

School of Mathematics
**FACULTY OF MATHEMATICS AND
PHYSICAL SCIENCES**



UNIVERSITY OF LEEDS

Code of Practice on Assessment
2011-12

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1. INTRODUCTION

1.1 Statement of Purpose

This document sets out information for undergraduate and taught postgraduate students, staff and external examiners regarding the procedures for examinations and other assessments in modules taught in the School of Mathematics. The Code supplements and should be read in conjunction with the following University regulations and procedures:

Curricular Ordinances and Regulations: www.leeds.ac.uk/secretariat/ordinances.html

General Academic Regulations:

www.leeds.ac.uk/secretariat/documents/general_academic_regulations.pdf

Rules for Award: www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf

University Assessment Guide (Examinations): www.leeds.ac.uk/ssc/uagcontents.htm

The School Code of Practice on Assessment identifies local practice within the context provided by these regulations and procedures. It also provides subject-specific criteria and procedures where those provided by the University are generic. In addition, the Code clarifies the locus of responsibility for various aspects of the management and execution of the examinations and assessment processes.

In accordance with the University's Code of Practice on Assessment, the School's Code is updated and considered annually at the School Taught Student Education Committee (STSEC) and Student:Staff Forum before being endorsed by the Faculty Taught Student Education Committee (FTSEC).

1.2 Further Information

For further information relating to the University's assessment policy and procedures see:

External Examiner Handbook: www.leeds.ac.uk/aqst/externalexaminers/index.htm

Office of Academic Appeals and Regulation: www.leeds.ac.uk/AAandR/index.htm

Taught Student Guide: www.leeds.ac.uk/aqst/tsq/index.htm

Students, staff and external examiners should also be familiar with the following University documents:

The Partnership: <http://partnership.leeds.ac.uk>

Taught Student Contract: www.leeds.ac.uk/ssc/studentcontract.htm

University Code of Practice on Assessment: www.leeds.ac.uk/aqst/tsg/1copass.htm

University Code of Practice on Attendance: www.leeds.ac.uk/aqst/tsg/1copatt.htm

1.3 School Documentation

Students are also provided with a School Handbook which contains School-specific requirements, policies and procedures, including those for assessment. The Handbook contains information on the examination and assessment procedures, including arrangements for re-sit examinations together with the regulations for progression from one year to the next. The procedure by which the final degree class is determined from individual module grades is also included. Students are also given clear instructions as to when and how medical evidence and special pleading should be submitted for consideration by examiners.

Summaries of these regulations can also be found online in the Student Resources section of <http://www.maths.leeds.ac.uk/school/students/>.

1.4 School Policy on Assessment

The School's overall policy on assessment is:

- to quantify the achievement by students 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 their learning outcomes and in preparing for, and completing, their 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;
- to maintain effective quality management and enhancement procedures designed to ensure accuracy, fairness and consistent standards of assessment.

1.5 Equality and Diversity Policy

The School endorses the University's Equality and Diversity Policy and is committed to ensuring that all students receive equal treatment and opportunities irrespective of race, gender, religion, disability or sexual orientation.

For further information see: www.equality.leeds.ac.uk/

1.6 Disability Equality Scheme

Under the Disability Discrimination Act, the School and University are required to make reasonable provision to enable students with disabilities to complete assessed coursework and examinations. Students with disabilities that might affect their performance in assessments/examinations must consult

the Disability Team in The Equality Service at the start of their programme, or as soon as the disability becomes apparent, for the extent of the disability to be professionally assessed. The Disability Team will then discuss with the School appropriate measures for assessed coursework and the Examinations Section of Taught Student Administration will make appropriate arrangements for examinations.

For further information see: www.equality.leeds.ac.uk/

2. MANAGEMENT OF THE ASSESSMENT PROCESS

The following staff are key players in the management of the assessment process within the School.

2.1 Head of School

The Head of School is ultimately responsible for all examination and assessment matters.

However, some of these responsibilities are delegated to other members of School staff and to official School Committees. The Head of School normally chairs the final Board of Examiners meetings.

2.2 Director of Student Education

The Director of Student Education is responsible for the overall management of undergraduate and taught postgraduate examinations and assessment and also chairs the internal meetings of the Board of Examiners, ensuring that clear recommendations are brought to the final Board of Examiners meetings. 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.

2.3 Examinations Officer

The Examinations Officer 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. The principal duties of the Examinations Officer are set out in [Appendix IV](#).

2.4 External Examiners

The School of Mathematics follows the agreed University procedures relating to external examiners for all taught programmes: www.leeds.ac.uk/aqst/externalexaminers/index.htm. An external examiner is appointed to oversee each programme or area of study by the University (normally for a period of four years) and to provide independent assurance of the efficacy and fairness of the assessment procedures and maintenance of academic standards. The principal duties of the external examiner are set out in [Appendix V](#).

2.5 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 the 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 principle duties of the Programme Leader are set out in [Appendix VI](#).

2.6 Module Leaders

A Module Leader 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, if appropriate, are responsible to the Director of Student Education acting on behalf of the Head of School. The principal duties of the Module Leader are set out in [Appendix VII](#).

2.7. Academic Integrity Officer

The Academic Integrity Officer is a nominated member of academic staff who is responsible for ensuring consistency within a School/Faculty in relation to the implementation of plagiarism procedures and practice and the investigation of suspected cases of plagiarism, in order to ensure equity of treatment of students. The role also involves plagiarism education, including raising staff and student awareness of plagiarism issues. The principal duties of the Academic Integrity Officer are set out in [Appendix VIII](#).

NB. In some Schools/Faculties, the Examinations Officer is also the nominated Academic Integrity Officer.

3. MODULE ASSESSMENT AND EXAMINATION

3.1 Variety of Assessment

Modules are assessed using methods appropriate for the level of study, the subject material, the method of delivery and the learning outcomes. Once approved by STSEC and FTSEC, the assessments as described in the published module specifications will be adhered to including, where specified, submission dates and component weightings (unless FTSEC has granted express permission to do otherwise in exceptional circumstances).

The School of Mathematics employs the following methods of assessment:

- Coursework
- Practicals
- Written examinations
- Reports, essays, presentations (or a combination of these).

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

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

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

3.1.1 Formative Assessment

In accordance with the University's Code of Practice on Assessment, all students are provided with the opportunity to undertake formative assessment. Formative assessment is a process that is intended to promote student achievement – it does not contribute to the overall module grade but the feedback provided allows students to reflect on and to improve their performance. It also gives staff the opportunity to monitor student performance and progress within the module and/or programme.

3.1.2 Summative Assessment

Unlike formative assessment, all forms of summative assessment (e.g. assignments, examinations, presentations, etc.) are marked and contribute to the final module/programme mark.

3.2 Examination Procedure and Guidance

3.2.1 Examination Timetable

University examinations are held at the end of each semester – in January for modules whose teaching is completed in semester 1 and in May/June for modules finishing in semester 2. The re-sit examination period is in August. The number and duration of examinations per module is clearly detailed in the specification for each module available in the Module Catalogue. The majority of examinations are timetabled centrally and the times, dates and locations are published by the Examinations Section of Taught Student Administration: http://timetable.leeds.ac.uk/exams/exam_dept.asp

Some examinations, such as student presentations, are however, arranged by the School. Students are informed about the date and location by email.

3.2.2 Registration for Examinations

Students are automatically registered for the examinations of modules for which they are enrolled. It is, however, their responsibility to ensure that they are registered for the correct examinations, including re-sits, where appropriate. The School and the University do not consider having examinations on consecutive days to be either unusual or unfair. Students who discover they have a timetable clash or three examinations scheduled for the same day should contact the Student Support Office or Programme Leader straight away.

All examinations must be taken on the first occasion that they are offered in the year in which the module is studied, unless specific permission to delay is granted by the University.

For further information on examinations see:

Taught Student Administration (Examinations): www.leeds.ac.uk/ssc/uagcontents.htm#Section2

Taught Student Guide: www.leeds.ac.uk/aqst/tsg/9exams.htm

3.2.3 Preparation and Approval of Examination Papers

Each module has associated with it an Internal Assessor, to whom examiners submit exam papers, model solutions and proposed mark schemes. At this stage the Internal Assessors should check to the best of their knowledge that

- The proposed questions are mathematically correct.
- The content of the questions is appropriately related to the syllabus of the Module.
- The level of difficulty of the questions is appropriate bearing in mind both the need to differentiate candidates at the top of the scale and need to provide opportunities for weaker candidates to gain marks.
- The mark scheme is appropriate. In the event the Examiner and the Internal Assessor are not able to reach agreement on the form of an examination paper, the matter should be referred to the relevant Head of Department who will either determine the matter or nominate another member of the Department to do so.
- There are no misprints in the final version of the paper.

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

3.3 Coursework Procedure and Guidance

3.3.1 Preparation and Approval of Coursework Questions

Coursework questions are set by module leaders who ensure their appropriateness.

3.3.2 Submission of Coursework

Depending on the module, coursework is handed in to 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.

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

3.3.3 Use of Turnitin

As part of its assessment procedures all Schools employ an internet-based text matching service called Turnitin to determine the 'originality' of electronic coursework submissions. It does this by comparing the text of a piece of work with a wide range of electronic material including journals, websites and student work from current and previous years, from Leeds and other UK Universities.

All substantial project reports and essays produced electronically must be submitted electronically and screened for plagiarism using the University's plagiarism software.

Where Turnitin has been employed to detect plagiarism, student work is subsequently marked without the knowledge of the outcome of the plagiarism check, in order to avoid any possibility of markers being influenced by the (partial) information on plagiarism 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.

In addition, consideration of plagiarism does not rely entirely on the use of Turnitin but must involve academic discretion. Irrespective of whether Turnitin is routinely being used or not in cases where, in marking a piece of work, a marker is suspicious of plagiarism that piece of work will be submitted to Turnitin and the originality report used to inform the consideration of whether or not plagiarism has taken place. The Student Handbook explains the University policy on plagiarism and cheating.

3.3.4 Referencing

Information about referencing styles in mathematics can be found at

http://www1.maths.leeds.ac.uk/school/students/Guidance_on_Writing_Maths.pdf . If applicable, Students must follow further instructions given by the module leader.

3.3.5 Group Work

Whilst students are sometimes required to work in groups, the coursework submitted for assessment must be each individual student's own work (unless specific arrangements are in place to assess work on a group basis) even if the data/ideas obtained as part of a team are shared. Students are reminded that copying or paraphrasing another student's work constitutes plagiarism.

3.3.6 Late Submission of Coursework

The deadline for submitting work is specified for each module by the Module Leader. For work submitted electronically, the time of the submission is automatically logged.

For non-electronic coursework which is posted in hard copy to the School the date of submission will be taken as the postmark date. Students are advised to use recorded delivery for security and to obtain a receipt as the School cannot be responsible for material lost in the post.

3.3.7 Penalties for Late Submission of Coursework

University rules on penalties for late submission of coursework require 5 full marks to be deducted for each calendar day, or part thereof (including weekends) that passes after the date of required submission where the work is marked on either the 20-90 or 0-100 marking scale. The deduction is applied to the mark for the coursework component concerned before any conflation with other marks to give the overall result for the module. If coursework is not submitted by the end of fourteen calendar days following the prescribed deadline, a mark of either zero (on the 0-100 scale) or 20 (on the 20-90 scale) is returned for that component. Exemptions for coursework may be granted in cases of difficulties experienced by students provided that these are requested in advance of the submission date. No marks will be given for coursework submitted after model solutions have been distributed or published to students. If late submission of coursework is justified with medical evidence, then normally this piece of work is accepted late or discounted in the determination of the component of the module obtained from continuous assessment. Coursework extensions for small pieces of coursework for up to 2 working days are granted by the lecturers and tutors on an ad hoc basis; for extensions for more than 2 working days (or repeated extensions) students have to submit a Coursework Extension Request Form to the Maths Taught Student Office.

3.3.8 Penalties for Exceeding Word or Page Count

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

3.4 Mitigating Circumstances

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 'Application for Consideration of Mitigating Circumstances' form ([Appendix IX](#)) 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: 23rd of January 2012
- For Semester 2 modules: 31st of May 2012
- For August 2012 Re-sit Exams: 29th of August 2012

Students are notified of this policy in the Student Handbook and on the web, and are reminded by notices and e-mail messages at relevant times. The form is available on the Student Resources page <http://www.maths.leeds.ac.uk/school/students/> .

3.5 Assessment Criteria

See [Appendix I](#) and [Appendix II](#) for School assessment criteria.

3.6 Guidelines for Marking

3.6.1 Anonymous Marking

In line with University requirements anonymous marking must be adopted for all examination scripts and for all assessed coursework with the following exceptions:

- where the assessment takes the form of a practical demonstration performed in the presence of examiners, i.e. oral examinations, clinical, performance;

- where the assessment takes place over a period of time with support from a designated supervisor or tutor, i.e. projects, dissertations, portfolios;
- where the assessment takes place during a module for formative purposes and anonymity might prevent speedy and effective feedback, i.e. example classes.

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.

3.6.2 Double Marking/Moderation

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 Examinations and Assessment Tutor or the Administrative Officer, and are signed and dated 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. For projects and dissertations overall moderation of the marks is overseen by the relevant module leader/coordinator.

3.6.3 Normalisation

The School of Mathematics Examinations Monitoring Group meets before the semester 1 and 2 Boards of Examiners 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 recommend or require an examiner and assessor to make adjustments to the scaling of the marks. The scaling/normalisation is reported to the School Examination Board, including the External Examiners, and has to be approved by them before the module marks are finalised.

3.6.4 Group Work

Module Leaders will publish guidelines for the submission of group work, where applicable.

3.6.5 Assessment Assistants

Where the assessment/examination is conducted against well-defined criteria, for example, in the case of an MCQ paper, it may be acceptable for the work to be marked by a Postgraduate Demonstrator/Teaching Assistant provided that the marking is always comprehensively monitored and moderated. Current Postgraduate Demonstrators of the University may discharge these duties, but assessment design must remain the responsibility of the Module Leader. Postgraduate Demonstrators/Teaching Assistants may also be involved in assisting academic staff in the design of assessments but such duties should be carried out under close supervision and guidance from the member of staff involved.

The arrangements for appointing, training and supervising Assessment Assistants are the responsibility of the Head of School and a complete, detailed and up-to-date record of such appointments, and training received, must always be maintained.

3.7 Marking Scales

Within the University a number of marking scales are in use. Some of these operate at the level of the individual piece of work or module component, and some are local to the module/School concerned. For the purposes of publishing module marks, returning module grades to the University and for degree classification the following scales are used:

Averaging of module grades in Degree Classification	2.0-9.0
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and Cross-School Comparisons	Individual module classification grades are always expressed to one decimal place, to avoid any ambiguity.
Expression of Year Averages and Classification Average Grades	2.00 – 9.00 Averages of classification grades are always expressed to two decimal places, and rounded accordingly.
Publication of grades in Diploma Supplement and Transcript	0-100
Year Classification Scale	2.00 – 9.00

For more information on the Module and Programme Mark, Grade and Classification Scales, see the Rules for Award (Appendix I): www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf

3.7.1 Module Grading

As per the table above, all Schools (other than the School of Medicine and Leeds Dental Institute) must express undergraduate and taught postgraduate module marks on either the University's standardised 20-90 scale or its extended 0-100 scale. The 20-90 and 0-100 scales are coincident across the central 30-80 range where the vast majority of student grades and the classification boundaries lie, and on both scales the grade of 4.0 (mark of 40)/5.0 (mark of 50) corresponds to a borderline third/pass and 7.0 (mark of 70) to a borderline first/distinction.

For all module marks the School of Mathematics uses the 0-100 scale.

3.7.2 Pass Mark and Award of Credit

Students will be deemed to have passed a module and will gain the entire credit for that module if they obtain a grade of 4.0 (or a mark of 40) or more for level 1,2 and 3 modules and a grade of 5.0 (or a mark of 50) or more for M level modules. (In some cases, a mark of 39N for levels 1, 2 and 3 or 49N for M level modules will be awarded. This signifies that the module grade can be increased to a pass at the discretion of the parent School if the student needs the credits for progression or award and merits favourable treatment).

3.8 Consideration of Marks

3.8.1 Module Marks/Grades Meetings

In January/February the Board of Examiners meets to agree provisional undergraduate and taught postgraduate marks and grades for semester one modules. The marks/grades are published to students but are subject to ratification at the final Board of Examiners meeting when the external examiners are present.

The Board convenes again in June, in advance of the final Board of Examiners meeting, to agree provisional undergraduate marks/grades for semester two modules. These marks/grades are again subject to approval by the external examiners.

The same Board approves provisional taught postgraduate marks for semester 2 modules. Taught postgraduate dissertations are considered at Board of Examiners meeting in October.

Board of Examiners meetings include all academic staff. They are chaired by the Director of Student Education or by the Examinations and Assessment Tutor.

3.8.2 School Special Circumstances Committee

The School Special Circumstances Committee reports to the Board of Examiners and is responsible for assessing all applications for students' mitigating circumstances. Whilst it provides a forum for the discussion of cases that is not detrimental to the anonymity and confidentiality of students, it remains the decision of the Board of Examiners as to whether, or to what extent, such recommendations are implemented. Minutes of the School Special Circumstances Committee are taken, along with a summary of the recommendations made, to the final Board of Examiners meeting.

The Special Circumstances Committee consists of the Director of Student Education (Chair), the Senior Administrator, Examinations and Assessment Tutor, and Programme Coordinators. It is responsible for considering mitigating circumstances for both undergraduate and taught postgraduate students.

3.8.3 Progression and Awards Meeting (Undergraduate)

This meeting convenes in June and is the main undergraduate meeting of the School Board of Examiners. It has responsibility for the agreement of module marks and grades, progress decisions and degree classifications. It also considers academic and special circumstances discretion in classification

and receives recommendations from the School Special Circumstances Committee. In the majority of cases, the Board makes straightforward judgements based on progression/award criteria but in borderline cases, and approved cases of mitigating circumstances, a student's performance will be considered against the published discretionary criteria. The meeting is chaired by the Director of Student Education or by the Examinations and Assessment Tutor, and includes the External Examiners.

3.8.4 Re-Sit Board (Undergraduate, Non-Finalists)

The Board of Examiners convenes again in September to consider the results of re-sit examinations for non-finalist undergraduate students. The Board is chaired by the Director of Student Education or the Examination and Assessment Tutor.

3.8.5 Progression and Awards Meeting (Taught Postgraduate)

This meeting convenes in September/October and is the main taught postgraduate meeting of the School Board of Examiners. It has responsibility for the agreement of module marks and grades, progress decisions and degree classifications. It also considers academic and special circumstances discretion in classification and receives recommendations from the School Special Circumstances Committee. In the majority of cases, the Board makes straightforward judgements based on progression/award criteria but, in borderline cases, and approved cases of mitigating circumstances, a student's performance will be considered against the discretionary criteria.

The Board is chaired by the Director of Student Education or the Examinations and Assessment Tutor, and the External Examiners are invited to attend.

3.9 Publication of Module Marks

Provisional module marks are made available to students in February when they become available. Students are informed by the School of any subsequent changes in their marks. Final module marks are published according to the University results publication dates.

3.10 Feedback to Students

The following principles, developed in partnership by Leeds University Union and the University, apply to feedback students receive on major pieces of assessed coursework, as defined locally.

a) Efficacy of Feedback

Schools should aim to provide feedback which is personal to a student and their work, is constructive and related to the assessment criteria, and which includes guidance on how to improve for future

assignments, as well as critiquing the current work.

b) Type of Feedback

Feedback should be in a retainable form, e.g. written. Where written, it should be clear and legible. Assignments should be returned with annotated comments and/or with a supplementary comment sheet that refers to the script where appropriate. Feedback should be in a form appropriate to the type of assessment and should also include information on common themes related to the performance of an assessment group as whole.

c) Timings of Feedback

Students should be told how much time will be required before receiving feedback, and the feedback must comply with a deadline which is published and adhered to. Subject to the conditions outlined in section E below, feedback should be provided before the next assessment for the module is due and normally no later than three working weeks after submission of the piece of work. Exceptions should be approved by the Pro-Dean for Student Education when, due to the type of assessment, this would be impractical or pedagogically undesirable. Students would prefer feedback sooner but recognise that it takes time to produce feedback of a high standard.

d) Meetings and Opportunities for Verbal Feedback

Schools should aim to offer students timely opportunities for meetings with Module Tutors, Personal Tutors, or another relevant academic to discuss feedback in greater detail. These guidelines do not preclude verbal feedback to individuals and/or groups of students. Where this is provided, it should be clearly designated as an opportunity for feedback.

e) Flexibility for Different Types of Assessment

These guidelines recognise that due to assessment design and quantity, or where a number of assessments occur closely together, there may not always be feasible opportunity to provide feedback before the next examination/submission. Therefore, there must be clear and ongoing communication to students about what feedback can be expected and when. All local variation to these principles of feedback is included in the below information. However, this provision is not intended as an alternative to the core expectations.

f) Feedback on Examinations

Students have access to their marked written examinations upon request.

Examination scripts remain the property of the University. Whilst feedback on examination performance may involve discussion of a script, students are not permitted to retain a copy.

g) Role of Students

Whilst already outlined in The Partnership, it is worth reiterating that students are expected to make appropriate use of the range of opportunities for support and guidance offered to them. They should take up the opportunities available for diagnostic and formative assessment and must play an active role in obtaining, reflecting and acting upon the feedback provided on assessment work.

Assessed coursework is usually expected to be returned to students within 10 days of submission together with comments, indication of mistakes, and model solutions.

Exam scripts should indicate the marks given for each subsection of the exam. When less than full marks are given, an annotation should be included where mistakes have been made, or where answers are missing.

3.11 Archiving of Assessed Work/Examinations

Student work should be archived for a minimum of one year after the student has completed his/her studies or withdrawn from the University. Schools are, however, encouraged to store scripts for longer if space is available as academic references are often sought from former students.

3.12 Undergraduate Progression

The criteria for progression are determined by the University regulations set out in the Rules for Award, as well as by individual programme learning outcomes, as specified by the School. Students are only permitted to progress to the next level of their studies or to the award of a degree, diploma or certificate when they have complied with the requirements given below as well as any others detailed in their programme specification:

First to Second Year

- Obtain 100 credits or more in programme year 1 for progression as an Honours degree student.
- Pass modules listed in the programme specification which are required for progression, and satisfy all other requirements listed in the Programme Catalogue for their programme.

Second to Third Year

- Obtain 100 credits or more in programme year 2 for progression as an Honours degree student.
- Pass modules listed in the programme specification which are required for progression, and satisfy all other requirements listed in the Programme Catalogue for their programme.
- Students on the MMath,BSc Mathematics and MMath,BSc 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.

Third to Fourth Year

- Students on the MMath,BSc Mathematics and MMath,BSc Statistics 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.

Programme specifications explicitly identify, on the basis of stated programme learning outcomes, the modules within any given programme of study which must be passed in order to allow progression/award. The School Board of Examiners is required to implement progress/award decisions in accordance with the programme learning outcomes/programme specification. Where the programme rules are at variance with those contained in the University's Rules for Award, the former always takes precedence.

All programme specifications are available to view at:

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

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

3.12.1 Ordinary Degrees

For the BSc degrees (see below for exclusions), 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.

Note: Students on the BSc Economics & Mathematics and on the BSc Management & Mathematics programmes cannot progress as Ordinary Degree students.

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.

3.12.2 Joint Honours Degrees

In addition to meeting the requirements of the University's Rules for Award for Honours degrees, Joint Honours students must pass at least 80 credits in each subject over levels 2 and 3 combined, including at least 40 credits at level 3 in each subject. This is to ensure that students have reached degree standard in both disciplines. (If excess credits beyond those needed are obtained at a higher level, it is possible for these to back count against a shortage of credits at a lower level).

This applies to the following Joint Honours programmes parented by the School of Mathematics:

BA Geography & Mathematics

BSc Geography & Statistics

BSc Biology & Mathematics

BSc Biology & Statistics

BSc Economics & Mathematics

BSc Economics & Statistics

BSc Geography & Mathematics

BSc Management & Mathematics

BSc Mathematics & Music

BSc Mathematics & Statistics

3.13 Undergraduate Classification Procedures

The University operates a unified corporate degree, diploma and certificate awarding/classification system for undergraduate programmes. The classification system is based on averaging and the arrangements are designed to be consistent with the Quality Assurance Agency Qualifications Framework.

Classification of undergraduate students is the responsibility of the Board of Examiners and is conducted in accordance with the University's Rules for Award:

3.13.1 Classification Thresholds

The classification thresholds for undergraduate programmes of study 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	Fail

3.13.2 Examiners' Discretion

The degree classifications of most finalists will be clear-cut. However, the Board of Examiners will identify those students whose classifications are borderline for further consideration. The Board of Examiners must consider two kinds of discretion in arriving at the final degree classification for all students to whom they apply:

Academic Discretion

Academic discretion will be considered by the Board of Examiners for any student who has a classification average on the 2.00 – 9.00 classification scale falling within a band of 0.05 below a classification threshold.

Additionally, for students who completed their penultimate year of study in 2009/2010 only, academic discretion will also be considered for those whose performance between penultimate and final years has improved exceptionally so that the final year's performance is at least 0.25 above the relevant threshold on the 2.00 - 9.00 classification scale, but the final Classification Average, which takes the penultimate programme year's performance into account, falls below the band for discretion above.

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

- The external examiners' comments on the student's examination scripts and final year project or 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.

Module marks will not be changed as a consequence of any consideration of discretion at classification boundaries and whilst a student may satisfy the numerical criteria for academic discretion this does not guarantee promotion to the higher degree classification. The basis and process for any discretionary consideration will be recorded in the Board of Examiners Minutes.

Interviews (or *viva voce* examinations) for the purpose of making a decision on borderline cases are not permitted by the University.

Special Circumstances Discretion

Whether or not academic discretion applies the Board of Examiners may also choose to apply Special Circumstances Discretion; for example, where serious medical or personal problems apply and are declared by the student using the appropriate form and procedures advertised within the School. The consideration of medical and other mitigating circumstances is not confined to discretionary bands at classification thresholds. The basis and process for any discretionary consideration will be recorded in the Examination Board Minutes.

3.13.3 International/European Programme Year

For the International, European, and American programme variants of the BSc programmes the results of the Year abroad will not be included in the calculations of the classification average. For borderline cases or in cases of mitigating circumstances the student's performance on the Year abroad can be taken into consideration.

For the International, European, and American programme variants of the MMath, BSc 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.

3.13.4 Industrial Programme Year

For the Industrial programme variants of the BSc programmes the results of the Year in Industry will not be included in the calculations of the classification average. For borderline cases or in cases of mitigating circumstances the student's performance on the Year in Industry can be taken into consideration.

3.13.5 Advanced Standing

Students who have been admitted into year 3 with Advanced Standing will be classified on

- year 3 only for the BSc degrees, and on
- year 3 and 4 for the MMath,BSc degree using the higher of the 1:1 average giving equal weight to year 3 and 4, and the 1:2 average giving double weight to year 4.

3.13.6 Supernumerary Modules

Where more than 120 credits are studied in a single programme year as part of the prescribed programme, the credit-weighted average over the full number of credits will be used for progression and classification purposes. There will be no opportunity for students to request that the Board of Examiners only considers a selection of the best modules.

Where a student opts to take additional modules outside the prescribed programme of study (supernumerary modules), neither the credits nor the grades will be taken into account in determining progression or classification, unless this has been explicitly agreed at the time of registration.

Students on three, four or five year undergraduate programmes are permitted to study a maximum of 30, 40 or 50 supernumerary credits respectively over the course of their programme.

3.13.7 Confirmation of Degree Classifications

Following the Progression and Awards meeting of the Board of Examiners, the classification sheets are signed by the Head of School and external examiners and are returned to Taught Student Administration which deals with the formal procedures regarding the award of degrees and graduation ceremonies.

3.13.8 Publication of Degree Classifications

The official pass lists are posted online by Taught Student Administration on 19th of June 2012.

<http://studentservices.leeds.ac.uk>

3.13.9 Prizes

Upon the recommendation of the Head of the School the School of Mathematics awards a number of prizes and scholarships on a yearly basis. Details can be found on:

http://www1.maths.leeds.ac.uk/school/students/Prizes_and_Scholarships.html

3.14 Taught Postgraduate Classification Procedures

The University also operates a unified corporate degree, diploma and certificate awarding/classification system for taught postgraduate programmes. The classification system is based on grade averaging and the arrangements are designed to be consistent with the Framework for Higher Education Qualifications.

Classification of taught postgraduate students is the responsibility of the Board of Examiners and is conducted in accordance with the University's Rules for Award.

3.14.1 Classification Thresholds

The classification thresholds for taught postgraduate students 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

3.14.2 Examiners' Discretion

The degree classifications of most postgraduate students will be clear-cut. However, the Board of Examiners will identify those students whose classifications are borderline for further consideration. The Board of Examiners must consider raising the degree classification for all students to whom the following applies:

- a classification average on the 2.00 – 9.00 classification scale falling within a band of 0.10 below a classification threshold.

When applying academic discretion, the same criteria are used as for undergraduate students, see 3.13.2.

Module grades will not be changed as a consequence of any consideration of discretion at classification boundaries and whilst a student may satisfy the numerical criteria for academic discretion this does not guarantee promotion to the higher degree classification. The basis and process for any discretionary consideration will be recorded in the Examination Board Minutes.

Interviews (or *viva voce* examinations) for the purpose of making a decision on borderline cases are not permitted by the University.

Special Circumstances Discretion

Whether or not academic discretion applies, the Board of Examiners may also choose to apply Special Circumstances Discretion; for example, where serious medical or personal problems apply and are declared by the student using the appropriate form and procedures advertised within the School.

The consideration of medical and other mitigating circumstances is not, in principle, confined to discretionary bands at classification thresholds. The basis and process for any discretionary consideration will be recorded in the Examination Board Minutes.

3.14.3 Supernumerary Modules

Where more than 180 credits are studied in a single programme year as part of the prescribed programme, the credit-weighted average over the full number of credits will be used for progression and classification purposes. There will no opportunity for students to request that the Board of Examiners only considers a selection of the best modules.

Where a student opts to take additional modules outside the prescribed programme of study (supernumerary modules), neither the credits nor the grades will be taken into account in determining progression or classification, unless this has been explicitly agreed at the time of registration.

3.14.4 Confirmation of Degree Classifications

Following the Progression and Awards meeting of the Board of Examiners, the classification sheets are signed by the Head of School and external examiners and are returned to Taught Student Administration, which deals with the formal procedures regarding the award of degrees and graduation ceremonies.

3.14.5 Publication of Degree Classifications

Final degree results are published according to the University results publication dates.

3.14.6 Prizes

The MSc student with the best statistics performance (gaining a Distinction overall) will be awarded a Royal Statistical Society Prize.

3.15 Diploma Supplement and Transcript

The (European) Diploma Supplement and Transcript provides each student with a description of the nature, level, context and status of studies undertaken during a candidature for a particular academic qualification. The University issues a Diploma Supplement, combined with an official Transcript, in support of an official certificate confirming the award of a degree or other academic qualification.

Publication of module grades on the University's Diploma Supplement and Transcript is on the 0-100 scale.

For information about the non-numeric codes that are used on a student transcript, as well as those used by the Board of Examiners and Taught Student Administration, see page 2 of the University's Rules for Award: www.leeds.ac.uk/secretariat/documents/rules_for_award.pdf

3.16 Re-Examination

3.16.1 Re-Sit Examinations

Students may be entitled to re-sit examinations for failed modules in accordance with University regulations:

- the University normally allows non-finalist undergraduate students a maximum of three attempts to pass a module, i.e. two re-sit opportunities (one in August and one next time the module is offered). The opportunity to re-sit in August is a concession, not a right. August re-sits are not offered for level 3 and 5M Mathematics modules, and are normally not available for MATH project modules. A third attempt is not, however, available for final year students;
- the University allows taught postgraduate students a maximum of two attempts, i.e. one re-sit opportunity next time the module is offered;
- students are not allowed to re-sit an examination if they have already passed the module;

- unless there are mitigating circumstances that have been approved in advance by the School Special Circumstances Committee (when the student may be permitted to re-sit as a first attempt) the module re-sit mark is capped at 40 for level 0, 1, 2, and 3 modules and at 50 level 5M modules;
- finalists/taught postgraduate students who accrue enough credits to qualify for an award may not opt to take re-sits to improve their classification or to remove failed modules from their transcript;
- the format of the re-sit examination will be the same as for the end of module examination (unless otherwise notified);
- failure to register for or to attend re-sits without approval will be counted as a failed attempt;

3.16.2 Re-Submission of Coursework

Students re-sitting an exam as External Candidates will normally have their old coursework mark carried forward. 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.

3.16.3 Undergraduate Non-Finalists

Non-finalists who fail a module normally have a right to re-sit that module the next time it is examined, which will normally be in the following academic year. For the benefit of students however, the Board of Examiners may grant the concession of re-sits in August of the academic session in which the module was first failed. The purpose of such re-sits is to enable students to progress to the next year of study without having to spend a year registered as an external re-sit candidate. However, August re-sits are not available by right and will normally only be offered when a student has satisfied the Board of Examiners that he/she has actively participated in all prescribed sessions for that module.

3.16.4 Finalists and Taught Postgraduates

Normally, only one further attempt is offered to finalists and taught postgraduate students. Students who have failed to achieve a sufficient average or credits for the award of a degree, or who have failed compulsory modules, may apply for re-sit examinations. Such students can only be re-examined as external candidates at the time the module is next being examined and are not normally entitled to any tuition.

Students on the Honours programme who only qualify for an ordinary degree have the right to re-sit failed exams the following year. They have to inform the University by 4th of July 2012 if they want to waive their right to re-sits and obtain the Ordinary Degree.

If, despite failing one or more modules, a student has gained sufficient credit for the award of an Honours degree, no further re-sit examination opportunity is available.

3.16.5 Applications for First Attempts

Where the School considers that a student has failed a module because of medical, special or mitigating circumstances and has provided evidence to this effect, the Board of Examiners may grant the student the opportunity to take the re-sit as a first attempt and the mark obtained in this case would not be capped at the pass mark. A first attempt re-sit examination does not, however, reduce the normal number of re-sit attempts permitted for a module.

4. CONDUCT OF STUDENTS IN ASSESSMENT

4.1 Attendance and Absence

In accordance with The Partnership and the University's Code of Practice on Attendance, students are expected to attend all timetabled sessions including lectures and small group teaching such as practical classes, seminars and tutorials. The School maintains a register of attendance and continued absence without good reason will be reported to the Head of School and may result in the student being required to withdraw from the University. For more information, see the Unsatisfactory Students Procedure: www.leeds.ac.uk/AAandR/unsatis_stu_proc.htm

For most MATH modules students will report their attendance by signing an attendance sheet circulated during some of the lectures. Students are responsible to make sure that they sign the sheet. If a student is ill or cannot attend a teaching session, he or she is required to submit a request via the Portal. Repeated unauthorized absences will lead to warnings being sent to the student.

For details of the School of Mathematics' policy on attendance monitoring see

http://www1.maths.leeds.ac.uk/school/students/Student_Attendance.html

4.1.1 Self-Certification

If a student is absent from the University for five days or less, because of illness or personal circumstances, he/she must self-certify the illness or circumstances on their return to the University by either informing the Student Support Office or by completing the relevant form:

<http://studentservices.leeds.ac.uk>

4.1.2 Medical Evidence

If a student is unwell for a period of more than five days, he/she must submit a medical certificate (or relevant written documentation) from their medical practitioner to their parent School immediately on their return to the University.

4.2 Completion of Coursework

In accordance with The Partnership and the University's Code of Practice on Attendance, students are required to submit all items of coursework and project work associated with modules so that they may be assessed in time for consideration at the Board of Examiners meetings. Persistent neglect of study and/or repeated failure to submit coursework or unreasonable delay in presentation may result in the student being required to withdraw from the University. For more information, see the Unsatisfactory Students Procedure: www.leeds.ac.uk/AAandR/unsatis_stu_proc.htm

If a student has a poor record of submitting coursework a recommendation may be made to the Board of Examiners that an appropriate non-numeric suffix be appended to the module grade. The 'S' mark indicates to Taught Student Administration that the student concerned should be denied an August re-sit opportunity on the grounds of exceptionally poor performance at the first attempt. This includes cases where coursework marks indicate poor effort or attendance and any other non-serious attempt at the module. This may prevent progression to the next level of study and the student may have to re-sit the module as an external re-sit candidate. (This also applies to cases that do not specifically involve assessed coursework but in which attendance and participation in non-assessed elements of the module are deemed necessary for the attainment of the module's learning objectives).

4.3 Absences Involving Assessed Work

Students are required to obtain written evidence supporting any absence from a scheduled class involving assessed work or absence from the University on the day on which assessed work is due to be handed in. In cases of medical or personal circumstances a medical note or other documentation must be submitted, or a self-certification form must be completed as soon as the student returns to the University. Full details of all the modules affected, including those outside the parent School, must be provided in order to ensure that the relevant Schools and Offices are informed. The School reserves the right to disregard excessive use of self-certification (normally more than two per semester) unless supported by other relevant documentation.

4.4 Absence from Examinations/Complete Failure to Submit Coursework

Absence from examinations or complete failure to submit coursework without submission of medical evidence or proof of other mitigating circumstances will be signified by the return of a non-numeric code of AB. Students should inform the Student Support Office as soon as possible of any unavoidable absence and obtain evidence promptly to support it. Where the Board of Examiners agrees that the absence was the result of reasonable medical or other mitigating circumstances a first attempt re-sit opportunity will be awarded.

Absence from an examination without approved mitigating circumstances counts as a failed attempt.

4.4.1 Completion of Alternative Work

Certification of absence does not absolve a student from completing coursework/examinations.

Please see section 3.3.7 for details about applying for coursework extensions or exemptions.

4.5 Extensions to Deadlines

The School may consider it appropriate to grant an extension to an assessment submission deadline in the light of extenuating circumstances. Extensions will only be granted where the circumstances put forward by the student are deemed to be genuine and significant enough to warrant such action.

Assessments submitted by students with an extension and those submitted by students by the original deadline will be treated in the same way so long as the extended deadline is met and the evidence to support the circumstances is forthcoming. Otherwise, the work will be treated in accordance with the University regulations on the late submission of coursework. (See section 3.3.7).

Cases of temporary incapacity are normally dealt with through the above School extension procedure.

4.5.1 Acceptable Reasons for Extension

The table below shows typical examples of circumstances which might lead to an extension of a coursework deadline, as well the medical/mitigating circumstances which would normally be taken into consideration by the Board of Examiners, and the sort of evidence required as substantiation:

Circumstances	Evidence typically required
Medical	Doctor's note about the medical condition, including the effect on student, specifying relevant dates. A note about the student reporting an illness is not sufficient. In cases of illness affecting an exam, students must consult a medical practice as soon as possible, as well as for illnesses preventing them from attending classes for 5 days or more, or for repeated illnesses.
Personal	Supporting statement from third party, if possible, or medical note addressing effect on student.
Victim of crime	Crime reference number (if applicable)

5. PLAGIARISM, FABRICATION AND MALPRACTICE

5.1 Plagiarism

Plagiarism is defined by the University as presenting someone else's work as your own. Work means any intellectual output and typically includes text, data, images, sound or performance.

For more information, see the University's Guide to Plagiarism: www.ldu.leeds.ac.uk/plagiarism/

The University's procedures for dealing with cases of suspected plagiarism are clearly detailed at: www.leeds.ac.uk/AAandR/cpff.htm

5.2 Fraudulent or Fabricated Coursework

Fraudulent or fabricated coursework is defined as work, particularly reports or laboratory or practical work that is untrue and/or made-up, submitted to satisfy the requirements of a University assessment in whole or in part.

Further information is available from the Office of Academic Appeals and Regulation: www.leeds.ac.uk/AAandR/cpff.htm

5.3 Malpractice in University Assessments

Malpractice in University assessments occurs when a candidate attempts to mislead or deceive the examiners concerning the work submitted for assessment. This includes colluding with others (including other students) in the preparation or submission of work.

Further information is available from the Office of Academic Appeals and Regulation: www.leeds.ac.uk/AAandR/cpff.htm

The University regards plagiarism, cheating and other instances of academic malpractice with the utmost seriousness. Such cases can be dealt with at School or University level, depending on the nature of the offence, and the penalties imposed can vary from receiving a mark of zero (on the 0 -100 scale) or 20 (on the 20 – 90 scale) for a piece of work to exclusion from the University.

The School of Mathematics follows the guidelines published by the Office of Academic Appeals and Regulations at <http://www.leeds.ac.uk/AAandR/cpff.htm>

6. APPEALS

A student has the right to appeal against his/her result in a University assessment/examination. Before entering the formal appeals process however, students are encouraged to attempt to resolve the issue within the School; only if this proves unsatisfactory should they follow the University's appeals procedure.

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

The University Appeals Procedure applies to students registered on taught programmes. An appeal must be made by the student personally and correspondence from third parties will not be accepted. An appeal can be made against a decision published by the Board of Examiners (and not therefore, a provisional module grade).

A student cannot graduate until his/her appeal has been concluded. And, once a student has graduated, he/she cannot appeal.

Any student wishing to start a formal appeal must read the procedure in full before beginning their appeal: www.leeds.ac.uk/AAandR/appeals.htm

6.1 Advice and Representation

Students have a right to impartial advice and representation by a third party, such as Leeds University Union. The Student Advice Centre, part of the University Union, provides literature and advice to help explain the appeals procedures and to support students in structuring their case. The Centre can advise on the procedures but will not comment on the content of the appeal.

Further information is available from: www.leedsuniversityunion.org.uk/helpandadvice/

7. APPENDICES

See pages below.

APPENDIX I and II

School Assessment Criteria/Marking Scheme

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;
- 50 is the lowest pass marks for level 5M 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

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.

Coursework Marks

In many modules the following standard scale is used for grading coursework. Students will be told separately if a different scale is used for particular modules. Here is a guide for how coursework marks on the 0 to 5 scale should be interpreted:

5 - "Excellent" Substantially correct with only minor errors and well explained.

4 - "Good" Very few significant errors, or all correct but not well explained.

3 - "Satisfactory" Good enough to pass but with significant errors, or with some significant questions not answered.

2 - "Unsatisfactory" Some correct answers, but lots of errors, or many questions not answered.

1 - "Very Unsatisfactory" More or less all wrong, or almost all questions not answered.

0 - "No Work Submitted" No work handed in, or handed in after the deadline.

APPENDIX 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 and some exercises with the student's own solutions from a recommended textbook by the host institution ,
- 25% aural 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 aural presentation. The overall mark for the Year abroad on the MMath, BSc scheme is to be determined as the better of

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

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

- 50% written description of the experience abroad, with some parts of the report written in the language of the country,
- 50% written summary of a module with comments identifying important results and some exercises with the student's own solutions from a recommended textbook by the host institution.

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).

APPENDIX IV

Principal Duties of the Examinations Officer:

- Ensuring the School's Code of Practice on Assessment is accurate and readily available to all staff, students and external examiners;
- Ensuring staff are aware of and comply with all deadlines for the setting of assessments and the return of marks;
- Monitoring the work of the staff supporting the School's assessment processes;
- Ensuring that the School's external examiners receive accurate and timely information and documentation;
- Ensuring that the School's Board of Examiners meetings are held in accordance with University and School policy;
- Liaison with the University's Examinations Office on academic matters relating to assessment.

APPENDIX V

Principal Duties of the External Examiner:

- Ensure the comparability of the University's standards with those in peer institutions and national benchmarks;
- Provide assurance for the University that its assessment system is fair and operated equitably;
- Provide assurance that the assessment process measures student achievement against the intended learning outcomes for the programme/modules;
- Provide advice on the content, balance and structure of programmes/modules.

Specifically, the duties of the external examiner include:

- Read, comment on as necessary, and approve draft examination papers;
- Read scripts, coursework and project dissertations for a range of candidates as appropriate;
- Consider students in the discretionary band and with mitigating circumstances and provide recommendations on degree classification to the Board of Examiners;
- Attend and participate in the Board of Examiners meeting to finalise degree classifications for students;
- Meet and talk to students wherever possible, in order to allow them to comment on the quality of their learning experience;
- Ratify all module marks and sign mark sheets to this effect;
- Approve and sign class lists for degree programmes;
- Provide appropriate feedback on programme structure, teaching methods and quality, assessment procedures and standards;
- Submit formal external examiner reports to the University's Academic Quality and Standards Team in the format and at the time specified by the University.

APPENDIX VI

Principal Duties of the Programme Leader

- Ensure that all programme documentation is accurate and consistent with that approved by the FTSEC and is provided in a timely ways to students in accordance with the arrangements of the School/Faculty;
- Ensure that the programme remains academically viable and that it remains informed by research developments and other initiatives in the field concerned;
- Ensure that the programme remains responsive to market needs and that appropriate actions are taken in response to PSRB changes, and NSS and other feedback;
- Ensure that modules which form core and optional elements of the programme remain appropriate for achievement of the programme learning outcomes;
- Ensure that the assessment requirements for the programme overall allow achievement of the learning outcomes to be assessed;
- Oversight and sign-off of Coursefinder content;
- Ensure arrangements for students who are registered with special needs are carried forward in consultation with Equal Opportunities;
- Respond to programme related student queries;
- Attend the relevant Board/s of Examiners;
- Oversee the gathering, analysis and response to student feedback collected internally and externally and the submission of the outcome to the Director of Student Education;
- Undertake review of the programme in accordance with University policy;
- Raise any concerns about the running of the programme with the Director of Student Education;
- Keep up-to-date with learning and teaching developments and be alert to best practice (through SDDU, HEA web pages, conferences, Director of Student Education and professional bulletins and journals);
- Communicate with the Programme Team, including colleagues in co-teaching Schools where appropriate, ensuring opportunities for the Team to be brought together;
- Resolve timetabling clashes when this not been possible through other channels;

APPENDIX VII

Principal Duties of the Module Leader:

- Ensuring that all module documentation is accurate and consistent with that approved by the STSEC and is provided in a timely way to students in accordance with the arrangements of the School/Faculty;
- Ensuring the delivery of the syllabus as planned and the effectiveness of the teaching;
- Ensuring the resources for the delivery of the module are in place before the start of the session;
- Ensuring that the assessment requirements of the module and the arrangements for examinations and for the submission of coursework and the return of marks and feedback to students are in accordance with the School's Code of Practice on Assessment;
- Ensuring that the draft examination papers, assessed coursework and, as appropriate, notes on answers are submitted for internal and external scrutiny in sufficient time to meet University deadlines;
- Maintaining appropriate records for the monitoring of student performance on the module;
- Making arrangements as required for students who are registered with special needs;
- Dealing with unsatisfactory students in line with School and University policy;
- Responding to module related student queries;
- Attending the relevant Board of Examiners meetings;
- Overseeing the gathering, analysis and response to student feedback at the module level collected by formal and informal means and the submission of the outcome to the Director of Student Education;
- Undertaking review of the module in accordance with University policy;
- Raising any concerns about the running of the module with the Director of Student Education;
- Ensuring the module is appropriately refreshed to ensure integration between learning and teaching and research.

APPENDIX VIII

Principal Duties of the Academic Integrity Officer:

- Overseeing the investigation of suspected cases of plagiarism, including involvement in any University-led investigations;
- Ensuring consistent procedures and practice across the School;
- Working with Tutors to raise awareness of plagiarism issues;
- Actively promoting the use of Turnitin within the School/Faculty and developing standard practices in consultation with colleagues;
- Promoting good practice in academic writing and sharing best practice with other Schools;
- Ensuring that all students in the School/Faculty complete the online plagiarism tutorial (to be implemented in 2012/2013);
- Providing discipline-specific content for the generic online tutorial if required (as of 2012/2013).



Application for consideration of special circumstances – School of Mathematics

Reminder: Before completing this form, you should ensure that you have read and understood the attached guidance notes. Completing and signing the form will be taken as evidence that you have read and understood those instructions.

Section 1: Student details

Name:	<input type="text"/>	Student number (SID)	<input type="text"/>
Degree programme:	<input type="text"/>	Year of study:	<input type="text"/>
Personal tutor:	<input type="text"/>	Parent school:	<input type="text"/>

Section 2: Modules affected

Module code	Module title	Date of exam or assessment affected

Section 3: Details of circumstances

You should use this section to provide a brief summary of your illness/problem (please use additional sheets if needed) :

Precise dates between which you were affected by the problem described in this form.

From: ----- To:

Is the problem ongoing? (please tick and indicate a "from" date in previous box)

You should use this section to describe how your illness/problem has affected your ability to attend classes / prepare for and / or take in-course tests or University examinations (*continue on a separate sheet if necessary – include your name and SID on each sheet*):

If you wish your evidence to remain confidential please enclose it in a sealed envelope clearly marked with your name, SID number and to whom it is addressed and tick this box. Please read the guidance notes concerning confidentiality which accompany this form.

Section 4: Request

Please tick only one box below to indicate what type of consideration you would like to request. However, the final decision as to how to treat your mitigating circumstances lies with the Board of Examiners. Possible outcomes are explained in the guidance notes.

- First attempt resit for all modules listed.
- First attempt resits for listed modules if failed.
- First attempt resits for the listed modules if module mark is below ____ (please specify)
- Additional resit attempt (4th attempts)
- Other. Please specify: _____
- Consideration of your circumstances by the Board of Examiners at degree classification. Please see guidance notes.

Notes:

Please note that it is University policy to normally not change or adjust individual module marks due to mitigating circumstances.

Section 5: Evidence

Please provide medical or other documentary evidence in support of your claim, if at all possible. Special circumstances forms must be submitted by the deadlines; evidence can be submitted later, if necessary. If you are unable to provide evidence, please explain why. See guidance notes for further details.

Evidence attached (please tick):

- Medical certificate
- Crime reference / police report number
- 3rd party confirmation (e.g. of bereavement)
- Other, please give details - _____

Section 6: Declaration

I confirm that the information provided on this form is honest and accurate to the best of my knowledge and that I have read and understood the guidelines provided. I understand that if I seek to gain advantage or benefit by providing false or misleading information I will be subject to disciplinary action under the General University Disciplinary Regulations as laid out in the Taught Student Guide and Section 2.7 on the website of the Office of Academic Appeals and Regulation (http://www.leeds.ac.uk/aaandr/disp_reg.htm).

Signed:

Date:

FOR OFFICE USE ONLY

Section A: Receipt of form and evidence

Signature:

Date Received:

Application for consideration of special circumstances

Guidance Notes for students in School of Mathematics 2011/12

If you have experienced special circumstances which you feel have affected your performance or caused you to be absent from an examination and you would like these to be taken into consideration by the Board of Examiners, then you must follow this procedure. It is your responsibility to provide satisfactory evidence on which a claim may be assessed.

What are special circumstances?

Special circumstances are significantly disruptive or unexpected events which are beyond your control but which might affect your academic performance. If you experience difficulties that you think have affected, or might affect, your ability to complete coursework or to take examinations it is your responsibility to advise the School of Mathematics Taught Student Office as soon as possible.

This might include circumstances that have:

- caused you to miss more than one week of classes;
- caused you to miss an in-course test or University examination which contributes to a module mark;
- prevented you from preparing for classes or examinations;
- caused you concern to an extent that your focus and concentration levels will affect your performance.

Such events might include:

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

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

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

Making your claim

If you are absent from an examination or believe that your performance in an examination or assessment has been affected by illness or other personal problem, you must complete a Special Circumstances Form and submit it to the School of Mathematics Taught Student Office.

Deadline for making your claim

Any forms submitted after the deadline can only be considered in exceptional circumstances, and need to include an explanation why the form was submitted late. Submissions after the Board of Examiners have finalised the marks can only be considered by the Office of Academic Appeal and Regulation.

Semester 1 teaching and examinations – 23rd January 2012

Semester 2 teaching and examinations – 31st May 2012

August resit examinations – 29th August 2012

Supporting evidence

You should try to submit evidence to support your special circumstances claim with the Special Circumstances Form if possible. If you are not able to do this, then you must tell a member of the Taught Student Office team when you submit your form, who will advise you as to when the evidence will need to be received by. In the case of illness, you must provide a full medical certificate from your doctor which includes relevant dates. If there is a history of a medical problem, all relevant history should be supplied. Please note that not being registered with a GP will not be accepted as a valid excuse.

Section 3 of the form is where you must describe the nature of the circumstances or event that you have suffered and offer an explanation as to how this has affected your ability to do as well as you would have expected in an examination/assessment, or why you expect not to do as well. It will then be the responsibility of the School of Mathematics Special Cases Committee and Board of Examiners to carefully consider your evidence. You will then be informed of the course of action that has been determined at a later date by email.

Advice and guidance on making a claim is available from:

- your Personal Tutor, your Programme Coordinator, the Mathematics Taught Student Office, or the Director of Learning & Teaching;
- LUU Student Advice Centre (<http://www.luuonline.com/help>);
- Student Counselling Centre (<http://www.leeds.ac.uk/studentcounselling/>);
- procedural guidance is available from the University Examinations Officer in Taught Student Administration.

Possible outcomes

- (i) To award an exceptional 'extra' attempt at the examination or assessment.
- (ii) To give you the opportunity to re-sit an examination or other assessment as a first attempt without the usual resit penalty of a maximum mark of 40 for level 0, 1, 2, 3, or 50 for level 5M (should you so wish). Any mark already obtained will be lost.
- (iii) To depart from the normal rules of classification of degrees or progression to the next level.
- (iv) To not grant any concessions.

Confidentiality

Information contained on the form or attached to it will always be treated as confidential but it may be seen by the School Special Cases Committee or members of the Board of Examiners. If you feel that some or all of the information is so sensitive or personal that you wish to restrict who sees it, you should submit it in a sealed envelope marked "For the eyes of the Chair of the Special Cases Committee only." You must understand, however, that not having the full information may restrict the ability of the School of Mathematics to make an appropriate recommendation.



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