

# **Code of Practice on Assessment 2016-17**



**UNIVERSITY OF LEEDS**

**School of Mathematics**

**Faculty of Mathematics and Physical Sciences**

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### 1.1 What's New?

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#### 1.1a What's New?

The 'What's New?' section of the document has been added to give a summary of changes to the Code of Practice for the 2016-17 year. This replaces the previous grey highlighting of the document text. Please be aware that this change means all section numbering is inconsistent with the 2015-16 version. Chapter and section titles should be used when comparing with previous iterations.

#### 1.1b Title Page

The title page has been amended with the 2016-17 date.

#### 1.1c Contents Page

Titles of chapter sub-sections are now included in the contents page to make the document easier to navigate.

#### 1.1d Management of the Assessment Process

The former Chapter 2 detailing the management of the assessment process has been moved to 11.4. Please be aware this has changed all numbering in the document.

#### 1.1e Inclusive coursework marking

Section 5.4 replaces the previous section 6.4 'Marking for Dyslexia' to reflect the new university policy on inclusive coursework marking (TSEB/15-40) approved by the Taught Student Education Board.

#### 1.1f Feedback to students

All references to specific Curriculum Enhancement Project (CEP) numbered principles have been removed. The Leeds Curriculum is now fully embedded throughout the University. It is expected schools and faculties adhere to the Leeds Curriculum principles in relation to assessment and feedback.

#### 1.1g Preparation of Examination Papers and Coursework Questions

There are no changes to the details in this section of the Code of Practice; however, details associated operational processes were provided for schools in committee paper TSEB/14-103. It may be useful for schools to refer to this paper when considering updates to the section.

#### 1.1h Publication of module marks

The date for university publication of final confirmed marks and classification has been updated to 3 July 2017.

#### 1.1i Assessment Board

Sections 5.11, 5.13, 6.4, 10.1c and 11.9 have been amended to reflect the change in terminology from Examination Board to Assessment Board, as endorsed by the Standards Steering Group.

#### 1.1j Re-sits

Chapter 6 Re-sits has been updated to reflect a change to university policy from 2016-17. Undergraduate and taught postgraduate students entering their first year of study are now permitted up to two attempts to pass a module (the first attempt plus one re-sit).

#### 1.1k Assessment Lead

Section 11.5c has been amended to reflect the change in terminology from Examinations Officer to Assessment Lead, as endorsed by the Education Steering Group.

## **1.2 Purpose**

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### **1.2a Purpose**

This Code describes the procedures for assessment and examinations, and other related matters, in the School of Mathematics. The aim is to explain the principles and processes governing assessment. The Code is based on a University template provided by the Quality Assurance Team, supplemented by sections provided by the School of Mathematics. In this way, the Code identifies local practice within the context provided by the University's regulations and procedures. The Code provides subject-specific criteria and procedures where those provided by the University are generic.

### **1.2b Audience**

The Code is aimed primarily at students, but will also provide useful information for staff and External Examiners. Where the Code refers to **students** or to **you**, this means students registered on modules and programmes within the School of Mathematics.

Where the Code refers to the **School**, we mean the School of Mathematics, including its staff and its formal committees. Where the Code refers to the **University**, this means the Senate of the University of Leeds and/or those offices and committees that deal with academic matters on its behalf.

The Code applies to students registered on programmes and modules parented by the School of Mathematics. Chapter 2-Chapter 6 refer to assessment at the module level, whilst Chapter 7 onwards applies at the programme level. If you are studying modules from other Schools as part of your programme, you should consult the teaching School's Code of Practice for information on module assessment and examination in those modules.

### **1.2c Version and Approval**

This Code applies to assessments in the 2016/17 session. The Code is updated and considered annually at the School Taught Student Education Committee (STSEC) and Student:Staff Forum, and is subsequently approved by the Faculty Taught Student Education Committee (FTSEC) before being published.

This Code for the School of Mathematics was approved by the Faculty Taught Student Education Committee of the Faculty of Mathematics and Physical Sciences on 20/10/16.

### **1.2d Queries**

If you have any queries about this Code of Practice, please contact:

Dr Philip Walker, Assessment Lead for the School of Mathematics.

Tel: 0113 343 7585; Email: p.walker@leeds.ac.uk

## **1.3 Relationship with other documentation**

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### **1.3a Relationship to the University constitution**

The University operates under a constitution which grants its powers and explains the limits of those powers. The constitution comprises the Charter, the Statutes, the Ordinances, and the General Regulations. You can download these from [http://www.leeds.ac.uk/secretariat/university\\_constitution.html](http://www.leeds.ac.uk/secretariat/university_constitution.html).

All members of the University are subject to these constitutional documents. If anything in this Code of Practice conflicts with them, then the constitutional documents take precedence.

### 1.3b Relationship to the Rules for Award and Programme Specifications

The **Rules for Award** are the rules, approved by the Taught Student Education Board, under which the Schools, including the School of Mathematics, are authorised to make awards on behalf of the University. The Rules for Award explain the University's general requirements for each type of qualification. You can view the Rules for Award at [http://www.leeds.ac.uk/secretariat/documents/rules\\_for\\_award.pdf](http://www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf).

A **Programme Specification** explains the individual rules for each programme, including full details of the learning outcomes, compulsory and optional modules, and any other requirements for receiving that particular award. The programme rules may include additional requirements over and above those found in the Rules for Award, but they may not waive any of those requirements. Programme Specifications are published at <http://www.leeds.ac.uk/programmes/>.

The Rules for Award, this Code of Practice, and the Programme Specification act together to explain the requirements of the University, of the School of Mathematics, and of the individual programme.

### 1.3c Relationship to Formal Procedures

The University has a number of formal procedures which are adopted under particular circumstances, such as approval of module assessment or dealing with complaints and appeals. The full details are not given in this Code, but links are included in the relevant sections. The University's formal procedures relating to student conduct and discipline, special cases and academic appeals are available at [http://www.leeds.ac.uk/secretariat/student\\_cases.html](http://www.leeds.ac.uk/secretariat/student_cases.html).

### 1.3d Relationship to other School documentation

From time to time, the School may provide you with other documentation, such as VLE pages and handbooks, explaining in more detail how programmes and assessments work. However, this Code takes precedence over these other documents. If there is a conflict between this Code and other information provided, please let the School know so that we can correct the information.

## 1.4 Further References

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### 1.4a Further References

This Code works alongside other documentation for students, staff and External Examiners:

- The **Partnership** describes the mutual expectations of us all as members of the University community. [partnership.leeds.ac.uk/](http://partnership.leeds.ac.uk/)
- The **Taught Student Contract** sets out the principal terms and conditions of the legal contract between students and the University. You agree to this contract when you register. [http://students.leeds.ac.uk/info/21519/rules\\_regulations\\_and\\_guidelines/903/student\\_contract\\_2015-16](http://students.leeds.ac.uk/info/21519/rules_regulations_and_guidelines/903/student_contract_2015-16)
- The **Taught Student Guide** explains the key processes and procedures and sources of help available to students. [http://students.leeds.ac.uk/info/103552/taught\\_student\\_policies\\_and\\_procedures/956/taught\\_student\\_guide](http://students.leeds.ac.uk/info/103552/taught_student_policies_and_procedures/956/taught_student_guide)
- The **External Examiners' Handbook** provides full details of the roles and requirements for external examining. [http://ses.leeds.ac.uk/info/22149/a-z\\_of\\_policies\\_and\\_key\\_documents/913/external\\_examiner\\_handbook\\_taught\\_students](http://ses.leeds.ac.uk/info/22149/a-z_of_policies_and_key_documents/913/external_examiner_handbook_taught_students)
- The **Student Education Service Assessment** webpages provide guidance for staff explaining in detail the University's processes for exam entry and administration, and processing of results. <http://ses.leeds.ac.uk/info/20600/assessment>

### **1.4b School Handbooks**

The School will provide a Student handbook which contains information about specific requirements and procedures for the School of Mathematics, including those for assessment. Students will receive a hard copy when they start the programme, and an electronic version (together with further information) can also be found on the Maths Student Resources web pages at <http://www.mathsstudents.leeds.ac.uk/>.

For each module, the School will provide further information via the VLE.

## **1.5 University Policy on Assessment**

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There is a University Code of Practice which explains the University's overall policy on assessment. The Code is published online at <http://ses.leeds.ac.uk/info/22169/assessment-related-policies/577/assessment-code-of-practice-taught-students>

The University aims:

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

## **1.6 Equality, Inclusion and Disability**

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### **1.6a Equality and Inclusion Policy**

The School endorses the University's Equality and Inclusion Policy and is committed to ensuring that all students receive equal treatment and opportunities irrespective of gender, gender identity or gender reassignment status, race, colour or ethnic or national origin, religion or equivalent belief system, disability, sexual orientation, social class, age, marital/civil partnership status, pregnancy/maternity or family responsibilities, or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice. For further information see: [www.equality.leeds.ac.uk/](http://www.equality.leeds.ac.uk/)

### **1.6b Disability**

Under the Equalities Act, the University is required to make reasonable provision to enable students who have a disability to complete assessed coursework and examinations. If you have a disability which could affect your performance in assessments, you should discuss this with the Disabled Students' Assessment and Support team. The Disabled Students' Assessment and Support team will discuss the adjustments required with you. You will be required to provide some evidence of your disability. See <http://students.leeds.ac.uk/#Support-and-wellbeing> for more information.

The disability contact within the School of Mathematics is Miss Heather Ugarte (Tel: 0113 343 5140; Email: [h.j.ugarte@leeds.ac.uk](mailto:h.j.ugarte@leeds.ac.uk)).

## **1.7 Complaints**

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The University is committed to listening and being responsive to student views and needs. We recognise that sometimes we 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.

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. For more information, see [www.leeds.ac.uk/secretariat/student\\_complaints.html](http://www.leeds.ac.uk/secretariat/student_complaints.html).

## **Chapter 2      Feedback to Students**

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### **2.1      Principles**

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The University has a number of principles in relation to academic feedback. We aim to provide feedback which is personal to a student and their work, is constructive, and is related to the assessment criteria. When feedback is provided it will be specific and designed to inform students about both what they have done well and how they can improve. Generic feedback can supplement individual feedback and can often be provided more quickly. Generic feedback means feedback given to the whole cohort about performance in a particular assessment. This chapter explains how these principles apply within the School of Mathematics.

### **2.2      Information about feedback**

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When setting assessments, the School will tell students when they will receive their feedback, how they will receive feedback, the purpose of the feedback, and who to contact to follow up if needed.

This will be communicated to students within each module.

### **2.3      Feedback Process**

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We will ensure that processes are in place so that students are able to get individual feedback which is fit for purpose, in a timely manner. This should enable you, with support if needed, to set academic targets for yourself.

Feedback will be given to students in different formats depending on the individual module.

Students will typically get individual feedback on their coursework; but can also be given summary feedback depending on the module.

Depending on the module generic feedback can be given in a variety of forms depending on the module

### **2.4      Feedback on Examinations**

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For logistical reasons, it is not always possible to provide detailed individual feedback on examinations within the normal timescale. Examination scripts remain the property of the University and we retain them for use by external examiners and for archiving. However, we can discuss your marked scripts with you.

Students who wish to discuss their script should contact individual lecturers or the Assessment Lead by email.

### **2.5      Role of Students**

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As a student you are expected to make use of the range of opportunities available. You should take up the opportunities available for diagnostic and formative assessment and we expect you to play an active role in obtaining, reflecting and acting upon feedback.

The School will provide opportunities for students to discuss feedback and academic progress with staff.

Students will typically discuss their academic progress with their personal tutors. The School of Maths has designated Personal Tutoring Weeks when students should meet with their personal tutor. But they can request, typically by email, to meet their personal tutor outside those times.

### **2.6      Timing of Feedback**

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Generally, the School provides feedback before the next assessment for the module is due, and no later than 15 working days after submission of the piece of work.

If the School has to make any exceptions to this guideline, we will let you know the reason and the revised timeline. We may have to make late changes because of circumstances beyond our control, such as staff illness.

For undergraduate modules, where coursework is submitted at the end of semester 2, we aim to provide academic feedback (which may include an indication of provisional marks) within the normal timescale. However, there is significant administration that needs to be undertaken by the School and the University to confirm, check and process marks at this time of year. This means that final results are not released until the University's official publication date.

## Chapter 3 Module Assessment and Examination

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### 3.1 About this Section

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The process of setting assessments and administering examinations is the responsibility of the School teaching each module. This section applies to all modules taught within the School of Mathematics. If you are also studying modules from other Schools, you should consult the teaching School's Code of Practice for information on module assessment and examination.

### 3.2 Approval of Methods of Assessment

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#### 3.2a Approval Procedure for Methods of Assessment

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 through which the form of assessment for each module is agreed and approved in advance. See [http://ses.leeds.ac.uk/info/21010/programme\\_and\\_module\\_approval](http://ses.leeds.ac.uk/info/21010/programme_and_module_approval) for more information.

The approved form of assessment for each module is published in the module catalogues (see [www.leeds.ac.uk/modules](http://www.leeds.ac.uk/modules)).

The School will adhere to the forms of assessment published in the catalogue unless we have received express permission from the Faculty Taught Student Education Committee to make changes to accommodate exceptional circumstances. If we do have to make changes after the catalogues have been published, we will let you know in writing, explaining the reason.

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

### 3.3 Preparation of Examination Papers and Coursework Questions

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The particular questions, problems and projects set in coursework and examinations each year are agreed through a process of internal approval. All draft assessment papers, model answers and assessment criteria are made available to the External Examiner(s) for scrutiny

#### 3.3a Examination Papers

Each module has associated with it an Internal Assessor, to whom examiners submit exam papers, model solutions and proposed mark schemes. The Internal Assessors check that:

- The proposed questions are mathematically correct.
- The content of the questions is appropriately related to the syllabus of the Module.
- The level of difficulty of the questions is appropriate.
- The mark scheme is appropriate.
- There are no misprints in the final version of the paper.

In the event the Examiner and the Internal Assessor are not able to reach agreement on the form of an examination paper, the matter should be referred to the relevant Head of Department who will either determine the matter or nominate another member of the Department to do so.

For examinations at level 2, 3 and M (and some at level 1) the final version of the exam paper, model solutions and mark scheme are submitted to External Examiners for their comments and approval.

#### 3.3b Coursework Questions

Coursework questions are set by module leaders who ensure their appropriateness. The External Examiners view coursework questions where these form a significant part of the module assessment.

### 3.3c Projects/Dissertations

Module Managers of project modules in conjunction with the Heads of Departments are responsible for appropriate project topics being offered to students on the module.

### 3.3d Re-sit Papers

The process for the setting and approval of resit papers is the same as for the main examination papers.

## 3.4 Formative Assessment

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Formative Assessment is a process that is intended to promote student achievement, but does not contribute to the overall module grade. The School will provide you with opportunities for formative assessment and will provide you with feedback that allows you to reflect on and to improve your performance.

## 3.5 Summative Assessment

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Summative Assessments are those that contribute to the final module/programme mark. There are a number of different categories of summative assessment in use within the School of Mathematics.

### 3.5a University Examinations

A **University Examination** is a formal examination which is timetabled and invigilated centrally by the Programmes and Assessment Team, Student Operations. These are held at the end of each semester: in January at the end of semester 1 and in May/June at the end of semester 2. There is a further exam period in August for re-sits. The times, dates and locations are published online by the Programmes and Assessment Team. (see [http://students.leeds.ac.uk/info/10120/key\\_dates\\_and\\_locations](http://students.leeds.ac.uk/info/10120/key_dates_and_locations)). Students can also access a personal exam timetable via the portal.

Wherever possible, exams are arranged centrally as formal University Examinations.

### 3.5b School Examinations

A School Examination is a test or assessment exercise which is timetabled and invigilated locally by the School of Mathematics. For these, students are informed about the date and location by the Module Leader.

In the School of Mathematics, examples of such examinations may be student presentations or in-class quizzes and tests.

### 3.5c Assessed Coursework

**Assessed Coursework** is a piece of work or activity completed outside of formal timetabled sessions. This may include essays, projects, and reports. For more details on the presentation of assessed coursework, deadlines, penalties for late submission and information on plagiarism, see Chapter 4.

### 3.5d Presentations

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

### 3.5e Others

The School of Mathematics also employs the following methods of assessment:

- Problem solving
- Practicals
- Reports, essays, presentations, posters

Differing forms of assessment may be combined within one module.

The form of assessment utilised is identified in the module specifications, available to view at:

Undergraduate: <http://webprod1.leeds.ac.uk/banner/modulesearch.asp?T=S&L=UG>

Taught Postgraduate: <http://webprod1.leeds.ac.uk/banner/modulesearch.asp?T=S&L=TP>

### **3.5f Other forms of assessment**

The University aims to continually develop and improve the way in which students are assessed. With this aim, we may introduce other forms of assessment from time to time. Where these contribute to the final module mark, they will be listed in the online module catalogue and we will provide you with full details.

## **3.6 Registration for Examinations**

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Students are automatically registered for the first opportunity for each examination. However you should check that you are registered for the correct examinations as appropriate. All examinations 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.

If you have been permitted to re-sit a module as a “first attempt” by your parent School, you must confirm with them if you wish to take it. Contact your parent School for further information.

For all other re-sits you will need to apply online and pay any applicable fees before you are registered for the relevant re-sit examinations. See

[http://students.leeds.ac.uk/info/10121/marking\\_results\\_and\\_resits/822/undergraduate\\_resits](http://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/undergraduate_resits) for more information.

All re-sits have to be taken at the next opportunity, and failure to do so will result in the loss of an attempt. Marks for modules which are not taken will be recorded as absent.

## **3.7 Consecutive or clashing exams**

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It is common to have examinations on consecutive days, or two examinations on the same day, and this is not grounds for applying for mitigating circumstances. However, if you have a clash in your exam timetable, or three exams scheduled in consecutive sessions, you should contact the Programmes and Assessment Team straight away so that the University can make alternative arrangements (email [examinations@leeds.ac.uk](mailto:examinations@leeds.ac.uk)).

## **3.8 Archiving of Assessed Work/Examinations**

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Assessed work is archived for at least a year after each cohort has left the programme.

## Chapter 4 Coursework

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### 4.1 About this Section

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This section applies to all assessed coursework for modules taught within the School of Mathematics.

### 4.2 Preparation of Coursework

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#### 4.2a Presentation of Coursework

Individual Module Leaders set the requirements for the presentation requirements for coursework submissions.

#### 4.2b Referencing

Referencing means acknowledging the sources used when producing a piece of work. Referencing correctly allows you to demonstrate how widely you have researched the topic, to show the basis of your arguments and conclusions, to acknowledge the work of others, and to avoid plagiarism.

#### 4.2c Referencing Style

For modules in the School of Mathematics, students can choose between the official University of Leeds versions of either the Harvard or Numeric referencing styles, unless given specific instructions for a particular module. Guidance on how to include citations within the text and how to reference different types of material is available at <http://library.leeds.ac.uk/skills-referencing>. Marking of all submitted coursework will be informed by this guidance.

#### 4.2d Group Work

Students are sometimes asked to work in groups. 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.

### 4.3 Submission of Coursework

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#### 4.3a Coursework Deadlines

Deadline times are set to ensure that work can be submitted well within office hours. The School will avoid, wherever possible, setting deadlines on Fridays, on the last day of term, or on the first day of formal examination periods.

For work submitted electronically, the time of submission is automatically logged.

It is your responsibility to ensure that work arrives by the deadline. If you wish to post work to us, you should use secure delivery (e.g. recorded delivery) and obtain a receipt. The School cannot be responsible for material lost or delayed in the post.

The deadline for submitting work is specified for each module by the Module Leader. **The deadline for submitting work is normally 5pm on the specified day.**

#### 4.3b Statements of Academic Integrity

Students must complete a **Statement of Academic Integrity** for all coursework submissions, whether hard copy or electronic submissions. With online submissions, this may take the form of a check box. The statement reminds you of the University's definition of plagiarism. When you sign it (or click the check box/confirm acceptance), this is your undertaking that the work you have submitted is entirely your own.

### **4.3c Completing the Statement of Academic Integrity form**

For some modules, a Statement of Academic Integrity form must be attached to work being submitted in hard copy and electronically. The form is available online in Student Resources section of <http://www.mathsstudents.leeds.ac.uk/>.

### **4.3d Submission of Coursework**

Depending on the module, coursework is handed in to the designated pigeon holes, the lecturer, to tutors marking the work, or to the Taught Student Office. In some modules, students are required to submit coursework project reports electronically.

If a student has reason to believe that their coursework was not marked or that the mark was not recorded, the student needs to bring this to the attention of the Maths Taught Student Office or the lecturer within two weeks of the coursework having been returned or the marks having been recorded on the VLE.

### **4.3e Penalties for Exceeding Word Count**

Policies on word or page counts are managed on a module by module basis.

### **4.3f Penalties for Late Submission of Coursework**

If you submit work after the deadline, a penalty is deducted from the mark for that piece of work. For every period of 24 hours or part thereof that your assessment is overdue, you will lose 5% of the total marks available for the assessment. This equates to 5 marks on the standard 0-100 scale. The deduction is applied before any conflation with other marks to give the overall result for the module. If your assessed work is over 14 days late, or if the deduction is larger than the mark you receive, you will receive a mark of 0 on the 0-100 scale.

However, model solutions are normally published earlier than 14 days after the deadline, and students will be informed of how the penalties will be scaled accordingly. A mark of 0 will be given for coursework submitted after model solutions have been distributed or published to students.

## **4.4 Extensions**

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### **4.4a Extensions**

In some Schools, students may apply for an extension to a coursework deadline. You should discuss this with the School teaching the relevant module.

### **4.4b Extensions in the School of Mathematics**

The School of Mathematics may grant an extension to an assessment submission deadline in the light of extenuating circumstances. Extensions will only be granted where the School considers the circumstances to be genuine and significant. Where an extension has been granted, the penalty for late submission will not apply, provided that you meet the extended deadline and provide the evidence that the School has asked for.

If we grant an extension, we will not normally consider an application for mitigating circumstances (Chapter 8) for the same cause(s). This is because the extension already represents compensation, and to apply mitigation as well would compensate you twice.

### **4.4c Applying for an Extension**

Coursework extensions for small pieces of coursework for up to 2 working days can be granted by the lecturers and tutors on an ad hoc basis (once per module).

For coursework extensions for small pieces of coursework for more than two working days (or repeated extensions) for level 2, 3, and 5M Maths modules students have to submit a Mitigating Circumstances Form, requesting an extension, to the Maths Taught Student Office.

Coursework extensions for small pieces of coursework for level 0 and 1 Maths modules cannot be granted due to the publication of the model solutions. Students can request an exemption (using a Mitigating Circumstances Form) from the piece of coursework instead.

For extensions and exemptions for more substantial pieces of coursework students must submit a Mitigating Circumstances Form to the Maths Taught Student Office before the submission deadline.

Extensions and exemptions for coursework may be granted in cases of difficulties experienced by students provided that these are requested in advance of the submission date. If late submission of coursework is justified with medical evidence, then normally this piece of work is accepted late or discounted in the determination of the component of the module obtained from continuous assessment.

More information can be found at:

<http://www.mathsstudents.leeds.ac.uk/undergraduates/holder-for-ug-stuff/missed-or-latecoursework.html>

#### **4.4d Acceptable Reasons for Extension**

Acceptable reasons for extensions are:

- suffering a serious illness or injury;
- the death or critical illness of a close family member;
- a significant family crisis leading to acute stress;
- absence arising from such things as jury service or maternity, paternity or adoption leave.

### **4.5 Academic Integrity**

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This section includes some advice on academic integrity in relation to coursework. See also section 9.4 on Cheating, Plagiarism, Fraudulent or Fabricated Coursework and Malpractice.

#### **4.5a Academic Integrity Tutorial and Quiz**

There is a compulsory online plagiarism tutorial and test for all taught students. You must complete the tutorial and answer all questions correctly when you first register.

#### **4.5b Definition of Plagiarism**

The University defines plagiarism as presenting someone else's work, in whole or in part, as your own. Work means any intellectual output and typically includes text, data, images, sound or performance.

#### **4.5c Plagiarism Education**

All taught programmes include specific advice regarding plagiarism and good practice in academic writing.

This is communicated to students in induction sessions and through general advice in lectures.

For more information on plagiarism, including the formal processes the School will follow if we suspect plagiarism and the penalties that can apply, see section 9.4.

#### **4.5d Re-using your own work**

Submitting or resubmitting the same work to satisfy the requirements of more than one assessment is considered malpractice, even if the work is for a different module or qualification. If there are specific reasons to make an exception you must have specific written permission from the University staff concerned.

#### **4.5e Advice from Staff**

Students have a responsibility to avoid plagiarism and other forms of malpractice. The School will advise you in good faith. Where the School agrees that you can submit a draft for initial advice and feedback, if we find evidence of plagiarism in the draft, we will explain this to you and will expect you to make amendments to correct the problem.

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

#### **4.5f Draft or Erroneous Submissions**

Students must take responsibility for assessment submissions. When considering suspected plagiarism, substitute versions are not permitted. If, after making a submission, you claim that you mistakenly submitted a draft or submitted the wrong version, we will still treat your original version as the submission. If the School finds that it contains plagiarism, it will attract penalties as normal.

### **4.6 Checking for Plagiarism**

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The School uses a number of ways to check for plagiarism, including manual checks from the staff marking your work and electronic tools.

#### **4.6a Explanation of Turnitin**

The University employs an internet-based text matching service called Turnitin to provide evidence of the 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 to us 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.

#### **4.6b Use of Turnitin**

The School will check for plagiarism using the Turnitin software for at least one assignment per student each semester for the duration of your programme.

#### **4.6c Marking and Turnitin**

Student work will be marked without knowledge of the originality report produced by Turnitin. This is to avoid any possibility of markers being influenced by the partial information provided by the system. Independently, the originality report produced by Turnitin can be used, in conjunction with other criteria, to assess the originality of the student's work.

#### **4.6d Turnitin and Plagiarism**

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

#### **4.6e Originality Reports**

The originality report will be used to inform the consideration of whether or not plagiarism has taken place. It is the School, and not the software tool, that will make a decision about whether plagiarism has taken place; Turnitin is just one element of the evidence used to make this decision.

## **Chapter 5      Module Marking and Moderation**

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### **5.1      About this Section**

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The process of determining final module grades is the responsibility of the School teaching each module. This section applies to all modules taught within the School of Mathematics. If you are also studying modules from other Schools, you should consult the teaching School's Code of Practice for information on their process for module marking and moderation.

### **5.2      Assessment Criteria**

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There are agreed assessment criteria for the School which describe how a student's performance in respect of the learning outcomes for a piece of work will be rewarded. They are statements which specify the standards that must be met and what evidence is expected to show achievement of learning outcomes.

See Annex I and Annex II for School assessment criteria.

### **5.3      Anonymous Marking**

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#### **5.3a Anonymous Marking**

In accordance with the University's expectations, examination scripts and coursework are marked anonymously. However, the School may make exceptions to this rule:

- where the assessment takes the form of a practical demonstration performed in the presence of examiners (such as oral or 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);
- where the assessment takes place during a module for formative purposes and anonymity might prevent speedy and effective feedback.

#### **5.3b Exceptions to Anonymous Marking**

Coursework in the School of Mathematics is usually not marked anonymously. In many cases the marker of the coursework is also the student's tutor and anonymity would prevent speedy and effective feedback during tutorials.

Where anonymous marking is not considered appropriate internal moderation may be employed to ensure that marking is consistent and accurate.

### **5.4      Inclusive coursework marking**

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All coursework will be marked primarily on content and clarity and marks will not be specifically allocated for spelling, grammar and punctuation where the intended meaning of the coursework is clearly communicated and presented coherently. The exception to this is where technical accuracy in written expression is stated as a learning outcome of the programme. For these programmes spelling, grammar and punctuation will be included in the marking criteria and marks allocated accordingly.

All students on programmes parented by the School of Mathematics, who are noted to have a disability which may affect their spelling, grammar or punctuation, will be emailed a pdf stamp indicating this which they can attach to their work if they wish to do so. Students who have not received a stamp should call in to the Maths Taught Student Office. The stamp will also provide markers with an indication of when spelling, grammar and punctuation should be taken into account when marking, and giving feedback.

## **5.5 Double Marking/Check Marking**

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### **5.5a Definitions**

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

### **5.5b Processes for Double Marking/Check Marking**

Lecturers will mark the scripts in accordance with the marking scheme drawn up during the paper setting. When less than full marks are given, an annotation should be included where mistakes have been made, or where answers are missing. The Internal Assessor checks that all the marks have been added up and transferred onto the script cover correctly. As part of the process of agreeing numerical grades, Internal Assessors check a sample of scripts against the agreed marking scheme.

In consultation with the Assessor, the marks are then converted according to the guidelines set in Appendices I and II. This conversion is done by careful consideration of grade boundaries, with a linear interpolation between the grade boundaries, taking into account the difficulty and length of the exam paper, the comments by the external examiner on the exam paper, the performance of the students in the exam, and the objectives and learning outcomes of the module. All mark sheets are returned to the School Education Service Manager, and are noted to be approved by both Examiner and Assessor. The External Examiners have access to all the examination scripts, model solutions and mark schemes.

Coursework is assessed by academic or academic-related staff or by postgraduate markers. Markers are provided with marking schemes and their first batch of marking is discussed with the lecturer who is consulted subsequently in cases of difficulty. In those modules in which assessed coursework constitutes at least 50% of the marks, the grading of the coursework is moderated by an Internal Assessor. In such modules at Levels 2, 3 and M the coursework is made available to the External Examiners.

### **5.5c Projects and Dissertations**

Final year projects and dissertations are marked by two assessors with the overall marks being moderated by the relevant module leader/coordinator.

### **5.5d Resolution of Discrepancies**

In the case of discrepancies between internal markers, the Assessment Lead, Module Leader and Director of Student Education will intervene to resolve the situation. If necessary, cases may also be referred to the School's Examinations Monitoring Group or the External Examiners.

### **5.5e Reference to the External Examiner**

The role of the External Examiner is to ensure the 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; or
- additional marking of an element of the assessed work of all students within the group; or
- adjustment of the marks of 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 internal markers.

## **5.6 Requests for re-marking**

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The School will follow the defined procedure for double marking/check marking, as set out in section 5.5. We will not re-mark any work at your request. We will only do so if we are instructed to by the University following a formal appeal (see Chapter 10).

## **5.7 Mitigating Circumstances**

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Decisions about mitigating circumstances are taken by the parent School. See Chapter 8 for more details.

## **5.8 Normalisation**

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Normalisation means 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 the School does normalise marks for a module, particular attention will be paid to setting and marking of assessments in that module the next time it is offered.

The School of Mathematics Examinations Monitoring Group meets before the semester 1 and 2 School Assessment Boards to consider the results of the statistical analysis carried out for all MATH module marks.

The Group identifies inconsistencies in module results, and identifies modules for which the results are out of line with other modules. Where appropriate, the Group will make adjustments to the scaling of the examination marks. The scaling/normalisation is reported to the School Assessment Board, including the External Examiners, and has to be approved by them before the module marks are finalised.

## **5.9 Marking Scales**

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The University uses a number of different scales to express results at different stages of the assessment and classification process.

### **5.9a School of Mathematics Marking Scales**

For homework sheets marked out of 5, you can see an indicative marking scale in Annex I and II

### **5.9b Pass/Fail Modules**

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

MATH8001 Training in the Workplace;

MATH9001 Year Abroad.

### **5.9c Module Marks**

Although local marking scales for individual pieces of work may differ, we use a single marking scale when expressing module marks.

In the School of Mathematics, all module marks are expressed on the University’s extended 0-100 scale.

For more information, including conversion tables between the different types of marks/grades, see the Rules for Award: [www.leeds.ac.uk/secretariat/documents/rules\\_for\\_award.pdf](http://www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf). For more information on how module marks contribute to classification decisions, see Chapter 7.

## 5.10 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 (we do 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

## 5.11 Consideration of Module Marks

### 5.11a School Assessment Board

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

### 5.11b Semester 1

In January/February the School Assessment Board meets to agree marks and grades for semester one modules. These are published via the student portal. The marks may be provisional if they have not yet been endorsed by the External Examiners.

### 5.11c Semester 2

The School Assessment Board convenes again in June to agree marks/grades for modules that have finished at the end of semester 2. At this stage the marks for all undergraduate semester 1 and 2 modules (those at levels 0, 1, 2 or 3) will be finalised, having been endorsed by the External Examiners. The marks for taught postgraduate modules (those at level 5M) may be provisional if they have not yet been endorsed by the External Examiners.

### 5.11d Taught Postgraduate Modules

For taught postgraduate modules that finish after June, the marks for these modules are considered at the School Assessment Board for these students, in early November.

### 5.11e Consideration of Re-sit Results for Undergraduate Modules

The School Assessment Board convenes again in September to agree marks/grades for August re-sits. This meeting does not necessarily take place in person, particularly if there are a low number of results to consider, but will nevertheless adhere to the Terms of Reference and Membership for School Assessment Boards, available at [http://ses.leeds.ac.uk/info/21080/committees/1052/school\\_examination\\_boards](http://ses.leeds.ac.uk/info/21080/committees/1052/school_examination_boards). Outcomes will be endorsed by the External Examiner before being published.

### 5.11f Consideration of Re-sit Results for Taught Postgraduate Modules

Taught Postgraduate re-sit examination module results are considered at the School Assessment Board in September, as for Undergraduate modules.

## **5.12 Publication of Module Marks**

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Provisional module marks from Semester 1 are made available to students via the Portal, in February. Students are informed by the School of any subsequent changes in their marks via email.

These marks are provisional only, with the University publication of final confirmed marks and classification being published on the Portal on the 3 July 2017.

## **5.13 Changes to Module Marks**

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Once the University has published the formal decisions of the School Assessment Board, we will not change the marks. The only exception is if the School is instructed to make amendments by the University following a formal appeal (see section 10.1a) or consideration of an exceptional case (see section 7.2d).

However, if the School needs to change a published mark because of an administrative error we have made in calculating or processing, we will make an exceptional case on your behalf (see section 7.2d).

## Chapter 6 Re-sits

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### 6.1 Re-sits

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If a student does not pass a module at the first attempt, it is normally possible to re-sit. However, you cannot re-sit a module that you have already passed in order to improve your grade (unless you are granted an exceptional additional first attempt because of mitigating circumstances).

### 6.2 Number of Attempts

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For students who began their programme of study **before the 2016-17 session**:

Undergraduate students are permitted up to three attempts to pass a module (the first attempt plus up to two re-sits). Taught postgraduate students are permitted two attempts (the first attempt plus one re-sit).

	Undergraduate Students	Taught Postgraduate Students
Undergraduate Modules (codes numbered 0, 1, 2 or 3)	Up to two re-sits	Up to one re-sit
Taught Postgraduate Modules (codes numbered 5....M)	Up to two re-sits	Up to one re-sit

For students who began their programme of study in the **2016-17 session**:

Undergraduate students are permitted up to two attempts to pass a module (the first attempt plus one re-sit). Taught postgraduate students are permitted two attempts (the first attempt plus one re-sit).

	Undergraduate Students	Taught Postgraduate Students
Undergraduate Modules (codes numbered 0, 1, 2 or 3)	Up to one re-sit	Up to one re-sit
Taught Postgraduate Modules (codes numbered 5....M)	Up to one re-sit	Up to one re-sit

### 6.3 Timing of Re-sits

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For undergraduate modules (those at levels 0, 1, 2 or 3), the second attempt is usually in August. For postgraduate modules (those at level 5M), wherever possible, the second attempt will be arranged before the final Progression and Awards Board.

These are guidelines only. The timings will depend on the details of your programme and the outcome of any application for mitigating circumstances. For example if you need to undertake significant laboratory or project work to pass a module, or if the re-sit would clash with other work required on your programme, there may be insufficient time to undertake a re-sit over the summer. The School will provide information on the re-sit opportunities available to you when we publish the final module marks.

### 6.4 Unreasonably Poor Attempt; Denied Summer Re-sit

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For undergraduate modules (those at levels 0, 1, 2 or 3), the School Assessment Board may withhold the opportunity to re-sit in August. If you do not engage with an undergraduate module, for example if you do not participate in compulsory teaching or assessments, 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 re-sit. You must forfeit the second attempt, and make a final 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.

## 6.5 Format of re-sits

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Usually, the format of the re-sit coursework/examination will be the same as for the original module. If a different form of assessment will be used for the re-sit, this will be explained in the module specification in the online module catalogue.

## 6.6 Capped re-sit marks

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For a second attempt (i.e. a re-sit), the maximum mark you can obtain is 40 for undergraduate modules and 50 for taught postgraduate modules.

	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

## 6.7 Failed Re-sit Marks

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

## 6.8 Mitigating Circumstances and Re-sits

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Decisions about mitigating circumstances can change the number, timing, and type of re-sit attempts. The Progression and Awards Board in the parent School makes this decision. For more information on the Progression and Awards Board, see Chapter 7. For more information on mitigating circumstances, see Chapter 8.

### 6.8a Re-sit as a first attempt

The Progression and Awards Board may agree that, because of mitigating circumstances, a student can re-sit a module as a first attempt. If this happens, the rules about the number of attempts (6.2) and capped marks (6.6) do not apply. The regulations apply as if you were taking the assessment for the first time. If you accept the opportunity to re-sit as a first attempt, your original mark is expunged and your result for the re-sit will apply, even if it is lower than your original mark.

If the first attempt re-sit is taken in the same session as the original module, the new mark replaces the former mark on the transcript. If the first attempt re-sit is taken in the following academic session, both marks will appear on the transcript.

### 6.8b Exceptional additional attempts

If a student fails a second attempt, the Progression and Awards Board may agree that, because of mitigating circumstances, you can have an additional attempt. In this case the rules about the number of attempts (6.2) are waived but the module mark will still be capped (6.6).

## **6.9 Re-Submission of Coursework**

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Students taking external second and third attempt resit exams (in January, May/June or August) will not submit coursework again and will have their mark for this component carried forward from the year they attended the teaching. If the mark for the module falls between 30 and 39 (inclusive) (40 and 49 for Level 5M modules) and if the student has passed the exam, the final mark will be moved to the pass mark (40 for level 0, 1, 2, and 3; 50 for level 5M).

Students taking first attempt external resits (in January, May/June or August) will always have their coursework mark carried from the year they attended the teaching.

For students re-sitting as Internal Candidates, the old coursework mark is NOT carried forward, and the student is expected to hand in coursework, if applicable.

## **6.10 Re-sits in the final year**

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Students in the final year may apply to re-sit 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 re-sit for a different award/classification. You must choose either to re-sit, or, if you are eligible, to receive the award.

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

### **6.10a Eligible for Ordinary; Re-sit for Honours**

Similarly, final-year students registered on an undergraduate honours programme, who are eligible to be awarded an Ordinary degree, are permitted to re-sit to gain an Honours degree.

### 7.1 About this Section

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The process of determining awards is the responsibility of the parent school, and is separate from the process of agreeing module grades (although in some cases the two processes take place consecutively). This section applies to you if you are studying a programme parented by the School of Mathematics.

#### 7.1a Definitions

**Progression** means a structured exercise undertaken by the School that determines whether students are allowed to continue with the next stage of the programme. This is usually only relevant for undergraduate students and takes place at the end of each year of study.

**Classification** means determining the type of qualification and class of degree/award that students will receive on completion of their programme.

#### 7.1b University Progression and Award Regulations

The criteria for progression/award are determined by the University regulations set out in the Rules for Award, as well as by individual programme rules set out in the programme specification. The programme specification 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.

#### 7.1c 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 in the context of results.

Any ad hoc or ad personam programme must be approved in advance by the Faculty Taught Student Education Committee, or by the Pro Dean acting on its 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.

### 7.2 Progression and Awards Board and Related Committees

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#### 7.2a School Special Cases Committee

The School Special Cases Committee is responsible for assessing all applications for mitigating circumstances and making recommendations to the Progression and Awards Board on any adjustments that the Board should make to accommodate those circumstances. See Chapter 8 for more information. Minutes of the School Special Cases Committee are taken, along with a summary of the recommendations made, to the Progression and Awards Board.

The Committee is scheduled to meet on the following dates in the 2016/17 session:

- 1<sup>st</sup> of February to consider Semester 1 submissions;
- 13<sup>th</sup> of June to consider Semester 2 non-finalist submissions;
- 20<sup>th</sup> of June to consider Semester 2 finalist submissions;
- 4<sup>th</sup> of September to consider August submissions.

## **7.2b Progression and Awards Board**

The Progression and Awards Board has responsibility for 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, available at [http://ses.leeds.ac.uk/info/21080/committees/1054/school\\_progression\\_and\\_awards\\_boards](http://ses.leeds.ac.uk/info/21080/committees/1054/school_progression_and_awards_boards)

The Progression and Awards Board is scheduled to meet on the 26<sup>th</sup> of June and the 5<sup>th</sup> of September for the 2016/17 session. The MSc Awards Board usually takes place in early November.

## **7.2c 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 borderline cases, and approved cases of mitigating circumstances, the Board will make a judgment using the agreed criteria. In cases of mitigating circumstances, the Board receives recommendations from the School Special Cases Committee.

## **7.2d 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 judgment, the School may make an application to the University Special Cases Committee to make exceptions to the rules. If the School does this, we will let you know, giving the reason. The School must present a case to the Committee; you cannot apply yourself. For more information on the University Special Cases Committee, see [http://www.leeds.ac.uk/secretariat/documents/special\\_cases\\_cttee.pdf](http://www.leeds.ac.uk/secretariat/documents/special_cases_cttee.pdf).

## **7.3 Undergraduate Progression**

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To progress to the next year of an undergraduate programme students must obtain 100 credits or more in the current programme year, pass all those modules listed as 'required for progression' in the programme specification, and meet any other criteria listed in the programme specification.

Additionally, students on the MMath,BSc Mathematics and MMath,BSc Mathematics and Statistics programmes must achieve an average mark of at least 58% (on the 0 to 100 scale) in their second year to proceed with the MMath,BSc programme of study. Students with a Year 2 average between 54% and 57% can apply to the Programme Coordinator for consideration to continue on the MMath,BSc programme. Students with a Year 2 average below 54% have to switch to the BSc programme.

In Year 3, students on these programmes need to have passed at least 100 credits in their third year, have a Year 3 average of at least 50%, and satisfy all other requirements listed in the Programme Catalogue for their programme to progress to Year 4 of the programme. Students who have passed fewer than 100 credits or have an average below 50% will be allowed to take external resits for the modules they have failed in the third year during the following academic year. No further resits will be allowed. Alternatively students can choose to be considered for the BSc award, in which case the student will be classified for the BSc according to their record at the end of their third year of study.

Students on the Year Abroad or the Year in Industry variant of any BSc programme, must pass the Year Abroad or the Year in Industry, respectively, to progress on the final year of the programme. If they fail the Year Abroad or the Year in Industry, they will be switched to the standard version of the programme for their final year.

All programme specifications are available to view at:

Undergraduate: <http://webprod1.leeds.ac.uk/banner/programmesearch.asp?T=S&L=UG>

Taught Postgraduate: <http://webprod1.leeds.ac.uk/banner/programmesearch.asp?T=S&L=TP>

### 7.3a Ordinary Progression Route

Students on honours degree programmes who have obtained more than 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.

For the BSc degrees, in order to progress as an Ordinary Degree student from year 1 to Year 2 or from Year 2 to Year 3, students need to have passed at least 80 credits, in addition to the standard programme requirements. Note that in this case students can still obtain an Honours degree if they satisfy the overall degree requirements for an Honours Degree.

Ordinary Degree students in Year 2 can progress into Year 3 as Honours Degree Students if, in addition to any passed module requirements, they have passed 200 credits altogether, including at least 100 credits in year 2, and have satisfied all other requirement for progression.

## 7.4 Classification Procedures

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### 7.4a Classification Procedures

This section describes the main classification rules for the principal types of qualifications. This is a summary only. The full details of the procedure for all types of qualification are published in full in the Rules for Award: [www.leeds.ac.uk/secretariat/documents/rules\\_for\\_award.pdf](http://www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf). In addition, self-help classification calculators are provided for students at [http://students.leeds.ac.uk/info/10111/examinations\\_and\\_assessment/856/classification\\_calculator](http://students.leeds.ac.uk/info/10111/examinations_and_assessment/856/classification_calculator)

### 7.4b 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 grade averaging and is designed to be consistent with the national Framework for Higher Education Qualifications.

### 7.4c Classification Scales

For module marks, some Schools use the 20-90 scale, whilst others use the 0-100 scale. In both cases, the module marks are converted to module grades on the 2.0-9.0 scale before being averaged. For the purposes of degree classification the following standard scales are used.

Module grades	2.0 – 9.0 Individual module classification grades are always expressed to one decimal place. Conversion between module marks and module grades is explained in the Rules for Award.
Year Average and Classification Average	2.00 – 9.00 Averages of module classification grades are always expressed to two decimal places, and rounded accordingly.
Publication	In the Diploma Supplement and Transcript, all module grades are converted to the 0-100 scale.

For more information, including conversion tables between the different scales, see the Rules for Award: [www.leeds.ac.uk/secretariat/documents/rules\\_for\\_award.pdf](http://www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf).

#### **7.4d Bachelor's degrees with Classified Honours**

For bachelor's degrees with classified honours, the degree class is determined according to credit-weighted average grades. The classification average is calculated by weighting years of study according to the better of a 1:1 or 1:2 ratio between programme years 2 and 3. The School will automatically apply the ratio that results in the highest classification average. There are special rules for skills electives and for four-year programmes, and alternative arrangements for other types of undergraduate qualifications.

#### **Bachelor's Degrees with a Year Abroad**

For Bachelor's degrees that include a year abroad assessed on pass/ fail basis, the classification average is calculated by weighting years of study according to the better of 1:0:1 or 1:0:2 ratio between years 2, 3 and 4. The School will automatically apply the ratio that results in the highest classification average.

#### **7.4e Integrated degrees of Master and Bachelor**

Integrated Masters and Bachelors awards are classified according to credit-weighted average grades. The classification average is calculated by weighting years of study according to the better of 1:1:1 or 1:2:2 ratio between programme years 2, 3 and 4. The School will automatically apply the ratio that results in the highest classification average.

For integrated degrees with a year abroad using mark translation: Where the integrated degree includes a year abroad, the classification average is calculated by weighting years of study according to the better of 1:1:1 or 1:1:2 ratio between programme years 2, 3 and 4. The School will automatically apply the ratio that results in the highest classification average.

#### **7.4f Undergraduate Classification Thresholds**

The classification thresholds for bachelor's degrees with classified honours are:

- 6.85 or over                      First Class Honours
- 5.90 – 6.84                      Upper Second Class Honours
- 4.95 – 5.89                      Lower Second Class Honours
- 4.00 – 4.94                      Third Class Honours
- 3.99 or below                    Fail

#### **7.4g Taught Postgraduate Awards**

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

#### **7.4h Taught Postgraduate Classification Thresholds**

The classification thresholds for taught postgraduate programmes are:

- 7.00 or over                      Masters with Distinction
- 6.00 – 6.99                      Masters with Merit
- 5.00 – 5.99                      Masters Pass
- 4.99 or lower                    Fail

#### **7.4i 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.

#### **7.4j 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.

#### **7.4k Advanced Standing**

Credit imported from outside the University as part of accreditation of prior learning contributes towards the credit requirements for the award but does not contribute to the classification average. Classification is based only on results obtained at the University of Leeds.

#### **7.4l Treatment of International Programme Year**

For 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. For borderline cases or in cases of mitigating circumstances the student's performance on the Year Abroad can be taken into consideration.

For students undertaking a four-year undergraduate MMath, BSc 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. Mark translation tables are available in Annex III. For these programmes, the classification average is the better of:

- the 1:1:1 average, giving equal weight to Year 2, Year 3, and Year 4 marks
- the 1:1:2 average, giving single weight to Year 2 and Year 3 marks, and double weight to Year 4 marks.

Further information about the School/Institute international programmes can be found on the Maths Student Resources web pages

<http://www.mathsstudents.leeds.ac.uk/undergraduate/studyabroad.html>.

#### **7.4m Treatment of Industrial Programme Year**

For students undertaking a four-year BSc, or five-year MMath, BSc 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. For borderline cases or in cases of mitigating circumstances the student's performance on the Year in Industry can be taken into consideration. Further information about the Year in Industry can be found on the Maths Student Resources web pages <http://www.mathsstudents.leeds.ac.uk/undergraduate/industrial-placement.html>.

### **7.5 Academic Discretion**

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#### **7.5a Explanation of 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 called "academic discretion". 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 2.00 – 9.00 classification scale. 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 2.00 – 9.00 classification scale.

Satisfying these numerical criteria does not guarantee promotion to the higher degree classification. Progression and Awards Board applies 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.

### **7.5b School criteria for academic discretion (Undergraduate)**

When applying academic discretion, the examiners take into account the student's grade profile, including:

- the number of credits achieved at the higher level,
- the student's performance on the final year project,
- the student's performance on the Year Abroad or Year in Industry, if applicable.

### **7.5c School criteria for academic discretion (Taught Postgraduate)**

When applying academic discretion, the examiners take into account the following:

- the External Examiners' comments on the student's examination scripts and dissertation,
- the student's grade profile, including
- the marks achieved at the higher level,
- the number of credits achieved at the higher level,
- the class averages and mark distributions of the modules taken,
- the level of the modules taken,
- the scaling applied to the student's module marks.

### **7.5d Viva Voce Examinations**

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

## **7.6 Special Circumstances Discretion**

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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 Cases Committee. The basis and process for decisions will be recorded in the minutes. Module grades 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. For more information on how the mitigating circumstances procedure operates, including the possible outcomes, see Chapter 8.

## **7.7 Publication of Degree Classifications**

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Official University pass lists are published to students in the Portal. 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 nor discuss it with you before this date.

## **7.8 Leeds for Life Higher Education Achievement Record (HEAR)**

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The Leeds for Life Higher Education Achievement Record (LfL-HEAR) provides students with a formal description of the nature, level, context and status of studies undertaken for a particular qualification. The University issues these in addition to your degree certificate. All module marks are translated on to the 0-100 scale before being published in the LfL-HEAR. In addition to the academic transcript, the LfL-HEAR contains an automatically-generated record of any University-validated achievements, prizes or awards you may have accrued.

The LfL-HEAR adheres to the principles of the Higher Education Achievement Report ([www.hear.ac.uk/](http://www.hear.ac.uk/)) and acts as a European Diploma Supplement and Transcript.

## **7.9 Graduation**

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Graduation ceremonies are held in July and December, or you can opt to receive your certificate through the post 'in absentia'. The University will provide you with full details nearer the time, or

you can visit the University's graduation website at <http://students.leeds.ac.uk/info/10113/graduation>

## Chapter 8 Mitigating Circumstances

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Mitigating circumstances are significantly disruptive or unexpected events which are beyond your control but which might affect your academic performance. If this applies, you should inform your parent School as soon as possible. The University has procedures in place to assess your claim and, at the parent School's discretion, to take account of it when making decisions about progression and/or award.

### 8.1 Applying Discretion in relation to Mitigating Circumstances

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The nature of mitigating circumstances means that the circumstances that arise, and their effect on students, are unpredictable. The information in this section explains the normal guidelines that apply, but they cannot cover every eventuality. If you are unsure about any aspect of the process, please contact your parent School for advice (see section 8.5 for contact details).

### 8.2 Definitions

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#### 8.2a Mitigating Circumstances

Mitigating circumstances are those that have led to any of the following:

- i. caused you to miss more than one week of classes;
- ii. caused you to miss coursework deadlines;
- iii. caused you to miss an in-course test or University Examination which contributes to a module mark;
- iv. prevented you from preparing for classes or examinations;
- v. caused you concern that your focus and concentration levels will affect your performance.

#### 8.2b Examples of disruptive events

Such events might include:

- i. suffering a serious illness or injury;
- ii. an unexpected change in, or impact of, a disability;
- iii. the death or critical illness of a close family member;
- iv. a significant family crisis leading to acute stress; or,
- v. absence arising from jury service, maternity, paternity or adoption leave.

#### 8.2c Exclusions

Events or circumstances that would not normally be considered grounds for consideration of mitigating circumstances include:

- i. holidays or other events that were planned or could reasonably have been expected;
- ii. assessments that are scheduled close together or on the same day;
- iii. misreading the exam timetable or otherwise misunderstanding the requirements for assessment;
- iv. inadequate planning or time management;
- v. failure, loss or theft of a computer or other equipment, including inability to print work for whatever reason;
- vi. consequences of paid employment;
- vii. exam stress or panic attacks not supported by medical evidence;
- viii. minor disruption in an examination room during the course of an assessment; and,

- ix. last-minute or careless travel arrangements.

See also section 8.6 on Mitigating Circumstances and Disability.

## **8.3 Disclosure and Confidentiality**

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### **8.3a Disclosure**

Students are responsible for requesting that mitigating circumstances are taken into consideration. Tutors are a good source of advice but they cannot take this decision for you. You have a right not to disclose information, but the School cannot take into account information that you choose to withhold.

### **8.3b Confidentiality**

The School takes steps to ensure that sensitive information is not widely shared. The Special Cases Committee, a small and selected group of staff, considers the details of applications so that the full details are not usually discussed at the full meeting of the Progression and Awards Board. However it is the Board itself which is responsible for making a decision, so it is possible that any information contained on the form or attached to it may be seen by any member of the Board.

If you have concerns about confidentiality please let the School know so that we can discuss your options with you.

The School of Mathematics operates an anonymous Awards Board.

## **8.4 Evidence**

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The School wishes to ensure that judgments we make about mitigating circumstances are well founded; we therefore ask students to provide documentary evidence. The evidence should substantiate the circumstances and, wherever possible, explain the effect of those circumstances on your ability to successfully complete the assessments. The evidence should be provided by a qualified third party, such as a medical practitioner or counsellor.

You should provide as much detail as you can, and in particular, specify the module(s) and time period(s) that have been affected.

The School can only consider information that you provide us with formally. The School does not take account of anecdote, a tutor's personal recollection or other evidence of a non-documentary nature. If you do not provide documentary evidence, the School will not normally be able to take account of the circumstances.

## **8.5 Advice and Support**

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For advice on appropriate forms of evidence or any other aspect of mitigating circumstances, please contact:

Dr Margit Messmer, Director of Student Education (Tel: 0113 343 5104; Email: [m.messmer@leeds.ac.uk](mailto:m.messmer@leeds.ac.uk));

Dr Philip Walker, Assessment Lead (Tel: 0113 343 7585; Email: [p.walker@leeds.ac.uk](mailto:p.walker@leeds.ac.uk));

Any member of the Taught Student Office team.

You may also wish to seek advice from the LUU Student Advice Centre ([www.leedsuniversityunion.org.uk/helpandadvice/](http://www.leedsuniversityunion.org.uk/helpandadvice/)) or the Student Counselling Centre (<http://students.leeds.ac.uk/info/100001/counselling>).

## **8.6 Mitigating Circumstances and Disability**

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If your mitigating circumstances relate to a disability, you should also discuss this with the Disability Team in the Equality Service (see 1.5b).

If the School has put in place reasonable adjustments to accommodate the disability, then the disability may not usually be regarded as mitigating circumstances. However, reasonable adjustments might not have been in place because of late diagnosis, a change in your disability, or an unforeseen impact of your disability. If this is the case, you should submit a claim for mitigating circumstances.

## **8.7 Submission of Mitigating Circumstances**

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Claims for mitigation must be submitted within 5 working days of the relevant assessment/examination and, in any case, in advance of the meeting where the relevant results are to be considered. Claims must be made in writing.

If there are exceptional circumstances which may have affected a student's ability to perform satisfactorily during a module, including assessed work and examination, it is the student's responsibility to inform the School as soon as possible. The Mitigating Circumstances Form must be used for recording and presenting evidence in support of a claim. If there is a medical condition, a relevant certificate from a medical practitioner will also be expected as supporting evidence.

All claims for mitigation as a result of medical and other circumstances should be submitted by the published deadlines, and cannot be considered after the Board of Examiners has finalised the module marks or decided about the degree classification. Whenever possible, claims for mitigation should be supported by documentary evidence.

Cases for special consideration by Examination Boards are considered if, and only if, the student has submitted an application form for consideration of mitigating circumstances by the following deadlines:

- For Semester 1 modules: 23<sup>rd</sup> of January 2017
- For Semester 2 modules: 5<sup>th</sup> of June 2017
- For August 2016 Re-sit Exams: 30<sup>th</sup> August 2017

Students are notified of this policy in the Student Handbook and on the Maths Student Resources web pages, and are reminded by notices and e-mail messages at relevant times. The form is available on the Student Resources page <http://www.mathsstudents.leeds.ac.uk/> and should be submitted to the Taught Student Office.

### **8.7a Late Claims**

If you don't meet the deadline for submission of mitigating circumstances, we won't consider your application, unless you can demonstrate a valid and over-riding reason why you did not engage with the Mitigating Circumstances procedures at the appropriate time.

### **8.7b Role of the Parent School**

Students should submit claims to the parent School, even if the claim applies to modules taken elsewhere. Your parent School is responsible for assessing the evidence and making a decision, even though that decision may relate to modules taken elsewhere. The parent School will liaise with other Schools where required.

### **8.7c Extensions**

In some Schools, students may apply for an extension to a coursework deadline. This is organised by the teaching School and is a separate process to applying for mitigating circumstances. See section 4.4.

## **8.8 Possible outcomes**

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Module marks must always reflect the actual academic performance in the assessments set. The School therefore does not change module marks because of mitigating circumstances. However the School Progression and Awards Board may decide:

- i. to grant you additional time to complete a specific piece of assessed coursework or to set aside penalties for late submission;
- ii. to give you the opportunity to re-sit an examination or other assessment as a first attempt without penalty (should you so wish; see section 6.7);
- iii. to give you the opportunity to re-take the year or part of the year, including attending teaching and taking assessments;
- iv. to award an exceptional 'extra' attempt at the examination or assessment (see section 6.7);
- v. to set an alternative or replacement assessment component or combination of components (any alternative will be approved by the Pro Dean in advance, see 9.3b/**Error! Reference source not found.**);
- vi. to depart from the normal rules of classification of degrees or progression to the next level;  
or,
- vii. not to grant any concessions.

## **Chapter 9 Student Conduct (including Attendance)**

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### **9.1 Attendance and Absence**

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Students are expected to attend all timetabled sessions including all teaching and tutorials. The School maintains registers of attendance. If you are absent without good reason, 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 formal procedures for this; see [http://www.leeds.ac.uk/secretariat/student\\_cases.html](http://www.leeds.ac.uk/secretariat/student_cases.html) for full details.

#### **9.1a Attendance Monitoring**

Students are responsible for recording their attendance using the University attendance recording system. If a student is ill or cannot attend a teaching session, he or she is required to submit a request via the Portal. Repeated unauthorised absences will lead to warnings being sent to the student.

For details of the School of Mathematics' policy on attendance monitoring see <http://www.mathsstudents.leeds.ac.uk/undergraduates/holder-for-ug-stuff/student-attendance.html>

#### **9.1b Self-Certification**

Students who are absent for five days or less because of illness or personal circumstances should "self-certify" on return to the University. Self-certification provides a way of automatically registering reasons for absence within the attendance monitoring system. You should do this using the "academic admin" tab on the Portal at <https://leedsportal.leeds.ac.uk/uollogin/login.html>.

If you make excessive use of self-certification (normally more than twice per semester) the University reserves the right to disregard the information, and instead to require evidence as described in paragraph 9.1c. If you are absent when an assessment is taking place (for example on the day of an exam or coursework deadline), you cannot self-certify and should instead submit a claim for mitigating circumstances (see Chapter 8).

#### **9.1c Medical Evidence**

Students who are unwell or who have personal circumstances which prevent attendance for more than five days should submit a medical certificate from a medical practitioner (or relevant written documentation). Give this to your parent School as soon as you come back.

### **9.2 Completion of Coursework**

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Students 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 formal procedures for this; see [http://www.leeds.ac.uk/secretariat/student\\_cases.html](http://www.leeds.ac.uk/secretariat/student_cases.html) for full details.

### **9.3 Absences Involving Assessed Work**

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It is important that students let the School know about illness or personal circumstances that are affecting attendance or assessed work. If you are absent from a class involving assessed work, or if you are absent on the day on which assessed work is due to be handed in, you should provide written evidence of the illness or circumstances which caused you to be absent. For more information, see Chapter 8.

If you are absent from examinations or fail to submit any coursework for a module, and you don't provide a reason/evidence, you will receive an "AB" code as the mark for that module. This translates to the lowest grade on the marking scale.

### **9.3a Requirement to Complete Assessments**

Certification of absence does not absolve students from completing assessment requirements. The School may allow extra time or provide extra support, depending on the circumstances, but you are still required to complete the assessments for each module.

### **9.3b Completion of Alternative Work**

If exceptional circumstances mean that you are not able to complete the original assessment, for example, if an illness or accident means the original form of assessment is no longer feasible, the School will consider setting an alternative. This will be agreed only as an emergency measure and does not constitute a right for students to request different modes of assessment. If this applies, the School will, where possible, devise an alternative that will allow you to demonstrate that you have achieved the learning outcomes for the relevant modules. The School will apply to the Faculty Pro Dean for Student Education to make changes to assessment to accommodate your circumstances.

## **9.4 Cheating, Plagiarism, Fraudulent or Fabricated Coursework and Malpractice**

The University regards plagiarism, cheating and other instances of academic malpractice with the utmost seriousness. The penalties imposed can be severe, and range from receiving a penalty mark of zero for the relevant module(s), up to permanent exclusion from the University without any award.

### **9.4a Cheating in University Examinations**

Cheating occurs when a candidate transgresses any of the rules governing the conduct of University Examinations. These rules can be found in the Taught Student Guide and are usually printed on the back of the exam paper. Cheating is treated as an absolute offence whether or not the candidate broke the rules intentionally. The normal penalty for cheating is permanent exclusion from the University without any award.

### **9.4b Plagiarism**

The University defines plagiarism as presenting someone else's work, in whole or in part, as your own. Work means any intellectual output and typically includes text, data, images, sound or performance. For more information, see the University's Guide to Plagiarism: <http://library.leeds.ac.uk/skills-plagiarism/>. The School's guidelines on presentation of coursework, plagiarism education and referencing style are found in Chapter 4 of this document.

### **9.4c Fraudulent or Fabricated Coursework**

The University defines fraudulent or fabricated coursework as work, particularly laboratory reports or practical work, that is untrue and/or made-up, submitted to satisfy the requirements of a University assessment. Examples include falsifying the results of experiments or making up research data for use in a project/dissertation. This is considered an offence and the penalties are similar to those for plagiarism.

### **9.4d Malpractice in University Assessments**

Malpractice in University assessments occurs if students attempt to mislead or deceive the examiners concerning the work submitted for assessment. This includes colluding with others (including other students) in the preparation or submission of work, or submitting work obtained from others through theft, misrepresentation, or trade. This also includes submitting or resubmitting the same work to satisfy the requirements of more than one assessment.

Additional details on items appearing in this section can be found here: [http://students.leeds.ac.uk/info/10110/cheating\\_and\\_plagiarism](http://students.leeds.ac.uk/info/10110/cheating_and_plagiarism)

## **9.5 Penalties, procedures and further information**

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Further information, including full definitions of the above terms, information on penalties, and the details of the formal process we will follow if we suspect any form of malpractice, is available from: [http://www.leeds.ac.uk/secretariat/student\\_cases.html](http://www.leeds.ac.uk/secretariat/student_cases.html).

## **Chapter 10 Appeals**

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### **10.1a Appeals**

Students have the right to appeal against a result in a University assessment/examination. Before entering the formal appeals process you should attempt to resolve the issue within the School. You should raise your concerns with your personal tutor and/or the Head of School.

### **10.1b Within the School**

Students should send their initial queries on assessment and examination marks to the Assessment Lead or the Director of Student Education.

### **10.1c Formal Appeals Procedure**

If you have raised a concern with us informally, and you are not satisfied with the School's response, you may undertake a formal appeal following the University's appeals procedure. If you wish to appeal, you must do this yourself; the University cannot accept correspondence from anyone else. 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.

You can only appeal against a decision published by the School Assessment Board/Progression and Awards Board. This means you cannot appeal a provisional grade. You should wait until the formal decision is published. If you do make an appeal, you cannot graduate until the appeal has been concluded. Once you have graduated, you are no longer allowed to appeal.

The formal appeals procedure is available at [http://www.leeds.ac.uk/secretariat/student\\_cases.html](http://www.leeds.ac.uk/secretariat/student_cases.html). The procedure provides full information on the process you should follow, including the timescales.

### **10.1d Advice and Representation**

Students have a right to impartial advice and representation by a third party. The Student Advice Centre, part of Leeds University Union, provides advice and information to help explain the appeals procedures and to support you in making your case if you choose to proceed. They can advise in relation to deciding whether to appeal and how to structure your appeal, and will support you at each stage of the process. Further information is available from:

[www.leedsuniversityunion.org.uk/helpandadvice/](http://www.leedsuniversityunion.org.uk/helpandadvice/).

### 11.1 Annex I

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#### School Assessment Criteria/Marking Scheme – Undergraduate

Each student's module mark is determined on a scale from 0 to 100, where 0 is given to students who are absent from the examination.

- 40 is the lowest pass mark for level 0, 1, 2, and 3 modules;

In addition, for level 0,1, 2,and 3 modules, marks

- from 70 to 100 are considered of class 1
- from 60 to 69 are considered of class 2.1
- from 50 to 59 are considered of class 2.2
- from 40 to 49 are considered of class 3

### 11.2 Annex II

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#### School Assessment Criteria/Marking Scheme – Taught Postgraduate

Each student's module mark is determined on a scale from 0 to 100, where 0 is given to students who are absent from the examination.

- 50 is the lowest pass marks for level 5M modules.

For level 5M modules, the following intervals are used for scaling purposes

- between 70 and 100 is considered of "distinction"
- between 60 and 69 is considered of "merit"
- between 50 and 59 is considered "pass"
- below 50 is considered as failed.

### 11.3 Annex III

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#### Assessment of the Year Abroad

(A) MMath,BSc students on the Year abroad will be given an overall grade based on their performance during their year abroad. Upon their return from the Year abroad, students on the MMath scheme are required to submit a written report of at least 15 pages. The assessment of the report consists of:

- 25% written description of the experience abroad, with some parts of the report written in the language of the country,
- 50% written summary of a module with comments identifying important results,
- 25% oral presentation to a small subgroup of the Erasmus Committee upon return to Leeds.

The Erasmus Coordinator will give feedback to the student on their written report and oral presentation. The overall mark for the Year abroad on the MMath, BSc scheme is to be determined as the better of:

- the weighted mean with the student's report contributing 40% and with the translated marks from abroad contributing 60%,
- the translated marks from abroad alone.

(B) BSc students on the Year Abroad are given a Pass or Fail for their Year Abroad. Upon their return from the Year abroad, students on the BSc scheme are required to submit a written report of at least 15 pages. The assessment of the written report consists of

- 50% written description of the experience abroad, with some parts of the report written in the language of the country,
- 50% written summary of a module with comments identifying important results.

The Erasmus Coordinator will give feedback to the student on their written report. In order to obtain a 'pass' for the Year abroad, the weighted mean, with the student's report contributing 40% and the translated marks from abroad contributing 60%, must be at least 4.0 (on the 2.0 to 9.0 scale). Students on the Horizon version of the programme will be assessed according to the Horizon Year modules.

#### **11.4 Annex IV Management of the Assessment Process**

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This section describes the key members of staff and committees involved in the assessment process within the School of Mathematics, and describes their main responsibilities.

Role descriptions can be found in more detail at

[http://ses.leeds.ac.uk/info/22152/academic\\_roles\\_relating\\_to\\_student\\_education](http://ses.leeds.ac.uk/info/22152/academic_roles_relating_to_student_education)

#### **11.5 Annex V Staff with management responsibility**

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##### **11.5a Head of School**

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

##### **11.5b Director of Student Education**

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.

##### **11.5c Assessment Lead**

The 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.

##### **11.5d 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 (see [www.leeds.ac.uk/programmes](http://www.leeds.ac.uk/programmes)).

##### **11.5e 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 (see [www.leeds.ac.uk/modules](http://www.leeds.ac.uk/modules)).

### **11.5f Academic Integrity Officer**

The Academic Integrity Officer is a nominated member of academic staff who is responsible for ensuring consistency within the School in implementing plagiarism procedures and practice, and investigating suspected cases of plagiarism. The aim is to ensure equity of treatment of students. The role also involves plagiarism education, such as raising staff and student awareness of plagiarism issues. For more information on academic integrity, see section 4.5.

### **11.5g 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.

### **11.5h Student Education Service**

The School Education Service Manager coordinates the data required for the assessment process to take place and, together with the Taught Student Office team, ensures all the data required for the assessment process to take place is collated and accurate. This includes collecting and entering marks, Mitigating Circumstances submissions and classification information. Students may be contacted by the School Education Service Manager or any of the Taught Student Office team about things such as Mitigating Circumstances submissions, module marks, or assessment arrangements. The team are also available for advice on Mitigating Circumstances issues.

## **11.6 Annex VI Internal Examiners and Assessment Assistants**

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### **11.6a 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 assessments 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 collaborative partner, 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.

### **11.6b Assessment Assistants**

Assessment Assistants are individuals who, working under the supervision of the Internal Examiner, assist with the assessment 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.

### **11.6c 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 a MCQ paper.
- where the enrolment for a module is large and it is impossible for the Internal Examiner to mark each piece of work personally within the time available.

## **11.6d Monitoring and Training for Assessment Assistants**

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

## **11.7 Annex VII External Examiners**

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The School follows the agreed University procedures relating to External Examiners for all taught programmes. See [http://ses.leeds.ac.uk/info/21070/quality\\_assurance/846/external\\_examiners](http://ses.leeds.ac.uk/info/21070/quality_assurance/846/external_examiners) for more information.

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 published [http://ses.leeds.ac.uk/info/22159/responding\\_to\\_your\\_feedback](http://ses.leeds.ac.uk/info/22159/responding_to_your_feedback)

## **11.8 Annex VIII Student Education Committees**

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The process of approving programme and module specifications, including assessment design, is the responsibility of the formal Taught Student Education Committees. For more information see <http://ses.leeds.ac.uk/info/21080/committees>.

## **11.9 Annex IX Assessment Committees**

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The Board of Assessment holds two types of meeting: the School Assessment Board, which oversees module grades, and the Progression and Awards Board, which determines final outcomes (such as classification). In some cases, these will take place consecutively, during the same meeting. However the processes involved are distinct and, to aid clarity, are described in separate sections of this Code.

### **11.9a School Assessment Board**

The School Assessment Board (or Module Board) is a formal committee responsible for making final decisions about module grades for all modules taught within the School of Mathematics. More information about the operation of the School Assessment Board is given in 5.11a.

### **11.9b Progression and Awards Board**

The Progression and Awards Board is a formal committee responsible for making final decisions about the outcomes of students on programmes parented by the School of Mathematics.

The Progression and Awards Board receives the module grades from the School Assessment Board(s) (including grades awarded for modules taken in other Schools), and uses this information to decide on outcomes, including degree classification. More information about the operation of Progression and Awards Boards is given in Chapter 7.