**Code of Practice on Assessment 2023/24**

**School/Institute/Service/Centre of XXYYZZ**

**Faculty of XXYYZZ**

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| **PLEASE DELETE ALL OF THIS SECTION BEFORE PUBLICATION**  **Using the Template**   * The template uses in-built styles and cross-references to help you manage your versions. * References in the text to titles and numbers can be automatically updated (use CTRL-H to use *Find and Replace*). The table of contents can be automatically updated by right-clicking and selecting *Update Field*. * Heading and paragraph styles are used to maintain consistent numbering and formatting. If you add sections relevant to your own School, please use the built-in styles for headings. * Text in black represents the University template. It should not be changed without explicit permission from the Pro-Dean for Student Education, recorded and in liaison with the Assessment Team. If you change any black text this should be highlighted in yellow. * Text in purple represents suggestions and prompts which can be reworded, replaced or deleted by the School as appropriate to the discipline. This text will be approved by the Chair of the relevant Faculty Taught Student Education Committee (FTSEC). * Updated 2023/24 Codes of Practice on Assessment templates should be uploaded and submitted [here](https://forms.office.com/pages/responsepage.aspx?id=qO3qvR3IzkWGPlIypTW3y-IRao53Km5Lvt8_yCYwYhxUOTIySUdROEpUQTJKQ1QwQk1YMjlPMEhMUC4u). Schools should also complete an excel template, clearly listing which sections have been updated against the 2022/23 version. The deadline for submission is 22 September 2023. * The uploaded document should still contain all colour coding/formatting included in the template, plus clear reference to any changes made. * <https://forms.office.com/Pages/ResponsePage.aspx?id=qO3qvR3IzkWGPlIypTW3y-IRao53Km5Lvt8_yCYwYhxUOTIySUdROEpUQTJKQ1QwQk1YMjlPMEhMUC4u>Should you require assistance in collating and submitting updates, please contact your Faculty Assessment Manager. |

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## Purpose

### Introduction

This Code of Practice on Assessment (CoPA) describes the procedures for assessment and other related matters in the School of XXYYZZ. For schools with apprenticeship provision, this CoPA applies to all Leeds-taught components of the apprenticeship programme(s) [if there are any exceptions, state these in Section 1.1b below]. The aim is to explain the principles and processes governing assessment. The CoPA is based on a University template provided by the Assessment Leadership Team, supplemented by sections provided by the School. In this way, the CoPA identifies local practice within the context provided by the University’s regulations and procedures.

#### Audience

The CoPA is aimed primarily at students but will also provide useful information for staff and External Examiners. Where this CoPA refers to **students** or to **you**, this means students registered on modules and programmes parented by the School of XXYYZZ. Where the CoPA refers to the School, this means the School of XXYYZZ, including its staff and formal committees. Where the CoPA refers to the **University**, this means the Senate on behalf of the University of Leeds and/or those offices and committees that deal with academic matters on its behalf.

#### Exceptions [This section may be deleted if there are no exceptions]

[If there is any provision within the School which has additional or alternative rules and to which the CoPA does not apply to in full, for example collaborative provision with external partners including joint awards, or Apprenticeship integrated End Point Assessments should be listed here].

#### Version and Approval

This CoPA for the School of XXYYZZ was approved by the Faculty of XXXXYYZZ Taught Student Education Committee and applies to assessment in the 2023/24 session.

#### Queries

Should you have any queries about this Code of Practice, please contact [insert name of the Academic Assessment Lead] or the Student Education Service contact for assessment [insert name].

### The University’s Approach to Assessment

The University’s approach to assessment aims:

* To qualify student achievement of programme and module learning outcomes through a variety of appropriate forms of assessment;
* To provide clear information on assessment to students, staff and external examiners;
* To give students appropriate guidance and support in meeting learning outcomes and in preparing for, and completing, assessment;
* To provide prompt and effective formative and summative feedback, through which students may learn how successfully they prepared for assessment and how they might improve; and
* To maintain effective quality management and enhance procedures designed to ensure accuracy, fairness and consistent standards of assessment.

## Module Assessment

### About this Section

In this section, you will find information on:

* How modules are assessed;
* The forms of assessment used by the University; and
* Assessment registration and timetables.

### Approval of Assessment Methods

Modules are assessed using methods appropriate for the level of study, the subject material, the method of delivery and the learning outcomes. There is a [formal process](http://ses.leeds.ac.uk/info/21010/programme_and_module_approval) through which the form of assessment for each module is agreed and approved in advance.

You can check the approved forms of assessment for each module in the [module catalogue](http://webprod3.leeds.ac.uk/catalogue).

Schools must adhere to forms of assessment published in the catalogue unless the Faculty Taught Student Education Committee grants them express permission to make changes to accommodate exceptional circumstances. If changes have to be made after the catalogue has been published, you will be informed of this, and the reasons for doing so, in writing.

If you need to resit a module, the forms of assessment will usually be the same as for the first attempt. If the resit assessment is different from the original assessment, this will be described in the catalogue.

### Preparation of Assessment

The assessments set each year are agreed through a process of approval. For assessments that are scheduled by the University’s Assessment and Progress Team there is a University process for approving assessments.

[This section should explain the School’s internal approval process for assessments, as well as resits, and should include reference to oversight by the External Examiner(s). The headings can be amended to suit the School’s assessment regime if necessary. This section should provide a summary of the process for the sake of transparency for students. The detailed instructions for staff should not be included here.].

### Formative Assessment

Formative assessment is intended to monitor and enhance your learning and does not contribute to your overall module mark.

Your school will provide you with opportunities for formative assessment and will provide you with feedback that allows you to reflect on and improve your performance.

### Summative Assessment

Summative assessment is intended to consolidate and evaluate your learning and contributes to the final module mark. There are a number of different categories of summative assessment in use within the School.

#### University Examinations

A University Examination is a formal examination which is timetabled and invigilated by the Assessment and Progress Team. These are held during one of the University’s formal assessment periods at the end of each semester, with an additional resit in August as appropriate. The times, dates and locations are published online by the Assessment and Progress Team. You can also access a personal exam timetable via Minerva. Occasionally, the School may organise formal examinations outside of the University’s formal assessment periods. These are called **Ad Hoc Examinations**. This will only be done where there is a reason the examination cannot be held during the formal assessment period. They are run in the same way as other University Examinations. Details are available on the [Students Key Dates and Locations website page](https://students.leeds.ac.uk/info/10120/key_dates_and_locations).

In the School of XXYYZZ, the following **Ad Hoc Examinations** are held outside of the University’s formal assessment periods:

* [Describe exams/categories of examinations held as Ad Hoc exams, explaining the reasons].

#### Online Time Limited Assessment

An **Online Time Limited Assessment** with a duration of 48 hours or less is a formal University assessment which is timetabled by the Assessment and Progress Team. These are held during one of the University’s formal assessment periods at the end of each semester with an additional resit in August as appropriate. The times, dates and locations are published online by the Assessment and Progress Team. You can also access this through your personal exam timetable via Minerva. Details are available on the [Students Key Dates and Locations website page](https://students.leeds.ac.uk/info/10120/key_dates_and_locations).

More support with Online Time Limited Assessments can be found on the [Library Skills website page](https://library.leeds.ac.uk/info/99039/online_learning/191/online_open_exams).

#### Assessed Coursework

**Assessed Coursework** is a piece of work or activity completed outside of formal timetabled sessions. This may include essays, projects, reports and online assessment. For more details on the presentation of assessed coursework, deadlines, penalties for late submission and information on plagiarism, see [Section 3 Coursework](#_Coursework).

#### Presentations

**Presentations** are an important part of the learning process and sometimes these will be assessed. Assessed presentations can take the form of either an individual or group presentation to an audience which may include peers.

#### Apprenticeships: End Point Assessment [This section may be deleted if the School does not have apprenticeships]

In addition to module assessment and programme classification, all apprenticeship programmes are subject to a formal End Point Assessment (EPA) which confirms whether and at what grade you have met the requirements of the Apprenticeship Standard. The EPA is carried out by either an independent organisation from the Apprenticeship Providers and Assessment Register (APAR) approved by the Education and Skills Funding Agency or in the case of an integrated EPA, through the University who will also be registered on the APAR. The details of the EPA are set out in the Apprenticeship Assessment Plan developed for each Apprenticeship Standard. Your employer, in consultation with the University, will decide when you are ready to sit the EPA. The EPA will be organised by the University. The end point assessment will provide the outcome of the assessment and the apprenticeship certificate. Your School will inform you of the nature of the EPA.

#### Other Forms of Assessment

The University aims to continually develop and improve the way in which students are assessed. With this aim, other forms of assessment may be introduced from time to time. Where these contribute to the final module mark, they will be listed in the module catalogue and full information will be provided.

[Insert additional headings/paragraphs for other types of assessment in common use in the School which might require some degree of explanation, for example laboratory reports, creative work, online tests.]

### Registration for Assessments

You will automatically be registered for the first opportunity for each assessment. All assessments must be taken on the first occasion that they are offered in the year in which the module is studied, unless the School gives you specific permission to delay. Marks for assessments which are not taken will be recorded as absent.

If you have been permitted to resit a module as a further first attempt, you must confirm with your school if you wish to take it. Contact your parent school for further information.

For resits as a second attempt you will need to apply online and pay any applicable fees before you are registered for the relevant resit assessments.

All resits must be taken at the next available opportunity. Non-registration for a resit will normally mean that attempt is forfeited.

#### Consecutive or Clashing Assessment

It is common to have assessment deadlines on the same or consecutive days and this is not grounds for applying for mitigating circumstances. If you have concerns about your assessment deadlines, please contact your School Student Education Service Team.

Online Time Limited Assessments, with a duration of 48 hours or less, that are scheduled to take place within the set University formal assessment periods, will often run consecutively or may overlap. However, if you have two of these assessments starting at the same time on the same day, you should immediately contact the [Assessment and Progress Team by email](mailto:examinations@leeds.ac.uk) so that alternative arrangements can be made where possible.

### Archiving of Assessment

Assessed work is archived for at least one year after each student has left the programme. During this time period, assessed work may be made available for scrutiny during student education reviews or for scrutiny by regulatory bodies on request.

## Coursework

### About this Section

In this section, you will find information on:

* Submission and preparation of coursework;
* Penalties that may be applied to coursework that is submitted late or incorrectly; and
* Academic integrity and academic misconduct.

### Preparation of Coursework

#### Referencing

Referencing refers to acknowledging the sources used in producing a piece of work. Referencing correctly allows you to:

* Demonstrate how widely you have researched the topic;
* Show the basis of your arguments and conclusions;
* Acknowledge the work of others, and
* Avoid plagiarism.

#### Referencing Style

For modules in the School/Centre/Institute of XXYYZZ students should use the official University of Leeds version of the [Harvard/Numeric/Other] referencing style.

Guidance on how to source citations within the text and how to reference different types of material is available on the [referencing pages of the Library website](https://library.leeds.ac.uk/info/1402/referencing). Marking of all submitted coursework will be informed by this guidance and will correspond to the style outlined on the Library’s referencing website pages.

#### Group Work

If you are working in a group but are expected to submit an individual piece of work, then the coursework you submit must be your own work, even if the group shares the data or ideas obtained as part of a team. Copying or paraphrasing another student’s work constitutes plagiarism.

[Insert the School’s policy on submission and marking of group work].

### Submission of Coursework

#### Coursework Deadlines

Deadline times are set to ensure that you can submit your work well within office hours. Your teaching School will avoid, wherever possible, setting deadlines on:

* Fridays, the last day of term and the first day of the formal assessment period.

When you submit your work electronically, the time of submission is automatically logged.

It is your responsibility to ensure that work arrives by the deadline.

[Insert any School-specific information on deadlines here].

The deadline for submitting work is normally [INSERT TIME – not after 14:00 UK time] on the specified day.

* + 1. **Declarations of Academic Integrity**

You must complete a [Declaration of Academic Integrity](https://ses.leeds.ac.uk/info/22149/a-z_of_policies_and_key_documents/984/declarations_of_academic_integrity) for all assessment submissions. The statement reminds you of the University’s definition of academic integrity and the consequences of academic misconduct.

#### Submission of Coursework

Students should check the work that they submit carefully and are responsible for ensuring the correct work is submitted. The School will only accept the coursework which is submitted by the deadline, regardless of whether a student accidentally submits the wrong coursework or an incomplete draft.

[Include information on matters like locations, key contacts. Include information regarding provision of coursework schedule and include links, where relevant. Explain if electronic or hard copies (or both) are required and which is taken as the definitive version].

#### Penalties for Exceeding Word Count

[Insert School/Faculty policy on penalties for exceeding word counts].

#### Penalties for Late Submission of Coursework

If you submit your work past the deadline, penalties will be applied.

The penalty is deducted from the mark for the individual piece of work that has been submitted late. For every period of 24 hours or part thereof that your assessment is overdue, you will lose 5% of the total marks available for that assessment component. This includes weekends, Bank Holidays and University closed days. The deduction is applied before any conflation with other marks (i.e. with other assessment components for the module) to give the overall result of the module. If your assessed work is over 14 days late, the submission will be deemed to have failed for non-submission (a day being a single 24-hour period).

Online Time Limited Assessments with a duration of 48 hours or less must be submitted within the time period stated. Late submissions will not be accepted in any circumstances.

[Insert school-specific information if required for example how this applies to weekly homework sheets or work where model answers are provided to students shortly after the deadline. Where both hard copy and electronic submission is required, explain the penalty that applies if one copy is on time and the other late; explain the penalty that applies if one copy is submitted and the other is not forthcoming].

#### Penalties for Academic Misconduct

The University takes all forms of academic misconduct very seriously. You may be excluded from the University without award if you present coursework in breach of the [University’s rules](https://secretariat.leeds.ac.uk/) on academic integrity. The Academic Misconduct Procedure is available on the [Student Cases website page](https://secretariat.leeds.ac.uk/).

#### Proofreading

The University [policy on proofreading](http://ses.leeds.ac.uk/info/22165/coursework/669/proof-reading_taught_components) provides definitions of proofreading in the University of Leeds context, and guidance to help avoid contravening the policy, and possible consequences of doing so.

You are required by the University to proofread your own work. Guidance on proofreading is available from the [University Library website](https://library.leeds.ac.uk/info/14011/writing/111/revising_editing_and_proofreading).

### Academic Integrity and Academic Misconduct

Academic integrity is a commitment to good study practices and shared values, which ensures that your work is a true expression of your own understanding and ideas, giving credit to others where their work contributes to yours. This University definition of academic integrity recognises that each individual has a responsibility to contribute honestly within our academic community. Breaching academic integrity standards can lead to serious penalties. Guidance on Academic Integrity and Academic Misconduct can be found on the [For Students website page](https://students.leeds.ac.uk/info/10110/cheating_and_plagiarism)s and definitions of specific integrity breaches can be found in the Academic Misconduct Procedure on the [Student Cases website page](https://secretariat.leeds.ac.uk/).

#### Academic Integrity Tutorial and Test

There is a compulsory online academic integrity tutorial and test for all students. The tutorial comprises a series of short units and an associated end of tutorial test explaining good study habits (e.g. good note taking and referencing) as well as practices that undermine the integrity of academic work (e.g. plagiarism, collusion and third-party authorship). If you are new to study at the University, you must complete all the units and correctly answer all questions in the associated test. You should complete this within your first few weeks of teaching, following the timetable specified by your School, and before submitting any formative or summative assessed work. Completion will be monitored by your School. Further details are available on the [Minerva Support website page](https://desystemshelp.leeds.ac.uk/student-guides/assessment/the-academic-integrity-tutorial-and-test/).

#### Academic Integrity Education

All taught programmes provide specific advice regarding academic integrity and good practice in writing and, where appropriate, the production of other forms of academic work. You will also be directed to information that explains how and why such forms of behaviour are not consistent with academic integrity, and the consequences of academic misconduct, such as plagiarism, collusion, reliance on others to do your work for you and unauthorised use of artificial intelligence. The compulsory online academic integrity tutorial will provide advice and guidance on these topics. The Library also provides detailed guidance and training materials related to academic integrity in the Academic Skills section of the Library website.

[Insert further details on how academic integrity is delivered in the School].

#### Re-using Your Own Work

Submitting or re-submitting the same work or part of the same work, in exactly the same form, to satisfy the requirements of more than one assessment is considered misconduct, even if the work is for a different module or qualification. This is because it is unfair to reward the same work twice. This includes work that you may have completed at school, college, or at another University before coming to Leeds. There may, however, be exceptions to this rule where an initial submission is intended to help you to develop a second, usually larger, piece of work. You will receive specific instructions where this is the case. If there are other instances where you feel that a further exception is justified, you must have specific written permission from the University staff concerned.

#### Advice from Staff

It is your responsibility to work with academic integrity. Where the School agrees that you can submit a draft for initial advice and feedback, if evidence of academic misconduct is found in the draft, staff will advise you on academic integrity, but it is not their responsibility to identify and highlight academic misconduct in draft work.

Whether or not you have submitted a draft, and whether or not the School has identified academic misconduct in the draft, you remain responsible for the submissions you make.

#### Draft or Erroneous Submissions

You are responsible for assessment submissions. If, after making a submission, you claim that you mistakenly submitted a draft or the wrong version, your original version will be treated as the submission. If the School finds that it contains academic misconduct, it will attract penalties.

#### Cheating

Cheating in University examinations is taken very seriously by the University. If you are found to have breached the [University’s rules governing the conduct of examinations](https://secretariat.leeds.ac.uk/), you are likely to be permanently excluded from the University with no award.

#### Artificial Intelligence in Assessments

Content generated by artificial intelligence assistance tools and presented as your own work does not comply with the University’s definition of academic integrity and would be considered an academic misconduct offence. You will be clearly advised when it may be appropriate to make use of artificial intelligence assistance tools and you will need to clearly acknowledge when you have made use of artificial intelligence tools in developing your work. The statement of [principles of academic integrity and good study practices](https://students.leeds.ac.uk/info/10110/academic_integrity) is available on the [For Students website pages](https://students.leeds.ac.uk/info/10110/academic_integrity).

### Checking for Academic Misconduct

The School uses a number of ways to check for academic misconduct, including manual checks from the staff marking your work as well as electronic tools.

#### Explanation of Turnitin

The University uses an internet-based text-matching service called Turnitin to provide evidence of originality of electronic coursework submissions. The tool compares text submitted with a wide range of electronic material, including journals, websites and student work from current and previous years, from Leeds and other UK universities. The software highlights if you have submitted the same or similar text as another student, or published material, or if you have submitted the same or similar text for more than one assessment.

#### Use of Turnitin

Your School will provide you with an introduction to Turnitin during your first semester of study to support your understanding of academic integrity.

[Insert school-level practice. As part of a supervised teaching session, students should be allowed to see an originality report based either on a model assessment or a draft of their work and perhaps resubmit as a learning exercise early during their academic career and before marks count towards degree classification. At level 2 and above, students should not be provided with their originality reports. Schools should run a similar exercise with anyone who is new to study at the University (e.g. new taught postgraduate students who may not have been made aware of Turnitin at undergraduate level, study abroad students, and online distance learning students)].

#### Turnitin and Academic Misconduct

Whether or not the School has used Turnitin routinely for a particular assessment, if the person marking your work is suspicious of academic misconduct, that piece of work will be submitted to Turnitin.

#### Originality Reports

The originality reports created by Turnitin are considered for possible academic misconduct as part of a review of a submission. However, it is your School, and not the software tool, that will decide whether or not academic misconduct has taken place; Turnitin is just one element of the evidence used to make this decision.

Your School will check all originality reports for work submitted electronically through Turnitin for plagiarism, regardless of the percentage match indicated by the similarity index.

[Insert details of School arrangements for checking originality reports. It is at the School’s discretion when originality reports are checked, and whether before or after the marking is undertaken, but this must be around the time of the assessment and prior to the Assessment Board. Where plagiarism is suspected following consideration of an originality report, it shall be for the School to determine, whether or not the assessment will be marked. Any marks published by a School prior to checking of originality reports must be on a provisional basis. The Module Leader is responsible for checking of originality reports. It is at the School discretion whether the marker checks the reports. Checking might be assigned to an intern or Teaching Assistant to perform given adequate training and supervision. SES staff might undertake basic checking and pass any suspect cases to an academic for further consideration. Schools are required to write local guidance in the context of their discipline to be drafted by the Academic Integrity Lead].

### Completion of Coursework

You are expected to submit all coursework associated with modules, including formative assessment. If you persistently neglect your studies or repeatedly fail to submit coursework within a reasonable time, the School may begin disciplinary proceedings which could result in you being excluded from assessments and/or required to withdraw from the University. The School will follow the [University’s formal procedures](https://secretariat.leeds.ac.uk/) for this.

## Module Marking

### About this Section

In this section, you will find information on:

* Marking policy and practices;
* Marking scales; and
* Consideration, approval and publication of module marks.

These procedures apply to the School of XXYYZZ. If you are also studying modules in other schools, you should consult the [teaching school’s CoPA](https://students.leeds.ac.uk/copa) for information on their process for module marking.

### Assessment Criteria

Each school has agreed assessment criteria which describe in detail how your performance for a piece of work will be rewarded, in respect of the learning outcomes. These statements specify the standards that must be met and what evidence is expected to show that you have achieved the learning outcomes.

[Explain where students can find the assessment criteria. Include separate taught postgraduate criteria if this is relevant. Schools can include these as an Annex to this CoPA or refer to a website or Minerva page].

The process of determining final module grades is the responsibility of the school teaching each module.

### Anonymous Marking

#### Anonymous Marking

In accordance with the University’s expectations, assessment is marked anonymously. However, the School may make exceptions to this rule, including:

* Where the assessment takes the form of a practical demonstration performed in the presence of examiners (such as orals, scientific practicals, lab books, clinical examinations, or performances);
* Where the assessment takes place over a period of time with support from a designated supervisor or tutor (such as projects, dissertations and portfolios); and
* Where the assessment takes place during a module for formative purposes and anonymity might prevent speedy and effective feedback.

It is students’ responsibility to follow those instructions regarding the submission of assessment that enable anonymous marking, such as the correct use of student identification numbers (SID) in electronic file names. Failure to do so may remove the ability to mark anonymously.

#### Exceptions to Anonymous Marking

In particular, [insert specific description of exclusions from anonymous marking within the School. It is good practice to have these agreed by the Student-Staff Forum].

### Assessment of Written English

Assessment criteria will clearly specify the approach to assessing technical accuracy in written expression and, where appropriate, the approach will be referenced in assessment rubrics.

[All schools are required to operate a flagging system for work submitted by students with specific learning difficulties (SpLDs) and other disabilities which affect written work. Explain how the School operates the flagging system].

### Double Marking/Check Marking

#### Definitions

Double marking means that in addition to the first marker, another member of staff independently marks your work. Check marking means that in addition to the first marker, another member of staff samples or audits the marking across the module to review overall marking standards and consistency between individual markers.

#### Processes for Double Marking/Check Marking

[Describe the School’s policy for double marking/check marking of assessment.]

[This section should provide a summary of the process for the sake of transparency for students. The detailed instructions for staff should not be included].

#### Projects and Dissertations

Projects and Dissertations must be double marked. The rationale for this is based on typically larger credit value, the student-led or independent nature of the topic, and one-to-one supervision conventions (typically supervisors support and mark some students on the module and double marking ensures that one or more of the markers is independent).

[Schools with Integrated Masters programmes may also add information here regarding projects taken in the penultimate year.]

#### Resolution of Discrepancies between Markers

[Describe the School’s process for resolution of discrepancies between internal markers].

[This section should provide a summary of the process for the sake of transparency for students. The detailed instructions for staff should not be included.]

#### The External Examiner

The role of the External Examiner is to ensure comparability of the University’s standards with those in peer institutions and national benchmarks. It is not to contribute to the assessment of individual students. If an External Examiner cannot endorse the marks given to assessed work within a sample, they may require:

* Additional marking of all the student work within the group;
* Additional marking of an element of the assessed work of all students within the group; or
* Adjustment of the marks for all students within the group.

In this way, the External Examiner has oversight of the whole cohort of marks, rather than those of individual students. However, in exceptional circumstances, an External Examiner may be permitted to determine an individual mark where they have been specifically invited to adjudicate between markers.

### Requests for Re-marking

Your School will follow the defined procedure for double marking/check marking as set out above. Assessed work will not be re-marked at your request. This will only be done if the School is instructed to do so by the University following a [formal appeal](https://students.leeds.ac.uk/info/10111/examinations_and_assessment/823/appeals).

### Normalisation [This section may be deleted if normalisation does not take place]

Normalisation refers to a process of adjusting mark profiles for each module so that the overall average falls within an expected range. Normalisation is used only exceptionally and if your school does normalise marks for a module, particular attention will be paid to setting and marking of assessment in that module the next time it is offered.

[If applicable, insert the School’s policy on normalisation of marks, including the modules the policy applies to. Note that the University advises that cohort averages may legitimately differ from module to module and therefore schools should not usually normalise marks].

### Marking Scales

The University uses a number of different scales to express results at different stages of the assessment and classification process. Further information about marking scales is available on the [For Students website page](https://students.leeds.ac.uk/info/10121/marking_results_and_resits/821/marking_scale).

#### Marking Scales

[Insert information on any local marking scales for assessment components].

#### Pass/Fail Modules

For a limited number of modules, you will not receive a numerical mark but instead a “pass” or “fail” grade. Within the School/Centre/Institute of XXYYZZ, the following modules are assessed on a pass/fail basis:

* [List/describe the pass/fail modules in the school. This list can be extracted from the catalogue].

#### Module Marks

Although local marking scales for individual pieces of work may differ, a single marking scale is used when expressing module marks. All module marks are expressed on the University’s 0-100 scale.

[Medicine and Dentistry use different scales which should be explained here.]

For more information, see the [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/). For more information on how module marks contribute to classification decisions, see [Section 2 Module Assessment](#_Module_Assessment).

### Pass Mark and Award of Credit

If you pass a module, you will gain the entire credit for that module. However, if you do not pass a module, you receive no credit for that module (the University does not award partial credit). The pass mark for modules at levels 0, 1, 2 and 3 is 40. The pass mark for modules at level 5M is 50.

|  |  |  |
| --- | --- | --- |
|  | Undergraduate Students | Taught Postgraduate Students |
| Undergraduate Modules  (Codes numbered 0, 1, 2 or 3) | Pass mark is 40 | Pass mark is 40 |
| Taught Postgraduate Modules  (Codes numbered 5….M) | Pass mark is 50 | Pass mark is 50 |

[Insert relevant information on differing rules for accreditation requirements]

### Consideration of Module Marks

#### School Assessment Board

The School Assessment Board agrees the modules marks/grades for all students. The School adopts the [standard Terms of Reference and Membership for School Assessment Boards](http://ses.leeds.ac.uk/info/21080/committees/1052/school_examination_boards).

#### Semester 1 and Semester 2

The School Assessment Board normally meets after Semester 1 to agree recommended marks and grades for completed modules. These are published via Minerva. The marks/grades are provisional at this stage.

The School Assessment Board meets again after completion of Semester 2 to agree recommended marks/grades for completed modules. The marks/grades for all undergraduate Semester 1 and 2 modules (those at levels 0, 1, 2 and 3) will be approved by the Progression & Awards Board (of which the External Examiner is a member). The marks for taught postgraduate modules (those at level 5M) may be provisional if they have not yet been endorsed by the External Examiner(s).

#### Taught Postgraduate Modules

For taught postgraduate modules that finish after semester 2, [insert when taught postgraduate semester two modules, including dissertations/projects/portfolios are considered].

#### Consideration of Resit Results for Undergraduate Modules

The School Assessment Board normally meets again in September to agree marks/grades for August resits.

#### Consideration of Resit Results for Taught Postgraduate Modules

[Describe when taught postgraduate module resit results are considered].

#### Other

[Insert information regarding any additional committees or school policies relating to module marks].

### Publication of Module Marks

If your school publishes provisional marks, you should be aware that these have not been approved by the School Progression & Awards Board (see 4.10b above). The final published marks may be higher or lower than the provisional marks.

[Insert school policy for publishing provisional marks to students, including how students are informed if their provisional mark changes].

The University will publish final confirmed marks and classifications on Minerva on 8 July 2024 for undergraduate students and on 21 November 2024 for taught postgraduate students.

### Changes to Module Marks

Once the University has published the formal decisions of the School Progression & Awards Board, module marks will not be changed. The only exception is if the School is instructed to make amendments by the University following a formal appeal or consideration of an exceptional case.

## Feedback to Students

In this section, you will find information about the sort of feedback you can expect, how it is provided and how you are expected to engage with it.

### Principles

The University has a number of principles relating to academic feedback with the aim that you are provided with:

* Feedback that is personal to you and your work;
* Feedback that is constructive and helps you understand how it relates to assessment criteria; and
* Feedback that is specific and designed to help you see what you have done well and how you can improve.

Sometimes, your individual feedback will be supplemented with generic feedback that can be provided more quickly. Generic feedback is given to all students about general performance in a particular assessment.

### Information about Feedback

When assessment is set, you will be told when and how you will receive your feedback. The purpose of providing you with feedback will also be explained and you will be informed of who to contact should you want to discuss the feedback you receive.

In the School of XXYYZZ, you will be provided with feedback by… [Explain how this happens in the school].

### Feedback

In the School of XXYYZZ, our processes will provide you with individual feedback that is fit for purpose, in an agreed timeframe. This will help you to set yourself academic targets; and support for this can be provided by the School if you need it.

Some disabled students such as those with specific learning difficulties (SpLDs) will be eligible to attach an electronic cover sheet to their work. Feedback on the work will therefore be tailored sensitively.

In the School of XXYYZZ, you will be provided with feedback in the following way(s):

* [Explain how the process of providing feedback (of any type) happens in the School. When you are provided with individual feedback, it will be done in the following way(s):
* [Explain how individual feedback happens in the School. This will require that feedback is given on the work as well as on cover/summary sheets].

Sometimes, other ways of giving feedback can be more beneficial, this may be done in the following way(s):

* [Explain how generic feedback happens in the School, you will be helped to continue thinking about your work and stay in the ‘learning loop’ through group feedback, either face-to-face or via audio/video’].

### Feedback on Assessments Taken During a Formal Assessment Period

Your feedback on any assessment type (i.e. examination, Online Time Limited Assessment (OTLA)) taken during a formal assessment period can be different from other assessment feedback. For logistical reasons, you may not receive detailed individual feedback within the normal timescale.

Where an examination has taken place, your examination script belongs to the University and will be archived. Scripts have to be retained for use by External Examiners, internal review processes, and scrutiny by regulatory bodies if requested. You are encouraged to discuss your marked submissions as part of your feedback opportunities.

In the School of XXYYZZ, your feedback will be provided in the following way(s):

* [Explain how the School gives feedback on examinations and other time-limited assessments, including references to generic feedback and meetings with staff as appropriate].

### Engaging with Feedback

Engaging with the feedback you receive is an important part of your learning experience. You are expected to be active in obtaining, reflecting on and acting on the feedback given to you. As a student, you will find that feedback is provided in many different ways. You are expected to make use of the range of different feedback opportunities available to you.

You should take up the opportunities for formative assessment and you should ask for support if you need it.

To help you get the most from the feedback you receive, you will be provided with opportunities to discuss your feedback and academic progress with staff. In the School of XXYYZZ this is done by:

* [Explain how this works in the School. Is feedback discussed through personal tutorials or some other means? How do students request a meeting?].

### Timing of Feedback

Usually, you will receive your feedback before your next assessment for the module is due. This will not be later than [15 working days – **NOTE**: Schools may shorten this expectation but cannot extend it] after you submit your piece of work.

Occasionally, an exception to the feedback timeline guidance might need to be made. The most common reasons for this are late changes outside of the School’s control, such as staff illness. If this happens, you will be told why the date has been changed and the school will provide you with a new date for when you can expect your feedback.

At the end of Semester 2, a significant amount of administrative work is undertaken which involves confirming, checking and processing marks to ensure Progression and Awards Boards can take place. If you submit assessment for any undergraduate modules at this time, the School will aim to provide your feedback in the normal timeframe, but your final results cannot be released until the University’s official publication date (see [Section 4.11 Publication of Module Marks](#_Publication_of_Module)).

## Programme Progression and Award

### About this Section

The process of determining awards is the responsibility of the parent school and is separate from the process of agreeing module marks (although in some cases, the two processes take place consecutively).

#### Definitions

**Progression** refers to a structured process undertaken by the School that determines whether you have met the requirements to continue to the next stage of your programme. This is usually only relevant for undergraduate students and takes place at the end of each year of study.

**Classification** refers to identifying the type of qualification and classification of award that you will receive on completion of the programme.

#### University Progression and Award Regulations

The criteria for progression/award are determined by the University’s regulations set out in the [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/), as well as by individual programme rules set out in the programme specification. The [programme specification](https://webprod3.leeds.ac.uk/catalogue/) identifies the modules within any given programme of study which must be passed in order to allow progression/award. The Progression and Awards Board is required to implement decisions in accordance with the Rules for Award and the programme specification. The School does not have discretion to vary the rules for individual students at the Progression and Awards Board.

#### Ad Hoc and Ad Personam Programmes

If there are exceptional circumstances, the School may consider varying the programme rules for a cohort of students (an **ad hoc** programme) or for an individual student (an **ad personam** programme). For example, the required combination of modules could be amended, or particular programme rules waived. This decision is taken in advance and is based on the circumstances affecting the group or individual. The decision is **not** taken by the Progression and Awards Board.

Any ad hoc or ad personam programme must be approved in advance by the Faculty Taught Student Education Committee or by the Pro Dean for Student Education acting on the Committee’s behalf. Once the ad hoc or ad personam programme is approved, this new programme is the one which will be applied by the Progression and Awards Board in considering your results. The School will provide you with a copy of the approved programme which supplements the published programme specification.

### Progression and Awards Boards and Related Committees

#### School Special Circumstances Committee

The School Special Circumstances Committee is responsible for assessing all applications for mitigating circumstances and making recommendations to the Progression and Awards Board on any adjustment that the Board should make to accommodate those circumstances. Anonymous minutes of the School Special Circumstances Committee are taken, along with a summary of the recommendations made, to the Progression and Awards Board.

[Insert membership details, including chair, of the Special Circumstances Committee. Describe when/how often the Special Circumstances Committee meets. Only a summary is needed here].

#### Progression and Awards Board

The Progression and Awards Board has responsibility for approving module marks, making decisions about progression, and for deciding the award you will receive and, where relevant, its classification. The School adopts the [standard Terms of Reference and Membership for Progression and Awards Boards](http://ses.leeds.ac.uk/info/21080/committees/1054/school_progression_and_awards_boards).

#### Consideration of Progression and Awards

In the majority of cases, the Progression and Awards Board makes straightforward decisions based on credit requirements and the classification average. However, in academic borderline cases and approved cases of mitigating circumstances, the Board will make a judgement using the agreed criteria. Discretion for academic borderline cases is only applicable for candidates who commenced their studies before 2022/23 and candidates of full time taught postgraduate programmes and one year intercalated programmes who commenced their studies in 2022/23.

[Insert details of the agreed criteria for making a judgement in academic borderline cases and approved mitigating circumstances].

In cases of mitigating circumstances, the Board receives recommendations from the School Special Circumstances Committee.

[Describe when the Progression and Awards Boards for the various programmes meet – usually in June for undergraduate programmes and October/November for taught postgraduate programmes].

#### Referral to the University Special Cases Committee

The Progression and Awards Board can only exercise its powers within the context of the University’s rules and regulations, and in particular, the Rules for Award and the programme specification. However, if following these procedures would lead to a perverse or unfair judgement, the School may make an application to the [University Special Cases Committee](https://secretariat.leeds.ac.uk/) to make exceptions to the rules. If the School does this, you will be informed, giving the reason. The School must present a case to the Committee; you cannot apply yourself.

#### Other

[Insert information regarding any additional committees’ relation to progression and award].

### Undergraduate Progression

To progress to the next year of an undergraduate Honours programme, you must:

* obtain a minimum of 100 credits in the current programme year;
* pass all of those modules listed as ‘pass for progression’ in the programme specification; and
* meet any other criteria listed in the programme specification.

[Insert any additional progression criteria here if the School wishes to, note that such criteria must also be listed in the approved programme specification].

#### Ordinary Progression Route [this section may be deleted if Ordinary progression is not specified]

Students on honours degree programmes who have obtained at least 80 but fewer than 100 credits may be able to progress with Ordinary degree status, if an Ordinary degree programme has been specified and approved.

[Insert information regarding progression on an Ordinary degree route and clearly detail where this is allowed/not allowed].

### Classification Procedures

This section describes the main classification rules for the principle types of qualifications. This is a summary only and the full details of the procedure for all types of qualification are published in full in the [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/).

#### Classification System

The University operates a unified institutional degree, diploma and certificate awarding/classification system for all undergraduate and taught postgraduate programmes. The classification system is based on averaging and is designed to be consistent with the national [Frameworks for Higher Education Qualifications](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks).

#### Classification Average

Modules are marked against a 0-100 marking scale. For the purposes of classification for candidates who commenced their studies before 2022/23 and candidates of full time taught postgraduate programmes and one year intercalated programmes who commenced their studies in 2022/23, module marks are converted to a 0.00 to 10.00 Classification Average scale expressed to two decimal places and rounded accordingly.

For more information, see the [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/). A [Classification Calculator](http://students.leeds.ac.uk/info/10111/examinations_and_assessment/856/classification_calculator) is also available which will allow you to estimate your final degree classification.

#### Bachelor’s Degrees with Classified Honours

Details about degree classification for Bachelor’s degree with classified honours are available on the [Classification website page](https://students.leeds.ac.uk/classification).

#### Integrated Degrees of Masters and Bachelor [Delete if not relevant to your School]

Details about degree classification for Integrated Masters and Bachelor’s degree with classified honours are available on the [Classification website page](https://students.leeds.ac.uk/classification).

#### Undergraduate Classification Thresholds

Details about classification thresholds for Bachelor’s degrees with classified honours are available in the [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/).

#### Taught Postgraduate Awards

Taught postgraduate awards are classified by credit-weighted average grades across all modules studied as part of the programme.

#### Taught Postgraduate Classification Thresholds

Details about classification thresholds for taught postgraduate degrees are available in the [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/).

#### Treatment of Supernumerary Modules (Prescribed)

If a programme prescribes that students must study more than 120 credits (undergraduate) or 180 credits (taught postgraduate) in any one programme year, the credit-weighted average over the full number of credits will be used for progression and classification purposes.

#### Treatment of Supernumerary Modules (Optional)

If students choose to take more than 120 credits (undergraduate) or 180 credits (taught postgraduate) in any one programme year, neither the credits nor the grades for the additional modules will be taken into account in determining progression or classification. You must decide at the point of enrolment which modules will count towards progression and classification; you cannot ask later for only a selection of the best results to be considered.

#### Advanced Standing

Credit imported as part of accreditation of prior learning contributes towards the credit requirements for the award but does not contribute to the classification average.

#### Treatment of International Programme Year

[Insert School policy on contribution of international programme year to the degree classification - suggested text is provided below].

EITHER

Students undertaking a four-year undergraduate degree programme which includes an international year, successful completion is determined on a pass/fail basis and marks do not contribute to classification. The form of assessment is described in the programme catalogue.

OR

Students undertaking a four-year undergraduate degree programme which includes an international year, marks are provided by the year abroad institution and the School uses a translation table to convert these into grades on the Leeds scale.

AND

[Insert where further information on the International Programme Year can be found, for example ‘further information about the School’s international programmes can be found in the relevant School handbook’].

#### Treatment of Industrial Programme Year

[Insert School policy on contribution of Industrial programme year to the degree classification].

EITHER

Students undertaking a four-year undergraduate degree programme which includes a year in industry, successful completion is determined on a pass/fail basis and marks do not contribute to the classification of your degree. The form of assessment is described in the programme catalogue.

OR

Students undertaking a four-year degree programme which includes a year in industry, the year in industry is assessed using the methods described in the programme specification and the marks contribute to the classification of your degree.

AND

[Insert where further information on the Industrial Year can be found].

### Academic Discretion

The degree classifications of most candidates will be clear-cut. However, the Progression and Awards Board will identify students whose classifications are borderline for further consideration. This is known as “academic discretion” and is only applicable for candidates who commenced their studies before 2022/23 and candidates of full time taught postgraduate programmes and one year intercalated programmes who commenced their studies in 2022/23. For undergraduate honours degree students, academic discretion applies if you have a classification average falling within a band of 0.05 below a classification threshold on the 0.00–10.00 classification scale (e.g. between 6.80 and 6.85). For taught postgraduate students, academic discretion applies if you have a classification average falling within a band of 0.10 below a classification threshold on the 0.00–10.00 classification scale.

Satisfying these numerical criteria does not guarantee promotion to the higher degree classification. Progression and Awards Boards apply the established criteria, explained below, in making a decision. Module grades will not be adjusted, regardless of the outcome. The basis and process for the decision will be recorded in the minutes.

#### School Criteria for Academic Discretion (Undergraduate)

[School criteria for academic discretion UG. Criteria should be explicit (note that the School’s “discretion” is in relation to setting the criteria, not in applying them)].

#### School Criteria for Academic Discretion (Taught Postgraduate)

[School criteria for academic discretion PGT. Criteria should be explicit (note that the School’s “discretion” is in relation to setting the criteria, not in applying them)].

#### Viva Voce Examinations

The University does not permit interviews/viva voce examinations for the purpose of making a decision on borderline cases.

### Special Circumstances Discretion

The Progression and Awards Board will consider applications for mitigating circumstances and decide what action to take. This is not confined to borderline cases. The Board will usually accept the recommendations of the School Special Circumstances Committee. The basis and process for decisions will be recorded in the minutes. Module marks will not be changed, regardless of the outcome, with the exception that where penalties for late submission have been applied, the School may choose to waive those penalties and restore the original mark.

### Publication of Degree Classifications

The dates on which degree classifications are published apply across the University. These dates are published each year by the Programmes and Assessment Team. The School will not publish your classification, provide written confirmation of it nor discuss it with you prior to the official publication.

### Diploma Supplement

The [Diploma Supplement](https://students.leeds.ac.uk/diplomasupplementandtranscript) provides you with a formal description of the nature, level, context and status of studies undertaken for a particular qualification. The University issues this in addition to your degree certificate.

### Graduation

[Graduation](https://students.leeds.ac.uk/info/10113/graduation) ceremonies are held in July and December. Degree certificates are not issued during the ceremonies and will be sent out by post shortly afterwards. The University will provide you with full details nearer the time.

## Mitigating Circumstances

It is important that you let the School know about illness or personal circumstances that are affecting your attendance or assessed work.

### Absences Involving Assessed Work

If you are absent from a class involving assessed work, you must provide independent evidence of the illness or circumstances which caused you to be absent.

If you are absent from any assessment or fail to submit any coursework for a module, and you do not provide a reason/evidence to your School’s satisfaction, you will receive an “AB” code as the mark for that assessment. This translates to the lowest grade on the marking scale, “0”.

### Requesting consideration due to Mitigating Circumstances

Mitigating circumstances are defined by the University as normally exceptional, short term, unforeseen and unpreventable events that may have a significantly disruptive effect on your ability to take assessments. These events are over and above the course of everyday life, and normally outside of your control. They may affect your ability to complete coursework or other assessments, and revise for and attend examinations.

The University has procedures in place to assess claims for consideration and, at the parent School’s discretion, to take account of them when making decisions about assessment and/or Award. The Mitigating Circumstances Guidance is available on the [Student Cases website page](https://secretariat.leeds.ac.uk/student-cases/mitigating-circumstances-guidance/).

## Resits

If you do not pass a module at the first attempt, it is normally possible to resit. However, you cannot resit a module that you have already passed in order to improve your grade.

Where schools deliver higher/degree apprenticeships:

Either an apprentice’s employer decides how many attempts an apprentice may have to pass an End Point Assessment or the number of resits are pre-determined in the Apprenticeship Assessment Plan, as set out by the Institute for Apprenticeships.

### Number of Attempts

Undergraduate students are permitted two attempts to pass a module; the first attempt plus one resit. Attempts must be taken at the next available opportunity.

Postgraduate students are permitted one resit attempt, which must be taken at the next available opportunity. This will be in August if a resit opportunity is offered for that module, otherwise the next attempt will take place in the following academic session.

Decisions about mitigating circumstances can change the number, timing, and type of resit attempts. The Progression and Awards Board in your parent School makes this decision. For more information on mitigating circumstances, see [Section 7 Mitigating Circumstances](#_Mitigating_Circumstances).

### Timing of Resits

For students commencing their programmes in September, resit examinations are normally held in the August resit period. Students with coursework resits will be advised of the submission deadlines, which will normally be during the August resit period. [Some programmes /students will have an alternative resit period in July]

There may be circumstances which affect these timings, for example if you have been granted mitigating circumstances, if you need to undertake significant laboratory or project work in order to pass a module, or if the resit will clash with other work for your programme. The School will provide information on the resit opportunities available to you when we publish the final module marks.

### Unreasonably Poor Attempt; Denied Summer Resit

The School Assessment Board may judge that you have made an unreasonably poor attempt. If this applies to you, a suffix “S” will be added to the module mark, and you will not be allowed to apply for an August resit. You must attempt to pass the next time the module is offered, usually in the next academic session. This rule is designed to prevent you from opting out of teaching and assessments that are required as part of the programme. Application of the rule may prevent you from progressing to the next level of study or from receiving an award.

### Format of Resits

Usually, the format of the resit will be the same as for the original module. If a different form of assessment will be used for the resit, this will be explained in the module specification in the online module catalogue.

[Insert additional School requirements, i.e., accreditation re: failed project modules].

### Capped Resit Marks

The maximum mark you can obtain for a second attempt (i.e. a resit) is 40 for undergraduate modules and 50 for taught postgraduate modules.

Students on integrated foundation years are permitted an attempt to resit where they have passed modules but have not achieved the progression requirements of their designated programme of study. The mark achieved on re-assessment for these students will not be capped at 40.

|  |  |  |
| --- | --- | --- |
|  | Undergraduate Students | Taught Postgraduate Students |
| Undergraduate Modules  (Codes numbered 0, 1, 2 or 3) | Capped at 40 | Capped at 40 |
| Taught Postgraduate Modules  (Codes numbered 5….M) | Capped at 50 | Capped at 50 |

### Failed Resit Marks

If you undertake a resit as a second attempt, but your mark for the resit assessment is lower than the mark you originally received, the highest mark achieved will apply when calculating classification. Marks achieved in the different attempts will appear on the transcript.

### Resubmission of Coursework

[Insert School policy on resubmission of coursework for resit students].

### Resits in the Final Year

In the final year of study, it is possible to apply to resit failed modules in order to improve the classification average and/or to make up the credits. This applies whether or not the results obtained so far are sufficient for the award of a degree. However, once you have accepted and received an award, you cannot then resit for a different award/classification. You must choose either to resit or, if you are eligible, to receive the award.

If this situation applies to you, you are strongly recommended to get in touch with the School to discuss your options before you make a decision.

#### Eligible for Ordinary; Resit for Honours

[Insert if relevant: Ordinary degrees must only be awarded by a Faculty/School Progression and Awards Boards on the basis of performance meeting learning outcomes specified in approved programme specifications. Schools to include additional relevant scenarios. Similarly, final-year students registered on an undergraduate honours programme, who are eligible to be awarded an Ordinary degree, are permitted to resit to gain an Honours degree.]

## Appeals and Complaints

### Appeals

You have the right to appeal against a final decision of the Assessment Board or Progression and Awards Board. The deadline for receipt of your appeal is 20 working days from the date of the publication of the decision against which you wish to appeal. Before entering the formal appeals process you should attempt to resolve the issue within the School. You should raise your concerns with the Head of School.

Guidance on the formal appeals procedure is available on the [Student Cases website page](https://secretariat.leeds.ac.uk/).

### Complaints

The University is committed to listening and being responsive to student views and needs and it is recognised that sometimes the University may get things wrong. You therefore have the right to lodge a complaint against a School, Service or individual in the University if you feel that your legitimate expectations are not being met.

[Insert information about School contacts for complaints, including job titles].

Complaints should initially be raised as near as possible to the point at which the problem occurred - in the School or University Service - and should normally be pursued informally in the first instance. However, there may be times when you do not feel able to make a complaint locally, or when you are dissatisfied with the response or proposed remedy. If this happens you can make a formal complaint using the [Student Complaints Procedure](https://secretariat.leeds.ac.uk/).

You can seek further guidance on making an appeal or a complaint from Leeds University Union (LUU) Student Advice using the self-help [LUU Help and Support website pages](https://www.luu.org.uk/student-advice/) or by contacting [LUU Help and Support by email](mailto:helpandsupport@luu.leeds.ac.uk).

## Annexes

### Annex: School UG Assessment Criteria

[Insert School Assessment Criteria/Marking Scheme – Undergraduate, if applicable, or delete this section]

### Annex: School TP Assessment Criteria

[Insert School Assessment Criteria/Marking Scheme – Taught Postgraduate if applicable, or delete this section]

### Annex: School Mark Translation Table (International Year)

[Insert Mark Translation Table for International/European Programme Year, if relevant, or delete this section]

### Annex: Staff with Management Responsibility for the Assessment Process

This section describes the key members of staff and committees involved in the assessment process within the School/Centre/Institute of XXYYZZ and describes their main responsibilities.

Schools may wish to include the names of role holders in this section.

#### Head of School

The Head of School, as the representative of the Senate, is ultimately responsible for all examination and assessment matters in the School. However, many of these responsibilities are delegated to other members of staff and to various formal committees.

#### Director of Student Education (DSE)

The Director of Student Education is responsible for the overall management of undergraduate and taught postgraduate examinations and assessment. Whilst the Director of Student Education has a responsibility to oversee the range of different types and timing of assessments on programmes, this is often discharged in co-operation with Programme Leaders. The Director of Student Education chairs the School Taught Student Education Committee.

#### Academic Assessment Lead

The Academic Assessment Lead is responsible to the Director of Student Education, on behalf of the Head of School, for the development, organisation and management of the assessment policy and practices within the School.

#### Programme Leaders

A Programme Leader is responsible to the Director of Student Education for the development, organisation and management of a named programme and for the academic experience of the students on that programme. Programme Leaders play an active part in the development of the School’s portfolio of programmes and the enhancement of the student academic experience. The Programme Leader for each programme is listed in the [programme catalogue](http://webprod3.leeds.ac.uk/catalogue).

#### Module Leaders

A Module Leader, a contracted member of academic staff, is appointed to lead each module in the School’s portfolio and is responsible for its development, organisation and management, as well as for the assessment of students. Module Leaders, in liaison with Programme Leaders, are responsible to the Director of Student Education acting on behalf of the Head of School. The Module Leader for each module is listed in the [module catalogue](http://webprod3.leeds.ac.uk/catalogue).

#### Academic Integrity Lead

The Academic Integrity Lead is a nominated member of academic staff who is responsible for ensuring consistency within the School in implementing academic misconduct procedures and practice, and investigating suspected cases of academic misconduct. The aim is to ensure equity of treatment of students. The role also involves academic integrity education, such as raising staff and student awareness of academic misconduct issues.

#### School Academic Lead for Inclusive Pedagogies

The School Academic Lead for Inclusive Pedagogies is a nominated member of academic staff who is responsible for promoting and embedding inclusive approaches.

#### Pro Dean for Student Education

The Pro Dean for Student Education, at the Faculty level, is not directly involved with the assessment of most students, but has overall responsibility for quality assurance, standards and quality enhancement of the Faculty's learning and teaching provision. The Pro Dean chairs the Faculty Taught Student Education Committee.

#### Student Education Service

The Student Education Service (SES) is responsible for the support of students throughout their time at University and supports academic staff in the administration of module assessments and final Degree Classification. SES staff manage the administration in relation to assessment for modules (including the collation, entry, and release of marks in line with University regulations), support School level procedures such as mitigating circumstances and academic integrity and services all Assessment, Progression and Awards Boards.

[Insert additional headings using style Heading 4, for any additional roles, such as Director of Postgraduate Studies].

### Annex: Internal Examiners and Assessment Assistants

#### Internal Examiners

Every taught credit-bearing module must have an internal examiner, an identified individual who takes responsibility for the assessment on each module. Although marking of assessment may be undertaken by a team, the internal examiner has responsibility for the marks awarded. The internal examiner is usually the module leader.

There may be occasions when it is appropriate for another qualified and experienced individual, such as a Foreign Language Assistant, a member of staff at a collaborating partner institution, or a retired or visiting member staff, to act as internal examiner. The module leader retains overall responsibility and accountability for the module whilst delegating responsibility for assessment to another. In such cases, the School will make a formal nomination of the individual as an internal examiner and the appointment will be approved by the Faculty Taught Student Education Committee, or by the Chair acting on its behalf.

#### Assessment Assistants

Assessment assistants are individuals who, working under the supervision of the internal examiner, assist with the marking of students' work. The internal examiner remains formally responsible for assessment design and for the marks awarded. Assessment assistants usually have a formal link with the University (for example, are studying for a research degree), but are not academic members of staff. Assessment assistants are approved, appointed and monitored at the school level.

#### Use of Assessment Assistants

The School appoints assessment assistants under defined circumstances:

* Where the assessment is conducted against well-defined success criteria, e.g. in the case of an MCQ paper; or
* where.... [any other defined circumstances appropriate to the School]

[Insert any School-specific information about how and when the School uses assessment assistants. This should be a summary for the sake of transparency for students. The detailed instructions for staff need not be included].

#### Monitoring and Training for Assessment Assistants

Marking undertaken by Assessment Assistants is comprehensively monitored. The School maintains a complete, detailed and up-to-date record of appointed assessment assistants and the training they have received.

### Annex: External Examiners

The School follows the agreed University [procedures relating to external examiners](https://ses.leeds.ac.uk/externalexaminers) for all taught programmes.

An External Examiner is appointed by the University to oversee each programme or area of study. The External Examiner provides independent assurance of the efficacy and fairness of the assessment procedures and maintenance of academic standards. External Examiners’ reports from previous years are available to students.

### Annex: Student Education Committees

The process of approving programme and module specifications, including assessment design, is the responsibility of the formal [Faculty Taught Student Education Committees](https://ses.leeds.ac.uk/info/21080/committees/754/faculty_taught_student_education_committees) and [School Taught Student Education Committees](https://ses.leeds.ac.uk/info/21080/committees/755/school_taught_student_education_committees).

### Annex: Assessment Committees

There are two types of meeting: the School Assessment Board (see [Section 4.10a School Assessment Board](#_School_Assessment_Board)), which oversees module marks/grades, and the Progression and Awards Board (see [Section 6.2b Progression and Awards Board](#_Progression_and_Awards_1)), which determines final outcomes (such as classification).

### Annex: Mitigating Circumstances Guidance

The Mitigating Circumstances Guidance is available on the [Student Cases website page](https://secretariat.leeds.ac.uk/student-cases/mitigating-circumstances-guidance/)

### Annex: The Rules for Award

The [Rules for Award](https://secretariat.leeds.ac.uk/home/rules-for-award/) are the rules, approved by the Senate, under which the schools are allowed to make awards on behalf of the University. The Rules for Award explain the University’s general requirements for each type of qualification.

### Additional Annexes

[Use “heading 3” for the titles of any additional annexes