

London Pathway College

Assessment Regulations

Academic Year: 2025/2026

London Pathway College

Assessment Regulations

1. Introduction

These regulations apply to students studying at the London Pathway College (LPC) on a Foundation or Pre Masters pathway that leads to their chosen University of Portsmouth London programme.

LPC Year One Integrated students please follow the UoP regulations [here](#).

Students who require more information can email student@lpc.port.ac.uk

2. Definitions

The following definitions are used in these regulations:

Academic year: A defined period, normally lasting twelve months.

Award: Any formal qualification awarded by the University to an individual student which may be either an end qualification or an exit award.

Assessment Board: A committee to agree final student marks, to determine progression to the next stage of study.

Assessment component: An assessment component is one of the assessment items on a module, from which the final mark/outcome for the module is derived. This process is commonly referred to as summative assessment. Formative assessments are those which do not count towards the formal outcome of the module and are not considered to be assessment components for the purpose of these regulations.

End qualification: The target qualification for which the student is enrolled or registered.

Exit award: The highest level of award which a student achieves who has not successfully completed the end qualification.

Programme of study: A collection of modules grouped under a specific title. A programme can also be known as a course.

Progression: Where a student who successful completes their stage of study progresses onto the next stage of study at UoPL. The student must be formally deemed to have completed that level of study and may start to study at the next academic level.

PSRB: A Professional, Statutory or Regulatory Body. This includes, but is not limited to, accrediting bodies and statutory bodies that deal with legal requirements and immigration.

Stage: an amount of academic study that normally corresponds to an academic level as outlined in the Programme Specification.

3. **Assessment Principles and General Assessment Regulations**

The purpose of assessment is to enable students to demonstrate that they have met the Learning Outcomes (LOs) of a given module and to provide the evidence of achievement that is used to determine whether prescribed progression or completion criteria of a stage of study have been met. To align with the OfS Conditions of Registration, in particular B4¹, the London Pathway College supports and promotes the following principles for assessment:

- students are assessed effectively;
- each assessment is valid and reliable;
- academic regulations are designed to ensure that relevant awards are credible;
- in respect of each higher education course, academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course;
- relevant 'awards' granted to students are credible at the point of being granted and when compared to those granted previously;
- students are assessed effectively in a challenging and appropriately comprehensive way that provides stretch and rigour and test the relevant skills;
- assessment design supports academic integrity

The College operates a formal processes to agree assessment outcomes as follows:

- a) Module Assessment Board (MAB) – the panel confirms marks at module level for all students in a stage of study.
- b) Progression Board (PB) – makes decisions with regard to the progression of students to the next stage of study within the College or onto the University.

External moderation is normally carried out by the University.

Approved assessment regulations apply equally to all forms of assessment.

4. **Responsibilities**

It is the responsibility of the College Academic Board to ensure that:

- students are assessed fairly;
- the regulations concerning scheduled examinations are published in a timely manner;
- proper invigilation arrangements are made for scheduled examinations;
- results of student assessments are published;
- marks and grades are issued as scheduled and as requested to individual students;
- all reports of allegations concerning assessment malpractice are reported to the Quality Lead for further instruction and/or investigation;
- student appeals are considered within policy guidelines; and

¹ [Quality and standards conditions of registration \(officeforstudents.org.uk\)](https://www.officeforstudents.org.uk/quality-and-standards/conditions-of-registration)

- it is satisfied that all assessment and its associated quality control processes are carried out appropriately and consistently within the agreed policy guidelines.

It is the responsibility of each student to ensure that they:

- undertake the learning activities specified for each module for which they are registered.
- attend examinations and submit assessments, including Referrals and Deferrals, as required. If a student fails to do so, without good reason, the Module Assessment Board will determine that the student has failed the assessments concerned.
- notify the College of changes to their term-time or home address and contact details.
- check their email account regularly.
- notify the Student Support Team of any special needs the student wishes provision to be made for in the assessment of any module unit.
- provide any information on personal circumstances that has prevented them from attending or submitting any assessment and which they wish the Module Assessment Board and/or Progression Board to consider, failing which any appeal founded on those grounds may be rejected.
- undertake assessments honestly and in a manner that does not attempt to gain unfair advantage.
- ascertain the results of their performance in any assessment.
- to register onto their course on its commencement and re-register annually on the course start date.
- follow the published procedures for withdrawal and suspension of studies.

5. Assessment Information

At the start of each module the College Academic Board will ensure that the information identified below is posted on the MOODLE Portal and is also available to students in the Student Handbook, Programme Specification and/or Module Descriptor:

- the Learning Outcomes of the module
- the timetable for each module
- the learning activities that a student is expected to undertake to achieve the LOs of the module
- details of each item of assessment for the module.
- the weighting of each assessment component
- the nature of the assessment
- the submission dates for assessed coursework
- dates and times of scheduled assessments
- details of any fieldwork activity
- the contribution that each assessment makes to the overall assessment of the module outcomes;
- a statement of the grading criteria to be used for each assessment.
- timeframes for feedback and the dates of final results release

It is the responsibility of any student who was not present when the information above was provided to take whatever steps are necessary to acquire the information.

The College Academic Board ensures that all information to students uses percentages where numerical marking schemes are in place, or percentage mark equivalents where grading schemes are in place. Pass percentages must be clearly designated in all such information.

Any information required by these policies and regulations to be delivered to a student shall be deemed to have been received by the student where one or more of the following has taken place;

- a) the lecturer of a module identifies where the information can be found in either the Module Descriptor or handouts posted on MOODLE.
- b) the information is delivered by hand to the student in person, or to the latest local address notified to the College.
- c) the information is posted for at least five working days on a notice board and on MOODLE to which an enrolled and current student will have access or
- d) the information is posted for at least five working days on MOODLE and notice sent to the student's email address notified to the College or
- e) the information is sent by 1st class mail to the student's local address and is couriered to their home country address notified to the College – it is assumed that receipt is made within ten working days.

6. Internal Verification of Assessments

All assessed work (coursework and examination) is subject to internal verification by the assessment team who meet formally to approve all assessment objects prior to issuance. The assessment team check that module assessments are aligned to the Module Descriptor requirements and that the assessment matrix sets out the nature of each module assessment with dates of issue and submission. The verification process is outlined below:

- i. Academics submit the assessment brief to the College Academic Team in the prescribed standardised format.
- ii. The Assessment Team will check to ensure that the assessment corresponds with the assessment matrix and meets the quality standards and suitability for that stage of study.
- iii. Once approved, the confirmation will be signed by the College Director, if amendments are required, the assessment will be returned to the academic team for review, revision and resubmission as above.
- iv. The final approved assessment brief is stored securely on the appropriate secure server.

7. Coursework Regulations

Submission

The Academic Services Team ensure that submission of coursework is logged and recorded securely and returned to students in a timely and secure manner.

Extensions to submission dates for coursework may only be granted by the College Director via the Extenuating Circumstances procedure.

Any student who is unable to meet a submission date must complete an Extenuating Circumstances Form.

Should there be a change to a published submission date all students will be notified via MOODLE and by email.

Coursework submitted on or before the scheduled submission date will be marked within the timelines and returned to students with feedback.

Coursework submitted within 10 working days after the scheduled submission date will be marked. However, if a pass, this will be capped at the module pass mark. Limited feedback may be given by the instructor on the work submitted.

Coursework submitted more than 10 working days after the scheduled submission date will be marked but given a mark of zero will be recorded against the student record. No feedback will be provided by the instructor.

Marking

Anonymity

Where applicable a candidate must record their Student ID on the front designated space of the answer booklet or cover sheet.

An attempt by a candidate to invalidate anonymity where the assessment/examination has been classified as such, will be considered as an assessment offence.

Second Marking, Internal and External Moderation and External Examination – Summary

The College Academic Board ensures that teaching and learning quality and standards, in terms of parity of Learning Outcomes, assessment standards/relevancies and student performance, are controlled and maintained at all levels through **second marking, internal and external moderation and external examination**.

Second Marking (Double marking)

Second marking is carried out on all module assessment by appropriately trained staff in the College.

Second marking involves a 30% sample taken for second marking and this is incorporates: 10% from the top cohort inclusive of the highest marks; 10% from the bottom cohort inclusive of the lowest marks and border line pass/fail cohorts

Internal Moderation

Discrepancy: where a discrepancy of marks occurs between the first and second marker, internal moderation is managed as follows;

- a) a third academic from the College will be invited to act as internal moderator.

- b) Internal moderation may also be carried out on sample basis by an externally appointed expert

External Moderation

All modules are subject to an external moderation process. Suitably qualified and/or experienced staff external to the College scrutinise the marking undertaken and have the power to moderate the marks of the cohorts up or down if in their professional judgement such a decision is warranted. External moderation is managed as follows:

- a) University appointed Link Tutors are invited to scrutinise sample student marked work in advance of the College Module Board/Progression Board
- b) Processes and policies related to the use of external examiners are defined in the College Operations Handbook.

Moderator Conduct

All moderators, must:

- Judge each student individually and without prior influence and compare his/her performance with that of his/her peers.
- Ensure that all students have been assessed fairly in relation to the curriculum and regulations associated with a stage of study and the stated LOs.
- Report to the College Academic Board (CAB) on any matters of serious concern arising from the assessments.
- Approve and moderate the form and content of proposed examination/assessment papers, marking criteria and/or examination scripts/assessment work.
- Have the right to sample major in-course assessments.
- Have the right to recommend changes to the marks awarded by the module leaders, but always in the context of fairness to each candidate.
- Understand the OfS B conditions of registration in particular B4 and how it applied to assessment of students in higher education.

Moderation Resolution

Should any irreconcilable disagreements arise in the assignment of marks by academics and moderators/external examiners, then it will be escalated to the College Module Board for consideration with all parties present. Where a decision is made in the conferment of marks the situation must be reported via the Academic Report to the AOC.

Where a decision cannot be reached at the Panel, recommendation for consideration is made to the following the Progression Board. All parties must be present. Where a decision is made in the conferment of marks the situation must be reported.

Where the disagreement over marking discrepancies persists, the College Director will request that a third moderator is appointed from the University, a subject specialist with due standing.

In all such circumstances, the student/s involved must be informed in writing of the recommendation/s or where a decision/s has been deferred pending a resolution and to what meeting.

Feedback

Feedback must be available to all students on their in-course assessed work. Various mechanisms exist within the College to monitor the provision and operation of feedback.

The minimum requirements for summative feedback are:

- Major strengths of the work.
- Ways in which the mark could have been improved
- Original mark and any penalties that have been applied (where appropriate)

Feedback on assessments must be linked to the grading classification criteria as set out in the relevant Programme Specification and/or the Module Descriptor.

The form of feedback may vary depending on the discipline and type of assessment but will generally be written and oral.

Academics Lecturers make feedback available to students on formal assignments within 15 working days of the submission deadline. Where feedback is unexpectedly delayed students should be notified on the MOODLE immediately.

The CAB should ensure that all stakeholders are aware that the mark/grade provided to a student as part of the immediate assessment feedback is a provisional/raw mark only and may be subject to change via the process of moderation and as approved by the Module Panel.

Late submission of work for assessment (after the published date) will forfeit the right to any associated feedback unless there are approved Extenuating Circumstances.

8. LPC Module Board

A LPC Module Board is convened once a semester once all provisional/raw marks have been assigned.

All modules that have been offered in a semester must be listed and included for consideration. A Module Board may be called more frequently given the requirements of a module.

Panels shall oversee the assessment of modules, taking account of the module LOs, and confirm marks/grades in accordance with the regulations.

Where extenuating circumstances have been proved a Board must:

- a) waive the assessment penalty and ensure that the assessment is marked in full where valid extenuating circumstances have prevented the student from submitting an assessment by the scheduled submission date; and
- b) record all decisions reached in respect of valid extenuating circumstances.

The Chair is responsible for ensuring that the Module Board fulfil its responsibilities in accordance with these regulations.

The Secretary to the Board shall ensure that the Board receives minutes and notes arising within a reasonable time period.

Module Board Membership

Chair – LPC Director

Senior lead of LPC Academic Services / Student Services

Relevant teaching staff or representative External Examiners (where appointed)

Link Tutors/Appropriate UoPL Academic Lead

Secretary

The College Module Board shall receive and consider:

a. For each module:

- i. List of candidates by name and their SID
- ii. Number of students
- iii. Mean, range and standard deviation
- iv. Proportion of students by grade band
- v. Moderator/s reports (where applicable)
- vi. External examiner/s report (where applicable)

b. For each student:

- i. The mark achieved for each assessment, and his/her overall mark
- ii. Any individual marks assigned by an Extenuating Circumstances Panel Exemption (where appropriate)
- iii. Record of allegation of misconduct and actions taken to date relating to an assessment offence (as appropriate)
- iv. Any known disability
- v. Exemption (where applicable)

The College Module Board shall:

- a) Scrutinise the marks or grades relating to each module and the analysis of marks (aggregated information) and identify any anomalies or other cause for concern.
- b) Obtain an explanation of any anomaly or cause of concern and take action as necessary and appropriate, seeking advice from a moderator and/or external examiner.
- c) Make decisions in relation to each student taking into consideration any action arising from consideration of assessment offences

- d) On determining the final mark (integer) for each student, where a mark is in the margins of a significant boundary, to ensure that the mark is an indicative reflection of the student's achievement and the marking criteria.
- e) Confirm the marks or grades of each student.
- f) Determine the requirements for repeat and/or referral assessment.
- g) Determine whether to defer confirmation of a mark or grade until any specified conditions have been met within an agreed timescale.
- h) Consider previous reports of each moderator and/or external examiner where appropriate.
- i) Exercise discretion concerning valid extenuating circumstances in the application to assessment and overall module marks.
- j) The College Module Board may, in proven extenuating circumstances, allow a student to undertake a deferred assessment within the assessment regime of the following semester only. Note that deferment pending decisions of an academic nature should not be confused with the approval given to a student to defer studies, that is, to take a leave of absence, from studies.
- k) Have no discretion to waive penalties imposed in accordance with any College Academic Board disciplinary procedures or where such penalties invalidate any extenuating circumstances.
- l) Note all decisions made about each student with one of the following;
- ✓ designations: overall percentage mark;
 - ✓ overall grade;
 - ✓ Deferment of decision to another meeting, procedural delay, or action of another approved assessment to determine a final mark or grade.
- n) Reported module marks as an integer using the following conditions:
- a decimal of 0.5 or greater should be rounded up to the next integer; or A decimal of 0.4 or lower should be rounded down to the next integer.
- o) Endorse the final mark sheet.
- p) In exceptional situations and where a module management issue has arisen and a strict application of these regulations would be unjust to a student or students, the Panel has discretion to depart from the regulations. However, in such cases the College Director must be present and full minutes recording the regulation in question and where the departure is to be made, the full circumstances necessary for such discretionary power and the consequences of not exercising such discretion. The decision must be recorded on the List of Candidates.
- q) In exceptional circumstances, for example to aid decisions on the re-assessment of candidates with valid extenuating circumstances or in cases of suspected plagiarism, the Panel may request a 'viva voce'.
- r) The College Module Board shall, by resolution, delegate authority to the Chair in relation to the confirmation of marks and grades arising from deferment decisions. The resolution shall require the Chair to consult with the University prior to final documentation of any decision and report of the decision to the next Panel.
- s) The College Module Board shall delegate authority, by resolution, to the Chair in relation to the confirmation of marks and grades in order to correct decisions based on erroneous or incomplete information. Decisions by the Chair must not remove a student's right to Appeal against decisions made by the Panel.

The CAB must ensure that provisional/raw marks are notified to students and subsequently the marks confirmed by a Module Board. The CLTB shall also ensure that student also receive an explanation of marks or grades as required. Students may not elect to repeat a module in an attempt to improve their grading.

9. College Progression Board

The CAB shall ensure that a College Progression Board is convened once a semester or as required. The Progression Board is normally scheduled at the same time as and is integrated with the Module Panel.

The primary purpose of College Progression Boards is to determine, in accordance with the regulations, whether each student has met the criteria for progression from one stage to the next, either from one College stage to the next or from a College stage to a University stage leading to a final University award. The approved appropriate Programme Specification defines the progression points in a pathway that a student must obtain at each prescribed College stage.

Where extenuating circumstances have been proved, a Board must record all decisions reached in respect of valid extenuating circumstances.

College Progression Boards may not confer awards or any award associated with the University.

The appointed Secretary to the Board shall ensure that all stakeholders to the Board receive minutes and notes arising within a reasonable time period.

Membership

Chair – College Director

Senior lead of College Academic Services / Student Services

Relevant teaching staff or representative External Examiners (where appointed)

Link Tutors

Appropriate Academic Lead the Partner University.

Secretary

The College Progression Board shall receive:

- a) Stage Programme Specification
- b) List of Candidates, including:
 - i. student name
 - ii. SID
 - iii. Confirmed mark or grade for each module (from the College Module Board)
 - iv. Any disabilities and details of allowances
 - v. Report from the College Module Board/Academic Board of decisions made with regard to Extenuating Circumstances found valid and not valid (where applicable)
 - vi. Data from the College Module Board of decisions made with regard to allegations of misconduct and actions taken to date relating to an assessment offence (as appropriate)
- c) Moderator/s reports (where applicable)
- d) External examiner/s report (where applicable)

Note: All marks presented to a Board must be reported as an integer using the following conditions of a decimal of 0.5 or greater should be rounded up to the next integer A decimal of 0.4 or lower should be rounded down to the next integer

College Progression Boards shall:

- ✓ Agree the final version of the minutes of the prior meeting to be a true record of that meeting and note any matters arising
- ✓ Note any actions take under delegated authority at prior meeting
- ✓ Determine whether a candidate has successfully met the completion criteria within the Stage/Programme Specification regulations to progress to the next stage of their study.
- ✓ Determine whether a candidate should be excluded/terminated from a stage of study on academic grounds
- ✓ Make decisions in relation to each student and after taking an action arising from consideration of the College Module Board
- ✓ Not allow any student to progress to the University with a trailing failure
- ✓ Use its discretion to determine the extent of repeat and referral opportunities for students based on the guidelines listed in Appendix 1: referral and repeat policy guidelines.
- ✓ The nature of the referral will be determined by the Board.
- ✓ Exercise the power of compensation at its discretion and having due regard to academic standards and the learning outcomes of the programme.
- ✓ Award credit in compensation to a student subject where approved.
- ✓ Students can only repeat modules they have not passed. This must be done with attendance and the mark for the unit is no longer capped at the pass mark.
- ✓ The grade achieved for a referred module will be capped at the pass mark unless there is a valid extenuating circumstance.
- ✓ The grade achieved for a repeat module will not be constrained, unless agreed otherwise by a College Module Board or College Progression Board.
- ✓ A candidate for re-registration may not demand reassessment in elements that are no longer current in the module. In addition, where a module has been offered repeat in a module which is no longer available, the choice of module that they will need to take in lieu of the withdrawn module is at the discretion of the progression board. It is therefore the candidate's responsibility to check whether the syllabus or format of the reassessment is different from the original. The College Progression Board may, where it deems appropriate, make special arrangements where it is not practical for students to be reassessed in the same elements or manner as at the first attempt.
- ✓ Consider any moderation reports.
- ✓ Exercise discretion where valid extenuating circumstance has been upheld

Note all decisions made by student against the List of Candidates with one of the following designations:

- Withdrawal from candidature – confirms that a student will be withdrawn from the stage of study.
- Termination of candidature – confirms that a student will be excluded from the College
- Progression – confirms a student may continue to the next stage of their pathway

- ✓ Deferment of decision, procedural delay, or action of another approved assessment to determine progression – confirms that a student may be placed on a deferral until the following semester enrolment period or as per the duration of an academic decision
- ✓ Endorsement of marks and credit where a student has been granted APL
- ✓ Endorse the Progression List – this endorsement indicates those students progressing to the University and therein satisfaction with the standard of assessment and student profile
- ✓ Delegate authority by resolution to the Chair in relation to the confirmation of progression decisions arising from deferment decisions. The College Progression Board shall delegate authority, by resolution, to the Chair in order to correct decisions based on erroneous or incomplete information.
- ✓ Chair decisions must ensure that they do not remove a student's right to Appeal and Review, against decisions made by the Board.

Progression Rules

On the authority of the College Progression Board, a student may commence the study of a module/s at the next stage before the Board has met to consider the results of the assessment at the preceding stage.

A student may progress without having had assigned the requisite credit and only where such credit has been the result of a deferred assessment arising from valid extenuating circumstance. This may normally only occur where a student is being managed within College stages of study and not where it involves a progression point.

Where a student undertakes assessment and/or is awarded credit for prior learning such that the maximum required for progression is exceeded, the Progression Board will, in the first instance, take account of the performance of the student in all mandatory modules. Only in the second instance shall the performance in non-mandatory modules be considered up to the total required with all other assessments being disregarded.

All decisions relating to progression rests with the College Progression Board.

Criminal Offences and Progression

Where an enrolled student has been found to commit a criminal offence, under the laws of the United Kingdom, they will not be permitted to continue their chosen pathway and will be excluded by the CAB and thus candidature terminated.

Where a student is permitted, under exceptional circumstances pertaining to the nature of the offence or conduct, to continue the pathway after consultation by the CAB, the Board may impose certain constraints in the enrolment. In these circumstances CAB will inform the Partner University.

Where a student is permitted, under exceptional circumstances pertaining to the nature of the offence or conduct, he/she may progress to another suitable pathway that would not warrant their direct exclusion if:

- the student's past conduct would not prevent them from gaining any license to practice or render them ineligible for membership of any professional body for which the new award would qualify the holder;
- a place is available on the pathway; and

- the student meets the entry requirements for the pathway and is deemed suitable by the College Director.

In such circumstances, the student will be suspended from the College until he or she enrolls in the new pathway. Following this, the College Senior Academic Manager will ensure that a copy of the Letter of Reinstatement to the student is presented to the Partner University, the UKVI, the University's Heads of School/Department and Link Tutor.

10. **Extenuating Circumstances**

Extenuating circumstances refer to events that must only relate to the health and/or personal matters and which occurred during or before the period of assessment to which they apply.

If a student has problems or difficulties significantly affecting his/her performance on a given module of study, then this should be discussed with the College and appropriate action taken via the Extenuating Circumstance Panel.

In emergency and critical situations the College Director must be informed immediately and referral of the case to the Extenuating Circumstances Panel for potential UKVI reporting where appropriate.

The procedures concerning extenuating circumstances are intended:

- a) to apply to individuals only; and
- b) do not apply where there has been a management failure with regard to arrangements that may have disrupted the learning and assessment process – such issues are dealt with via the normal grievance process.

It is the responsibility of the student in question to notify the College as to the circumstances, in writing at the earliest possible time. The Extenuating Circumstance Form, should be used as a basis for a written statement. The written statement should contain full details and include supplementary evidence and testimony from independent or third parties, for example a medical certificate indicating the time, nature and probable effect of the circumstances.

A written statement on a student's behalf, when not accompanied by a Extenuating Circumstance Form, may be considered on the proviso that it is given with the full consent of the student and that this consent is detailed within the report. No further intervention on behalf of a student may be considered unless where there are grounds for serious and confidential extenuating circumstances. In such situations, the student and person acting on his/her behalf will be informed of the final College decision.

All completed and submitted Extenuating Circumstance Forms and supporting written/visual evidence must be placed on the student file and the file kept in a secure location for a period of seven years as per data policy.

Where there are grounds for serious or confidential extenuating circumstances, the student in question may notify the College Director directly who will then judge whether any intervention on the student's behalf can be accepted. Where the intervention is upheld, the College Director will note for the record only the student's name, the fact that serious and confidential procedure has been applied and which assessments the extension refers to. The student shall then be informed of the decision.

Extenuating Circumstances Panel

Extenuating circumstance decisions are made by the Extenuating Circumstance Panel. Membership of the panel is as follows:

Chair – College Director

A person who is not immediately associated with the module/s or student in question

Administrator – College Student Services Officer College

Academic Manager

Additional members as appropriate appointed by the College Director.

Panels shall meet at the end of each semester and ideally prior to the relevant College Module Boards and Progression Boards. They can be called more frequently as required.

Students will be informed of a Panel decision within 20 working days from the date of the relevant meeting.

All actions and decisions minuted along with rationales must be reported in the minutes.

Assessment penalties imposed for late submission, may due to valid extenuating circumstances, be lifted by the Chair at a meeting of the Panel.

A student may qualify for the right to be assessed again where the Panel decides that his/her performance in a specific assessment has been affected by valid extenuating circumstance – unless where the exercising of their right cannot result in the student having the opportunity of passing the assessment. Note that the College Module Panel may vary the assessment to be re-taken in order to assess the student performance across a module.

The Extenuating Circumstance Panel will inform the College Module Board where valid extenuating circumstances apply to named students in specific module assessments. Information will be provided in documented minutes.

College Module Boards must:

- waive the assessment penalty and ensure that the assessment is marked in full where valid extenuating circumstances have prevented the student from submitting an assessment by the scheduled submission date; and
- record all decisions reached in respect of valid extenuating circumstances.

College Module Boards may:

- permit the relevant module assessment in the form of the affected assessment to be deferred until specified dates;
- permit the relevant assessment of the module in a different approved mode which must be defined and made known to the student along with the specified date/s; or
- where valid extenuating circumstances have prevented the student from completing an assessment task but sufficient evidence can be shown that the Specific LOs of the module have been met

from at least two other completed and unaffected assessment tasks that contribute to the final mark of the module, extrapolate an overall mark for the module.

The College Module Board will inform the College Progression Boards what valid extenuating circumstances apply to a named student and in what module/s along with the decisions of the College Module Board.

College Progression Boards must:

- record all decisions reached in respect of valid extenuating circumstances; and
- where the decision to permit a student to be assessed again means that the student cannot progress normally, to allow the student to progress within the College framework provided that the combined credit value of the affected module/s does not exceed 40 or except where a student is seeking progression to the University.

When a College Progression Board offers a student an opportunity to sit for an assessment as if for the first time, the student must inform the College within the specified timeframe of his/her intention to sit the assessment. If the College is not so informed, the Board will record that the student has been deemed not to have elected to sit the assessment again. Where the student undertakes the assessment again it cannot be to his/her detriment, and for purposes of progression, the best mark of the two attempts will be taken and used by the Board.

Extenuating circumstances may not form the basis of an academic appeal.

For guidelines relating to extenuating circumstance, application, management of procedures, criteria for determining extenuating circumstance and the appropriate acceptable evidence, see College supporting documents.

11. Adjustments for Students with additional needs

Reasonable adjustments can be made to assessments. Student who require additional support will have a plan agreed with the College in advance of any assessment if the student has declared their disability in advance.

Process

A disabled person is legally defined as someone who has a physical or mental impairment which has a substantial, long term and adverse impact upon his or her ability to carry out day-to-day activities. Within the specific context, 'day-to-day activities' are taken to include those normally encountered by a student accessing the learning, assessment and other services offered by the College.

The College is responsible for advising on the provision for a module of any reasonable adjustments that should be made to ensure that a disabled student is able to undertake assessments without being placed at a substantial disadvantage in comparison to non-disabled students by virtue of the condition.

Such advice will take account of any precedents and any formal assessments of additional needs known to the College. The exact nature of any reasonable adjustments shall be determined by the specific needs of the student but may involve adjustments to:

- a) Process of timed assessments - such as the provision of additional time, rest breaks, assessment in separate rooms or outside College/University premises, alternative formats, the appointment of an Exam Support Provider and use of word processing packages and assistive technology.
- b) Nature of all assessments – such as the substitution of an alternative assessment method where the maintenance of the existing method will place the student at a substantial disadvantage and such substitution will not compromise the rigour and comparability of the assessment.

When deciding upon the particular nature of the adjustment the views of the appropriate Module Assessment Board and Board of Examiners in matters relating to academic rigour and comparability will be considered.

It is the responsibility of the student to notify the College of the condition in a timely fashion to ensure that the appropriate adjustment can be considered prior to assessment. Such notification must normally be substantiated by the provision of appropriate medical or other evidence to the College before adjustments will be implemented.

The exact nature of the adjustments arrived at will be agreed and confirmed with the student.

Brief details of the adjustments made must be reported to the appropriate Module Assessment Board and Board of Examiners so that they can be formally noted.

Adjustments for Disabled Students - Exceptions

If the notification of a condition requiring consideration of a reasonable adjustment to the assessment method is delayed to such an extent that the College is unable to implement the adjustment in the time available, the student shall, if possible, undertake the assessment in the same way as other students and the College shall use the course management issues procedure to bring the matter to the attention of the Module Assessment Board. The outcome of these procedures will normally be that the student will be permitted to take the assessment as if for the first time when it is next available, and that date may be during a referral period.

If the notification is timely but the evidence of a condition requiring consideration of a reasonable adjustment to the assessment method is not produced before the assessment takes place standard regulations will normally apply subject only to the following exception.

If the College is satisfied that the delay in the production of evidence is due to justifiable circumstances, adjustments may be made to the assessment as if the evidence had been made available in time. In such cases, evidence will still have to be produced and failure to do so may result in the initiation of formal disciplinary procedures.

Reasonable adjustments will not include extensions to submission dates for coursework unless such extension is considered in conjunction with an agreed structural adjustment to the normal course progression or duration. In cases of an unforeseen worsening of a known disability or related illness a student who is unable to meet a submission date for specific items of coursework may use the Extenuating Circumstances procedures.

Reasonable adjustments will not normally include any allowances at the marking stage for poor structure, expression, spelling, syntax or handwriting.

Use of word processing packages in examination does not extend to the use of a student's own computer.

Exceptionally the College Director may consider that reasonable adjustments to assessments to avoid placing a student at a substantial disadvantage cannot be made because:

- a) There is only one reliable assessment method.
- b) There are explicit assessment criteria, based on particular outcomes that are core to the subject.

In such cases the College will consider the options of course transfer or withdrawal through discussion with the individual student concerned.

Adjustments for Disabled Students – Timed Assessments

If a student produces a written report of an assessment by a Chartered Educational Psychologist or appropriately qualified professional which confirms dyslexia or any non-specific reading or writing dysfunction covered by the definition of disability above, the College shall make the following allowance in all timed assessments of that student:

An additional fifteen minutes for every hour of normal examination time. If required by the student, an invigilator will read out the rubric and the questions, particularly drawing attention to any choices and part questions. The individual student must determine the exact use of the additional time.

Time allowances granted for timed assessments will apply to all types of timed assessments including examinations, class tests and computerised assessments.

Other allowances can also be made, as can similar provision for other disabled students, but their provision will be subject to the procedures.

Separate rooms for candidates receiving additional time allowances must be provided for all formal examinations.

For formal examinations, the additional time will normally be before the time the examination is scheduled to begin to allow the candidate to finish at the same time as other candidates.

Where the required adjustment includes the appointment of an exam support provider acting as either a scribe or a reader and scribe, the following procedures apply:

- a) The scribe should be able to write or type the dictated answers correctly.

Practice sessions should be arranged prior to the assessment so that both the candidate and the Exam Support Provider can familiarise themselves with the process and ascertain that the scribe can readily understand the candidate.

- b) The Exam Support Provider must be acceptable to the University. The candidate cannot choose or nominate an Exam Support Provider and the Exam Support Provider may not have any personal relationship with the candidate.

- c) Arrangements for any rest periods relating to the use of an Exam Support Provider must be made prior to the assessment and the total time allowance should be adjusted accordingly.

12. Assessment Offences

Assessment offences are defined as below:

- a) failure to comply with any of the general rules for the conduct of examinations;
- b) any attempt to complete any assessment by means considered to be unfair;
- c) plagiarism, which the College defines as “the incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student’s own when in fact it is wholly or substantially the work of another person or persons” in line with the University’s definition². By 'substantial', the College and University means large and significant sections of the work; by 'adequate', accurate referencing is in accordance with one of the College’s and University’s approved referencing conventions (module lecturers will inform students about the correct referencing conventions).

This includes, but is not limited to:

- copying material from any source and trying to pass it off as students own work (this includes computer language and programs, scientific experiments, and visual images in addition to standard written text)
- paraphrasing material without appropriate acknowledgement and not in accordance with the agreed referencing conventions (this includes computer language and programs, scientific experiments and visual images in addition to standard written text),
- collusion, where the assessment artefact is prepared by someone else and presented as students own work,
- purchase of essay/project/computer program,
- submission of essay/project/computer program written by someone else,
- submission of another student’s work with or without that student’s knowledge or consent;

- d) failure to provide an electronic copy of an assessment artefact when requested;
- e) the late return of equipment loaned by the College or University Faculty or Department which is required by other students to complete an assessment;
- f) losing, breaking or damaging equipment loaned by the College or Faculty or Department which is required by other students to complete an assessment.

Disciplinary Procedure Regarding Assessment Offences

Disciplinary action relating to an assessment offence against a student may be initiated by any member of the academic staff of the College and/or University. The process for disciplinary procedures is detailed in the Student Conduct Policy.

The Student Handbook includes further details on cheating, plagiarism and other academic misconduct/offence.

² [Exam and assess regs 2025 \(port.ac.uk\)](https://port.ac.uk/exam-and-assess-regs-2025)