfair means is deemed to be proven, Dean of School or nominee will confirm with the student, either in person or in writing within 5 working days of the meeting (excluding weekends and statutory public/bank holidays) the action to be taken. This will always include a warning to the student about the future consequences of using

unfair means, advice on how to avoid it (especially in relation to plagiarism) including recommended reading and possibly completion of relevant tutorial exercises or assessments.

In addition, the hearing will determine which, if any, penalty band should be imposed (see 7.3 below) considering the extensiveness and severity of the use of unfair means and taking account of the possible mitigating factors listed in section 4.1.2 above and any other such factors made known by the student which the hearing considers to have a bearing upon the case.

- 5.2.5.2 If the student acknowledges that he/she is guilty of the minor offence of using or attempting to use unfair means and concurs with the recommended action, they will be asked to sign the report immediately upon its completion by the tutor, or return it signed to the tutor, or to acknowledge the offence and recommended action in writing within 5 working days of receipt (excluding weekends and statutory public/bank holidays). It is the student's responsibility to ensure that the University has received their reply. The report and any separate acknowledgement shall then be sent by the Dean of School or nominee to the Chair of the relevant Module Results Board responsible for the module and copied to the Quality Assurance and Enhancement Coordinator and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
- 5.2.5.3 If a penalty band has been agreed as a result of the meeting, the Dean of School or nominee shall advise the student at the conclusion of the meeting and subsequently in writing to produce a written statement, addressed to the Chair of the relevant Module Results Board responsible for the module, outlining any relevant mitigating facts that he/she would like the Board to take into account when considering the case concerned.
- 5.2.5.4 Where the student does not accept the decision regarding the offence of using or attempting to use unfair means and/or any proposed penalty, details of the case should be sent by the Dean of School or nominee to the

Quality Assurance and Enhancement Coordinator within 5 working days (excluding weekends and statutory public/bank holidays) of the student's refusal to accept the decision of the hearing.

The Quality Assurance and Enhancement Coordinator will contact the student by letter, normally using first class recorded delivery to the appropriate recorded address and via the student's University e mail address, normally within 5 working days (excluding weekends and statutory public/bank holidays) of receiving the details of the case to ask for any further **material** documentary evidence, not presented at the meeting, to be submitted for consideration. The student will be asked to **respond in writing** to the Quality Assurance and Enhancement Coordinator within 5 working days of receipt (excluding weekends and statutory public/bank holidays). It is the student's responsibility to ensure that the Quality Assurance and Enhancement Coordinator has received their reply.

- 5.2.5.5 If no further **material** evidence is forthcoming the Quality Assurance and Enhancement Coordinator will send a copy of the report to the Chair of the relevant Module Results Board responsible for the module for the application of an appropriate penalty and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
- 5.2.5.6 If further **material** evidence is forthcoming the Quality Assurance and Enhancement Coordinator will set up an Unfair Means Panel to consider the case (section 6).
- 5.2.5.7 In each of the above two instances, the Quality Assurance and Enhancement Coordinator will contact the student by letter normally using first class recorded delivery to the appropriate recorded address and by e mail, normally within 5 working days (excluding weekends and statutory public/bank holidays) to inform them of the decision as to whether any further documentary evidence submitted by the student is material to the case or not.
- 5.2.5.8 Where the student does not attend the interview, or otherwise respond to the invitation

to attend or to submit documentary evidence in response to the charge, then the report shall be completed and sent by the Dean of School or nominee to the Chair of the relevant Module Results Board and/or Awards Board responsible for the module for the application of an appropriate penalty and copied to the Quality Assurance and Enhancement Coordinator and, as appropriate, to the Dean(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.

5.2.5.9 Where the case is proven and is acknowledged by the student, or the student fails to respond to the invitation to attend a School hearing and/or to submit documentary evidence as appropriate, the Quality Assurance and Enhancement Coordinator will record details of the case on the Unfair Means Register.

5.2.6 School hearing where the case is not proven

If, as a result of the hearing, or other response from the student or other person, it is accepted that no serious offence has occurred, then appropriate academic guidance shall be provided to the student by the tutor and the case will be dismissed. The student shall be informed accordingly, in writing, by the Dean of School or nominee and a copy sent as appropriate to the Dean (s) of School(s) and Programme Leader(s) responsible for the programme and student concerned. No further action shall be taken and no record kept on the student's file or on the Register of Unfair Means.

6. Unfair Means Panel

6.1 The Quality Assurance and Enhancement Coordinator shall invite the student to attend the Unfair Means Panel normally via first class recorded delivery to the appropriate recorded address and via the student's University e mail address, giving five clear days notice (excluding weekends and statutory public/bank holidays) and/or to submit any further documentary evidence, not presented at the earlier meeting(s), to be submitted for consideration.

These regulations, the tutor's or invigilator's written report and any other papers considered relevant by the Quality Assurance and Enhancement Coordinator shall be included with the letter, which shall be copied as appropriate to the Dean (s) of School(s) and Programme Leader(s) responsible for the Programme and student concerned. The student may be accompanied by one friend, relation, fellow student or representative from the Students' Union.

6.2 The student may if he/she wishes, prepare a statement regarding the alleged offence. Any such statement should be sent to the Quality Assurance and Enhancement Coordinator at least one working day before the meeting of the Unfair Means Panel.

6.3 Membership of the Unfair Means Panel shall normally be:

- i. Chair – Quality Assurance and Enhancement Coordinator;
- ii. A member of academic staff from the student's home School;
- iii. A member of academic staff from a School other than the student's home School and the School responsible for the programme hosting the module concerned;

A Secretary shall be nominated by the Quality Assurance and Enhancement Coordinator to take minutes of the proceedings and to produce a typed record.

None of the members should have been directly involved with the assessment or invigilation of the student in the examination, coursework or module subject to the allegation. Neither should they currently be (or have been at the time of the alleged offence) involved in teaching or acting as personal tutor to the student or in any of the previous stages of the investigation. Should this be the case the member concerned will find a suitable substitute, confirm their acceptability with the Quality Assurance and Enhancement Coordinator and pass them any papers received in connection with the Panel meeting.

6.4 The papers for the Panel will normally include:

- (i) the report of the tutor or invigilator(s) on the extent and nature of the offence, including or referring to previous entries in the Register of Unfair Means Cases and related reports;
- (ii) any statement from the student or other person;
- (iii) any confiscated materials;
- (iv) any relevant text, source material or media;
- (v) regulations for the particular award relating to the assessment;
- (vi) regulations of any external validating or awarding body appropriate to the award;
- (vii) a copy of these procedures.

6.5 Papers received will remain confidential to the Panel and the student except where the Panel considers it appropriate to refer papers with the eventual findings of the Panel to the relevant Assessment Boards.

6.6 The Panel will invite the student concerned and at least one of the members of academic staff responsible for writing the report on the case to give evidence and be questioned. Any other person considered relevant to the case may also have been invited to speak, be questioned and/or submit a written statement eg Programme Leader(s) and Dean(s) of School(s) for the module and student

concerned. The student and their companion are entitled to be present when any witness statements are being heard, to have prior access to any written witness statements and to question the witnesses accordingly. Witnesses may be heard separately or in each others' presence, at the discretion of the Chair of the Panel, who shall also determine the order of business.

- 6.7 Minutes of the meeting will be kept and will be circulated to members and the student only.
- 6.8 If the student does not attend the hearing the meeting will go ahead in the student's absence and the hearing will consider the case based on any documentary evidence submitted by the tutor and the student in response to the charge of using or attempting to use unfair means.
- 6.9 The **outcome** of the Panel will be either that the use of unfair means is **proven (including where admitted by the student) or not proven.**
- 6.10 Unfair Means Panel where the case is proven
 - 6.10.1 The Panel should assess the extensiveness and severity of the unfair means and agree any comments to be made to the relevant Module results and Awards/Progression Boards as deemed appropriate.
 - 6.10.2 The Chair of the Unfair Means Panel will inform the Chairs of the relevant Module Results and Awards/Progression Boards of this decision via the completed written report form and shall supply on the report form (see Annex 2) a statement of the Panel's assessment of the extensiveness and severity of the offence and its suggested penalty band, with reasons (see sections 2.2, 7.3 and Annex 3 for guidance). A copy of the report form shall also be sent by the Chair to the Deans(s) of School(s) and Programme Leader(s) responsible for the programme and student concerned.
 - 6.10.3 The Chair shall inform the student in writing within five clear days of the Panel meeting (excluding weekends and statutory public/bank holidays) of the findings and decisions of the Unfair Means Panel, normally using first class recorded delivery to the appropriate recorded address.
 - 6.10.4 The Chair of the Panel shall advise the student at the conclusion of the hearing or subsequently in writing to produce a written statement, addressed to the Chairs of the relevant Module Results and Awards/Progression Boards, outlining any relevant mitigating facts that he/she would like the Boards to take into account when considering the case concerned.
 - 6.10.5 If student does not attend the Unfair Means Panel or otherwise respond to the invitation in person or through another individual, the Panel will proceed in their absence to consider, make and

communicate their decision on the case in accordance with the above procedures.

6.10.6 Where the case is proven the Quality Assurance and Enhancement Coordinator will record details of the case on the Unfair Means Register.

6.11 Unfair Means Panel where the case is not proven

The Chair will inform the student in writing within five clear days of the Panel meeting (excluding weekends and statutory public/bank holidays) of the findings and decisions of the Unfair Means Panel, normally using first class recorded delivery to the appropriate recorded address and via the student's University e mail address.

The Chair will inform the Dean of School or nominee, or the Programme Leader, from whom the report on suspected use of unfair means was received, giving reasons. The letter and completed report shall be copied as appropriate to the student's Dean of School and to the Programme Leader(s) responsible for the programme and student concerned. The case will be dismissed, no further action taken and no record kept on the student's file.

7. Action of the Assessment Board

7.1 The decision of the Unfair Means Panel is final and Assessment Boards cannot re-examine the facts of the case.

7.2 Assessment Boards shall make their assessment decision in accordance with the regulations of any external validating body and/or the University. Where the student has admitted the offence or where it has been proven, Assessment Boards shall take into account the extensiveness and severity of the offence as judged by any prior interview, hearing and/or panel and any suggested penalty band. Although not bound by the latter, Boards will need to be clear about their reasons for departing from any recommendation; the Chair of the Assessment Board should inform the tutor, Dean of School and/or Chair of the Unfair Means Panel accordingly, as well as the Programme Leader(s) for the module and student concerned.

7.3 Assessment Boards shall treat all cases seriously and will take into account the extent and severity of the use of unfair means, whether it is a first offence, the level of the award, the size of the work and the likelihood of any intention to deceive as might be reflected in use of foresight or ingenuity (see section 2.2). Where a student's programme of study leads to an award which confers accreditation or recognition by a professional or statutory body, then Assessment Boards will take due cognisance of any implications for the resultant penalty of breaches of the relevant standards of professional conduct or other published requirements of the relevant body. Annex 3 provides a framework of possible penalties which Boards may consider and which may help to ensure consistency of treatment across the University.

The Board shall normally decide upon one or more of the following actions (**note that any reassessment will increment the number of attempts at the relevant module by one**).

Note that the minute recorded on the student's SITS record should clearly reflect one of these decisions.

- (i) to fail the assessment(s) but to permit a technical referral with no cap on the mark;
- (ii) to reduce the mark of the relevant assessment(s) by an amount to be determined by the assessment board, to be no lower than a bare pass;
- (iii) to refer the assessment(s);
- (iv) to deem the student to have failed the module and determine whether "repeat" or "retake" is allowed;
- (v) for undergraduate assessments contributing to any final award classification, to limit the class of award recommended;

OR

for any postgraduate assessments, to place a ceiling on the terminal award;

- (vi) to fail the award with a recommendation on whether any interim credit and/or award earned prior to the offence should be granted or withheld.
- (vii) to recommend to Senate that the student be expelled from the University either permanently or for a specified length of time, with a recommendation on whether any interim credit and/or award earned prior to the offence should be granted or withheld.

- 7.4 If a referral is granted the assessment board has the power to determine the nature of any referred work and the student will not be allowed to submit the referred work within the same semester as the one in which the offence was committed.
- 7.5 The Chair of the Awards/Progression Board shall inform the Quality Assurance and Enhancement Coordinator of the assessment decision, including confirmation of any penalty imposed by a tutor in respect of a minor offence.
- 7.6 Where a case is proven the student shall receive written confirmation of the penalty imposed and a warning from the Chair of the Awards/Progression Board stating that any further offences committed while the student is registered at the University could lead to termination of his/her registration and enrolment.

- 7.7 Where evidence becomes available subsequent to the recommendation of the Assessment Board, it will be possible for the matter to be re-opened using these procedures and, if appropriate, a recommendation made to Senate that any credit and/or award which has been gained using unfair means be withdrawn.
- 7.8 In cases where use of unfair means has been suspected but not proven an Assessment Board must not discuss suspicions or allegations.
- 7.9 Where a further offence is proved after the warning in 7.6 and following interrogation of the Register of Unfair Means Cases, the work in question will normally be automatically failed and the student will normally fail all assessments for concurrent modules. The student's registration and enrolment will also be terminated.
- 7.10 Where serious use of unfair means is found to be widespread and systematic (eg more than one instance in a particular module, semester or stage of a programme, or over successive semesters or stages, and deliberately designed to deceive), the Assessment Board will normally recommend termination of the student's registration, cancellation of enrolment and the annulment of all assessments for concurrent modules.
- 7.11 Senate may on the basis of the evidence presented to it, instigate a review of any credit and/or award previously obtained by a student who has committed a serious offence.

8. Students' Right of Appeal

- 8.1 In the case of academic action against the student (see 7.3 (i) – (x) above) he/she shall be informed in writing within five clear days (excluding weekends and statutory public/bank holidays) of the Assessment Board's decision, normally using first class recorded delivery to the appropriate recorded address, together with any conditions, and the candidate's right to request its review. The Chair of the Assessment Board shall notify the Quality Assurance and Enhancement Coordinator of the Board's decision.
- 8.2 A recommendation for expulsion shall be reported to the student in writing within five clear days (excluding weekends and statutory public/bank holidays), normally using first class recorded delivery to the appropriate recorded address and to the Secretary to Senate who shall convene a meeting of the Senate Review Committee to consider the matter within fourteen days (if feasible) under its term of reference. A decision by the Review Committee to expel the candidate from the University for academic reasons shall be implemented by the Vice Chancellor within seven days.
- 8.3 The candidate has the right to request a review of the Assessment Board's decision through the Secretary to Senate within fourteen days of notification of the decision and in accordance with Senate's Review

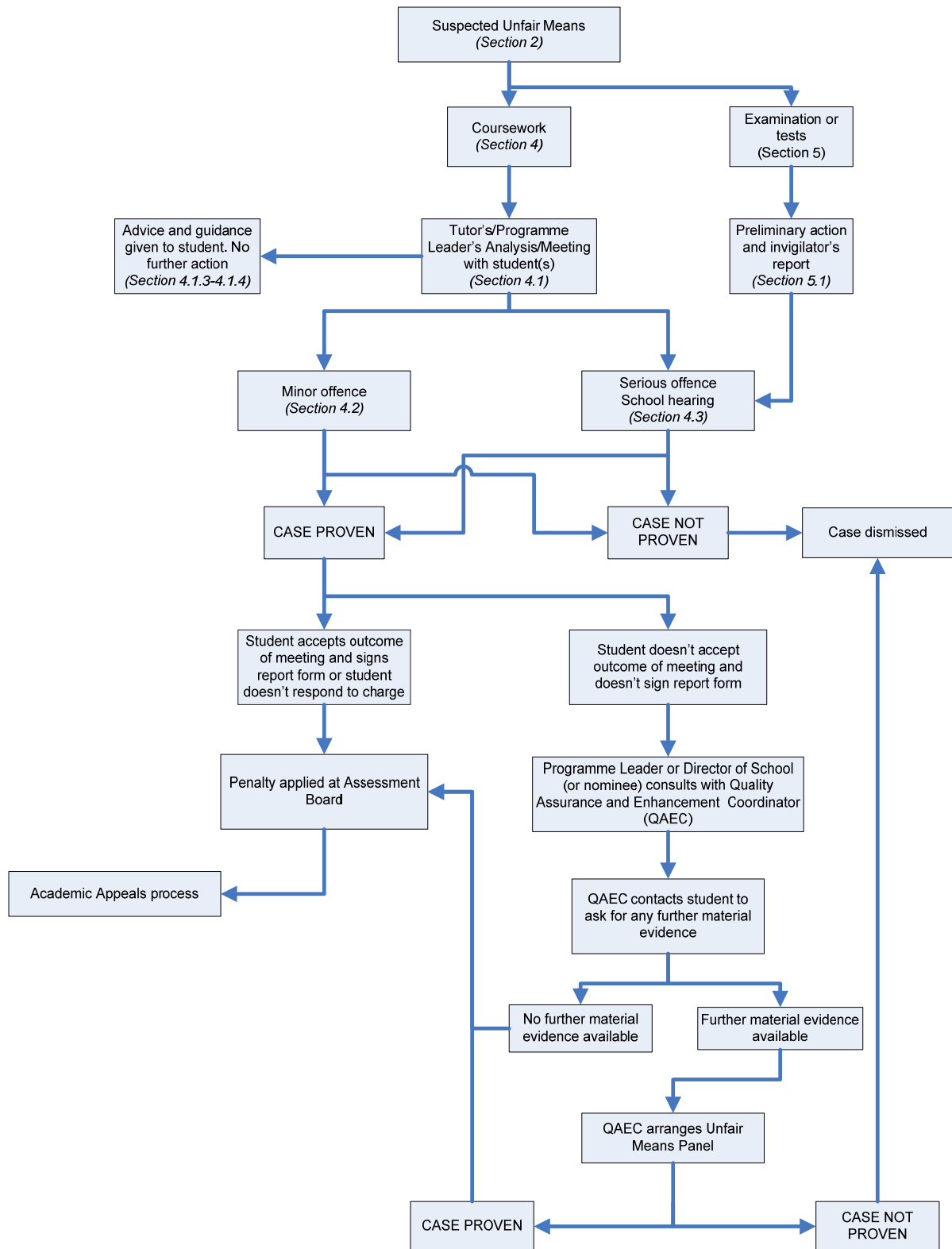
Committee procedures detailed in the University's Examination Regulations and referred to in the University's Student Handbook.

- 8.4 The outcome of any request for review of an Assessment Board decision arising from cases of unfair means will be reported to the Quality Assurance and Enhancement Coordinator by the Secretary to Senate. The Quality Assurance and Enhancement Coordinator will then issue a 'completion of procedures' letter to the student, in accordance with the requirements of the Office of the Independent Adjudicator.

9. Annual Report on Unfair Means Cases

- 9.1 The Quality Assurance and Enhancement Coordinator shall maintain a central register of admitted, proven or appealed cases of unfair means by students. The outcome of all admitted, proven or appealed cases of use of unfair means should be reported to the Quality Assurance and Enhancement Coordinator by the tutor (see 4.2.8.2), the Head of School (see 4.3.9.2), the Chair of the Awards/Progression Board (see 7.5), or the Secretary to Senate (see 8.4).
- 9.2 The Quality Assurance and Enhancement Coordinator shall present an annual report on cases of use of unfair means to Senate.

Annex 1 Flow chart for Suspected Unfair Means



Annex 2

Tutor's or Invigilator's Report on Suspected Use of Unfair Means in Coursework, Examination or Test

Tutor's/Invigilator's name (PLEASE PRINT)

School and Subject Area

Date of Report

1. Name(s) of Student(s)

2. Student Number(s)

3. Award and Subject

4. Year of Student Programme

5. Level and Stage of Programme

6. Module Code and Title

7. Assignment or Examination Paper Title and Date Submitted or Taken

8. Suspected Nature of Unfair Means (see section 2 of Regulations Regarding Candidates' Use of Unfair Means During Assessment)

PLEASE TICK

1	Aiding & Abetting	7	Falsification of data
2	Bribery	8	Misconduct in Exams/tests
3	Commissioning	9	Plagiarism (internet)
4	Collusion	10	Plagiarism (other)
5	Duplication	11	Computer Fraud
6	False Declarations	12	Other – please specify below

Brief description

.....

9. Evidence for the nature and extensiveness of the alleged use of unfair means (citing sources, proportions of the work affected, amount of change to published materials, description of unauthorised materials, time elapsed in an examination or test, other relevant circumstances e.g. names of witnesses or other confirming factors)

10. Is there a previous proven minor or serious offence of using unfair means recorded for this student? (Consult the Register of Unfair Means – access available to the School Manager, the Quality Assurance and Enhancement Coordinator, and the QAE administrator - and provide details obtained).

(The following two sections to be completed only for coursework-related offences, subsequent to the tutor and Programme Leader considering the case (see section 4.1.5)

11. In your view and considering all of the relevant evidence noted above, would you deem the alleged offence to constitute a minor or serious breach of the Regulations? (Section 4.1.5). (Please complete as appropriate)

Minor offence, date of meeting

Serious offence, date sent to Dean of School or nominee

12. **In the case of a minor offence being proven** and taking account of the possible circumstances and action described in sections 4.1.2 and 7.3 of the Regulations, state below the proposed action and any penalty.

To be signed following consideration of the evidence, with or without the attendance of the student (coursework) or following incident (examination or test)

13. Tutor's/Invigilator's signature

Programme Leader's name (PLEASE PRINT) and signature

.....

Date of interview (if applicable)

and/or Date of signature

Go to section 16 for student's signature if the findings of the meeting to consider a minor offence and the proposed penalty are agreed by the student

(See Annex 1 for guide to relevant section of Regulations on reporting requirements)

PLEASE SEND A COPY OF THE COMPLETED REPORT FORM TO THE QUALITY ASSURANCE AND ENHANCEMENT COORDINATOR IN THE QAE UNIT

14. Findings of School Hearing (for serious offences involving course work and for offences involving examinations or tests) and suggested penalty band.

Signature of Chair of School Hearing

Date of Hearing

Go to section 16 for student's signature if the findings of the hearing and the proposed penalty are agreed by the student

(See Annex 1 for guide to relevant section of Regulations on reporting requirements)

PLEASE SEND A COPY OF THE COMPLETED REPORT FORM TO THE QUALITY ASSURANCE AND ENHANCEMENT COORDINATOR IN THE QUALITY UNIT

15. Findings of Unfair Means Panel (for cases where the student does not acknowledge that a case is proven and/or agrees the proposed penalty) and suggested penalty.

Signature of Chair of Unfair Means Panel

Date of Panel

Go to section 16 for student's signature if the findings of the Panel and the proposed penalty are agreed by the student

(See Annex 1 for guide to relevant section of Regulations on reporting requirements)

PLEASE SEND A COPY OF THE COMPLETED REPORT FORM TO THE QUALITY ASSURANCE AND ENHANCEMENT COORDINATOR IN THE QUALITY UNIT

16. Statement by student

I accept the facts and findings described in this report, the action to be taken and the penalty to be imposed or the range of suggested penalties.

Student's signature

Date

(Whether or not signed here by the student, this report must be distributed as described in the relevant section of the Regulations – see Annex 1 for guidance)

17. Any further comment by student (optional)

**PLEASE SEND A COPY OF THE COMPLETED REPORT
FORM TO THE QUALITY ASSURANCE AND
ENHANCEMENT COORDINATOR IN THE QUALITY UNIT**

Annex 3

Framework of Possible Penalties for Unfair Means Offences (see section 7.3 of Regulations for details of penalties)

Type of offence	Penalty Band A Warning - Penalty (iii)	Penalty Band B Penalties (ii) – (iv)	Penalty Band C Penalties (iv) – (vii)
General Unfair Means (see Section 2.2 (i) – (viii) of Regulations for examples)			
Aiding and Abetting	-	Did not confer unfair advantage	Conferred unfair advantage
Bribery	-	Did not confer unfair advantage	Conferred unfair advantage
Collusion	Collaborative work is apparent in a few areas, but possibly due to tutor guidance and/or lack of student's awareness of regulations or conventions	Collaborative work affects tutor's ability to fairly assess individual contributions	Collaborative work reflects extensive similarities and identical passages, possibly due to deliberate attempt to share work
Commissioning	-	Did not confer unfair advantage	Conferred unfair advantage
Computer Fraud	-	Did not confer unfair advantage	Conferred unfair advantage
Duplication	-	Did not confer unfair advantage	Conferred unfair advantage
False declarations	-	Did not confer unfair advantage	Conferred unfair advantage
Falsification of data	Substantial part of the data is student's own	Not clear what proportions of the data are student's own or invented or obtained from invalid sources	Substance of data is false with no evidence of being obtained by student by valid means

Type of offence	Penalty Band A Warning - Penalty (iii)	Penalty Band B Penalties (ii) – (iv)	Penalty Band C Penalties (iv) – (vii)
Misconduct in Examinations or Tests (see Section 2.2 (viii) of Regulations for examples)			
Unauthorised notes or other unauthorised material including computer disk or other storage medium containing data or information	Of an academic nature but irrelevant to subject	Relevant to subject but no proof of attempt to use	Relevant to subject and used or prepared to be used
Unauthorised electrical or electronic device including calculator, watch, organiser, mobile telephone, pager, tape recorder, CD or DVD player, personal stereo	Not obviously used and/or does not contain material relevant to subject	Attempted to use and/or contains material relevant to subject	Used and contains material relevant to subject
Obtaining an advance copy of an 'unseen' examination or test paper	-	-	Misuse of examination or test material eg. gaining prior knowledge of examination or test contents, improper disclosure or receipt of examination or test information
Communicating during an examination or test	Isolated incidents before start of examination or test or during collection of papers	During examination or test about unrelated matters to subject	Examination- or test-related matters during examination or test

Type of offence	Penalty Band A Warning - Penalty (iii)	Penalty Band B Penalties (ii) – (iv)	Penalty Band C Penalties (iv) – (vii)
Copying or attempting to copy or allowing copying from another student sitting the same examination or test	Attempted, apparently unsuccessfully	Allowing script to be copied or showing answers	Copying from another's script
Impersonation	-	-	Evidence of being used
Leaving examination or test room to refer to concealed notes or other unauthorised material	No apparent advantage conferred	Evidence of intent but not of being used	Proof of script being tampered with
Taking material away from examination or test which should not be removed	No apparent loss of integrity or evidence of tampering	No proof that material is safe	Conferred unfair advantage
False evidence	In possession of means and/or attempted	Evidence of occurrence with limited impact	Taking someone else's work to pass it off as one's own or cause disadvantage to another; destruction of another student's work; falsification or forgery of results
Disruptive behaviour	Minor; heeds warnings	Repeated or prolonged	Repeated and/or prolonged; offensive and/or physical
Theft, destruction, alteration or forgery	-	-	Taking someone else's work to pass it off as one's own or cause disadvantage to another; destruction of another student's work; falsification or forgery of results

Type of offence	Penalty Band A Warning - Penalty (iii)	Penalty Band B Penalties (ii) – (iv)	Penalty Band C Penalties (iv) – (vii)
Plagiarism			
Representation of another person's work, without acknowledgement of the source, as the student's own for the purposes of satisfying formal assessment requirements (see section 2.2 (x) of Regulations for examples)	Unaware of how to attribute sources correctly or of the regulations and/or conventions about plagiarism; substantial part of the work is the student's own	Plagiarism from work cited in bibliography or references (including internet); not clear which parts are original and which parts are quoted	Plagiarised material is substance of work submitted; is not listed in bibliography or references; no clearly distinguishable work for which mark can be given
Stage of Programme	For example: first semester or term; first or second piece of work in the module	For example: up to third semester or term; up to sixth piece of work submitted overall	For example: fourth semester or term or beyond; more than three modules completed overall
Level of Programme	Level HE4	Levels HE5 and HE6	Levels HE6 and HE7
Previous proven minor offence	None	At least one	More than one
Previous proven serious offence	None	None	At least one
Proportion of work involved	Minimal	Moderately significant	Substantial
Intention to deceive	Absent or unlikely	Probable	Proven

For a particular penalty band to apply, it might normally be expected that at least four of the conditions listed in that band would be met by the case under consideration.

NOTES OF GUIDANCE ON THE IMPLEMENTATION OF THE UNFAIR MEANS REGULATIONS

THE REGULATIONS

1. When considering the 'Use of Unfair Means', the Regulations to be applied must be those approved for the University by Senate (or external validating body) and supersede course regulations where they differ, and are those that were in force at the time of the relevant examination for assessments.

For example a candidate being investigated for use of unfair means during an examination in June 2010 is subject to the Regulations approved by Senate for the 2009-10 academic year, and the procedures to be applied will be for that year even if the implementation of the Regulations occurs after 31 August 2010.

2. The Regulations specifically include within the term 'examination' all coursework which is formally assessed (project, essay, practical) where a candidate is expected to produce original work.
3. Two sets of situations for candidates are covered by the Regulations:
 - those within a formal examination under invigilation,
 - those where submitted work is to be presented for formal assessment as the candidate's own work.
4. The Regulations refer to occasions where the use of unfair means is 'suspected'. Such suspicion may include occasions where a member of staff has reason to believe that unfair means are being used, or are about to be or have been used. This might include the intention to use unfair means, as for example when a crib sheet is found in the candidate's possession in the examination room before the examination starts. However, use of unfair means does not have to be established at the time of invigilation or marking. It is sufficient that it is only suspected at that or a later stage.

Suspecting a candidate of using unfair means may arise over one single occurrence or gradually emerge over a period of time. It is the point at which the appropriate member of staff is reasonably sure of their suspicion that determines when they invoke the procedures.

For example, during a formal examination a candidate may perform a number of actions that only taken together make the invigilator suspect use of unfair means. It is at this point, whether during, at the end of, or after the examination period, that the Regulations would be applied. While assessing a number of submitted essays, the marker may become aware of possible plagiarism after reading several scripts over a period of time. It is then possible to consider whether previously marked work is suspected for use of unfair means.

5. When a candidate in a formal examination is suspected of using unfair means, the appropriate action to be taken is described in section 5.1 of the Regulations. In the case of a formal examination it is most important that the invigilator records in writing as soon as possible all relevant details. This may

include the times of events, the actual location of candidates and members of staff, the physical layout of the room, furniture, etc.

6. Failure to carry out all of the procedures as described should not in itself prevent the member of staff reporting suspected use of unfair means by a candidate. Nor may this, by itself, invalidate the investigation and subsequent consideration of such a matter. Any non-application of the Regulations or irregularity in the procedures should be reported together with an accompanying explanation.
7. The purpose of placing the candidate's work in a sealed envelope is to keep it isolated from all other material and other candidates' work and to secure it from any possible interference or accusation of such before it is seen by the investigating body. The envelope should be opened by the Chair of that body as soon as possible for the contents to be seen, a copy to be made and both kept in a secure place. If there is an investigation, then the candidate should be permitted to have sight of this evidence, and any other relevant documentation, before the investigating body meets to consider the matter.

AVOIDING PLAGIARISM - GUIDANCE FOR STUDENTS

PLAGIARISM IS WRONG AND STUDENTS WHO DO IT ARE BREAKING THE UNIVERSITY'S REGULATIONS

DEFINITION

1. A particularly useful definition is given by Gibaldi and Achtert (1988, p.4):

To plagiarise is to give the impression that you have written or thought something that you have in fact borrowed from another.

As they state, this may take any of the following forms:

- a) **repeating** another's words or sentences as your own,
- b) **paraphrasing** someone else's argument as your own,
- c) **presenting** someone else's line of thinking as though it were your own.

To these written forms can be added:

- d) **a visual copy, your version or adaptation, or your description** of original material from another person **in the form of** data, statistics, tables, calculations, drawings, pictures, diagrams, graphs, charts, plans, maps, computerised data, computerised print out, etc.

Note that included in the above definition is material obtained from electronic sources, such as the internet or CD-ROM, which must be acknowledged in the same way as more traditional forms (see 'Avoiding Plagiarism' below). If you fail to do this you are committing plagiarism.

Similarly your own previous work, in any of the above recorded forms, where it was produced for another purpose (eg a different assignment, another course, published work) needs to be treated in the same way as if it were someone else's. Give yourself credit for what you have previously achieved and avoid being accused of seeking unfair advantage over others because you have borrowed from your own work without acknowledging it.

2. Plagiarism may occur as single instances in a piece of submitted work or where sections rely substantially upon someone else's work which has not been adequately attributed.

A student may be considered to be attempting to gain unfair advantage in a piece of . . . work if it is deemed to be heavily dependent on source material (other than the student's own) and that the . . . work does not acknowledge the use of this source material.

3. Plagiarism applies to the taking of material from published and unpublished work, including the work of other students. **Copying from other students and presenting this as one's own work is plagiarism and a form of cheating** ie the use of unfair means as covered by the University's Examination Regulations.

4. You may use your own or another person's material or thoughts but this must be clearly acknowledged in the appropriate way. Then it is not plagiarism. As Pirie (1985) points out to students, 'plagiarism is . . . your problem', and he goes on to advise that: 'your essay therefore must provide detailed reassurance throughout . . . explain clearly who has lent you what idea and just how much use you are making of it.' (p.91, emphasis added).
5. Plagiarism is often regarded in academic life as a serious form of cheating. **Therefore it is included in the University's examination regulations on the use of unfair means.** These apply to all individual and group work presented as original for the formal assessment of the candidate/s, eg essays, projects, assignments, records, tests and examinations.
6. If you are suspected of plagiarism there may be an investigation and, if confirmed, the matter reported to the Assessment Board, which can fail or even recommend expulsion of students for use of unfair means. This has happened to students in the past.

AVOIDING PLAGIARISM

7. Avoiding plagiarism depends upon the degree of borrowing and how another person's material is used. As one set of tutor's notes (anon a. no date) to students states:

To avoid the charge of plagiarism it is not sufficient simply to name a book in your bibliography. Any use of critical or background books should be properly acknowledged in the body of your work.

8. Doing this can then lead to the difficulty of deciding how much to refer to others' ideas and how often to include quotations. Watson (1987) describes this as the 'Great Dilemma':

To quote abundantly . . . can leave little room for your own arguments; but if, on the contrary, you neglect them, you can be thought damagingly ignorant. The first course leads to tedium and triviality, the second to an air of naivete . . . Scholarship flourishes through high specificity, not through shadow boxing; and yet too much specificity can bury an argument under a load of waste. This may be called the Great Dilemma of scholarly composition: to quote or not to quote. (p. 74)

When using a quotation it is important that the reference is put in the right context and that a quotation is sufficiently developed to give the author's true meaning. **In other words the use of the material should be fair to the author.**

9. The first thing to do to avoid the risk of plagiarism is to be in the habit of noting down useful ideas and quotations when reading other people's work. Not only does this make it so much easier to refer back in your notes when you need to recall some particular point, but it saves a great deal of time in relocating a source that you remember having studied. When you see significant parts of

texts and journals you may not know at the time how useful they might be for later projects or assignments. Keeping a record gives you this option.

Making a note of quotations at the time you read them is as important as recording the full bibliographical information about the source. When you are writing up your final report, you will not have time to recall books from the library. . . . If a particular sentence or paragraph strikes you at the time of reading as being a potential quotation, note it carefully, record the chapter and page number . . . (Bell et al, 1984, p.150)

This may seem tedious and interrupt the flow of your study but it will be beneficial when the time comes for you to start writing an assignment. It will help you, not only in adequately crediting the work and ideas of others you have studied, but in using the information in your work. The same applies to diagrams, figures and all other presentation of material.

10. **There are different ways to present another person's ideas in your work - by generally informing, paraphrasing, using short quotations and longer extracts. As long as acknowledgement is given each and every time there will be no doubts about plagiarism.**

11. The advice here on **paraphrasing** is particularly based upon Pirie (1985). His guidance stresses how important it is **that a student makes acknowledgement of the source of ideas before actually presenting them in a general discourse, abbreviated or paraphrased form.** The author's name must be given at the start, otherwise the reader assumes they are your thoughts until coming to the source later on.

Paraphrasing should be done if you cannot find 'a sufficiently succinct quotation with which the . . . view can be characterized fairly' (Pirie 1985 p.90). A short quotation would be embedded in the text using quotation marks and acknowledgement straight afterwards (ie in brackets or as a footnote). Longer pieces of material containing more than two or three sentences (advice on length varies) should be clearly distinguished (or off-set) from your own text so as to be obvious as borrowed.

12. On the methods of referring to the work of others, the University's Learning Support and Development's notes for students (Rudd, 2006) advise using one of two common systems - either the "Harvard System" for social science and engineering students or the "Numeric System" for humanities work. You are well advised to consult your tutor. (This document uses the Harvard System.)

13. You will notice in this guidance that various ways are used to present the ideas and work of others. Examples used are:

- a) Using a general line of thought. (paragraph 11)
- b) Paraphrasing a description. (middle part of paragraph 1.)
- c) Using a short quotation:
 - highlighted for emphasis (paragraph 4)
 - embedded in the text (paragraph 11)
- d) Including a longer extract, which each time is:

- set in context (paragraph 9), and
- of sufficient length to give true meaning (paragraph 7), and
- a fair representation with unnecessary parts clearly omitted (paragraph 8).

BIBLIOGRAPHY

- ANONa.** Essay writing: some general suggestions for students. Tutor's unpublished handout.
- ANON b.** Literature and Industrial Society (Course guidelines for students). Unpublished handout.
- BELL, J. et al (eds)(1984)** Conducting Small-Scale Investigations in Educational Management London: Harper.
- BISSTO** Bolton Interactive Study Skills Tutorials Online
<http://www.bolton.ac.uk/bissto/index.htm>
- CARROLL, J. (2002)** A Handbook for Deterring Plagiarism in Higher Education Oxford: Oxford Centre for Staff and Learning Development
- GIBALDI, J. and (1988)
ACHTERT, W.** MLA Handbook for Writers of Research Papers 3rd ed.
New York: Modern Language Assoc. of America.
- LINDSAY, D. (1984)** A Guide to Scientific Writing. Melbourne: Longman Cheshire.
- PIRIE, D. (1985)** How to Write Critical Essays
London: Routledge.
- RUDD, D. (2006)** Cite Me, I'm Yours - Harvard Version: References, Bibliographies, Notes, Quotations . . . etc Learning Support and Development (also available on-line:
<http://www.bolton.ac.uk/learning/helpguides/studyskills/harvard.pdf>)
- UNIVERSITY OF BOLTON** Examination Regulations
- WATSON, G. (1987)** Writing a Thesis Harlow: Longman.

APPEALS REGULATIONS AND PROCEDURES

2010/2011

REGULATIONS AND PROCEDURES FOR THE REVIEW OF DECISIONS OF ASSESSMENT BOARDS

(These regulations apply to taught programmes delivered at the University, distance learning programmes and programmes delivered through collaborative arrangements only. Regulations on appeals against decisions relating to research degree programmes are published separately. Complaints which are not 'appeals' are dealt with through the Student Complaints Procedure).

Candidates should note that in lodging an appeal they will not be disadvantaged in any way in terms of their assessments or their course.

The information provided by candidates will remain confidential and will be divulged only to those parties relevant to the appeals procedure in order to progress the appeal. If it is necessary to disclose information to others not directly involved in the appeal e.g. members of a Review Committee, candidates will be asked, in advance of the disclosure, if they object.

Whilst every effort is made to remain within the time limits specified within these regulations, candidates should note that this might not be strictly possible occasionally, as a result of the time of year and availability of staff. If this is the case, candidates will be notified of any delay either by the Secretary to Senate or by the Office of the Chairperson of Senate.

The University endeavours to carry out these procedures fairly, consistently and impartially and in accordance with the Equal Opportunities Policy of the University.

Candidates wishing to appeal against a decision of an assessment board may obtain advice and guidance, prior to lodging their written appeal, from the following:

- (i) Module Tutor
- (ii) Personal Tutor
- (iii) Programme Leader
- (iv) Head of School or Subject
- (v) Student Liaison Officer
- (vi) President of the Students' Union
- (vii) Head of Student Services or Student Information Services Staff
- (viii) Head of Quality Assurance and Enhancement
- (ix) Secretary to Senate.

Appeals should be forwarded, signed by hand, to the Secretary to Senate, Quality Unit. Should candidates have any difficulty in understanding the processes involved in these Regulations, they should contact the Secretary to Senate or the Head of Quality Assurance and Enhancement (both of whom are within the Quality Unit).

Claims for incidental expenses in relation to candidate attendance at Review Committee meetings will be considered by the Vice Chancellor or nominee.

Notification by Candidates to Assessment Boards of Mitigating Circumstances during Examinations or Assessments

If a candidate is aware of factors, such as illness, personal circumstances, etc adversely affecting performance during examinations/assessments, supporting documentary evidence should be provided by the candidate to the Chairperson of the Assessment Board in the Mitigating Circumstances Envelope (obtainable from the Student Programme Office) within five days of the last relevant assessment.

i. GROUNDS FOR REVIEWING DECISIONS OF ASSESSMENT BOARDS

- a. A candidate may request a review of a decision of an Assessment Board on the grounds that performance in the examination/assessment was adversely affected by illness or some other factor which the Assessment Board was unaware of because the candidate was unable or for valid reasons unwilling to divulge before the Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other relevant documentary evidence.
- b. A candidate or any other person may request a review of the Assessment Board decision on the grounds that there has been a material administrative error, or that the examinations/assessments were not conducted in accordance with the current regulations for the course, or that some other material irregularity has occurred.
- c. A candidate may request a review either of the Assessment Board's decision about the student's use of unfair means or on the grounds that the consequential academic action is unreasonably severe within the context of the Assessment Board and/or Validating Body's examination and assessment regulations.
- d. A review of a decision of an Assessment Board will be concerned solely with the conduct of the examinations/assessments or with the personal circumstances of the candidate or with the use of unfair means and any academic action or recommendation on expulsion from the University. It will not be concerned with questioning the academic judgement of an Assessment Board. Candidates who submit a request for a review simply because they are dissatisfied with the outcome of their assessment shall have the request rejected on the basis of ii)ii (see below).
- e. A Review Committee shall automatically be convened within fourteen days, if feasible, by the Secretary to Senate to consider an Assessment Board recommendation that a student be expelled from the University for academic reasons (see section iii 'THE REVIEW COMMITTEE').

ii. REQUEST FOR A REVIEW

If one of the situations in i a, b or c applies then an appeal proforma, signed by hand, must be sent to the Secretary to Senate, giving the reasons and where relevant including supporting evidence, within fourteen days of the publication of Assessment Board results.

The timescales in the following procedures may be adjusted slightly to accommodate the needs of overseas distance learning students.

Stage I for Grounds for Review ia and ib (see above)

- a. Within seven days of receipt of the request, or as soon as possible thereafter, the Secretary will inform the candidate (or other person) in writing of one of the following decisions:
 - i. that the request provides sufficient prima facie evidence to meet the grounds for review and it has been forwarded to the Chairperson of the Assessment Board (see paragraph b below);
 - ii. that the request does not meet the required grounds for review and it will not be acted upon (together with information on the right of appeal under these procedures) (see Stage II, for Grounds for Review ia and ib below);
 - iii. that the request contains insufficient evidence to support it and further information should be provided within seven days, prior to a decision being made.
- b. Where the matter has been referred, the Chairperson of the Assessment Board shall seek to resolve the matter informally within fourteen days (there may be delays because of availability of staff), in accordance with the regulations and with the approval of internal and external examiners, where relevant. The Chairperson shall report the outcome to the Secretary straightaway.
- c. The Secretary shall consider the findings of the Chairperson and shall convey in writing to the student one of the following decisions:
 - i. that the matter has been resolved to the apparent satisfaction of the candidate (or other person);
 - ii. that the matter has been investigated and found that there are no grounds for reviewing the decision of the Assessment Board (see Stage II for Grounds for Review ia and ib below);
 - iii. that the matter has been referred to a properly constituted Assessment Board (or approved sub-committee of an Assessment Board with the necessary delegated authority defined in the individual course/programme examination and

assessment regulations) and after reconsideration the result will be notified to the candidate (or other person), to which there remains a right to request a review on valid grounds;

- iv. that the matter has not been resolved (that is, in the Secretary's view there remains a clear conflict of evidence between the Assessment Board and the candidate) and the grounds for review appear to remain valid. With the agreement of the candidate (or other person) it will be referred to a meeting of the Review Committee (see paragraph iii below).

Stage II for Grounds for Review ia and ib

- d. If the candidate (or other person) is not satisfied with either the original or the subsequent decision of the Secretary in respect of the grounds for review then an appeal may be made, within seven days, to the Chairperson of Senate, stating the reasons and providing further information, where relevant.
 - i. The Chairperson of Senate, shall make such enquiries as appropriate and shall make his/her decision known in writing, within twenty one days, to the candidate and the Secretary. If the Chairperson of Senate does not uphold the appeal, this decision shall be final.
 - ii. If the Chairperson of Senate upholds the appeal against the Secretary's decision on the grounds for review, then the request for review shall be referred to the Chairperson of the Assessment Board, as provided for in iib (see Stage 1 for Grounds for Review ia and ib).
 - iii. If the Chairperson of Senate upholds the appeal against the Secretary's decision on the findings of the Chairperson of the Assessment Board then the request for review shall be submitted to a meeting of the Review Committee, as provided for in iiciv (see Stage 1 for Grounds for Review ia and ib).

Stage I for Grounds for Review ic

- a. Within seven days of receipt of a request relating to the use of unfair means, or as soon as possible thereafter, the Secretary shall decide whether the request should be referred to a meeting of the Review Committee or, if the matter remains unresolved shall, with the agreement of the candidate, refer the request to a meeting of the Review Committee. If there are insufficient grounds for review the Secretary shall inform the candidate in writing (together with information on the right of appeal under these procedures - see Stage II below).

Stage II for Grounds for Review ic

- b. If the candidate is not satisfied with the decision of the Secretary in respect of the grounds for review, then an appeal may be made in writing, within seven days, to the Chairperson of Senate, stating the reasons and providing further information, where relevant.
 - i. The Chairperson of Senate shall make such enquiries as appropriate and shall make his/her decision known in writing, within twenty one days, to the candidate and the Secretary. If the Chairperson of Senate does not uphold the appeal, this decision shall be final.
 - ii. If the Chairperson of Senate upholds the appeal against the Secretary's decision on the grounds for review then the request for review shall, with the agreement of the candidate, be referred to a meeting of the Review Committee (see iii below).

The timetable set out in this section allows for requests for review of Assessment Board decisions which are published in May and June to be referred for consideration by the Review Committee by 1 September of that year. For Assessment Board decisions published at other times, a similar timetable for the procedures will be followed. The Secretary to Senate shall have overview of the conduct of the procedures and ensure that the timescales set out are maintained as closely as possible.

iii. **THE REVIEW COMMITTEE**

- a. The applicant shall be given at least seven days notice in writing (twenty one days if at home in an overseas country) of the date of the review.
- b. For overseas distance learning candidates involved in a Review Committee meeting and unable to attend, the process may be modified slightly to ensure that all relevant evidence is considered e.g. timescales. Any deviation from the formal procedure shall be notified to Senate at the same time as the outcome.
- c. The Review Committee shall be chaired by the Chairperson or Vice-Chairperson of Senate and shall consist of:
 - i. Two members of staff appointed by the Secretary to Senate and drawn from a panel of twelve staff members of Senate. These members shall not be from the School responsible for the course or have been associated in any way with its teaching or assessment.
 - ii. Two students appointed by the Secretary to Senate in conjunction with the President of the Students' Union. These members shall not be associated with the candidate by course, household or friendship.

An Assessment Board representative, nominated by the Chairperson of the Assessment Board, who has detailed knowledge of the candidate and his/her work, and was present at the original Assessment Board meeting, shall be in attendance but shall not be present at the private meetings of the Review Committee.

- d. The Quorum for all Review Committee meetings shall be two members plus the Chairperson. Proceedings shall not be invalidated by absence of staff or student members or by any defect in the appointment of members of the Review Committee. The names of the members shall not be disclosed until the Review Committee meeting, to retain impartiality. Should it happen that a member of the Review Committee is known to the candidate or vice-versa, the Review Committee shall decide whether the member should remain on the Review Committee.
- e. The Secretary to Senate shall act in attendance to the Review Committee.
- f.
 - i. The Review shall be based only on the grounds notified under paragraphs i a, b or c (section on Grounds for Reviewing Decisions of Assessment Boards) and all evidence submitted and considered must relate solely to the candidate's personal circumstances or the conduct of the examinations/assessments or the decision on the use of unfair means and any academic

action or recommendation on expulsion which follows. Where there has been an automatic referral to a Review Committee, as a result of a recommendation from an Assessment Board for expulsion from the University, the candidate shall be asked in writing if he/she wishes to submit any written evidence and whether he/she will be attending, be accompanied by a friend or adviser or whether a proxy will be attending.

- ii. The case for review shall be presented by the candidate, by or with a friend or adviser, by a proxy or in writing. In any event, the Committee shall have sight of the candidate's original letter of appeal (and appendices), as well as any other supporting evidence as submitted to the Secretary to Senate. Other University documentation, as decided by the Secretary to Senate, may be made available to the Review Committee and candidate. When the candidate is asked if he/she wishes to submit any further relevant evidence (as outlined in section f(i)), a deadline of ten working days shall be given for receipt by the Secretary to Senate, beyond which no further documentation will be accepted. All documentation shall remain confidential to the Review Committee. Witnesses shall be required to provide their evidence in person at the Review Committee and written witness statements will not be taken or presented, save in exceptional circumstances where any such written witness statement may be required to be sworn in front of a solicitor.
- iii. The candidate, friend, adviser or proxy shall not be allowed to tape record the Review Committee meeting. Minutes will be taken by the Secretary to Senate and a copy will be made available to the candidate in due course.
- iv. The candidate shall inform the Secretary to Senate, no later than five working days prior to the meeting, if a friend or adviser will be accompanying him/her to the Review Committee and the name of the friend/adviser, including his/her status/attendance capacity. The same conditions apply to a proxy. The Review Committee is not a legal proceeding and the University has the authority not to allow a legal representative as a friend/adviser/proxy.
- v. Where a candidate chooses not to be present and not to have a proxy at the Review Committee meeting or the candidate does not respond to the correspondence from the Secretary to Senate, the Review Committee meeting will proceed in his or her absence. The candidate will be notified of the outcome.
- vi. The Committee may ask the candidate or proxy and/or the Assessment Board representative questions and the Committee and/or the candidate or proxy may summon other persons considered to be material witnesses, who may be questioned by

all parties. The candidate shall be responsible for requesting the presence of his/her witness(es) and the name(s) of the witness(es) will have to be declared to the Secretary to Senate no later than five working days prior to the meeting.

- vii. The candidate, friend/adviser, proxy and witness(es) will all be present together at the Review Committee meeting, unless the Review Committee decides differently at the meeting.
- viii. The Committee should have access to all relevant information except the candidate's marks, grades or assessments.
- h. The candidate, friend/adviser or proxy, Assessment Board representative and witness(es) will withdraw while the Committee considers its decision which shall be one of the following:
 - i. there is no case for review and the Assessment Board's decision is confirmed.
 - ii. to recall the Assessment Board to review its decision in the light of new evidence. The Review Committee may offer guidance to the Assessment Board.
 - iii. that the student be expelled from the University for a number of years or permanently together with any decision on the withholding of any Interim award or on the rescinding of any Stage award.
 - iv. in certain circumstances to annul the Assessment Board's decision.
- i. Annulment of the decision of an Assessment Board shall be taken in the following circumstances:
 - i. it is not possible to reconvene the Assessment Board.
 - ii. the nature of a procedural error makes it inappropriate to recall the same Board.
 - iii. after a request to reconsider its decision, an Assessment Board fails to take proper account of the evidence put before it concerning a material irregularity.

If the Assessment Board's decision is annulled, the Committee may not make a recommendation for an award but an alternative properly constituted Assessment Board would need to be convened (including external examiners), which would receive any guidance from the Review Committee.

iv. **AFTER REVIEW**

- a. If the Review Committee has so requested, the Assessment Board, including external examiners, will reconsider its decision in the light of additional evidence and may decide to confirm, amend or substitute its original decision. In relation to unfair means, the assessment board may substitute its original decision with any of the academic actions listed in section 7.3 of the Regulations Regarding Candidates' Use of Unfair Means in Assessment. In all cases, its decision shall be final and not subject to further review.
- b. The candidate shall be informed in writing within seven days of the decision of the Review Committee and any reconvened Assessment Board (and the reasons for the decision), together with, where applicable, the consequences thereof concerning a candidate's future attendance on the course.
- c. The decision of the Review Committee shall be **final** and reported to the next meeting of Senate.

v. **COMPLAINTS**

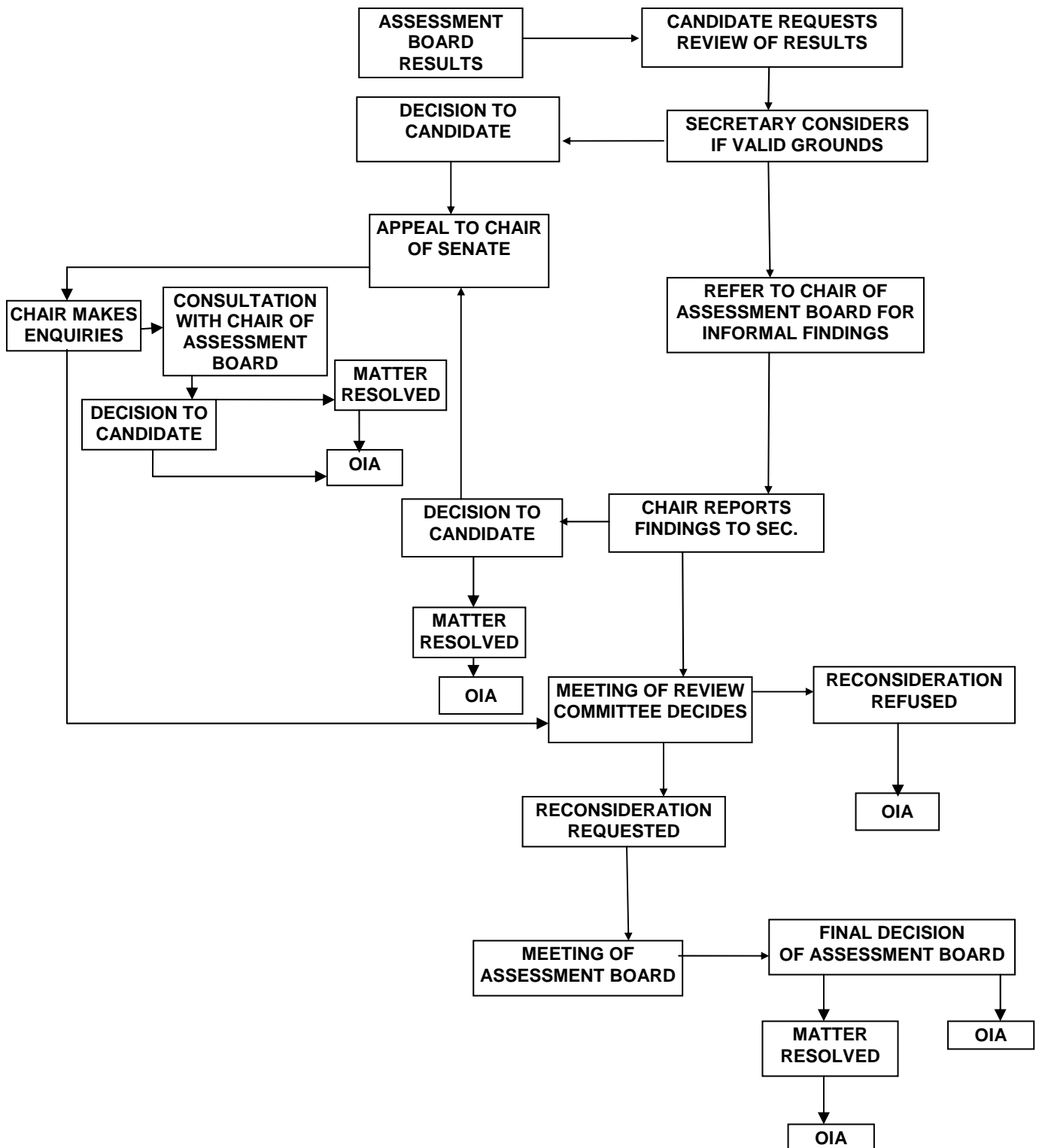
Office of the Independent Adjudicator for Higher Education (OIA)

- a. Where a student has exhausted the University's procedures for the review of decisions of Assessment Boards, the University will issue a Completion of Procedures letter to the student.
- b. A complaint will not be considered by the OIA unless it is received within three months from the date of issue of the Completion of Procedures letter.
- c. The formal decision of and recommendations of the OIA Reviewer will be considered by the Vice Chancellor. The Vice Chancellor may:
 - i. accept the recommendations in full or in part
 - ii. not accept the recommendations in full or in part.

Where the Vice Chancellor does not accept the recommendations, the OIA Reviewer will be informed as soon as is reasonably practicable, giving the reasons for non-acceptance.

REVIEW OF ASSESSMENT BOARD DECISIONS

Flow Chart for Requesting the Review of Decisions of Assessment Boards



APPEAL FORM

Before you consider making a formal appeal you should always have made serious attempts to resolve the matter informally through the relevant member(s) of staff. Note that appeals can only be made against the published decisions of **final awards or progression boards** of the University and not against any provisional marks, grades, results or other feedback made available to you, by your tutors or by any other means, for individual assessments, examinations, or modules. All such outcomes are provisional until confirmed by a final awards or progression board (a module results board is not a final board).

Before completing the attached Appeal Form you should read the following permissible grounds for appeal very carefully. **Note that you are not permitted to appeal on any other grounds. In particular, appeals will not be accepted simply because you are dissatisfied with an assessment mark or grade.**

The full procedures for the review of decisions of assessment boards are available from the University's Quality Unit and at: <http://www.bolton.ac.uk/aqas/AssDocuments.htm>, or from Student Services, School Offices and the Students' Union. You are strongly advised to read the procedures before making an appeal and to seek appropriate advice as indicated therein.

- a. *A candidate may request a review of a decision of an Assessment Board on the grounds that performance in the examination/assessment was adversely affected by illness or some other factor which the Assessment Board was unaware of because the candidate was unable or for valid reasons unwilling to divulge before the Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other relevant documentary evidence.*
- b. *A candidate or any other person may request a review of the Assessment Board decision on the grounds that there has been a material administrative error, or that the examinations/assessments were not conducted in accordance with the current regulations for the course, or that some other material irregularity has occurred.*
- c. *A candidate may request a review either of the Assessment Board's decision about the student's use of unfair means or on the grounds that the consequential academic action is unreasonably severe within the context of the Assessment Board and/or Validating Body's examination and assessment regulations.*
- d. *A review of a decision of an Assessment Board will be concerned solely with the conduct of the examinations/assessments or with the personal circumstances of the candidate or with the use of unfair means and any academic action or recommendation on expulsion from the University. It will not be concerned with questioning the academic judgement of an Assessment Board. Candidates who submit a request for a review simply because they are dissatisfied with the outcome of their assessment shall have the request rejected.*

Appeals will not be accepted for any other reason **and have to arrive no later than fourteen days from the date your results are published.**

This Appeal Form should be completed typed or in black ink (signed by hand) and the original sent by post, facsimile, or delivered in person (students studying overseas can email a signed, scanned Appeal Form but must forward, by post, the original(s) of any supporting evidence) (all students should forward the original(s) of any supporting evidence) to:

**Secretary to Senate, Quality Unit
University of Bolton,
Deane Road, Bolton
BL3 5AB, Tel. 01204 903052
Fax. 01204 903050**

APPEAL FORM

This Appeal Form should be completed typed or in black ink (signed by hand) and the original sent by post, facsimile, or delivered in person (students studying overseas can email a signed, scanned Appeal Form but must forward, by post, the original(s) of any supporting evidence) (all students should forward the original(s) of any supporting evidence) to:

Secretary to Senate
Quality Unit
University of Bolton
Deane Road Bolton BL3 5AB
Tel. 01204 903052
Fax. 01204 903050

Any independent corroborative evidence must be attached to this Form.

Full Name	
Student Number	
Course	
Modules (please list the modules involved in your appeal)	
Year of Study	
Full-time or part-time (please specify)	
Address to which correspondence should be sent	(this must correspond with one of the addresses held on the University's student record system*)

I wish to appeal against the decision of the Assessment Board on the grounds that (tick one or more relevant boxes):

- My performance in the examinations and/or other assessments was adversely affected by illness or some other factor **which the Assessment Board was unaware of** because I was unable or for valid reasons unwilling to divulge such before the Assessment Board reached its decision **(please complete Section 1 below)**.
- There has been a material¹ administrative error, or the examinations or assessments were not conducted in accordance with the current regulations for the course, or some other material irregularity has occurred **(please complete Section 2 below)**.
- The Assessment Board's decision about my use of unfair means is incorrect or the consequential academic action is unreasonably severe within the context of the

*Students are reminded that it is their responsibility to ensure that their contact details are correct; they may be amended by logging into 'My Details' on the 'Current Students' web page.

¹ 'Material' means directly relevant and significant to the outcome of the examination or assessment i.e. it can be shown to have had an effect.

Assessment Board and/or Validating Body's examination and assessment regulations
(please complete Section 3 below).

All candidates must complete Section 4

SECTION 1

Did you report any illness or other factor, using the University's Mitigating Circumstances Procedures, before the meeting of the Assessment Board?
(please tick the appropriate box)

- Yes Please complete section 1.1
- No Please complete sections 1.2, 1.3 and 1.4

- 1.1 Please specify to whom the circumstances were reported and provide full details of the illness or other factor you have reported previously. If there are any additional circumstances that have not been previously reported please complete sections 1.2, 1.3 and 1.4.
- 1.2 Please provide details of the illness or other factor you did not report previously. Appeals on medical grounds will not be considered without written evidence, from a medical practitioner or other health professional, which should be attached to this form.
- 1.3 Please state why you did not report the circumstances detailed in 1.2 above, using the University's Mitigating Circumstances Procedures, before the meeting of the Assessment Board.
- 1.4 Please state why you believe the circumstances detailed in 1.2 above had an adverse effect on your performance.

SECTION 2

- 2.1 Please state why you believe there has been a material administrative error, or why you believe the examinations/assessments were not conducted in accordance with the current regulations for the course, or why some other material irregularity has occurred.
- 2.2 Please state why you believe the administrative error, regulatory or other irregularity has had an adverse effect on your performance.

SECTION 3

Please state why you believe the Assessment Board's decision about your use of unfair means is incorrect or the consequential academic action is unreasonably severe within the context of the Assessment Board and/or Validating Body's examination and assessment regulations.

SECTION 4

Please state what attempts you have made to resolve the above issues informally i.e. who have you communicated with about them, when, and what was the outcome?

No further submission will be considered.

I declare that I have read the Regulations and Procedures for the Review of Decisions of Assessment Boards and that the information given on this form is a true statement of the facts to the best of my knowledge and belief. I also declare that the

attached documentary evidence (if any) is a true reflection of my circumstances/bona fide evidence from an approved third party.

.....
Signed (Candidate)

.....
Date

MITIGATING CIRCUMSTANCES

2010/2011

REGULATIONS AND PROCEDURES FOR THE SUBMISSION AND CONSIDERATION OF MITIGATING CIRCUMSTANCES EVIDENCE TO SUPPORT POOR PERFORMANCE IN ASSESSMENT

PREAMBLE

The University recognises that there may be times when, through no fault of your own and despite managing your learning and assessment appropriately, you find it impossible because of a serious and unforeseen event to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of your ability. In such instances the University's intention is to respond sympathetically and to support you in our efforts to deal with the situation and redress the assessment shortfall. We can only do this if we are aware of the situation and it is therefore **your responsibility to inform the University of such circumstances as soon as possible after they occur**. The following regulations and procedures set out the framework for the submission and consideration of such circumstances.

INTRODUCTION

1. All students have a responsibility to manage their learning, revision and assessment activities throughout the whole duration of each semester or assessment period. It is therefore essential that you carefully plan and manage workloads throughout this time, and do not leave too much coursework, learning, revision or similar activities to be undertaken until too late in the semester or assessment period. Similarly, when examinations or other time-constrained assessment are to be taken at the end of a semester or other period, you should conduct your revision throughout the semester or period, and not limit it to the period shortly before sitting examinations or other time-constrained assessments.
2. It is also essential to recognise that many mild illnesses and routinely difficult or upsetting events do occur in life, and that it is a normal part of life to have to manage these and continue with work or study. Therefore you must realise that **many such difficulties are not normally accepted by the University in mitigation** for a student's non-completion or poor performance in assessment activities.
3. The term "*mitigating circumstances*" is used to describe those **unforeseen personal difficulties** which cause **exceptional interference** with academic performance, and which are **over and above the normal difficulties experienced in life**. In this University we mean circumstances such as **sudden, severe illness (confirmed by medical certificate) or other unforeseen event, close in time to assessment, preventing attendance at an examination or other time-constrained assessment, or adversely affecting performance at such, or preventing work from being submitted by the final deadline set** (including any properly granted extensions). Whilst

evidence of long-standing, managed conditions or illnesses is not normally considered acceptable mitigation (see 6 below), it is however possible that such conditions or illnesses might sometimes 'flare up' despite continuous treatment, e.g. ongoing, long term, clinically diagnosed mental ill health, and evidence of such temporary changes and their effects might then be admissible in mitigation.

4. **Circumstances which would not normally be acceptable are those where a student could reasonably have avoided the situation, or acted to limit the impact of the circumstances.** Therefore the following are examples (and not an exhaustive list) of circumstances which would **not** fall within the University definition of "mitigating circumstances":

- proximity or number of examinations or other assessments (but see 6 below for an explanation of those situations where reasonable adjustments may be made in advance);
- completing coursework too late and missing deadlines because of computer difficulties, or transport difficulties;
- losing work not backed up on computer disk;
- failure to make alternative travel plans when you knew about disruptions in advance;
- normal work commitments on behalf of an employer;
- misreading of assignment deadlines or examination timetables;
- poor time management;
- scheduling of holidays or time abroad.

5. If you have documentary evidence or any other information about your mitigating circumstances which you want the University to take into account, it is your responsibility to submit it to the University, in the format and within the timescales described in paragraphs 13-18 below. **The University will not normally consider mitigating circumstances if they are submitted outside these specified timescales** particularly if the claim and/or evidence relates, without valid reason found acceptable by the University, to events which occurred an unreasonable length of time in the past. You are also reminded that to knowingly make false or misleading claims of mitigating circumstances is an offence under both the Student Disciplinary Procedures and under the Unfair Means Regulations. The Mitigating Circumstances Procedures are for genuine, justifiable cases and you will be demeaning yourself, your fellow students and the University if you abuse your rights and responsibilities by making anything other than genuine, serious and deserving claims.

MEDICAL CIRCUMSTANCES AND CERTIFICATES

6. The University does not normally consider medical certificates for long-standing, managed conditions or illness as mitigation for poor performance. This is because you would normally have had the benefit of experience, medical knowledge or help to manage the condition and would have had the opportunity to register with the University's Disability Service to gain access to

appropriate study support and to agree reasonable adjustments enabling you to be assessed without disadvantage.

7. The University recognises that, exceptionally, there may be a need for a very small number of students to submit evidence of mitigating circumstances, if experiencing a temporary and serious incapacitating medical condition that may have directly affected the ability to attend or complete an assessment or to perform to the full extent of their ability.
8. If you consider you are in the above category, then any medical certificates/letters to support your mitigating circumstances must:
 - relate specifically to the dates and duration of the illness;
 - be signed by hand on *bona fide* headed paper from the specialist or doctor's surgery (appointment cards are not sufficient evidence);
 - contain a clear medical diagnosis or opinion and not merely report your claim that you felt unwell and/or had reason to believe you were ill at some point in the past. It may therefore be difficult for you to obtain a medical certificate if you request one from a doctor after your illness is over and such evidence is less likely to be considered as valid.

Please note that:

- doctors are entitled to charge you for any medical certificates or notes they provide;
- doctors do not always provide certificates for *short* periods of illness;
- doctors might not provide certificates *after* illness has ended, because after you have recovered it might be impossible to know that you had been ill.

PERSONAL/CONFIDENTIAL CIRCUMSTANCES

9. If, in the **exceptional** event you believe you have circumstances which would be acceptable in mitigation by the University but which are of such an **unusually delicate or personal nature** that you do not wish to document them **in detail**, you should make them known **in good time and as far in advance of the published deadline as possible**, so that the Mitigating Circumstances Panel which will consider your mitigating circumstances and make a decision about them has the opportunity to realise the genuineness of the case without **all** of its members necessarily knowing **all** of the details.
10. You should note however that the Chair and the Secretary of the relevant Mitigating Circumstances Panel will always need to see the evidence you submit and that the Chair(s) and External Examiner(s) of the relevant Assessment Boards may need to be informed, in confidence, of the general nature of your circumstances to be able to assess their impact and thereby help the Assessment Board to arrive at a course of action appropriate to your case. If you require further, more specific advice on this, please contact your Personal Tutor or equivalent in the first instance. **You would still need to**

complete the relevant parts of the Mitigating Circumstances envelope and obtain appropriate supporting evidence.

11. Legitimate supporting evidence in such cases would normally be an original (not photocopy) document written and signed by an appropriate third party, giving details of the circumstance, their duration and, where possible, their impact. An appropriate third party would be one who knows you in a professional capacity or one who can verify the circumstance from a position of authority (e.g. police officer, solicitor, GP, University Counsellor or Disability Officer) and who is in a position to provide objective and impartial evidence. **Letters from family members, work colleagues, friends and fellow students should be submitted only if there are no alternative, independent means of corroborating your claim.** They are less likely to be considered as valid evidence and it is strongly recommended that you supply additional, independent corroboration of your claim. Your Personal Tutor may be able to provide written corroboration of factual matters. Note that it is **your responsibility** to ensure that such evidence, **including letters from tutors**, is included in your Mitigating Circumstances envelope.
12. If you have such confidential/personal circumstances, you are strongly advised to obtain guidance or advice from School academic or administrative staff (as appropriate), the University Counselling or Disability Service, Student Services, or Multifaith Chaplaincy. The Students' Union may also be a helpful source of advice.

HOW TO SUBMIT EVIDENCE OF MITIGATING CIRCUMSTANCES

13. Mitigating Circumstances claims and documentation are considered by Mitigating Circumstances Panels. Each School has at least one Mitigating Circumstances Panel, responsible for one or more programmes of study, which meets at least once a semester (but sometimes more frequently) to make decisions about the validity and acceptability of mitigating circumstances. Panels notify their decisions to Assessment Boards.
14. If, after considering the above guidelines, you wish a Mitigating Circumstances Panel to consider your mitigating circumstances in relation to coursework assessment, examination or other time-constrained assessments, which you believe may have adversely affected your performance, and which are **of the exceptional nature that Panels may accept**, you will need to:
 - complete a Mitigating Circumstances envelope in as much detail as possible: it is available from your School Office, Student Services in the Student Centre and the Student Services website;
 - include a signed and dated letter from yourself, documentary evidence, and submit the completed envelope with details to your School Office;
 - submit the envelope and accompanying evidence as far as possible in advance but no later than the deadline date published by the School or Programme authorities.

15. Each claim submitted in accordance with the procedures and timescales in these regulations will be considered on one occasion only by the Mitigating Circumstances Panel. Therefore another claim with supporting documentation must be completed and submitted by the published deadline should mitigating circumstances subsequently affect the same or further assessments, whether or not they were not listed on any previous claim.
16. ***Mitigating Circumstances relating to coursework assessment*** - mitigating circumstances that you believe may have affected the timing for the submission of coursework should be submitted in a Mitigating Circumstances envelope, to your School Office, as far in advance as possible of the deadline date published by the School or Programme authorities. It should be noted however that the University has separate procedures for extension requests which are for minor issues which may merit limited extension. Therefore if there is time to prevent a potentially poor performance, it may be more appropriate to use the extension request procedure rather than submit mitigating circumstances – this however will depend on the severity and nature of the circumstances.
17. ***Mitigating Circumstances relating to an examination*** - mitigating circumstances that you believe may have affected your performance, or account for your non-attendance at an examination or other time-constrained assessment requiring attendance at the University, should be submitted in a Mitigating Circumstances envelope to your School Office as far in advance as possible before the deadline date published by the School or Programme authorities.
18. Note the following important points:
 - Only claims made by you in writing, following the procedures, will be considered. Apart from your results profile, this is all the evidence Panels will have and presentation by tutors of anecdotal, oral evidence will not be permitted. (Only if you are incapable of making your own claim will we accept a written claim made by a third party on your behalf.)
 - Provide sufficient detail in your letter, on the envelope and through documentary evidence to enable the Panel to assess your claim, but keep your letter focussed and succinct – do not think that excessive length will add any weight to your claim.
 - **You must include documentary evidence to support your claim. Examples include originals of medical or other certificates and letters from independent professional people. Letters from family members, work colleagues, friends and fellow students are less likely to be considered as legitimate. Your case is likely to be stronger if the evidence is official and independent, as indicated in sections 8 and 11 above.**

HOW THE UNIVERSITY CONSIDERS EVIDENCE OF MITIGATING CIRCUMSTANCES

19. As stated elsewhere, **the University normally disregards circumstances which students are expected to cope with as part of a properly managed workload, or if they constitute mild illnesses and routinely difficult or upsetting events which may unfortunately occur as a normal part of life.**
20. If mitigating circumstances are accepted, the University, via a Mitigating Circumstances Panel, will consider the following in assessing their effect on performance:
 - the severity and timescale of circumstances and consequent link – or absence of link – to the timing of assessment claimed to have been affected;
 - any independent documentary evidence supporting the claim, e.g. medical certificate.
21. The Panel will **not** normally accept as valid:
 - circumstances which students are expected to cope with as part of a properly managed workload, or as part of the normal routine difficulties and upsetting aspects of life which may unfortunately occur (see section 4 above);
 - circumstances which Panel members suspect might constitute mitigating circumstances but which you have not formally notified using a Mitigating Circumstances envelope, with appropriate documentary evidence supporting the claim;
 - circumstances where the Panel would normally expect supporting documentary evidence but the student has failed to submit any evidence.
22. Mitigating Circumstances Panels make their decisions about the acceptability or otherwise of the mitigation claimed only in relation to the coursework assessments and/or examinations or other assessments stated by the student on the Mitigating Circumstances envelope. Minutes are not taken of the discussions of Mitigating Circumstances Panels – only the decisions are recorded. Panels communicate their decisions to the relevant Assessment Boards.
23. **When mitigation has been accepted and a student has not passed the affected module, Module Results Boards will normally record a ‘defer’ decision for the affected module,** meaning that a student will normally be reassessed in the affected assessment(s), as if for the first time and without any mark penalty (referred assessments subject to acceptable mitigation will normally be “re-referred”).
24. **When mitigation has been accepted and a student has passed the affected assessments, Student Progression Boards and Final Awards Boards will use their academic judgement to take account of the**

possible effects of the mitigating circumstances in arriving at an appropriate progression or award decision.

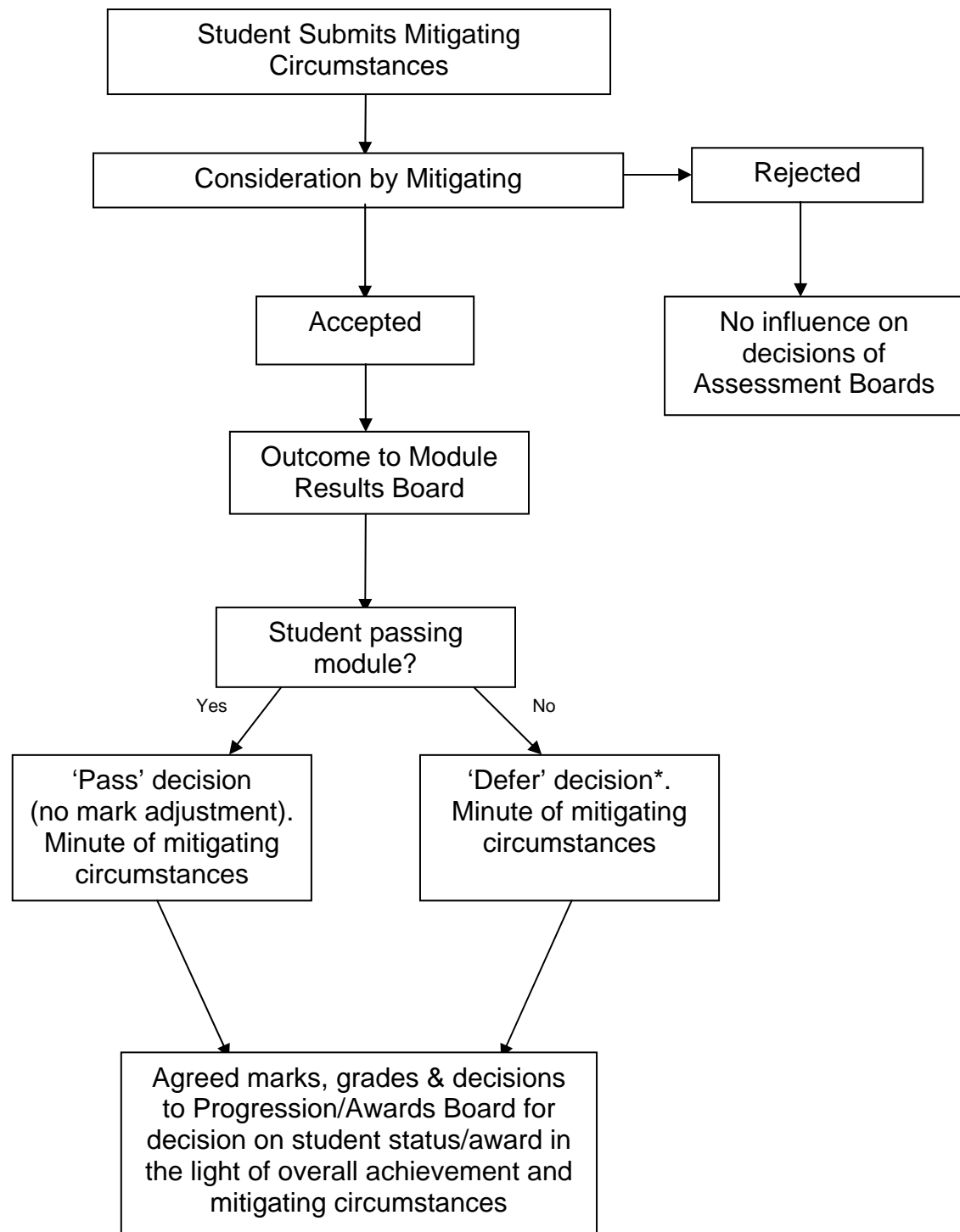
25. In all cases **a range of outcomes may be possible** arising from the exercise of academic judgement and discretion by an Assessment Board, **depending on a student's individual circumstances, their stage of programme and their overall profile of marks and grades.** Section 4 of the Assessment Regulations provides further detail of the courses of action available to Assessment Boards. The aim is always to ensure that a student is neither advantaged nor disadvantaged by the automatic application of the procedures and regulations and that all modules are assessed as far as possible on equal terms. Where there are legitimate grounds, students have the right of appeal against decisions of an Assessment Board but in such circumstances they must follow the Appeals Regulations and Procedures (<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/Documents/AppealsProcedures.doc>).

Where can you obtain help?

- (a) Module Tutor, Personal Tutor, Stage/Level/Year/Cohort Tutor, Programme/Pathway Leader
- (b) Student Advisors in the Student Centre
- (c) University Counselling Service
- (d) University Disability Service
- (e) Student Experience Officer for your School
- (f) Students' Union
- (g) Multifaith Chaplaincy
- (h) Dean of School or nominated senior member of staff
- (i) Quality Unit

Figure 1

FLOW CHART OF MITIGATING CIRCUMSTANCES DECISIONS



* Or other appropriate decision if the affected assessment was a reassessment.

Mitigating Circumstances for Poor Performance in Student Assessment

GUIDANCE NOTES

Approved by the Academic Quality and Standards Committee, 18 June 2008

These Notes are for the guidance of students. Submission and consideration of mitigating circumstances is always subject to the full Regulations and Procedures published separately, as well as to these Guidance Notes.

The University recognises that there may be times when, through no fault of your own and despite managing your learning and assessment appropriately, you find it impossible because of a serious and unforeseen event to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of your ability. In such instances the University's intention is to respond sympathetically and to support you in our efforts to deal with the situation and redress the assessment shortfall. We can only do this if we are aware of the situation and it is therefore **your responsibility to inform the University of such circumstances as soon as possible after they occur**. The following guidance notes summarise the main procedures for the submission and consideration of such circumstances.

An Outline of the Procedure required for all Courses

1. You keep relevant records and obtain **corroborating documentary evidence, from official and independent sources (including letters from your tutor(s) and/or other University staff)**, for any mitigating circumstances affecting your assessment performance.
2. You make a submission in the special **mitigating circumstances envelope** by the deadline published by School/Centre or Programme authorities.
3. Academic School/Centre processes your submission via a **Mitigating Circumstances Panel** in preparation for the meeting of the appropriate Assessment Board (or its sub-committee).
4. The **Assessment Board** meeting considers the findings of the Mitigating Circumstances Panel and makes an informed academic decision on your results.
5. The outcome of the Assessment Board is announced. There is no right of review if mitigating circumstances were considered or if in the judgement of the Assessment Board your submission could reasonably have been made before the deadline.

Notes of Guidance to be read before making your submission

You are entitled to ask for any special personal circumstances which you believe may have adversely affected your assessment performance to be taken into account by an Assessment Board. These are called mitigating circumstances, which you need to

submit according to the Procedures and Regulations and by the deadlines published by your School/Centre or Programme authorities.

1. What are mitigating circumstances?

These are exceptional and unforeseen factors outside your control that are sufficiently serious as to have demonstrably had an adverse effect on your assessment performance. For example, one or more factors may have prevented your attendance for all or part of a formal exam or from submitting coursework. Your ability to undertake certain assessed tasks or tests may have been inhibited.

2. Keep your tutor/s informed

You should report to your tutor/s **at the earliest opportunity** any personal circumstances which you believe may be affecting or may have adversely affected your assessment performance, as advised in your Programme Handbook.

3. When and how to make a submission (see your Personal Tutor about this)

You must make your formal, written, mitigating circumstances submission by the deadline published by your School/Centre or Programme authorities. It may be just one assessment that you believe has been affected or several assessments during a particular assessment period. Do not wait until the assessment results are published - if you could reasonably have submitted your case before the deadline you cannot request a review later (see 8. below). If in doubt seek advice (see 9. below).

You must submit your request in writing in the mitigating circumstances envelope as provided. This envelope is available from your School/Centre Office, the Student Centre or Students' Union, which can advise you on how to make the submission. **It is your responsibility to obtain and include all the supporting documents**, including any letters from your tutor(s) and/or other University staff, and to complete the details on the envelope, sign the declaration and take it to your School/Centre Office. You need only make the one submission per specific assessment period (e.g. end of semester one, end of semester two, September reassessment), even though it concerns more than one module/pathway or part of the course. Make sure you make it clear on the envelope which specific module assessments you believe to have been affected by your mitigating circumstances.

(Modular students with affected assessments that come from more than one School/Centre should take their submissions to their 'home' School/Centre Office.)

4. What should you include in the submission?

(a) Write a straightforward description of your personal circumstances that you believe have affected your performance for the relevant assessments. It is

important that you give precise dates and/or times. If it is not obvious, make sure you say why you think the situation is exceptional and unforeseen. Explain clearly how you believe that these circumstances have affected your academic performance – you should make it clear how badly you think you have been affected.

- (b) Provide any documentary evidence to support your circumstances. You must supply corroboration from an official source if this would normally be expected (e.g. signed Doctor's Certificate for illness). Normally only the original document is acceptable and it should have a means of verification (address, telephone number etc.). The document/s must apply to the relevant time/date period for your affected assessments and be current for that time where it is reasonable to expect this.

Enclose all original documents in the envelope with your description. Seal it and complete the details on the outside

5. What will happen to your submission?

You must submit the envelope to your School/Centre Office by the deadlines published by your School/Centre or Programme authorities. You will receive a copy of the envelope cover as a receipt.

The University may make further enquiries both inside and outside the University to obtain further information or verify facts. (Making a false submission could lead to disciplinary and academic action being taken against you.)

Mitigating Circumstances Panels make their decisions about the **acceptability or otherwise of the mitigation claimed** - only in relation to the coursework assessments and/or examinations or other assessments stated by the student on the Mitigating Circumstances envelope. Minutes are not taken of the discussions of Mitigating Circumstances Panels – only the decisions are recorded. Panels communicate their decisions to the relevant Assessment Boards.

The Assessment Board will not normally alter your module marks, grades or results (whether passing or not) just because you have acceptable mitigation, but after consideration it will use its academic judgement on how significant the mitigation has been. It must be demonstrated to the satisfaction of the Assessment Board that your circumstances have resulted in a **poorer performance than would otherwise be expected relative to the level of performance you and/or your cohort have achieved in any previous and/or contemporaneous assessments.**

Remember that even after accepting your mitigating circumstances **the Assessment Board will not normally amend any module marks, grades or results (whether passing or not).** If your circumstances are regarded as justifying it, the decision for failing modules will normally be to defer your result until the assessment is taken as if for the first time and without penalty. Infrequently, a Board may use its academic judgement to arrive at a different decision, for example if any failure is marginal or if the module is already a pass.

The full range of decisions open to a Board is described in section 4 of the Assessment Regulations.

6. Can you keep your circumstances confidential?

If you feel that the nature of your mitigating circumstances should only be disclosed to the minimum possible number of staff, you may request this on the envelope. The Chairperson and Secretary of the Mitigating Circumstances Panel **will** need to see the detailed evidence and the Chairperson and the External Examiner(s) of the Assessment Board **may** need to be aware of the general nature and severity of your circumstances. It may be helpful if you seek advice about this from the confidential counselling service in the Student Centre. Do note, however, that if the whole of the Mitigating Circumstances Panel or Assessment Board is not told the nature of your mitigating circumstances, then they may find it difficult to give as much weight to them as you would wish. There would be no right to request a review of the Assessment Board decision on grounds of limited disclosure if this was your choice. Remember that your submission is made on the basis of confidentiality and information is only divulged to those staff who need to know – your tutors and others on the Mitigating Circumstances Panel and Assessment Board.

7. Can you submit mitigating circumstances after the Assessment Board has met?

No - you must make your submission within the deadlines published by your School or Programme authorities. You must not wait until you receive your result before making a submission – this is too late and your submission will usually be disregarded. The only possible circumstances where late submission might be admissible require you to have a valid reason, acceptable to the University, for not submitting your mitigating circumstances by the deadline. (There is no appeal against an Assessment Board decision, once made, if acceptable mitigation was known to the Assessment Board.)

8. Can you appeal against the decision of the Assessment Board?

Only if you can satisfactorily demonstrate that the Assessment Board has made a material administrative or procedural error with respect to mitigating circumstances submitted according to the regulations and procedures do you have the right to request a review of the Assessment Board decision (please refer to procedure and seek advice). **You are not allowed to request a review just because you disagree with the academic judgement of the Assessment Board in arriving at a decision when it has demonstrably known that you had acceptable mitigation.**

Neither can you request a review when you have failed to submit mitigating circumstances which the Assessment Board judges could reasonably have been submitted by the relevant deadline. You must have valid reasons acceptable to the Board for any later submission and you must explain these in your request for a review. The information you must include in this request is the same as described above (see 4). However, this request must go to the Secretary to

Senate in the Quality Unit because it is a request for a review of an Assessment Board decision - please ensure this is marked on the outside of the submission you send. It must reach the Quality Unit within fourteen days of your published Assessment Board results.

9. Where can you obtain help?

- (a) Module Tutor, Personal Tutor, Stage/Level/Year/Cohort Tutor, Programme/Pathway Leader
- (b) Student Advisors in the Student Centre
- (c) University Counselling Service
- (d) University Disability Service
- (e) Student Experience Officer for your School
- (f) Students' Union
- (g) Multifaith Chaplaincy
- (h) Dean of School or nominated senior member of staff
- (i) Quality Unit.