Code of Practice on Assessment
2017-18

School of Mathematics
Faculty of MaPS
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purpose</td>
<td>1.2 University Policy on Assessment</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Module Assessment and Examination</td>
<td>2.1 About this Section</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 Approval of Methods of Assessment</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3 Preparation of Examination Papers and Coursework Questions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4 Formative Assessment</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5 Summative Assessment</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6 Registration for Examinations</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.7 Consecutive or clashing exams</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.8 Archiving of Assessed Work/Examinations</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Coursework</td>
<td>3.1 About this Section</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Preparation of Coursework</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 Submission of Coursework</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4 Extensions</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.5 Academic Integrity</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.6 Checking for Plagiarism</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7 Completion of Coursework</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Module Marking and Moderation</td>
<td>4.1 About this Section</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Assessment Criteria</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Anonymous Marking</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Inclusive coursework marking</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5 Double Marking/Check Marking</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Requests for re-marking</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.7 Mitigating Circumstances</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.8 Normalisation</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.9 Marking Scales</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.10 Pass Mark and Award of Credit</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.11 Consideration of Module Marks</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.12 Publication of Module Marks</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.13 Changes to Module Marks</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Feedback to Students</td>
<td>5.1 Principles</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Information about feedback</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Feedback Process</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Feedback on Examinations</td>
<td>18</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Role of Students</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Chapter 5.6</td>
<td>Timing of Feedback</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Programme Progression and Award</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.1</td>
<td>About this Section</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.2</td>
<td>Progression and Awards Board and Related Committees</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.3</td>
<td>Undergraduate Progression</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.4</td>
<td>Classification Procedures</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.5</td>
<td>Academic Discretion</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.6</td>
<td>Special Circumstances Discretion</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.7</td>
<td>Publication of Degree Classifications</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.8</td>
<td>Leeds for Life Higher Education Achievement Record (HEAR)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Chapter 6.9</td>
<td>Graduation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Chapter 7</td>
<td>Mitigating Circumstances</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.1</td>
<td>Applying Discretion in relation to Mitigating Circumstances</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.2</td>
<td>Definitions</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.3</td>
<td>Disclosure and Confidentiality</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.4</td>
<td>Evidence</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.5</td>
<td>Advice and Support</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.6</td>
<td>Mitigating Circumstances and Disability</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.7</td>
<td>Submission of Mitigating Circumstances</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.8</td>
<td>Possible outcomes</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Chapter 7.9</td>
<td>Absences Involving Assessed Work</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Re-sits</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.1</td>
<td>Re-sits</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.2</td>
<td>Number of Attempts</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.3</td>
<td>Timing of Re-sits</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.4</td>
<td>Unreasonably Poor Attempt; Denied Summer Re-sit</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.5</td>
<td>Format of re-sits</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.6</td>
<td>Capped re-sit marks</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.7</td>
<td>Failed Re-sit Marks</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.8</td>
<td>Re-Submission of Coursework</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Chapter 8.9</td>
<td>Re-sits in the final year</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Chapter 9</td>
<td>Appeals or Complaints</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Chapter 9.1</td>
<td>Appeals</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Chapter 9.2</td>
<td>Complaints</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Annexes</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Chapter 10.1</td>
<td>Annex I</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Chapter 10.2</td>
<td>Annex II</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Chapter 10.3</td>
<td>Annex III</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1  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.

1.1.a  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.

1.1.b  Version and Approval

This Code applies to assessments in the 2017/18 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 MaPS on 27/09/17.

1.1.c  Queries

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

Mrs Louise Feaviour, School Education Service Manager l.p.feaviour@leeds.ac.uk

1.2  University Policy on Assessment

There is a University Code of Practice which explains the University’s overall policy on assessment.

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.
Chapter 2  Module Assessment and Examination

2.1  About this Section
In this section, you can find information on:

- how modules are assessed;
- the forms of assessment the University uses;
- examination registration and timetables.

2.2  Approval of 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.

You can check the approved forms of assessment for each module in the module catalogue.

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

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.

2.3  Preparation of Examination Papers and Coursework Questions
The particular questions, problems and projects set in coursework and examinations each year are agreed through a process of internal approval. In order to ensure standards are maintained, all draft assessment papers, model answers and assessment criteria are made available to the External Examiner(s) for scrutiny.

2.3.a  Examination Papers
Examination papers are written by the Module Team and checked by at least one other academic member of staff, as well as undergoing an administrative check for layout and formatting. Where required, the final version of the exam paper, model solutions and mark scheme are submitted to External Examiners for their comments and approval.

2.3.b  Coursework Questions
Coursework questions are set by the Module Team. The External Examiners review coursework questions where these form a significant part of the module assessment.

2.3.c  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.

2.3.d  Re-sit Papers
The process for the setting and approval of resit papers is the same as for the main examination papers.

2.4  Formative Assessment
Formative assessment is intended to monitor and enhance your learning, and does not contribute to your overall module grade.
Your School will provide you with opportunities for formative assessment and will provide you with feedback that allows you to reflect on and improve your performance.

2.5 Summative Assessment

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

2.5.a 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. You can also access a personal exam timetable via Minerva: Portal and VLE.

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

2.5.b 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 timetable by the Module Team, as well as through postings in Minerva: Portal and VLE and in personal timetables where possible.

2.5.c 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 3.

2.5.d Presentations

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

2.5.e 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.

2.6 Registration for Examinations

You will automatically be 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. All re-sits have to be taken at the next opportunity. Marks for modules which are not taken will be recorded as absent.
2.7 Consecutive or clashing exams

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 consecutively, you should contact the Programs and Assessment Team straight away so that the University can make alternative arrangements.

2.8 Archiving of Assessed Work/Examinations

Assessed work is archived for at least a year after each cohort has left the programme.
Chapter 3  Coursework

3.1 About this Section
In this section, you can find information on:
- Submission and presentation of coursework;
- Penalties that may be applied to coursework that is submitted late or incorrectly;
- Extensions, academic integrity and plagiarism checking.

3.2 Preparation of Coursework

3.2.a Presentation of Coursework
Any specific requirements for coursework presentation are given by the Module Team and are available to students in Minerva: Portal and VLE.

3.2.b 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;
- show the basis of your arguments and conclusions;
- acknowledge the work of others;
- avoid plagiarism.

3.2.c Referencing Style
For modules in the School of Mathematics, students should use the official University of Leeds version of either the Harvard or Numeric referencing style. In some cases there will be specific guidance for particular modules; if this is the case, full details will be provided in the module handbook and/or in Minerva: Portal and VLE. 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.

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

In the School of Mathematics for modules that include group work, more specific information will be provided by the Module Team or on Minerva: Portal and VLE.

3.3 Submission of Coursework

3.3.a Coursework Deadlines
Deadline times are set to ensure that you can submit your work well within office hours. Your teaching School will avoid, wherever possible, setting deadlines on:
- Fridays;
- the last day of term;
- the first day of formal examination periods.

When you submit your work electronically, the time of submission is automatically logged.
It is your responsibility to ensure that work arrives by the deadline. 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 normally 2pm, but specific information will be given by the Module Team or in Minerva: Portal and VLE.

3.3.b Statements of Academic Integrity

You 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.

For some modules, a Statement of Academic Integrity form must be attached to work submitted in either hard copy or electronically. The declaration is to signify that the work is solely that of the student concerned, without plagiarism or collusion. Copies of the form are available in the Taught Student Office and within the School’s Minerva: Portal and VLE organisation. The Module Team will confirm to students when a declaration is required.

3.3.c 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 Minerva: Portal and VLE.

3.3.d Penalties for Exceeding Word Count

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

3.3.e Penalties for Late Submission of Coursework

Your School marks according to the 0-100 scale. If you submit your work past the deadline, penalties will be applied.

The penalty is deducted from the mark for the individual piece of work that has been submitted late. For every period of 24 hours or part thereof that your assessment is overdue, you will lose 5% of the total marks available for the assessment. This equates to 5 marks. 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.

Please note that penalties will be applied differently in Schools that use the 20-90 marking 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.

3.4 Extensions

3.4.a Extensions

Some Schools may allow you to apply for an extension to a coursework deadline. You should discuss this with the School teaching the relevant module.

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 for the same cause(s). This is because the extension already represents compensation.

3.4.b Applying for an Extension
Information regarding applying for a coursework extension or exemption can be found on the School of Mathematics organisation within Minerva: Portal and VLE.

3.4.c Acceptable Reasons for Extension
Information regarding acceptable reasons for a coursework extension or exemption can be found on the School of Mathematics organisation within Minerva: Portal and VLE.

3.5 Academic Integrity
This section includes some advice on academic integrity in relation to coursework.

3.5.a 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.

3.5.b 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.

3.5.c 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.

3.5.d 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.

3.5.e Advice from Staff
You 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.

3.5.f Draft or Erroneous Submissions
You 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.
3.6 Checking for Plagiarism

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

3.6.a Explanation of Turnitin

The University uses 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.

3.6.b Use of Turnitin

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

3.6.c Marking and Turnitin

Student work will generally be marked without knowledge of the originality report produced by Turnitin except where the module leader has determined the degree of plagiarism is too high to justify undertaking the marking process. 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.

3.6.d 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.

3.6.e Originality Reports

The originality reports created by Turnitin are considered for possible plagiarism as part of a review of a submission. However, it is your 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.

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

3.7 Completion of Coursework

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

In this section, you can find information on:

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

These procedures apply to the School of Mathematics. If you are also studying modules in other Schools, you should consult the teaching School's Code of Practice for information on their process for module marking and moderation.

4.2 Assessment Criteria

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

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 in other Schools, you should consult the teaching School's Code of Practice for information on their process for module marking and moderation. See Annex I and Annex II for School assessment criteria.

4.3 Anonymous Marking

4.3.a 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.

4.3.b 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.

4.4 Inclusive coursework marking

Assessment criteria will make clear if, how and where accuracy in written expression and presentation are taken into account in marking, and this will relate to stated learning outcomes.

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.

4.5 Double Marking/Check Marking

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

4.5.b 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.

4.5.c 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.

4.5.c 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.

4.5.d 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.

4.6 Requests for re-marking

Your School will follow the defined procedure for double marking/check marking, as set out in the
section above. 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.

4.7 Mitigating Circumstances

See Chapter 7 for more details.

4.8 Normalisation

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 your
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.

4.9 Marking Scales

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

4.9.a School of Mathematics Marking Scales

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

4.9.b 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.

4.9.c 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. For more information on how module marks contribute to classification
decisions, see Chapter 4.
4.10 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.

<table>
<thead>
<tr>
<th>Module Type</th>
<th>Undergraduate Students</th>
<th>Taught Postgraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Modules (codes numbered 0, 1, 2 or 3)</td>
<td>Pass mark is 40</td>
<td>Pass mark is 40</td>
</tr>
<tr>
<td>Taught Postgraduate Modules (codes numbered 5....M)</td>
<td>Pass mark is 50</td>
<td>Pass mark is 50</td>
</tr>
</tbody>
</table>

4.11 Consideration of Module Marks

4.11.a 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.

4.11.b Semester 1

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

4.11.c 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.

4.11.d 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.

4.11.e 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. Outcomes will be endorsed by the External Examiner before being published.

4.11.f 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.

4.12 Publication of Module Marks

If your School publishes provisional marks, you should be aware that these have not been approved by the School Assessment Board or Progression and Awards Board. The final published marks may be higher or lower than the provisional marks.
Provisional module marks from Semester 1 are made available to students via Minerva: Portal and VLE, in February. Students are informed by the School of any subsequent changes in their marks via email.

The University will publish final confirmed marks and classifications on Minerva: Portal and VLE on 2 July 2018.

4.13 Changes to Module Marks

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 or consideration of an exceptional case.

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.
Chapter 5 Feedback to Students

In this section we will explain what sort of feedback you can expect, how it is provided and how we expect you to engage with it.

5.1 Principles

The University has a number of principles relating to academic feedback that mean we always aim to provide you with:

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

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

5.2 Information about feedback

When your assessments are set, we will tell you when and how you will receive your feedback. We will also explain the purpose of providing you with feedback and who you should contact if you want to discuss the feedback you receive.

In the School of Mathematics, this will be communicated to students within each module.

5.3 Feedback Process

In the School of XX we ensure that our processes allow you to get individual feedback that is fit for purpose, in an agreed timeframe. This will help you to set academic targets for yourself. We can provide you with support if you need help with your academic targets.

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.

5.4 Feedback on Examinations

Your examination feedback can be different to other assessment feedback. For logistical reasons, we cannot always provide you with detailed individual feedback on your examinations within the normal timescale. Your examination scripts belong to the University and we have to retain them for use by external examiners and for archiving. However, we can discuss your marked scripts with you and we encourage you to take up these feedback opportunities.

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

5.5 Role of Students

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

You should take up the opportunities available for diagnostic and formative assessment and you should ask us for support if you need it.
To help you get the most from the feedback you receive, we will provide you with opportunities to discuss your feedback and academic progress with staff.

Students will typically discuss their academic progress with their Personal tutors. The School of Mathematics 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.

5.6 Timing of Feedback

Usually, you will receive your feedback before your next assessment for the module is due. This will not be later than 15 working days after you submit your piece of work. If you have submitted a claim for mitigating circumstances, you might not receive your feedback at the same time as the other students on the module(s) concerned.

Occasionally, we might have to make an exception to our feedback timeline guidance. The most common reasons for this are late changes because of things we cannot control, like staff illness. If this happens we will tell you why the date has been changed and give you a new date for when you can expect your feedback.

In Semester 2, we undertake a significant amount of administration work with the rest of the University. This involves confirming, checking and processing marks, to ensure Classification and Progression Boards can take place. If you submit assessments for any undergraduate modules at this time, we will still aim to provide your feedback in the normal timescale. However, we cannot release your final results until the University’s official publication date: 2 July 2018.
6.1 About this Section

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.

6.1.a Definitions

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

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

6.1.b 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.

6.1.c 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.

6.2 Progression and Awards Board and Related Committees

6.2.a 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. 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 usually chaired by the Director of Student Education, and is scheduled to meet on the following dates in the 2017/18 session:

- 31st of January to consider Semester 1 submissions;
- 12th of June to consider Semester 2 non-finalist submissions;
- 19th of June to consider Semester 2 finalist submissions;
• 5th of September to consider August submissions.

6.2.b 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.

6.2.c 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 the School of Mathematics, the Board takes 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, and the student's performance on the Year Abroad or the Year in Industry, if applicable.

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

The Progression and Awards Board is scheduled to meet on the 25th of June and the 6th of September for the 2017/18 session. The MSc Awards Board usually takes place in early November.

6.2.d 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.

6.3 Undergraduate Progression
To progress to the next year of an undergraduate programme, you 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:
6.3.a 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.

6.4 Classification Procedures

6.4.a 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.

6.4.b 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.

6.4.c 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:

<table>
<thead>
<tr>
<th>Module grades</th>
<th>2.0 – 9.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Average and Classification Average</th>
<th>2.00 – 9.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Averages of module classification grades are always expressed to two decimal places, and rounded accordingly.</td>
<td></td>
</tr>
</tbody>
</table>

| 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 Annex 1 in the Rules for Award.

You can also use the Classification Calculator to estimate your final degree classification.
6.4.d 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.

6.4.e 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.

6.4.f 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

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

6.4.h 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

6.4.i 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.
6.4.j  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.

6.4.k  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.

6.4.l  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 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.

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

Further information about the School’s international programmes can be found in the School of Mathematics Organisation on the Minerva Portal and VLE system.

6.4.m  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 in the School of Mathematics Organisation on the Minerva Portal and VLE system.

6.5  Academic Discretion

6.5.a  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.

6.5. 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.

6.5. 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.

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

6.6 Special Circumstances Discretion
The Progression and Awards Board will consider applications for mitigating circumstances and decide what action to take. This is not confined to borderline cases. The Board will usually accept the recommendations of the School Special 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.

6.7 Publication of Degree Classifications
Official University pass lists are published in Minerva: Portal and VLE. 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.

6.8 Leeds for Life Higher Education Achievement Record (HEAR)
The Leeds for Life Higher Education Achievement Record (LfL-HEAR) provides you with a formal description of the nature, level, context and status of studies undertaken for a particular qualification. The University issues this in addition to your degree certificate.

6.9 Graduation
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.
Chapter 7 Mitigating Circumstances

The University has procedures in place to assess claims for mitigating circumstances and, at the parent School’s discretion, to take account of them when making decisions about progression and/or award.

7.1 Applying Discretion in relation to Mitigating Circumstances

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 7.5 for contact details).

7.2 Definitions

Mitigating circumstances are normally exceptional, short term, unforeseen and unpreventable events that may have a significantly disruptive effect on your ability to study. These events are over and above the course of everyday life, and normally outside of your control, and may affect your ability to attend lectures, prepare for seminars, complete coursework, revise for and attend examinations, or any other aspect of your degree.

7.2.a Mitigating Circumstances

Examples of what would normally be accepted (with evidence):

- The death of someone you are close to e.g. parent, grandparent, guardian, partner, sibling, child;
- Serious personal illness or personal injury, or a significant change or deterioration in a long-term condition;
- Being a victim of crime (usually with police crime number, or supporting evidence from a University member of staff/professional person to whom you have confided);
- Jury service;
- Involvement/witness in a criminal case;
- Failure in the provision of reasonable adjustments, or failure in, or inaccessibility of, school provided equipment.

Examples of circumstances that might be considered (with evidence):

- Personal problems/trauma/family crisis/domestic issues/unexpected issues with childcare provision;
- Illness of a close family member;
- Planned medical operations (if advance notice is provided);
- Planned hospital tests (if advance notice is provided);
- Unforeseen accommodation issues, outside of your control (this would not include house moves due to the end of a lease).

This list is not exhaustive, and each case will be considered on its own merit.

7.2.c Exclusions

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

- Short-term minor ailments (coughs, colds etc.), even when supported by medical evidence – these should be covered by an application for an extension;
- Late submission of coursework without good reason (or where you could reasonably have been expected to request an extension);
• Pressures of academic work (i.e. conflicting deadlines, poor time management, non-availability of books and other resources);
• Lost or not backed-up coursework, or other computer failure;
• Financial problems, even if this is a change of circumstances (other than cases of extreme hardship);
• Domestic events such as house moves, family celebrations, holidays, weddings or other such events where you have control over the date or can choose not to attend;
• Normal academic work commitments;
• Appointments which could be rearranged (or advance notification given to the School);
• Long-standing health conditions, of which you were aware prior to starting the course. You are encouraged to raise any long-term health issues which may affect your studies with the University in order that tailored support can be put in place for you;
• Mistaking a deadline, misreading the examination timetable or submitting the wrong assignment in error;
• Transport difficulties (i.e. strikes, traffic jams, delayed trains);
• Illness for which no contemporaneous evidence is available (i.e. evidence which demonstrates you sought medical advice or intervention at the time of the illness);
• Pregnancy. You should determine whether you believe you will be fit to study and undertake assessment around your expected due date. If you wish to defer your studies, you should apply to suspend study temporarily. Claims for unexpected difficulties, impact of unplanned pregnancy, or health issues may be considered, if supported by appropriate evidence;
• Examination nerves, feeling generally anxious, suffering from low mood, stress or panic attacks (where no diagnosis of a mental health condition has been made);
• Ignorance of the regulations of examination or assessment arrangements.

This list is not exhaustive, and each case will be considered on its own merit.

See also Section 7.6 on Mitigating Circumstances and Disability.

7.3 Disclosure and Confidentiality

7.3.a 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.

7.3.b 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 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.

7.4 Evidence
Applications for mitigating circumstances will not normally be considered unless they are supported by independent documentary evidence. Applications will not be confirmed until this evidence has been received (applications can be submitted without this evidence, but relevant documents must be submitted within 5 working days of the form where possible).
Independent evidence would normally be an original document on headed paper and signed by an appropriate third party, giving details of the circumstances, its dates and/or duration and, where possible, its impact. (Original documentation can be returned if requested). An appropriate third party would be one who knows you in a professional capacity, or one who can verify the circumstances and who is in a position to provide objective and impartial evidence. Electronic evidence will only be accepted from verifiable addresses.

All evidence must be provided in English. It is your responsibility to provide translations of any non-English documentation, and any documents not in English or without translation will not be accepted as evidence. The translation must be certified as accurate by a Public Notary or translated by an accredited translator.

7.5 Advice and Support

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

Dr Philip Walker, Director of Student Education (Tel: 0113 343 7585; Email: p.walker@leeds.ac.uk);

Dr Derek Harland, Assessment Lead (Tel: 0113 343 5152; Email: d.g.harland@leeds.ac.uk);

Any member of the Taught Student Office team.

You may also wish to seek advice from the LUU Student Advice Centre or the Student Counselling Centre.

7.6 Mitigating Circumstances and Disability

Disabilities or health conditions which were diagnosed prior to the start of your degree are not normally considered grounds for mitigating circumstances. It is recommended that you seek support from the Disabled Students’ Assessment and Support (DSAS) service, to obtain a Study Aid and Study Strategies (Assessment of Needs) report in order that reasonable adjustments can be made to support you.

If you experience mitigating circumstances unrelated to your disability or long-term health condition, you should follow the usual mitigating circumstances procedure to bring these issues to the attention of the University.

It is acknowledged that, on occasion, you may experience changes in your long-term health condition or disability which affect your ability to study to an extent that adjustments put in place for them are not sufficient. Where you experience such a change, you are strongly encourage to contact DSAS for advice and further support, but a request for mitigation should also be considered. You will be required to provide evidence to support such claims, however.

If you have requested reasonable adjustments and find that they have not been effective, or have not been put in place in time (particularly at the start of the year), you can also submit a request for mitigating circumstances where such issues have affected your studies. It is accepted that, sometimes, it will take time to get the right support in place, for example in terms of examinations, and you should feel able to bring this to the attention of the School when it has affected your performance.

7.7 Submission of Mitigating Circumstances

You should inform your School of any problems that may be affecting your ability to study as soon as possible, in order to receive both advice and support. Applications for circumstances affecting your day to day studies should be submitted as soon as possible; applications for circumstances that you feel have affected specific pieces of coursework, or examination preparation and performance, should be lodged within 5 working days of the submission deadline, examination date, or by the deadline published by your School.

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: 22nd of January 2018
- For Semester 2 modules: 4th of June 2018
- For August 2016 Re-sit Exams: 29th August 2018

Students are notified of this policy in the Student Handbook and in the Maths organisation on Minerva, and are reminded by notices and e-mail messages at relevant times. The form is available in the Maths organisation, and the Taught Student office, and should be submitted to the Taught Student Office.

7.7.a 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.

7.7.b Role of the Parent School

All mitigating circumstances claims should be submitted to your parent School, even if the module you are claiming for is taken in a different School. 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.

7.7.c 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 3.4.

7.8 Possible outcomes

There are a number of possible decisions that the Special Cases Committee may make when considering your case, set out below. This list is not exhaustive, and recommendations are made on a case-by-case basis.

1. Further attempt – first attempt re-sit. If the assessment you failed or missed was the original attempt or had previously been granted as a first attempt re-sit, then the Committee may grant you a further ‘first attempt’ for an uncapped mark. In this circumstance your original mark would be permanently removed from your record and overwritten by the mark you receive for the fresh attempt whether it was higher or lower than the original attempt. 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.

2. Further attempt – re-sit attempt. If the assessment you failed or missed was a re-sit, the Committee may grant you an exceptional ‘extra’ re-sit attempt. In this case the rules about the number of attempts (Section 8.2) are waived but the module mark will still be capped (Section 8.6).
3. Coursework submission deadline extension for a period of time which is longer than can be granted through the normal extension request process in your School/Faculty.
4. Remove penalties for late submission or exceeding the word count.
5. Set an alternative or replacement assessment component or combination of components (any alternative will be approved by the Pro Dean for Student Education in advance).
6. Give you the opportunity to re-take all or part of the year, with first attempts or re-sit attempts at assessments, including attending teaching.
7. Not grant any concessions or take any action in relation to your application.

### 7.9 Absences Involving Assessed Work

It is important that you 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.

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.
Chapter 8  Re-sits

8.1 Re-sits

If you do 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).

8.2 Number of Attempts

Undergraduate students who have a start date prior to academic term 2016/2017 are permitted three attempts to pass a module; the first attempt plus up to two resits.

Undergraduate students who have a start date in academic term 2016/2017 are permitted two attempts to pass a module; the first attempt plus one resit.

An exception to this rule is International Foundation Year students who studied their foundation year in 2015/2016, who will be permitted three attempts to pass a module; the first attempt plus two resits.

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

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

8.3 Timing of Re-sits

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.

8.4 Unreasonably Poor Attempt; Denied Summer Re-sit

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 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.

8.5 Format of re-sits

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.
### 8.6 Capped re-sit marks

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.

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<thead>
<tr>
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<th>Undergraduate Students</th>
<th>Taught Postgraduate Students</th>
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<tr>
<td>Undergraduate Modules</td>
<td>Capped at 40</td>
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<tr>
<td>Taught Postgraduate Modules</td>
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### 8.7 Failed Re-sit Marks

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

### 8.8 Re-Submission of Coursework

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.

### 8.9 Re-sits in the final year

In the final year of study, it is possible to 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.

#### 8.9.a 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.
Chapter 9  Appeals or Complaints

9.1  Appeals

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

Guidance on the formal appeals procedure is available through the Student Cases website.

9.2  Complaints

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.

Your first point of contact is the Lecturer on your module; then Dr Philip Walker, Director of Student Education (Tel: 0113 343 7585; Email: p.walker@leeds.ac.uk); and finally Prof. Alastair Rucklidge, Head of School (Tel: 0113 34 35161; Email: maphdmat@leeds.ac.uk).

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. You can also seek guidance through the LUU Student Advice Centre.
10.1 Annex I

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

10.2 Annex II

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.

10.3 Annex III

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.
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.

10.4 Annex IV Management of the Assessment Process

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.

Dr Philip Walker, Director of Student Education (Tel: 0113 343 7585; Email: p.walker@leeds.ac.uk).

Dr Derek Harland, Assessment Lead (Tel: 0113 343 5152; Email: d.g.harland@leeds.ac.uk).

Mrs Louise Feaviour, School Education Service Manager (Tel: 0113 343 1426; Email: l.p.Feaviour@leeds.ac.uk).

10.5 Annex V Staff with management responsibility

10.5.a 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.

10.5.b 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.

10.5.c 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.

10.5.d 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.

10.5.e 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.

10.5.f Academic Integrity Lead
The Academic Integrity Lead is a nominated member of academic staff who is responsible for ensuring consistency within the School in implementing 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.

10.5.g 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.

10.5.h 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.

10.6 Annex VI Internal Examiners and Assessment Assistants

10.6.a 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.

10.6.b 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.

10.6.c 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.

10.6.d 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.

10.7 Annex VII External Examiners

The School follows the agreed University procedures relating to External Examiners for all taught programmes.

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

10.8 Annex VIII Student Education Committees

The process of approving programme and module specifications, including assessment design, is the responsibility of the formal Taught Student Education Committees.

10.9 Annex IX Assessment Committees

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.

10.9.a 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.

10.9.b 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.

10.10 Relationship with other documentation

10.10.a 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.

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.

10.10.b 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.

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.

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.

10.10.c 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.

10.10.d Relationship to other School documentation

From time to time, the School may provide you with other documentation, such as Minerva: Portal and 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.

10.11 Further References (Annexes)

10.11.a 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.
- 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.
- The [Taught Student Guide](#) explains the key processes and procedures and sources of help available to students.
- The [External Examiners’ Handbook](#) provides full details of the roles and requirements for external examining.
- 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.

10.11.b 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 in the Maths organisation on Minerva.

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