

SECTION 6

ASSESSMENT

(A) Introduction

6.1 These Academic Regulations provide the regulatory framework for Anglia Ruskin University's assessment processes. Policies and procedures for the detailed implementation and quality assurance of those processes are set out in the *Senate Code of Practice on the Assessment of Students* (available at www.anglia.ac.uk/codes) which has been designed to complement, and read in conjunction with, the Academic Regulations.

(B) Purpose of Assessment

6.2 The purpose of assessment is to:

- enable students to demonstrate whether they have achieved the intended learning outcomes of the modules, and therefore the course, for which they are registered;
- measure and grade the outcome of students' learning in terms of knowledge acquired, understanding developed and skills gained;
- provide students with formal and informal feedback on their learning, thereby helping them to improve their performance;
- provide the necessary evidence to determine whether students are eligible to proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practice.

(C) Principles

6.3 Students are registered for a course leading to an award and are required to present themselves for assessment (including re-assessment) at the appropriate time.

6.4 The assessment of students in terms of their eligibility for an Anglia Ruskin award is based on their achievement in the assessment of prescribed modules within the course for which they are registered.

6.5 Students undertaking a Major Project module (see Regulations 3.16 and 3.17 above) which includes elements of assessment based on research involving the collection of primary empirical data are required to comply with Anglia Ruskin's ethical approval requirements³⁰. Students complete and submit, via their Supervisor, the Stage 1 Research Ethics Application Form or Stage 1 Research Ethics Application Form (Animals and Habitats) to a Departmental Research Ethics Panel or Faculty Research Ethics Panel as a minimum requirement. If students' research proposals fall under the yellow, red or purple category they are required to wait for ethical approval before starting their research. Students are required to submit evidence of passing the VLE-based ethics training course with their application³¹.

³⁰ Individual Module Leaders can seek approval from the relevant Head of Department and Chair of the Faculty Research Ethics Panel to exempt a Major Project module from the ethical approval processes on the basis that the module's intended learning outcomes are such that all research to be undertaken by students enrolled for the module would fall into the green (low risk) category

³¹ This can be accessed at: http://vle.anglia.ac.uk/sites/research_ethics. Further information, including the Research Ethics Policy and Code of Practice for Applying for Ethical Approval, can be accessed from the ethics webpages at www.anglia.ac.uk/researchethics

- 6.6 All forms of module assessment are determined and conducted by Anglia Ruskin University at approved times published in advance by Anglia Ruskin University³².
- 6.7 Anglia Ruskin's standard referencing in written work, as far as possible, is the Harvard Referencing System. Where this system is not appropriate to particular disciplines, Course Leaders produce written outlines of alternative referencing systems for distribution to students.
- 6.8 Level 4 modules delivered in the first teaching period of a course are assessed using methods other than a written examination, unless a written examination is required by a PSRB³³.
- 6.9 Students are responsible for ensuring that they submit all items of assessment by the prescribed deadlines and present themselves for examination on the published dates.
- 6.10 On successful completion of a module students are awarded a module result and an approved volume of credit at a defined level. The accumulation of credit at appropriate level(s) is used to determine whether students are eligible to continue/proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practise.
- 6.11 Decisions on the outcome of all assessment processes, whether for an individual or a group of students, are made only by:
- a formally constituted Departmental Assessment Panel established by the Senate (for the approval of module results), attended by one or more External Examiners and reporting to the Anglia Ruskin Awards Board;
 - the formally constituted Anglia Ruskin Awards Board established by the Senate (for the determination of award outcomes), also attended by External Examiners and reporting to the Senate.
- (see Section 7 of these Academic Regulations for the terms of reference and membership of Departmental Assessment Panels and the Anglia Ruskin Awards Board).
- 6.12 The determination of award classifications and other levels of overall student achievement is based on a University-wide system of arithmetic calculation (see Section 8 of these Academic Regulations for details). There is no discretion to:
- alter students' marks or results after they have been formally approved by a Departmental Assessment Panel;
 - adjust the arithmetic calculation used to determine an award classification (see Section 8 for details of the algorithm(s) used for each award).

³² For the purpose of these Academic Regulations an individual item/element of assessment is awarded a "mark" and a module as a whole is awarded a "module result"

³³ For these purposes an "examination" is a method of assessment which is administered by the Academic Registry (or by the equivalent unit in an Associate College acting on behalf of, and in consultation with, the Academic Registry) under time constrained conditions, is normally timetabled during the published examination weeks at the end of the teaching period and is subject to the Regulations governing the conduct of Anglia Ruskin University examinations. An "in-class test" may be used as an alternative to a written examination for a level 4 module in the first teaching period and may be held at the end of the teaching period **provided that** the test is assessing specific learning outcomes for that module which cannot be assessed in other ways (e.g. practical skills) and/or the test is part of a staged, time constrained assessment instrument (e.g. a series of computer based in-class tests)

(D) Equity and Clarity in Assessment

- 6.13 Equity and clarity are key principles governing Anglia Ruskin University's assessment procedures (see *Senate Code of Practice on the Assessment of Students*).
- 6.14 Mechanisms to ensure their fulfilment, as well as the accuracy of individual marks, include (for details see Glossary to the *Senate Code of Practice on the Assessment of Students*):
- the systematic use of published assessment criteria and marking standards;
 - marking schemes.
- 6.15 Faculties (and Departments within each Faculty) are responsible for ensuring that no individual student or group of students is disadvantaged by the nature of an assessment task or the marking system used.

(E) Objectivity and Independence in Assessment

- 6.16 Anglia Ruskin University's assessment procedures are also governed by the principles of objectivity and independence.
- 6.17 Mechanisms to ensure their achievement include (for details see Glossary to the *Senate Code of Practice on the Assessment of Students*):
- anonymous marking, wherever practicable;
 - double marking in certain circumstances;
 - a uniform system of internal and external moderation.
- 6.18 Faculties and Departments are responsible for ensuring that Anglia Ruskin policies on objectivity and independence in assessment are effectively implemented and consistently applied.

(F) Language of Assessment

- 6.19 The language of assessment for all courses leading to an Anglia Ruskin award is English unless otherwise approved by the Senate. Examples of such exemptions include (this is not an exhaustive list):
- appropriate assessment methods in modern foreign languages;
 - appropriate stages of dual awards;
 - students transferring certificated prior learning in certain circumstances.

(G) Module Assessment

[NB These Regulations apply equally to modules at all levels]

- 6.20 A module must be assessed by at least one item of assessment unless it is a non-assessed placement module for which "P credit" is awarded (see Regulation 2.6). The number of items of assessment and the weighting to be assigned to each item is specified on the MDF at the academic approval stage and is published to students in the Module Guide.
- 6.21 Each element of assessment is directly linked to one or more of the module's intended learning outcomes, as stated on the MDF, and allows students to demonstrate the achievement of each of the module's learning outcomes. The Course Approval process explicitly maps each constituent module to the course intended learning outcomes, as stated on the CSF, and therefore allows students, by passing the course's constituent

modules, to demonstrate the achievement of each of the course's intended learning outcomes.

- 6.22 There is a maximum of two items of assessment for a 15 credit module and a maximum of three items of assessment for modules of a higher credit volume. The Major Project is normally assessed by a single item of assessment.
- 6.23 Exceptionally, the method of assessment for a module may vary depending on its delivery method (e.g. face-to-face, distance learning, blended learning or work-based learning). Such variants are considered at the approval stage. The basis on which the variants are used is set out in the Notes of Guidance for the MDF (available from the Academic Registry's webpages).
- 6.24 A module's volume of assessment directly relates to its credit volume. The assessment workload normally approximates to one third of the notional learning hours for the module as reflected in its approved credit rating.
- 6.25 The following tariffs, defining the minimum and maximum volume of module assessment in relation to credit volume, apply to modules contributing to all taught courses (lower volumes of assessment are permitted where agreed through the standard course/module approval processes):

| Credit Volume | Assessment Elements | Non-word-based tasks, eg artefact, composition, performance (minimum allocation of time) | Examination equivalence (maximum) | Word-based tasks (maximum) |
|---------------------------|---------------------------------------|--|--|----------------------------------|
| 15 credits | 1 (strongly recommended) or 2 maximum | 50 hours ³⁴ | Up to 1 hour equivalence per 5 credits (but individual examinations not to exceed 3 hours, irrespective of credit volume) | Up to 3,000 words ³⁵ |
| 30 credits | 3 maximum | 100 hours ³⁴ | | Up to 6,000 words ³⁵ |
| 45 credits | | 150 hours ³⁴ | | Up to 9,000 words ³⁵ |
| 60 credits | | 200 hours ³⁴ | | Up to 12,000 words ³⁵ |
| Major Project: 30 credits | 1 (strongly recommended) or 2 maximum | 150 hours | Not applicable | Up to 10,000 words ³⁶ |
| Major Project: 45 credits | | 200 hours | | Up to 12,000 words ³⁶ |
| Major Project: 60 credits | | 250 hours | | Up to 15,000 words ³⁶ |

³⁴ Following a national norm that a third of all study hours allocated to a module are assigned to assessment

³⁵ Based on a linear approach of 1,000 words per 5 credits

³⁶ Based on a higher ratio of words per credits in recognition of the nature of the Intended Learning Outcomes of Major Project modules

- 6.26 The word limits and examination duration equivalence for any module whose credit rating is not 15, 30, 45 or 60 credits (as permitted by Regulation 3.13) is determined in accordance with the following principles and approved at the academic approval stage by the Approval Panel and confirmed in the written report to the Senate (or a committee of the Senate, acting on its behalf):
- a word limit ratio for written assignments of 200 words per one credit for taught modules;
 - an examination length ratio of up to 1 hour equivalence per 5 credits (but individual examinations not to exceed 3 hours, irrespective of credit volume);
 - Other non-written forms of assessment (eg: presentations, artefacts etc.) must be achieved within the notional hours set aside for assessment as defined in the relevant MDF (normally one third of the total teaching and learning hours).
- 6.27 All items of assessment are marked on a fine graded or pass/fail basis, as defined on the MDF. The pass mark for modules which are fine graded is 40% at both undergraduate and postgraduate level.
- 6.28 Bands of marks, based on a percentage scale, are used for all items of assessment which are fine graded.
- 6.29 A module result is determined by calculating a weighted arithmetic mean of the mark of each item of assessment. A module result is rounded to the nearest integer (i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up).
- 6.30 In addition, the results for modules contributing to a Higher National Certificate/Diploma are classified, as required by the License Agreement with Pearson. The following classifications, consistent with the classifications used for HNC/D awards, are used for these module results:
- | | |
|-------------|-----------|
| Distinction | 70%+ |
| Merit | 60% - 69% |
| Pass | 40% - 59% |
| Fail | 0% - 39% |
- 6.31 Assessment criteria and marking standards (see *Senate Code of Practice on the Assessment of Students* for a definition of these terms) are used to define and evaluate student achievement in the completion of assessed work for an individual module.
- 6.32 Generic assessment criteria and marking standards, approved by the Senate, are published to staff and students in Anglia Ruskin University publications, including the *Senate Code of Practice on the Assessment of Students* and the *Undergraduate and Postgraduate Student Handbooks*.
- 6.33 The generic assessment criteria and marking standards may be customised, as appropriate, by Module Leaders and/or Heads of Department, for use within the Faculty and are published to staff and students.
- 6.34 Students taking a module which is graded on a pass/fail basis must satisfy the criteria for a pass, as defined in the assessment criteria for that module.
- 6.35 Students must achieve a qualifying mark of at least 30% in each item of assessment within a module which is fine graded in order to gain an overall pass for the module and to be awarded the associated volume and level of credit. A higher qualifying mark may be set only in exceptional circumstances e.g. to take account of the requirements of a PSRB or where a particular course learning outcome is assessed by a single item of assessment within an identified module which must be passed for that reason.

- 6.36 Students who have not achieved the qualifying mark in each assessment element are deemed to have failed the module and are referred for re-assessment in all element(s) where less than 40% has been achieved, even if the aggregate mark for the module is 40% or higher.
- 6.37 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module unless, in the case of undergraduate students, they satisfy the criteria for compensation. *[NB: Compensation is applied at the earliest point when students become eligible: see the Regulations governing compensation for details].*
- 6.38 Students must pass (or be awarded credit for) any module categorised as a compulsory module within the course for which they are registered (see Regulations 6.80 - 6.88 for the consequences of failing a compulsory module).
- 6.39 Students who have already passed a module may not be re-assessed in or retake that module in order to improve their module result.
- 6.40 The Anglia Ruskin Awards Board is not permitted to amend a module result which has been agreed by a Departmental Assessment Panel.
- 6.41 In exceptional circumstances and when the mitigation process and/or the identification of alternative means of assessment have been exhausted, the Chair of the Senate, acting on behalf of the Senate, and on the recommendation of the Anglia Ruskin Awards Board, may award an aegrotat pass in a module, provided there is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause. A module result is not awarded and the credits are recorded as aegrotat (“A”) credits on the student record system. An annual report on the use of such credits within each Faculty is submitted to the Senate in Semester/Trimester 1.
- 6.42 In exceptional circumstances the Chair of the Senate, acting on behalf of the Senate and on the recommendation of the Anglia Ruskin Awards Board, may exempt a student from a specified volume of credit at a particular level. A mark is not awarded and the credits are recorded as exempted (“E”) credits on the student record system. An annual report on the use of such credits within each Faculty is submitted to the Senate in Semester/Trimester 1.

(H) Submission of Work for Assessment

- 6.43 The submission of work for assessment is the responsibility of the student alone.
- 6.44 For each individual assessment task at any one assessment point, a student is only permitted to make a single submission. Work, once submitted, cannot be retrieved to make alterations nor replaced by subsequent versions.
- 6.45 The time by which all work must be submitted (via any method of submission) on a specified deadline day is 2:00pm. Later times cannot be set.
- 6.46 Students are required to ensure that:
- all written assignments (including reports associated with practice or workplace assessments) are received by the published deadline (on or before the due date) in the appropriate administrative office (eg: i-Centre) or submitted via the appropriate electronic systems (eg: GradeMark®). Individual module guides advise students of the designated method for submission of work. Where work is submitted to a physical location, all pages, including the Assignment Cover Sheet, are securely fastened (eg: stapled or bound);

- they receive an Assignment Receipt duly notarised and dated as proof of submission. Without proof of submission, Anglia Ruskin University takes no responsibility for any assignment that goes missing. The assignment is deemed a failure in such circumstances;
- they retain a copy of all written work submitted for assessment or re-assessment;
- they retain all marked written assignments, together with cover sheets and tutor comments, until the relevant meeting of the Anglia Ruskin Awards Board and the period of appeal has expired (see Section 9 of these Academic Regulations);
- they resubmit marked work if required by Anglia Ruskin University for moderation by an External Examiner or for any other reason considered valid by the Senate.

- 6.47 Students are also required to ensure that all non-written work for assessment (eg: an artefact, a musical performance, preparation of electronic data) is presented in the required format, by the published deadline and at the prescribed location.
- 6.48 Students should ensure that, where practicable, they retain a copy of the non-written work submitted.
- 6.49 Students should also ensure that such work is retained with tutor comments for moderation by an external examiner or for any other reason considered valid by the Senate.
- 6.50 An individual student is entitled to seek, in advance of the deadline, an extension to the published deadline (see Regulations 6.54 - 6.61 and 6.64 - 6.68 below).
- 6.51 Students can submit assignments late (ie: after the published or extended deadline), up to five working days after the published (or extended) deadline. The element of assessment to which the assignment contributes is capped at 40%.
- 6.52 Students cannot submit assignments more than five working days after the published (or extended) deadline. A mark of zero is awarded for the relevant assignment.
- 6.53 In the event of any disruption to, or failure of, electronic systems which are used to facilitate the submission of student work, the Academic Registrar (or nominee) is responsible for determining what action, if any, is necessary to mitigate system failures (eg: amended submission deadlines and the publication of information to students).

(J) Short Term Extensions³⁷

- 6.54 A student may request a maximum of one short term extension to a submission deadline per element of a module's assessment (as defined on the MDF) when circumstances outside the student's control have arisen which prevents submission or are likely to result in significant underperformance if the original deadline is enforced.
- 6.55 The purpose of a short term extension is to allow a student, for acceptable reasons, to defer the submission of work to a later date but to ensure that the work is submitted in time to be processed and assessed by the appropriate Departmental Assessment Panel in the originally identified assessment period (eg: Semester 1).

³⁷ In this context, these Academic Regulations refer to extensions for individual students and do not cover revised submission deadlines which apply to an entire cohort of students (sometimes referred to, incorrectly, as cohort extensions)

- 6.56 Students submit their request to a Student Adviser (or to an appropriate member of staff in an Associate College) **before** the submission deadline. Student Advisers (or a designated staff member in an Associate College approved by the relevant Director of Studies) consider such requests under the supervision and delegated authority of the Director(s) of Studies for the Faculty.
- 6.57 Student Advisers (or the designated staff member in an Associate College) have delegated authority to approve an extension request. Student Advisers are permitted to request, at their discretion, evidence to support short term extension requests, especially where a student is regularly seeking multiple short term extensions (ie: for many different elements of assessment on numerous occasions).
- 6.58 All extensions are for a default period of ten working days. A student is permitted to submit the work earlier than the expiry date of the extension period.
- 6.59 The following are acceptable reasons for such a request:
- short-term illness;
 - a short-term illness of any person for whom the student has a responsibility for care;
 - authorised absence from Anglia Ruskin University (or Associate College) during teaching weeks;
 - an enforced change in employment circumstances for which only short term notice was given;
 - other reasons considered acceptable by the Student Adviser (or the designated staff member in an Associate College).
- 6.60 The following are **not** acceptable reasons for such a request:
- academic workload;
 - misreading the instructions on submission deadlines in the MDF, on the Learning Management System or on the timetable;
 - computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work);
 - unauthorised absence from Anglia Ruskin University (e.g. holiday taken during teaching weeks).
- 6.61 If a student's circumstances require additional time beyond the expiry date of the original short term extension, the student can seek a long term extension (see Regulations 6.64 - 6.68 below) or submit a claim for mitigation (see Regulations 6.99 - 6.127) as no further short-term extensions can be granted. Consequently, the assignment is processed and assessed by the appropriate Departmental Assessment Panel at a future assessment period (as determined by Anglia Ruskin in line with the academic calendar).
- 6.62 A short term extension cannot be granted to extend the period of five working days in which students can submit late work (see Regulations 6.51 and 6.52 above).
- 6.63 To ensure that the formal decision on a student's performance for the initial and re-assessment attempts at a module is made using the appropriate marks for each assessment element and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason the initial assessment of an element for which a short term extension has been granted must be completed by the student, and considered by the Departmental Assessment Panel, before any re-assessment in any other element(s) of the module can be undertaken.

(K) Long Term Extensions³⁸

- 6.64 A student may request a long term extension to a submission deadline per element of a module's assessment (as defined on the MDF). Long term extensions of up to one year are considered and approved if, in the view of the Student Adviser and the Director of Studies for the Faculty (or nominee), the student is experiencing personal or professional difficulties and use of other measures would:
- result in significant disadvantage to the student's academic performance and/or ability to complete scheduled (re)assessment tasks;
 - exacerbate an existing health problem or result in additional stress related problems;
 - fail to address the underlying problem or issue which is unpredictable in nature.
- 6.65 Students submit their request **before** the submission deadline. All requests for long term extensions submitted by students registered at an Associate College for a course leading to an Anglia Ruskin award must be submitted to the designated staff member in the Associate College for joint consideration by a Student Adviser **and** the Director of Studies for the Faculty (or nominee).
- 6.66 A long term extension may also be considered and approved where there are practice-related issues which can be resolved only through additional time for completion.
- 6.67 Long term extensions are viewed as exceptional solutions and are used only in circumstances where officers are confident that the individual case merits such action.
- 6.68 All long term extensions are considered on a confidential basis.
- 6.69 A long term extension cannot be granted to extend the period of five working days in which students can submit late work (see Regulations 6.51 and 6.52 above).
- 6.70 To ensure that the formal decision on a student's performance for the initial and re-assessment attempts at a module is made using the appropriate marks for each assessment element and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason the initial assessment of an element for which a long term extension has been granted must be completed by the student, and considered by the Departmental Assessment Panel, before any re-assessment in any other element(s) of the module can be undertaken.

(L) Exceeding Word Limits

- 6.71 A written assignment must not exceed the maximum word limit set for that assignment. Students are required to enter an accurate word count on the Assignment Cover Sheet.
- 6.72 When a written assignment is marked, the excessive use of words beyond the stated word limit is reflected in the academic judgement of the piece of work which results in a lower mark being awarded for the piece of work. The MDF for a module which is graded on a pass/fail basis must specify whether submission of a written assignment exceeding the word limit results in failure in the module.
- 6.73 In determining the text to be included within the maximum word limit, the following items are excluded:
- abstracts;

³⁸ In this context, these Academic Regulations refer to extensions for individual students and do not cover revised submission deadlines which apply to an entire cohort of students (sometimes referred to, incorrectly, as cohort extensions)

- data;
- tables;
- figures;
- diagrams;
- in-text references/citations (eg: “(Baxter 2016: 73-84)”) ³⁹
- footnotes/endnotes used for reference purposes and kept within reasonable limits;
- list of references and/or bibliography;
- appendices.

(M) Module Re-Assessment: Number of Attempts, Form, Timing and Module Result

- 6.74 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module, subject to:
- the Academic Regulations governing compensation which apply only to undergraduate students;
 - the outcome of any claim for mitigating circumstances;
 - the provisions of Regulations 6.80 - 6.88 below.
- 6.75 The appropriate Departmental Assessment Panel determines the form and timing of re-assessment for each module on the following basis:
- either** (a) the form of re-assessment follows the method(s) of assessment specified in the MDF for those elements where the student achieved less than 40%. Exceptionally, an alternative method of re-assessment is provided e.g. where the original method of assessment can no longer be repeated for an individual student;
- or** (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science-based subject).
- 6.76 A formal re-assessment point is provided in early August of each academic year where modules from Semester/Trimester 1 and Semester/Trimester 2 are re-assessed (alternative arrangements for Anglia Ruskin modules taught overseas are approved by the Senate as part of the academic calendar, where applicable). The Anglia Ruskin Awards Board determines the earliest appropriate re-assessment point for each student.
- 6.77 Students who are required to resit an examination but who fail to present themselves for that examination at the appropriate time are deemed to have revoked their one opportunity for re-assessment and are failed in the module at re-assessment.
- 6.78 In determining whether a student has passed a module on re-assessment the arithmetic calculation is based on the highest mark(s) achieved in each item of assessment, whether at the first attempt or re-assessment.
- 6.79 The module result for a student who passes a module at re-assessment is capped at 40%.

³⁹ This Regulation only refers to the citation and not the full actual indented quotation which is therefore included in the word count

[NB: Regulations 6.80 - 6.88 below apply only to students registered for a course leading to a named award. They do not apply to Associate Students or Visiting Students]

- 6.80 Any student who fails a 15 or 30 credit module⁴⁰ after re-assessment is permitted within the limits prescribed in Regulation 6.86:
- either** (a) to retake the same module, whether compulsory or optional (except as stipulated in Regulation 6.83 below);
- or** (b) if the failed module is classified as an optional module, to replace it with an alternative module at the same level from the list of optional modules set out in the relevant CSF (subject to availability).
- 6.81 It therefore follows that a 45 or 60 credit module can neither be retaken nor replaced as this would breach the limits prescribed in Regulation 6.86.
- 6.82 When retaking a module, or taking a replacement module, a student is required to fully engage with the module in its entirety, attending all scheduled learning and teaching sessions (an appropriate alternative to the attendance requirement is applied where a module is delivered by flexible and distributed learning, including e-learning). Subject to Regulations 8.24 - 8.29 which govern discontinuation and which take precedence, the student is entitled to an initial attempt at all assessment elements and, if unsuccessful, one further re-assessment attempt to pass the module as defined in Regulation 6.74.
- 6.83 A level 7 Major Project module (of any credit value) cannot be retaken⁴¹. A student who has failed on re-assessment a level 7 Major Project module is **not** permitted to take as a retake or replacement module a level 7 Major Project module with a higher or lower credit value and, in the latter case, to take additional optional modules to make up any credit shortfall.
- 6.84 The module result for the first attempt at a retaken module under Regulation 6.80 (a) is capped at 40%. Marks achieved for individual assessment elements undertaken on the original take are **not** carried forward to the retake of the module⁴².
- 6.85 The module result for the first attempt at a replacement module under Regulation 6.80 (b) is **not** capped.
- 6.86 The maximum combined value of retaken and replacement modules taken by a student under Regulations 6.80 - 6.85 cannot exceed any of the following:
- 30 credits at any one level;
 - 60 credits in total for the course.
- 6.87 Zero credit rated modules⁴³ can be retaken on no more than two occasions (ie: restricting the total number of assessment attempts at any such module to a maximum of six). Where the requirement of a PSRB restricts the opportunities for retaking such modules further, this is approved by the Senate's QESC and recorded on the relevant CSF(s).

⁴⁰ Where modules with credit volumes which differ to the standard 15/30 credit structure have been approved for delivery by the Senate (see Regulation 3.13), the volume of credit that a student can retake or replace in any one module cannot exceed 30 credits

⁴¹ A level 6 Major Project module can be retaken or replaced, subject to the credit limits prescribed in Regulation 6.86

⁴² Except for placement elements of a module. In recognition of the difficulties in securing high quality placements, where a module which includes a placement element is being retaken and the placement element was passed at either the initial or re-assessment point of the module, the outcome of the placement element CAN be carried forward to the retake of the module. Academic elements of the module CANNOT be carried forward

⁴³ Such modules are most commonly used to assess competencies

- 6.88 Any student who fails re-taken and/or replacement modules after re-assessment **and** who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulations 6.86 and 6.87, is automatically considered by the Anglia Ruskin Awards Board under the Regulations governing student review and continuation (see Section 8 of these Academic Regulations), subject to the outcome of any claim for mitigation under the Regulations governing mitigation.
- 6.89 On occasion (usually in the Faculty of Health, Social Care & Education), the outcomes of the first attempt at modules which include the assessment of a placement element are required to be confirmed before the formal meeting of the relevant Departmental Assessment Panel takes place. The nature of placement assessment necessitates that re-assessment of the element(s) needs to occur as soon as possible in the same academic year (as it can frequently be problematic to secure re-assessment placement opportunities in schools or hospitals). Where re-assessment needs to be confirmed before the relevant Departmental Assessment Panel meets, a sub-group of the relevant Departmental Assessment Panel is convened which checks the outcomes of first attempts at placement elements only prior to the re-assessment placement being undertaken. The quorum of the sub-group of the Departmental Assessment Panel comprises the Chair (the relevant Head of Department) and 50% of the module leaders whose modules are being considered. An external examiner is not required to be present at the sub-group meeting but a written report of the sub-group's deliberations is sent to the relevant external examiners for information.
- 6.90 Formal ratification of the first attempt outcomes of the relevant modules is made at the appropriate full meeting of the relevant DAP which receives a report of the sub-group's deliberations. This arrangement is reserved for elements of assessment which include placements and cannot be extended to consider other forms of assessment.

(N) Compensation

- 6.91 Compensation for a failed module is considered, in certain circumstances and in accordance with the following principles and criteria, by the Anglia Ruskin Awards Board. Compensation is applied at the earliest point in the assessment process when the student becomes eligible for consideration.
- 6.92 The principle of compensation applies to all undergraduate courses (and levels 4-6 for courses leading to the award of Integrated Taught Masters Degrees) except those courses containing fewer than 120 credits. Compensation may be excluded from other courses (or element(s) within them) only if exclusion is required by a PSRB (for which written evidence is required at the academic approval stage).
- 6.93 If the principle of compensation is excluded from a particular course and/or module an appropriate reference must be made on the CSF and/or MDF.
- 6.94 Compensation is based on a student's overall performance in the course for which the student is registered and is considered at levels 3, 4, 5 and 6.
- 6.95 Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student's period of study and is exercised within the following limits:

| Award | Limits to volume and level of compensation ⁴⁴ |
|--|---|
| Honours Degree (and levels 4-6 of Integrated Taught Masters Degrees) | Maximum of 45 credits for entire course (only for levels 4-6 of Integrated Taught Masters Degrees) and maximum of 30 credits at any one level |
| Ordinary Degree Foundation Degree Diploma of Higher Education Higher National Diploma | Maximum of 30 credits for entire course and maximum of 30 credits at any one level |
| Higher National Certificate Certificate of Higher Education Professional Graduate Certificate in Education (PGCE: level 6) | Maximum of 15 credits for entire course |
| Graduate Diploma (if at least 120 credits) University Diploma (if at least 120 credits) Access Certificate (if at least 120 credits) | Maximum of 15 credits for entire course |

6.96 Compensation for a failed module is considered by the Anglia Ruskin Awards Board only if **all** the following criteria have been satisfied when applied to an individual student:

- Anglia Ruskin modules totalling at least 75 credits (including any credit awarded for prior learning) have been passed at the level for which compensation is being considered;
- the credit weighted mean result of the best performing, passed, fine graded modules, totalling 75 credits (but excluding any non-graded credit awarded for prior learning) is 45% or higher;
- the qualifying mark has been achieved in all items of assessment for the module(s) for which compensation is being considered.

6.97 If **all** the above criteria have been satisfied, the Anglia Ruskin Awards Board:

- compensates the failed module;
- retains the module result at the failed level;
- classifies the module result as a “Pass (by compensation)”;
- awards the appropriate volume of credit for the module.

6.98 Compensation is not discretionary. If **all** the above criteria have been satisfied, the Anglia Ruskin Awards Board must compensate a student for a failed module at the earliest point when the student becomes eligible for consideration. If a student is eligible for compensation in more than one failed module, the following principles are applied by the Anglia Ruskin Awards Board (subject to the limits to the volume and level of compensation defined in Regulation 6.95):

- the module with the larger credit volume is compensated first;
- if two or more modules with the same credit value are eligible for compensation, the module(s) with the highest result(s) is/are compensated first.

⁴⁴ Students who are transferred to a course leading to a lower award are permitted to transfer the volume and level of any compensation they have already been granted, even though the volume and level may exceed the maximum permitted for the lower award

(P) Mitigation: Procedure in the Event of Illness or Other Valid Cause

6.99 Mitigation is the process by which Anglia Ruskin University makes allowance for any matter or circumstance which may have seriously affected a student's performance in an assessment element(s) (including an element submitted for re-assessment).

Eligibility

6.100 Mitigating circumstances must have had a seriously adverse effect on the student's performance **and** have been unanticipated and beyond the student's control.

6.101 The following reasons are considered as acceptable grounds for mitigation:

- a serious personal illness which is not a permanent condition;
- the death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care;
- sudden or unforeseen circumstances beyond the reasonable control of the student.

6.102 The following reasons are **not** considered acceptable as grounds for mitigation:

- family, work, financial or other general problems which lie outside of the circumstances identified in Regulation 6.101;
- poor awareness of Anglia Ruskin University's Academic Regulations;
- being unaware of, or misunderstanding, a submission deadline or the date of an examination;
- computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work).

6.103 A disability which emerges during a student's studies may be considered under the mitigation process at the first assessment point after it emerges. Following diagnosis and assessment of the effects of the condition Anglia Ruskin University makes allowance and in doing so enables the student to be assessed on the same basis as other students.

6.104 Mitigation is considered only in sudden or unexpected circumstances. Students are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that Anglia Ruskin University can provide appropriate help and/or make allowance with regard to the assessment process. Such recurrent problems, if disclosed by a student, are considered on a strictly confidential basis.

6.105 Claims for mitigation are submitted by the student, or in exceptional circumstances (e.g. when a student has been hospitalised) by a Director of Studies or Student Adviser on behalf of the student, **no later than five working days** after the published (or extended) submission deadline of assessed work or the date on which an examination was held. Exceptionally, if the documentary evidence in support of a claim cannot be provided by the submission deadline, the claim is submitted within the deadline but without the documentary evidence. In such circumstances the evidence is submitted within a further ten working days (see Regulation 6.120).

6.106 In exceptional cases a student may request when submitting a claim for mitigation that the detail of the claim is not disclosed to the Anglia Ruskin Mitigation Panel which considers the claim (see Regulations 6.110 - 6.127 for details of the process for considering claims). In such cases only the Chair of the Anglia Ruskin Mitigation Panel has access to the detail of the claim and submits a recommendation to the Panel for consideration.

6.107 A claim for mitigation, once formally submitted, **cannot** be withdrawn.

- 6.108 A mitigation claim against an (initial or re-assessment) attempt at an element of assessment for which a penalty for an assessment offence under Regulations 10.53 and 10.54 below has been applied **cannot** be considered. The claim is deemed null and void.
- 6.109 Any penalty for an assessment offence under Regulations 10.53 and 10.54 below which is determined (following the conclusion of the assessment offences process) for an attempt (initial or re-assessment) at an element of assessment for which mitigation has earlier been granted deems the outcome of the mitigation process null and void. The penalty for the assessment offence is therefore applied.

Consideration

6.110 Claims for mitigation are considered against two criteria:

- the basis of the claim is an acceptable ground for mitigation;
- and**
- the claim is supported by documentary evidence (eg: a certificate/letter from a medical professional in the case of illness; a death certificate in the case of bereavement etc.) which must accompany the claim wherever practicable.

6.111 Claims for mitigation are considered only if both the above criteria are satisfied.

6.112 Students are strongly recommended to seek advice from the Student Advice Service in Student Services on the completion of a mitigation claim.

6.113 Claims for mitigation are considered by the Anglia Ruskin Mitigation Panel without knowledge (whether by staff or students) of any mark attained by students and, within the context of the Anglia Ruskin Mitigation Panel, in confidence.

6.114 The constitution and terms of reference of the Anglia Ruskin Mitigation Panel are as set out in Section 7 of these Academic Regulations.

Consequences

6.115 The outcome of a successful mitigation claim is that:

- any mark achieved for the relevant element(s) is annulled⁴⁵;
- the student is required to take either the initial attempt (or the re-assessment attempt) in the mitigated element(s) at a time determined by Anglia Ruskin University. In certain circumstances the student may be required to re-attend the module in order to be assessed in the mitigated element;
- the module result will not be capped unless it is a further attempt at the re-assessment attempt following a previous failure.

6.116 To ensure that the formal decision on a student's performance for the initial and re-assessment attempts at a module is made using the appropriate marks for each assessment element and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason assessment in a mitigated

⁴⁵ For mitigation claims that relate to elements of a module for which work has been submitted late (see Regulation 6.51), the Mitigation Panel may, at its discretion, determine the outcome of a successful claim to be the removal of the penalty that has been applied for late submission rather than annulment of the mark achieved. Such a decision is based on the circumstances outlined in the mitigation claim and is not based on the mark that has been awarded for the work which remains undisclosed to the Panel.

assessment element must be completed by the student, and considered by the Departmental Assessment Panel, before any re-assessment in another non-mitigated element(s) of the module can be undertaken.

Late Mitigation

- 6.117 A student may submit a late mitigation claim (defined as a claim which is submitted after the standard deadline specified in Regulation 6.105 above) for the attention of the Anglia Ruskin Mitigation Panel.
- 6.118 In addition to the detail of the mitigation claim and the supporting evidence (in accordance with Regulation 6.110 above), a student is also required to provide an explanation for the late submission of the mitigation claim, supported by appropriate documentary evidence. The explanation is required to cover the entire period of time that has elapsed between the submission of the late mitigation claim and the published (or extended) submission deadline date of assessed work and/or the date on which an examination was held.
- 6.119 Late mitigation claims are considered by the Anglia Ruskin Mitigation Panel.
- 6.120 The Panel first determines if the student has provided a valid reason for why the claim was submitted late. Poor awareness of Anglia Ruskin University's Academic Regulations, or a student choosing not to submit a mitigation claim by the standard deadline in order to wait for the publication of results, are not acceptable or valid reasons for the submission of a late claim. This is not an exhaustive list⁴⁶.
- 6.121 If the Panel believes that no valid reason (supported by documentary evidence) has been provided to explain the late submission of a claim, it is rejected.
- 6.122 If the Panel is satisfied that a valid reason for the late submission of the claim has been provided (and supported by documentary evidence), the Panel considers the detail of the mitigation claim itself, applying the criteria in Regulation 6.110 above.
- 6.123 The consequences of the approval of a late mitigation claim are the same as for a claim submitted and considered in accordance with the standard deadline, as detailed in Regulation 6.115 above. It should be noted that the timing of any (re)assessment that is permitted as a consequence of a successful late mitigation claim may be different to the timing allocated to students who submitted a mitigation claim at the appropriate juncture (eg: a late mitigation claim pertaining to Semester/Trimester 2 is likely to mean that the further (re)assessment that a successful mitigation claim permits will not occur during the standard August (re)assessment period).
- 6.124 A late claim for mitigation, once formally submitted, **cannot** be withdrawn.
- 6.125 A student submitting a late mitigation claim, and for whom the Awards Board has made a decision of discontinued, may continue and fully engage with the course, undertaking placements and/or elements of assessment or re-assessment without prejudice to the outcome of the mitigation process, provided that in doing so the student does not put him/herself or others at risk. The final decision regarding attendance at Anglia Ruskin University or in a placement remains with the Director of Studies who may take action in accordance with the Fitness to Practise Regulations within the *Rules, Regulations and Procedures for Students*.

⁴⁶ In accordance with Regulation 6.105, waiting for the availability of documentary evidence in support of a claim which cannot be provided by the submission deadline is not an acceptable reason for the late submission of a mitigation claim. Such claims are required to be submitted within the appropriate deadline without the documentary evidence. In such circumstances the evidence must be submitted within a further ten working days

- 6.126 Any credit attained as a student continues and fully engages with the course whilst a late mitigation claim is being progressed (as permitted in Regulation 6.125) is declared null and void if the late mitigation claim is eventually rejected and where the original decision of the Awards Board to discontinue the student remains unchanged. Therefore, any such credit attained cannot contribute to the conferment of an intended or intermediate award.
- 6.127 A student may **not** submit an academic appeal which presents mitigating circumstances to explain that performance in an assessment was adversely affected by illness or other factors unless evidence is provided that a corresponding mitigation claim has been duly submitted to the Anglia Ruskin Mitigation Panel but was not considered in accordance with the Regulations governing the mitigation process.
- 6.128 A late mitigation claim against an (initial or re-assessment) attempt at an element of assessment for which a penalty for an assessment offence under Regulations 10.53 and 10.54 below has been applied **cannot** be considered. The claim is deemed null and void.
- 6.129 Any penalty for an assessment offence under Regulations 10.53 and 10.54 below which is determined (following the conclusion of the assessment offences process) for an attempt (initial or re-assessment) at an element of assessment for which late mitigation has earlier been granted deems the outcome of the late mitigation process null and void. The penalty for the assessment offence is therefore applied.

(Q) Conduct of Anglia Ruskin Examinations (including examinations held at locations outside Anglia Ruskin University or overseas)

Introduction

- 6.130 These Academic Regulations apply only to formal invigilated examinations held at Anglia Ruskin University or to examinations administered by an Associate College, whether in the UK or overseas, under an approved validation, franchise or outcentre arrangement.
- 6.131 In certain circumstances not covered by a formal agreement with an Associate College Anglia Ruskin University is willing to permit a student or group of students to sit or resit an examination at a location outside Anglia Ruskin University (including an overseas location). Such examination(s) are conducted in accordance with these Academic Regulations and the Guidelines published in the *Senate Code on Practice on the Assessment of Students*. The relevant Head of Department is responsible for making the detailed arrangements.

Student Attendance at Examinations

- 6.132 Students are responsible for presenting themselves at the examination room in good time before the examination is due to begin. If an examination is held outside Anglia Ruskin University, students are required to comply with any local instructions in addition to these Academic Regulations.
- 6.133 Students who fail to attend an examination for whatever reason must contact a Student Adviser (or the appropriate member of staff at an Associate College) for advice as soon as possible (see also Regulations 6.99 - 6.127 concerning mitigating circumstances).
- 6.134 Students are normally admitted to the examination room ten minutes before the stated time of the examination but only when instructed to do so by an invigilator.

- 6.135 Students are permitted to enter the examination room up to 30 minutes after the official start of the examination, but not normally thereafter. If there are abnormal or extenuating circumstances leading to the late arrival of a student, the invigilator has discretion to admit the student after the first 30 minutes has expired, provided no student has already left the examination room. Additional time for any student arriving after the start of an examination is not permitted in any circumstances.
- 6.136 Students are admitted to the examination room only on production of their student ID card (or other means of identification containing a recent photograph, deemed acceptable to Anglia Ruskin University) which they must place in a prominent position on their desk. The invigilator uses the ID card as evidence of identity when completing the attendance register.
- 6.137 Students must not leave their place without the prior permission of an invigilator. This will not be given in the first 30 minutes or the last 15 minutes of an examination.
- 6.138 Students wishing to leave the examination room temporarily must seek the prior permission of an invigilator, and are liable to be accompanied throughout their absence by the invigilator or another person designated by the invigilator. A student must observe any condition set by an invigilator when permitting that student temporarily to leave the examination room. Any student who leaves the examination room without the prior permission of an invigilator is deemed to have withdrawn from the examination and cannot be re-admitted.
- 6.139 Students wishing to leave the examination room permanently before an examination has ended must first attract the attention of an invigilator to ensure that their scripts are collected and secured by the invigilator. They should take care not to disturb other students when leaving and must observe the Academic Regulations governing the conduct of examinations until they are outside the room. A student whose script has been collected and secured by an invigilator in this way cannot be re-admitted to the examination room.

General

- 6.140 On entering the examination room, students are subject to the authority of the invigilators and must act according to their instructions.
- 6.141 Once in the examination room, students must neither have in their possession nor make use of, any book, manuscript, calculator or other electronic device (eg: laptop device, mobile telephone, smart watch, tablet device – this is not an exhaustive list) or any other aid which has not been approved prior to the start of the examination. Students whose first language is not English are normally permitted to take into the examination room a single-volume, bilingual dictionary (without annotation) except where the examination is in an applied English language or modern foreign language subject.
- 6.142 The approved use of calculators, specified reference books or other equipment for certain examinations is published by the relevant academic department and in the rubric for the examination question paper. The academic department and examination rubric define precisely the type of calculator, title of book(s) and/or type of equipment permitted in each case. The use of electronic dictionaries or translators is not permitted.
- 6.143 Students who bring unauthorised items to their places by mistake must inform an invigilator as soon as they discover the presence of such items.
- 6.144 Coats, briefcases and electronic devices (see Regulation 6.141 above), which must be switched off, and similar items must be deposited in the examination room as directed by an invigilator. All such items are deposited at the sole risk of the student.

- 6.145 Students must use only the official examination stationery provided. Students are not permitted to remove any script, rough work, official stationery (excluding the examination question paper) or equipment from the room.
- 6.146 Unless otherwise authorised in the examination rubric, students must use only blue or black ink in completing the examination answer book(s). A pencil may be used only for the drawing of diagrams.
- 6.147 During the examination students must not communicate in any way with any person other than an invigilator.
- 6.148 A student is permitted to attract an invigilator's attention by raising his/her hand. A student must not leave his/her place without the prior permission of an invigilator.
- 6.149 Smoking is not permitted in the examination room.
- 6.150 A student who, in the opinion of the invigilators, causes any disturbance and continues to do so after warning, is required to leave the examination room and cannot be re-admitted. Examples of a disturbance include disruption caused by a mobile telephone, shouting, talking, whispering, eating and/or drinking (this is not an exhaustive list).
- 6.151 Students are given a warning when 30 minutes and five minutes of the examination are still remaining.
- 6.152 Students must not start writing, other than to complete the identification details on the answer book, until given permission to do so by an invigilator.
- 6.153 Students must stop writing as soon as they are instructed to do so at the end of the examination. An invigilator determines the end of the examination.
- 6.154 At the end of the examination students must remain seated and silent until all scripts have been collected and until dismissed from the examination room by an invigilator.

Breaches of Academic Regulations Governing Examinations

- 6.155 A student whom an invigilator believes to be using unfair means (including unauthorised aids, copying or communicating with others) is so informed by the invigilator and the answer book is marked at the appropriate place. Unless required to leave the examination room under any other Regulation, the student is permitted to continue the examination.
- 6.156 A student breaching any of these Academic Regulations is considered in accordance with the regulations governing assessment offences (see Section 10 of these Academic Regulations).

Variations to the Academic Regulations Governing Examinations

- 6.157 If the nature of an examination makes necessary any variation to these Academic Regulations, students are informed of such variation by the invigilators before the start of the examination.

(R) Individual Assessment Requirements

- 6.158 Special arrangements may be needed for those students assessed to have a permanent or long-term disability or who suffer a temporary disability or disposition during the examination period. Any variation in the approved assessment methods for a module takes full account of:

- “reasonable adjustments” for the student, as determined by Student Services in accordance with Anglia Ruskin’s policies for supporting students with a disability;
- the intended learning outcomes of the course and/or module for which the student is registered/enrolled

6.159 Guidelines are contained in the *Senate Code on Practice on the Assessment of Students*.

6.160 An analysis of the number of students and the nature of the individual assessment requirements covered by these arrangements is conducted annually by Student Services for consideration by the Senate (or a committee of the Senate acting on its behalf).