

12. ASSESSMENT PRACTICES

12.1 Introduction

1. Plymouth Marjon University has defined a range of assessment regulations and procedures that underpin the maintenance of standards within the University. These are detailed in Section 3 of this Framework. All its assessment and classification conventions are in the public domain, including the procedures of Module Assessment Boards (MABs), the procedures of Progression and Award Boards (PABs), the work of External Examiners and procedures relating to the disclosure of marks to students.

Assessment design, approval and review

2. Identifying appropriate assessment opportunities and criteria is important when designing a programme. The University has adopted programme design criteria, which are informed by the expectations and practices set out in the UK Quality Code For Higher Education; the University's approach to assessment is also aligned to the QAA advice and guidance relating to assessment.
3. Responsibility for the quality and standards of assessment lies with the designated members of academic staff. The University's Strategies and Policies provide the supportive framework.
4. Validation and review of programmes involves scrutiny of assessment processes. The Periodic Review and Validation Panels follow the guidelines on assessment published by the University. As good practice, during the review, the amount and type of assessment should be addressed.
5. The collection of feedback from students, through a number of routes, is an integral part of programme review. Informal feedback can occur through the Programme Leader or Programme Area Leader, through module tutors, and/or through Personal Development Tutors. Formal feedback is via mid-module and semester/term evaluations, which specifically ask for feedback on

assessment methods and loads. In addition Staff-Student Liaison Committees provide further opportunities for assessment issues to be addressed and, in addition, consider External Examiner reports. Student feedback is systematically referred into the University's quality mechanisms at the appropriate level.

Programme assessment procedures

6. University-wide procedures for the smooth running of programme assessments are adopted in order to ensure that there is internal consistency and external confidence in the University's standards. These are made explicit to staff and students in the relevant University documentation.

Responsibilities for supervising assessment and related procedures

7. At the programme level the day-to-day responsibility for assessment lies with module teams. Individual tutors are responsible for setting, marking, making arrangements for second marking / moderating work, recording provisional marks, and returning the work to students on time.
8. At the University level overall responsibility for assessment and related procedures lies with Senate. The University Secretary and Registrar is responsible for managing the administration of examination processes, assessment boards and accreditation of prior learning; the Academic Standards Officer manages appeals and complaints procedures within the Quality and Academic Standards Unit.
9. Registry Services will make arrangements for examinations and for timetabled in-class tests that directly contribute to final module marks, as defined by the University's Assessment Calendar. Module Leaders are also responsible for ensuring that any additional arrangements for students are adhered to for practical examinations and presentations.
10. Directors of School, Programme Leaders, Programme Area Leaders and External Examiners have significant responsibilities for maintaining standards

on particular programmes. These are defined in the University's **Annual Monitoring Procedures** and in Section 3 of this Framework.

12.2 Module assessment

All taught modules have a set content and form of assessment (including the weighting of elements of assessment). Students are provided with information relating to assessment, at the beginning of their module, by their programme teams through the programme/module information available on Learning Space. The content of this information conforms to the approved Programme Specification and Module Descriptors.

12.3 Programme assessment

1. Submission dates for all programme assignments are provided by programme teams at the start of each module, and are published in the programme/module information available on Learning Space. Changes to the published submission date may only be changed if:
 - there is good reason for doing so;
 - that doing so will not impact adversely on students' assessment schedules;
 - if all registered students have been informed in writing in advance.

In the case of taught postgraduate dissertations the submission date will normally be fixed by the Progression and Award Board and published in the relevant programme documentation.

2. Students will be given target word counts or equivalents for programme assessments. The instructions for the assessment should make the consequences of exceeding or failing to reach the word count clear before the student undertakes the assessment.

3. Word counts include footnotes, quotes and reference citations within the text of the work. The reference list, bibliography and appendices are excluded, as are captions for images, figures or tables.
4. Programme assessments must be submitted via the appropriate means in a format agreed by the Module Leader, normally via Turnitin. Submissions made in the absence of Turnitin must have the University's signed programme assessment report form or agreed equivalent attached. A receipt recording the student number and the exact time of submission will be issued or recorded via the electronic audit trail inherent to a Turnitin submission. Where required the receipt should be retained by the student as proof of submission until after publication of the results relating to that module.
5. The University may make and authorise third parties to make copies of any work submitted for assessment but only for the following purposes:
 - assessment of work;
 - comparison with databases of earlier answers or works or other previously available works to confirm that a student's work is original; and
 - addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from a student's work.

The University will not make any more copies than are necessary for these purposes, will only use copies made for these purposes and will only retain such copies as remain necessary for those purposes.

6. The Programme Leader or Programme Area Leader will provide students with further details concerning the arrangements for the submission of programme assessments, including resit work, at the beginning of the academic session. The feedback is returned to students, either on the programme assessment report form or other agreed format. A copy of the feedback is also made available to the appropriate office.
7. The University requires marked work to be returned to students with feedback within twenty working days of the submission deadline. If there are reasons

beyond the marker's control why this will not be possible, the Module Leader must inform all students of the reason for the delay, and state the date by which students can expect to receive their returned programme assessments.

8. **N.B. - all marks remain provisional until confirmed by the relevant Module Assessment Board.**
9. Non-submission of programme assessments will be awarded a mark of zero (in accordance with the University generic grade descriptors, as set out in Section 12.6 of this Framework).

12.4 Penalties for Late Submission

1. Extensions to submission dates for programme assessments for individual students are not permitted, except where a student is registered with the Disability and Inclusion Advice Service in Student Support and there has been an approved request for flexibility with assessment deadlines. A student who is unable to meet a submission date for a programme assessment (and this includes an approved flexible submission date), must consult the Extenuating Circumstances procedures described in Section 4 of this Framework.
2. Programme assessments submitted after the published submission time and date, but within ten working days of that date, will be marked. The mark awarded will be subject to a reduction of ten marks per day (or part of a day, and by this anything received after the deadline will be considered to be a day late and so on), for a maximum of five working days or until the module pass mark has been reached: thereafter, programme assessments will be capped at the module pass mark if received within ten working days. In each case, the mark the work merits will also be shown on the programme assessment. This does not apply to resit work, which is already capped at the module pass mark. Resit work submitted after the deadline will receive a mark of zero.

3. Work submitted more than ten working days after the published submission date will be marked for formative purposes only, but a mark of zero will be awarded and recorded.
4. The assessment penalties described above may only be waived if the student has successfully applied for Extenuating Circumstances. Therefore the marks, as described above, remain until the Module Assessment Board meets and responds to the recommendations of the Extenuating Circumstances Panel.
5. If Extenuating Circumstances have been deemed valid the Module Assessment Board will be charged with taking the appropriate course of action. All actions will be recorded in the MAB minutes.
6. All work will receive written feedback, irrespective of whether or not the work can achieve its actual grade.
7. These late submission penalties apply only to standard numerically marked assessment. For all non-standard assessment, students should refer to the relevant Module Descriptor.

12.5 Marking Procedures

1. The University's approach to marking is shaped by the expectations, practices and guidance set out in the [UK Quality Code For Higher Education](#), and by practice across the sector as communicated by its External Examiners.

Anonymous marking

2. The general marking practice for modules delivered at Level 5 or above is that for summative assessment, where possible, the identity of the student should be unknown to the marker(s). Modules delivered at Level 4 (and, where applicable, Level 3) are not subject to this requirement.
3. Every examination script for modules delivered at Level 5 or above should be marked anonymously.

4. Where possible, programme assessments for modules delivered at Level 5 or above will be marked anonymously. At the beginning of a module, students will be notified via programme and module information of those assessed activities for which their anonymity will be preserved and those for which it will not.

Double marking

5. Double marking is where two markers assess the work. The purpose of double marking is to ensure the accuracy and consistency of marking, and thus to verify the marks. A sample reflecting the range of marks and classifications should enable the two markers to ensure that they are marking consistently and accurately against assessment criteria and grade descriptors.
6. Student work for assessment is sample double marked internally and made available to external examiners. The minimum sample is the square root of n (where n is the number of students on the module), rounded up to the nearest whole number. Marks are usually only recorded on the work once the double marking process is complete.
7. Blind double marking is where the student work is independently assessed by two markers, neither of which is aware of any comments made or mark awarded by the other. Any assessment may be double blind marked on a discretionary basis, although this will typically apply to individual pieces of work constituting at least 75% of the assessment of modules which are greater than 20 credits and where the credits contribute to the final award. It is the expectation that all Level 6 and 7 dissertations and honours projects are double-marked.
8. Once double marking (including blind double marking) has taken place, first and second markers agree marks for each assessment. Ordinarily, if the marks are within a 5% tolerance band, the first marker's grade should be maintained. Where the double marking process reveals that markers are more than 5% apart, they will need to agree the grade for the individual piece of work. Should the double marking process result in marks falling outside the 5% tolerance band for all assessments within the sample then the entire

corpus of grades should be reconsidered, and moderated as necessary, to ensure that a consistent approach is maintained across all assessments on a module.

9. Exceptionally, where no agreement can be reached between first and second markers, a third party, who must have appropriate subject expertise and standing and be a member of the relevant School, should mark the work and adjudicate. The decisions of the third marker, which should be clearly recorded, are final. External Examiners must not be used to resolve marking disagreements.
10. Once double marking has taken place the full set of marks for the assessment can be confirmed. Marks can then be entered on the programme assessment report form and the work returned to the students. Similarly, marks for examinations can be recorded on the module marksheet. No assessments, or marks, should be returned to students unless the set of marks, as a whole, has been agreed.
11. Markers should maintain clear records which should be available to other markers and External Examiners, as necessary. However, whilst markers' records identify a mark and provide a justification for this judgement, the programme assessment report form should only present the final, agreed mark, and feedback which warrants the grade, so as to provide students with clear and helpful information.
12. Whilst markers may decide to record their justifications for examination marks, they are advised not to record them directly on examination scripts. This is because students have the right to request any comments written on scripts under data protection legislation which would, in turn, require the release of the scripts themselves.

Moderation

13. Module teams should review the patterns of the full range of marks for elements of assessments within a module. The review may consider the pattern of marks in relation to

- Other assignments
 - Previous history of the module
 - Other modules on this and other programmes
 - External norms
14. Action resulting from moderation could involve the rescaling of the entire assignment, if the pattern of marks is considered to be anomalous, or, if it displays no pattern at all, remarking of an entire assessment may be necessary. Moderation should be used in annual monitoring of modules and could be taken as evidence for the need for a modification to the learning, teaching and assessment of the module. Evidence of moderation should be kept and shared with the External Examiner

External examiners

15. In addition to internal double marking and moderation as described above, all student work for assessment is subject to sampling by the External Examiner appointed with responsibility for the relevant cognate group of modules. The size and nature of the sample and the rights and responsibilities of the External Examiner are described in the University's Handbook for External Examiners, but the External Examiner has the right of access to all assessed work at all FHEQ Levels.

12.6 Marking and Grading

1. The following scheme is used in all summative assessment for Honours degrees.

CLASS AND NUMERICAL EQUIVALENT

First class	70-100
Upper second	60-69
Lower second	50-59

Third 40-49

Fail 1-39

No work submitted 0

2. The following scheme is used in all summative assessment for undergraduate programmes other than Honours Degrees (or the related exit awards).

GRADE AND NUMERICAL EQUIVALENT

Distinction 70-100

Merit 60-69

Pass 40-59

Fail 1-39

No work submitted 0

3. The following scheme is used in all summative assessment in Masters level programmes.

GRADE AND NUMERICAL EQUIVALENT

Distinction 70-100

Merit 60-69

Pass 50-59

Fail 1-39

No work submitted 0

4. Unless an assignment has 'absolute' answers then the following grade points will apply within each classification band:

- High – threshold plus 8% (58%, 68% etc.)
- Medium – threshold plus 5% (55%, 65% etc.)

- Low – threshold plus 3% (53%, 63% etc.)
- Pass – threshold plus 0% (50%, 60% etc.)

The purpose of this is to enhance clarity and consistency across the marking process.

5. The University has developed Generic Grade Descriptors, which inform assessment across its programmes in a non-prescriptive manner. The Descriptors focus on the development of knowledge and understanding and intellectual skills. Each grade presented assumes that the lower level criteria have been achieved. Staff are encouraged to mark across the full range of grades.

LEVELS 4, 5 and 6

1st (90–100%). Outstanding work which:-

- demonstrates analytical and critical acumen
- demonstrates the ability to develop and sustain a personal judgement which is well grounded in leading current research
- demonstrates the ability to present a clear, structured, articulate and persuasive argument

1st (80–90%). Exceptional work which:-

- demonstrates thorough, critical understanding of current knowledge
- demonstrates a critical awareness of the principles and practices of the discipline

1st (70–79%). Excellent work which:-

- demonstrates a thorough and comprehensive understanding of the discipline
- shows evidence of extensive, relevant reading which includes up-to-date research
- reveals originality and insight
- demonstrates ability to critically evaluate complex ideas

2.1 (60–69%). Very good work which:-

- demonstrates a sound understanding of the discipline
- shows effective and competent use of literature
- demonstrates a clear understanding of complex ideas
- demonstrates the ability to analyse, interpret and organise information effectively
- demonstrates a wide reading base
- is a clear, concise and well-structured presentation

2.2 (50–59%). Good work which:-

- demonstrates a generally sound understanding of the discipline
- makes good use of relevant literature
- demonstrates ability to synthesise information into a clear, well-structured account / argument

3rd (40–49%). Fair work which:-

- demonstrates an understanding of the discipline
- shows evidence of relevant reading
- demonstrates ability to work towards tasks set, but more descriptive than analytical
- demonstrates the ability to organise work appropriately

Borderline fail (35-39%). Weak work which:-

- demonstrates a basic understanding of the discipline
- demonstrates some evidence of reading
- demonstrates evidence of broadly working towards the task(s) set

Weaknesses may be identified in one or more of the following:-

fragmentary coverage; errors and omissions; organisation and presentation; misconceptions; inclusion of irrelevant information; misinterpretation of instructions.

Fail (30-34%). Inadequate work which:-

- demonstrates a basic and partial understanding of the discipline
- some evidence of reading
- limited focus on task(s) set

Inadequacies may be identified in one or more of the following:-

assessment guidelines not followed; little engagement with the discipline; errors / omissions; poorly presented work.

Fail (20-29%). Poor work which:-

- demonstrates little understanding of the discipline

Poor work may be evidenced by one or more of the following:-

basic misunderstanding or misinterpretations; inability to meet the requirements of the assessment; poor organisation and presentation; inclusion of inappropriate material.

Fail (10-19%). Incompetent work which:-

- demonstrates very limited evidence of understanding of the discipline
- follows few or none of the tasks set

Incompetent work may be evidenced by one or more of the following:-

inclusion of irrelevant information; little evidence of engagement with the task; little evidence of engagement with the discipline.

Fail (1-9%). Unacceptable work which:-

- demonstrates minimal or no understanding of the discipline

Unacceptable work may be evidenced by one or more of the following:-

work which is not presented in an acceptable manner; work which is not written in an appropriate manner; work which does not evidence appropriate reading; no evidence of engagement with the discipline.

Fail (0%). Non-submission.

LEVEL 7 PROGRAMMES

Pass with Distinction (90-100%). Work which:-

- is thought-provoking, presenting challenging evidence-based insights and proposals
- work which is of publishable quality

Pass with Distinction (80-89%). Work which:-

- contributes to the knowledge base of the discipline
- effectively challenges theoretical frameworks
- displays methodological rigour
- demonstrates qualities consistent with publishable material

Pass with Distinction (70-79%). Work which:-

- demonstrates confident, detailed and informed knowledge of the discipline
- demonstrates qualities of self-critical, independent learning
- displays a confident / competent grasp of complex issues
- displays evidence of originality and innovation

Pass with Merit (60-69%). Work which:-

- demonstrates a secure and relevant knowledge base
- is analytical in style and critical in interpretation
- demonstrates a fluent style and uses an appropriate language

Pass (50-59%). Work which:-

- demonstrates a competent understanding of the discipline
- reveals knowledge and understanding of key issues
- addresses issues within a structured framework
- demonstrates analytical and critical acumen
- is well organized and presented

Condonable Fail (40-49%). Work which:-

- displays relevant knowledge of the discipline
- reveals some evidence of a systematic, coherent and analytical engagement with the discipline
- is generally competent but may be conceptually weak
- contains irrelevant materials

Fail (30-39%). Work which:-

- demonstrates limited understanding of the discipline
- reveals weaknesses / flaws in argument
- uses an insufficient range of sources
- has a poor style / structure
- is partially incomplete

Fail (20-29%). Work which:-

- displays insufficient engagement with or lack of understanding of the discipline
- shows limitations in the ability to formulate / sustain a clear argument
- does not meet the expectations of the task set

Fail (10-19%). Work which:-

- has serious errors and / or major omissions
- is poorly communicated / presented
- is incomplete / does not focus on the task set

Fail (1-9%). Work which:-

- unacceptable work which lacks evidence of understanding the discipline
- includes inappropriate / irrelevant information
- lacks any evidence of an appropriate reading base
- has marginal or no engagement with the task

Fail (0%). Non-submission.

6. Transcripts record the numerical marks obtained for modules (which are presented as whole numbers with any decimal below x.50 being rounded down and any decimal of x.50 or above being rounded up).

12.7 Criteria used in assessment

The assessment criteria of particular assignments are based on the University's generic level and grade descriptors. Students should be made aware of these criteria, and of any additional criteria upon which their work is being judged.

12.8 Examination Timetables

1. Registry Services arranges examinations, including the equivalent within a digital context, and produces the examination timetable. **Please note that the arrangements set out below may need to be varied in a digital context, and that appropriate advice will be issued if this is the case.**
2. Module Leaders are responsible for providing assessment details, including those for in-class tests, to Student Administration by the start of the semester. Students may have examinations on consecutive days and up to two examinations on one day. Students should make sure that they are punctual for University examinations in accordance with given instructions (see Section 12.11 of this Framework). Examination timetables are posted on LearningSpace and, where applicable, outside the examination room during the period of the examinations. The date of publication will normally be not later than:
 - the last week of November for Term 1 examinations
 - the second week of December for Semester A examinations
 - the first week of March for Term 2 examinations
 - the third week of April for Semester B examinations
 - the final week of May for Term 3 examinations
 - the first week of August for resit examinations
2. The Schools are responsible for issuing examination papers, where applicable, in advance for seen examinations. Papers will be available from

Student Administration fifteen working days before the date of the examination.

12.9 Additional examination arrangement requests

1. Additional examination arrangements are normally determined by the University's Disability and Inclusion Advice Service (DIAS) team.
2. If requests have not been made in sufficient time for the additional arrangement to be made, normally at least ten working days before the date of the examination, the student should not attempt the examination without the additional arrangements but make use of the Extenuating Circumstances procedure to seek a deferral. Additional Arrangements are put into place by Registry Services who notify students of the details of their examination.

12.10 General information on examinations

1. Candidates' names are not to be written, where applicable, on examination scripts or answer book covers.
2. It is important that candidates bring their library card or other photographic identification to all their examinations where physical attendance is required.
3. No unauthorised materials or equipment should be taken into Examinations Halls/Rooms.
4. Examinations begin at 9.30 am and at 2.15 pm unless otherwise stated on the Examination timetable. Students with Additional Arrangements will be informed of their adjusted start time. For examinations that include Reading Time (RT) the module will be annotated by RT10 or RT05 on the Exam Timetable. The Reading Time must be taken before the published start time. The rubric on the examination paper will state exactly what the Reading Time

can and cannot be used for and Module Leaders must ensure that students are aware of this information before the examination takes place.

5. The duration and the nature of the examination will be printed on the front of the examination paper, where applicable, and will be made known to students in programme and/or module handbooks.
6. Any property of value found in Examination Halls/Rooms at the end of an examination session will be handed in to the Main Reception.
7. Examination papers must be checked for clarity and accuracy prior to printing. Module Leaders are required to make themselves available for 15 minutes before and 15 minutes after their examination start time on their University telephone extension number or online.

12.11 Procedure before an examination

1. Students should present themselves, where physical attendance at the examination venue is required, no later than the published start time for the examination. Therefore, candidates are strongly advised to allow for delays caused by traffic, weather conditions etc. when planning their journey. Students arriving late may be admitted up to 15 minutes after the start of an examination but they will not be allowed additional time after the published end time of the examination. Students that arrive in excess of 15 minutes late will be recorded as not attending and a mark of zero recorded for the assessment.
2. Candidates should wait quietly outside the Examination Hall/Room so as not to disturb the concentration of candidates whose examinations are in progress. Candidates will be told when they can enter the Examination Hall/Room. **Silence** must be observed on entry, whilst in the Examination Hall/Room and on leaving the Examination Hall/Room.

3. On no account should candidates occupy any seat other than the one with their examination number. Candidates having difficulty in finding their seat should ask one of the invigilators for assistance.
4. In the case of absence from an examination through ill-health or other serious reason, the candidate (or someone acting on their behalf) should claim extenuating circumstances in accordance with Section 4 of this Framework.

12.12 Procedure during examinations

1. Candidates will find their examination paper, an answer booklet and other requisite stationery on their desks when they enter the examination room. Candidates are not permitted to write until they are instructed to begin the examination. Cover sheets can be completed after the examination has ended. Candidates will be told when they can start the examination and the examination paper should not be opened before this instruction is given. Candidates should check that they have the correct examination paper and stationery before the examination commences.
2. For examinations of two hours or more, no candidate may leave during the first hour or the last thirty minutes of the session other than in exceptional circumstances, and may only do so with the permission of the invigilator. For examinations of less than two hours, candidates are not permitted to leave the Examination Hall/Room in the first half or the last quarter of the examination, including candidates who finish their examination early, other than in exceptional circumstances. A candidate who temporarily leaves the Examination Hall/Room for illness or other reason acceptable to the invigilator must be accompanied by a member of University staff.
3. Candidates who feel unwell during the examination and are, as a result, unable to continue, should inform an invigilator immediately. All answer books (used and unused) will be collected from candidates before they are permitted to leave the Examination Hall/Room. A candidate who leaves an examination

without the consent of an invigilator will not be permitted to resume the examination.

4. All work, including rough work, must be undertaken in the answer books provided. Additional sheets of paper, such as graph paper and drawings, must be clearly marked with the candidate's Student Registration Number and fixed to the relevant answer booklet. Answer booklets are to be given to the invigilator on request. Pages may not be removed from an answer booklet, nor may an answer book be removed from the examination room. Mathematical tables, charts, etc which may be provided for candidates' use are the property of the University, and may not be removed from the examination room.
5. No candidate may take into the examination room, or possess whilst in that room any books, notes or other material or equipment which has not been authorised, including any electronic equipment. No candidate may aid or attempt to aid another candidate, or obtain or attempt to obtain aid from another candidate. Any behaviour that may prejudice the performance of other candidates, in the view of the invigilator, is also considered to be academic misconduct. The procedures for dealing with academic misconduct and the penalties available are described in Section 14 of this Framework.
6. Any attempt by a candidate to invalidate the anonymity of their script may also be construed to be academic misconduct and dealt with under the procedures described in Section 14 of this Framework.
7. Candidates will be instructed, via the examination paper, via the rubric provided, as to the range of permissible aids (such as calculators). The programme team must ensure that the rubric on the examination paper is correct. The candidate must bring the calculator to the Examination Hall/Room and ensure that a spare battery is available. A candidate who brings into the examination a calculator other than a type specified in the examination rubric commits academic misconduct.

8. The use of mobile devices is not permitted during an examination. A student who uses a mobile device during an examination to send or receive any message or engage in information transfer commits academic misconduct.
9. Invigilators may inspect any materials or items in the Examination Hall/Room, or in any candidate's possession, at any time during the examination. They are also empowered to remove from any student suspected of cheating (as defined in Section 14 of this Framework) and confiscate all answer books on the desk at the time. The invigilator will issue a new book and the student may continue the examination by proceeding to the next question on the paper. The invigilator will report all cases of suspected academic misconduct at once to the University Secretary and Registrar. Any notes or similar unauthorised material or equipment introduced into the examination room by the candidate must be handed over to the invigilator who will attach them to their report.
10. Candidates are expected to provide a script that is clearly legible. They are also advised to attempt the full number of questions required, even if the answer to the last one is short or in note form.
11. If a candidate ignores the rubric on the examination paper and answers too many questions, all the questions will be marked and only the required number of answers with the highest marks will count towards the assessment.
12. Food and drink, other than a bottle of water, must not be brought into an examination room, where applicable, unless prior arrangements with Registry Services have been made.

12.13 Equipment and resources

1. Candidates will not normally be permitted to type their answers, in a physical examination, unless their confirmed Additional Arrangements permit use of a computer.
2. In open note and open book examinations candidates are allowed the use of notes or reference books. Tutors will inform candidates if they are permitted

the use of notes or books and the invigilators will be informed accordingly. Notes and/or reference material, as permissible aids, will also be noted in the question paper rubric. The use of dictionaries during examinations is *not* allowed, unless specified on the examination paper.

12.14 Procedure after examinations

1. At the end of the examination, candidates will be told to stop writing. Candidates should then remain seated until they have completed all the details required on the examination answer cover sheet, arranged the pages in order and fastened them together with any other material (e.g. graph paper), written their candidate number and question number at the top of each of the answer sheets, and ensured that all rough work is crossed out and attached to the answers. Candidates must make sure that all the relevant answers and supplementary papers are fastened together and attached to the answer cover sheet.
2. When everything is completed to their satisfaction, candidates should leave their scripts on the desks and exit the Examination Hall/Room as quietly and quickly as possible so arrangements can be made for the next set of examinations. All candidates, whether they leave early or when the examination has ended, must take their belongings and their litter with them. Candidates must not under any circumstances stand and wait at another candidate's desk. Except for the question paper and materials brought in by the candidate, examination materials, used or unused, must not be taken out of the Examination Hall/Room.

12.15 Absence from an examination

1. If a student is prevented by serious circumstances from attending any examination or part of any examination he or she must follow the extenuating circumstances procedure in Section 4 of this Framework.

2. In the absence of valid extenuating circumstances, a student who misses an assessment will be deemed to have failed it and a mark of zero will be awarded.

12.16 Notification of results

1. Registry Services notifies students of their confirmed marks, the decisions of Progression and Award Boards and the consequences of those decisions by way of a password protected page that may be accessed directly at www.marjon.ac.uk/students/resultsonline or via LearningSpace.
2. Provisional marks may also be issued in certain circumstances for **general guidance only**, but students are advised that significant changes may occur when the marks are finalised. These include the possibility of a provisional mark of 40% or more changing to a failing mark.
3. Registry Services will make a transcript of module marks available to students who have successfully completed their programme. Continuing students should discuss their marks with their Personal Development Tutors at the beginning of the next academic year.
4. The arrangements for publishing results of postgraduate taught programmes and in partner institutions will be as notified to students by the Programme Leader or Programme Area Leader or Personal Development Tutor in consultation with the University Secretary and Registrar, but will follow this procedure as closely as possible.
5. Students should access their results immediately and refer any queries to Registry Services within five working days of publication. They should also ensure that they are able to complete any resit work that has been set over the summer.

12.17 External Examiners

1. In common with all Higher Education institutions in the UK, the University appoints External Examiners.
2. Each Examiner considers student performance in a designated cluster of modules associated with one or more programmes. External Examiners help the University to ensure that justice is done to students, past present and future, that the standard of academic awards is maintained and that assessments are conducted in accordance with the approved regulations.
3. External Examiners submit written annual reports to the University. A Progression and Award Board (PAB) External Examiner, appointed from among the current External Examiners, is responsible for maintaining consistency of standards across programmes and award frameworks at the same level and for commenting on the University's Assessment Regulations and Procedures (see Section 3 of this Framework).
4. Details of the External Examiner arrangements applicable to a specific programme can be obtained by contacting the Academic Standards Officer in writing, although please also note that the University seeks to safeguard the impartiality of the External Examiner process at all times. For this reason, it regards any unauthorised attempt by a student to contact an External Examiner as gross misconduct, the possible penalties for which include expulsion.
5. Detailed information about the role of, and for, External Examiners is contained in the Handbook for External Examiners.

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