

WIT
Academic Regulations
2011/12

ASSESSMENT

Examination Boards

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6. ASSESSMENT: General Principles & Requirements

6.1 General Principles

6.1.1 The Institute's Learning, Teaching and Assessment Strategy (2009) outlines the Institute's general approach to assessment and provides an important context for the following remarks. This approach is informed by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005) which states that "assessment of students is one of the most important elements of higher education". The Institute's approach is similarly informed by national policy, particularly the Higher Education and Training Awards Council's Assessment and Standards (2009). Assessment and Standards states that "assessment of learning measures the achievements of learners, and by extension, the effectiveness of programmes. Assessment for learning is the core of reflective teaching and learning and their continual quality enhancement." The Institute fully subscribes to this position.

6.1.2 Within the academic process, it is necessary to have in place effective assessment instruments. Such assessment instruments measure the achievement of predetermined learning outcomes and correspond to clearly defined stages of achievement in the accreditation and awards process in that assessment should be appropriate to both the level of modules to its associated learning outcomes. An effective system of objective assessment of student achievement of learning outcomes, aligned with national standards and guidelines, is central to assuring academic standards and public confidence in those standards.

6.1.3 Assessment is an important and intrinsic element in the overall learning experience. The purpose of assessment is to:

- i. enable students to verify their achievement of predefined outcomes;
- ii. measure that achievement;
- iii. provide feedback on learning and thus contribute to ongoing learning;
- iv. provide the necessary evidence to determine eligibility for progression within a programme or for determining an award (and/or, in certain cases, competency to practice).

6.1.4 Assessment is a combination of summative (module, semester, stage, programme) and formative assessment. A formative assessment (worked examples, in-class activities, exercises) is an assessment designed to monitor and improve learning. The marks for formative examinations do not form part of the final assessment. A summative assessment is one that, in addition to the objectives above, is designed to assess the degree to which pre-set learning outcomes of the programme or module have been achieved by the candidate.

6.1.5 Summative assessment may take a variety of forms. An examination is an assessment tool that gives the candidate the opportunity to attempt one or more pre-set academic tasks in an approved and supervised setting within a pre-specified time frame. An examination may comprise one or more elements from the range of instruments of evaluation and assessment available, such as written, practical, computer-based, oral and aural examinations, viva voce, (studio) presentations, demonstrations and portfolio.

Auxiliary materials (e.g. open-book, dictionary, log tables, calculator) may be specified for any given examination by the examining board. Continuous assessment refers to all other forms of activities scheduled during the academic year (including practical work, essays, projects, in-class tests, journals and workbooks) that contribute to a student's grade.

6.1.6 WIT is committed to ensuring that all assessments are conducted equitably and to enshrining within its assessment processes the principles of objectivity and independence. WIT is committed to ensuring that the rights of students with regard to assessment (as described above) are upheld.

6.1.7 All assessment is administered within a framework of formal written regulations as set out hereunder. This framework shall apply to all assessments leading to awards, including repeat assessments.

6.2 General Regulations

6.2.1 Students will be required to present for assessment on all modules for which they are registered.

6.2.2 Only candidates who have met all programme requirements as detailed in programme schedule and are fully registered students of the Institute shall be admitted to the examinations and other assessments.

6.2.3 WIT's commitment to objectivity and independence of the Institute's assessment processes is guaranteed by a uniform system of internal and external moderation, overseen by an Examination Board.

6.2.4 A Programme Schedule is adopted by the Academic Council of WIT or by an appropriate awarding authority in relation to an approved programme. The provisions of that Schedule are deemed to form part of the Regulations applying to the programme.

6.2.5 The approved Programme Schedule for each programme of study for the purpose of examination sets out the modules associated with the programme. Modules may be designated as Mandatory, Designated Elective, and Free Elective. Each candidate must present and pass in all mandatory modules. Where the programme structure consists of one or more mandatory modules and several elective modules, each candidate must present and pass in all mandatory modules and in a prescribed number of elective modules such that the credits achieved are adequate for progression to the next stage of the programme (subject to the progression regulations below) or to the award. The number of elective modules required is prescribed in the Programme Schedule. Where the programme structure consists of one or more mandatory modules and several elective modules configured as a group, each candidate must present and pass in all mandatory modules and in the required number of elective modules in one of the Elective Groups prescribed in the Programme Schedule.

6.2.6 Where special regulations (involving derogation from Institute norms) apply, these must be set out in the programme schedule and approved by Academic Council. Such regulations would normally include the schedule of prerequisite modules on the programme and also might include (inter alia) special regulations relating to individual components of modules (where, for instance, a student might be required to pass every individual assessment as well as achieve an overall pass grade). Only special regulations listed in the programme schedule and approved by Academic Council may be implemented.

- 6.2.7 All changes to Programme Schedules must be approved by the Institute's Academic Council. Requests for changes to Programme Schedules are made through the Office of the Registrar and, where changes are significant, require engagement with the Programme Evaluation: Changes to Programmes (CE3) process. Changes ordinarily come into effect in the academic year following approval by Academic Council.
- 6.2.8 Programme Boards are required to provide, by way of commentary on the programme schedule, a detailed assessment strategy (to include a strategy for all elements of assessment, including continuous assessment and assessment set for repeat examinations) at both programme and module level, cross-referenced to module and programme learning outcomes and to national standards (for example: HETAC Assessment and Standards, National Framework of Qualifications). This strategy should include clear marking schemes. Assessment requirements for all programmes should be communicated to students typically in the form of a programme handbook.
- 6.2.9 No other module, or combination of modules, is approved for the purpose of proceeding to the award to which the Programme Schedule refers other than those indicated on the Schedule lodged in the Office of the Registrar.
- 6.2.10 The granting of an award shall be on the basis of a candidate's performance in examinations or other assessments of knowledge or ability and which have been approved and monitored by External Examiner(s) in accordance with the programme schedule and standards.
- 6.2.11 All examination materials, including continuous assessment materials where practicable, should be available for scrutiny and approval as required by the External Examiner(s).
- 6.2.12 The Registrar has general overall responsibility for the conduct of examinations within the Institute. In particular, the Registrar shall ensure:
- i. The proper conduct of examinations, including invigilation;
 - ii. The integrity of the examination by protecting the security of the process;
 - iii. That all examination entries are properly recorded;
 - iv. That the students and others are informed well in advance of the official examination timetable and other arrangements;
 - v. That appropriate accommodation arrangements, including arrangements for students with special needs, are made for holding the examinations;
 - vi. That appropriate arrangements are made to issue provisional results of examinations to each student;
 - vii. That students are made aware in advance of the Institute's regulations with regard to conduct, examinations and appeal procedures.
- 6.2.13 In addition, the Academic Council has a particular monitoring role over examination-related activities within academic Schools. The School and the School Committee, reporting to Council, shall ensure:

- i. That all examination papers, including the necessary back-up material, and marking schemes are prepared by internal examiners and forwarded well in advance to External Examiners for approval and printed in sufficient time to enable other organisational arrangements associated with holding the examinations to be carried out in an orderly manner;
- ii. That examination answer scripts are appropriately examined by Internal and External Examiners and that the results for each student are made available for meetings of boards of examiners;
- iii. That accurate records of continuous assessments are maintained and are made available to External Examiners;
- iv. That proper arrangements are made for holding meetings of Boards of Examiners;
- v. The timely transmission of the Board of Examiners recommendations to Academic Council or, in the case of awards of bodies other than WIT, to the appropriate awarding body.

6.3 ASSESSMENT Volume and Type

- 6.3.1 Assessment is taken during or at the end of a semester and each semester is equally important. In order to maintain consistency across the Institute, and to prevent over-assessment, guidelines are given for the assessment. For the standard 5-credit module, the recommended norms are one of the following:
- i. A 2 hour written terminal examination;
 - ii. A 2000 - 4000 word assignment;
 - iii. Continuous assessment as sole method;
 - iv. Other methods deemed equivalent to one of the above.
- 6.3.2 Where terminal examination is used, additional continuous assessment is only appropriate for learning outcomes not assessed in that examination, such as practical work associated with the module, and for formative assessment designed solely to provide feedback to learners. In such cases this requirement must be clearly specified in the module description. Furthermore, where a terminal examination and continuous assessment are used, a reduction in the scale of both, proportional to the effort hours associated with them, is expected. Assessment strategies and methodologies must be based on the specified learning outcomes.
- 6.3.3 Other methods of assessment, where adjudged to be appropriate and equivalent in terms of effort required, can be utilised. It is recommended at least one module per semester with assessment based solely on continuous assessment is available to all students.

6.4 Allocation of Marks

- 6.4.1 All learning outcomes for all modules must be assessed. Assessment will measure the achievement of learning outcomes. A pass grade presumes the achievement of all the learning outcomes of the module.

- 6.4.2 The maximum marks available in each module should be 100.
- 6.4.3 The minimum mark required for a pass in any module shall be 40% of the maximum marks available for that module, unless specified otherwise on the module descriptor and in the programme schedule and agreed in advance with Academic Council. The assessment strategy should ensure that the achievement of the minimum mark reflects the achievement of the learning outcomes.
- 6.4.4 The marks awarded to each candidate shall be the combined total of the marks scored in the subject components/elements (for instance, the combination of marks for terminal examination and summative continuous assessments). Minimum performance in a component element may only be imposed where noted on the Programme Schedule and in the module descriptor and only with the express permission of Academic Council and only with the view to establishing achievement of particular, designated learning outcomes. Where a module is attempted for the second or subsequent time failed component marks should not be carried forward to the disadvantage of the student. Second and subsequent attempts should be marked out of 100% (to include any continuous assessment carried forward to the benefit of the student).

6.5 Submission of Continuous Assessment

- 6.5.1 The submission of continuous assessment work is the sole responsibility of the student. Students are required to:
- Ensure that all written assignments are received by the appropriate office by the published deadline and that all pages including the approved cover sheet are securely fastened;
 - Ensure that a plagiarism disclaimer statement is attached to each piece of work submitted for assessment;
 - Retain a copy of all written work submitted for assessment;
 - Retain all marked written assessment, together with cover sheets and tutor comments, until the module has been considered by the appropriate Examination Board and the appeals process has concluded;
 - Resubmit marked work for consideration by an External Examiner if requested to do so.
- 6.5.2 In addition, students are required to ensure that all non-written work is presented in the required format, by the published deadline and at the prescribed location. Students should, where practicable, retain a copy of any non-written work.
- 6.5.3 Continuous assessment that is submitted beyond the deadline specified by the Programme Board will not normally be accepted. If mitigating circumstances apply these should be made known to the Programme Board through the School office at the earliest opportunity and prior to the Examination Board meeting and should be accompanied by relevant supporting evidence. Extensions are not normally granted except in circumstances where mitigation—supported by the appropriate evidence—applies.
- 6.5.4 Adherence to an assessment word limit is an important part of the learning process. Continuous assessment submissions that significantly exceed the defined word limit (or that are significantly shorter than the word limit) will not normally be accepted.

- 6.5.5 In the case of a candidate repeating an examination within the same academic year, marks awarded for continuous assessment shall not normally be carried forward from the first attempt to the repeat examination unless the carrying forward of such marks will improve the candidate's overall mark in the subject. However any minimum continuous assessment requirements as described on the Programme Schedule must be satisfied.

6.6 Assessment of Joint Projects

- 6.6.1 Joint projects are made up of examinable material submitted by more than one candidate. Material may include project, research, analysis, work, assignment or any combination thereof.
- 6.6.2 Where two or more candidates present a joint project, the individual contribution and performance of each candidate should be assessed and individual marks awarded accordingly.
- 6.6.3 The format/layout/result etc. for the assignment should permit a logical fragmentation to allow a sharing-out among the participants. Marking schemes should always include an allocation of marks for participation in the group. A viva voce examination may form part of the assessment process for joint projects and examiners are encouraged to use this form of assessment where there the precise contribution of individuals is unclear. Particular care should be taken to ensure marks reflect the contribution by each individual to the joint project.

6.7 Computer-Based Assessment

- 6.7.1 The Institute supports the use of a variety of assessment methods, including computer-based assessment. This may be formative or summative. Where computer-based assessment is being used summatively, a number of safeguards must be put in place. A distinction must be drawn between synchronous tests, where all students undertake a computer-based assessment at the same time in the same location, and asynchronous assessment, where a learner accesses a test in their own time, possibly over an internet link.
- 6.7.2 In the case of synchronous computer based assessment, the following recommendations hold:
- The students must be tutored in the system they are to use, usually through the means of undertaking a 'mock' assessment on the intended system;
 - Students must have adequate notice of such an exam - normally this would be through the assessment schedule published in the student handbook;
 - The computer facility to be used must be booked in advance, with adequate technician support available for the assessment event;
 - Adequate resources must be available, with spare capacity available to cover the eventuality of an equipment breakdown. All students, for instance, should have the same version of any required software available to them;
 - A protocol be in place for the identification, storing and backup of student output (important in particular in the event of an appeal);
 - A protocol be in place for the correct identification of students undertaking the assessment;
 - Repeat facilities are put in place in the event of a student failing the assessment.

- 6.7.3 In the case of asynchronous computer based assessment, the following recommendations hold:
- i. The system used must have the ability to authenticate the user, and provide an audit trail of the assessment inputs/outputs of the student, including backup of any submitted material;
 - ii. The student will have received adequate preparation in the use of the system;
 - iii. The dates of the availability of the assessment be clearly communicated to the student (normally through the assessment schedule published in the course/module handbook);
 - iv. Repeat facilities be put in place in the event of a student not passing an assessment;
 - v. In the event of a system failure during the test, the student should be able to undertake the test again.

6.8 Regulations Governing Written Examination

- 6.8.1 Candidates are advised to familiarise themselves with the regulations governing written examinations published on the Examinations section of the Institute website and included in this document as Appendix 4.
- 6.8.2 Breaches in any of the published regulations will be considered under the Institute's policy on unfair practice in formal examinations, detailed below.
- 6.8.3 Examination invigilators are subject to the regulations described in Appendix 5.

6.9 Circumstances of Unfair Practice in Formal Examinations

- 6.9.1 A breach of regulations constituting unfair practice may be detected:
- i. During invigilated examinations;
 - ii. During the marking of written examination answer books;
 - iii. During the marking of other examinable material.
- 6.9.2 Instances of plagiarism are considered unfair practice. The procedures for dealing with allegations of plagiarism are given in chapter 10 of this document.
- 6.9.3 Where such a breach is suspected, the Chief Examinations Officer or the Examination Secretary (or, in the case of continuous assessment, the Head of Department of the relevant academic area) shall co-ordinate an investigation into the allegation (including by meeting with the student) and shall prepare a report for the Registrar. In cases where it is found that a breach of examination regulations has occurred, the Registrar shall impose a penalty. This may involve forfeiture of the examination (through the imposition of a 0% mark), temporary suspension from the Institute or expulsion from the Institute. Following the imposition of a penalty by the Registrar, the Chief Examinations Officer shall inform both the student and the School in writing of the outcome and the matter shall be deemed closed. This process constitutes the least formal process for dealing with circumstances of unfair practice.

- 6.9.4 Where more serious breaches occur (such as repeat offences), a more formal process may be enacted. In this case, the Registrar, on receiving the report from the Chief Examinations Officer, shall decide whether the offence merits further consideration and, if so, shall notify the Head of School in writing and without delay of a suspected serious instance of unfair practice. In this event a Panel of Enquiry will be formed.
- 6.9.5 In such cases, the candidate shall be notified in writing through the Office of the Registrar at least five days in advance of meeting of the Panel of Enquiry in relation to the following:
- i. The specific allegation(s);
 - ii. The entitlement to present a response either orally or in writing to the Panel of Enquiry;
 - iii. The entitlement to be accompanied or be represented at all hearings conducted by the Panel of Enquiry;
 - iv. The enquiry schedule.
- 6.9.6 The candidate shall notify the Registrar of the person(s) to accompany him/her, and their status at a meeting of the Panel of Enquiry.
- 6.9.7 The inquiry procedures shall be carried out by the Panel of Enquiry composed, at least, of:
- i. Registrar or nominee (Chairperson);
 - ii. The Head of School, or nominee;
 - iii. A Head of School, or nominee, from a School not involved with the programme;
 - iv. Two members of academic staff from a Department not involved with the programme;
 - v. A student representative who is a member of Academic Council or nominee.
 - vi. If deemed appropriate, by the Registrar, a technical or legal advisor may assist the panel in their work.
- 6.9.8 The Registrar will contact the Head of School/Head of Department requesting that all relevant information from staff be collected and made available to the Panel of Enquiry.
- 6.9.9 The Panel of Enquiry shall assemble to consider the allegation(s) as soon as possible following the reporting of the incident. Each case shall be considered separately and only on the basis of unambiguous evidence available to the Panel of Enquiry. The Panel of Enquiry alone shall adjudicate on the allegation(s) based on written and oral submissions and shall determine the penalty to be applied. Its decision must be unanimous. Other than the Recording Secretary, no other person shall be present during the period of adjudication.
- 6.9.10 The reports and/or written submissions shall be made available to the candidate in advance.
- 6.9.11 The candidate shall be notified in writing through the Office of the Registrar of the outcome of the inquiry.
- 6.9.12 The decision of the Panel of Enquiry shall be final. However, in matters relating to the expulsion of a candidate, the President shall sign the expulsion order (as indicated below).

6.9.13 The Panel of Enquiry shall determine the actual penalty to be applied having regard to the seriousness of the incident and the guidelines set out in the following sections. These penalties may be applied either separately or in combination. The Panel of Enquiry may, at its discretion:

- i. Deem the candidate to be innocent of the allegation(s). In such a case the Examination Board shall be instructed to consider the assessment or examination results in the normal manner;
- ii. Issue a written warning to the candidate. In such a case the candidate may be informed that the written warning constitutes a formal record of breach of assessment regulations;
- iii. Deem the candidate to have failed all or part of the assessments or examinations for the stage or year of the programme. In such a case the Panel of Enquiry shall determine the period of time which shall elapse before the student is entitled to be reassessed;
- iv. Determine if the candidate shall be ineligible for any special award of the Institute;
- v. Suspend the candidate from all activities of the Institute for a stated period;
- vi. Recommend the expulsion of the candidate from the Institute. In such a case the expulsion order shall be signed by the President and reported to the Governing Body.

6.10 Use of Dictionaries by Students whose First Language is not English

6.10.1 On application to the WIT International Office students whose first language is not English are permitted to use the English-English print dictionary, provided by the Institute, during Institute examinations. The use of electronic, or any other dictionaries, during Institute examinations is not permitted.

6.11 Reasonable Accommodation

6.11.1 The Institute is committed to ensuring that people with disabilities are facilitated to give effective performance as students and staff and are not disadvantaged by reason of having a disability, and all reasonable accommodations are made to meet their requirements.

6.11.2 A reasonable accommodation is any action that helps alleviate an educational disadvantage for a candidate with a disability. Reasonable accommodations ensure fairness to all learners in that learners with disabilities will not have an advantage over peers.

6.11.3 The same principles governing assessment as outlined above apply to learners with disabilities. Whenever possible, candidates with disabilities will undertake the same examinations as other candidates.

6.11.4 It is the responsibility of the candidate to ensure that the Institute is aware of his/her disability.

6.11.5 To qualify for reasonable accommodation regarding examinations, candidates must:

- i. Formally register with the Institute's disability service at the beginning of the academic year
- ii. Complete an educational Needs Assessment with the Disability Office;
- iii. Provide such supporting documentation as is required by the Disability Office.

6.11.6 Candidates should be aware that the provision of reasonable accommodations will be made known to the relevant academic, administrative and support staff.

6.11.7 Alternative examination arrangements will be made for candidates who are offered reasonable accommodations. Alternative assessment refers to any alteration in the standard form of assessment to accommodate a candidate's disability. Alternative examination arrangements include:

- i. Provision of oral rather than written examinations;
- ii. Flexibility around examination scheduling;
- iii. Combinations of modes of assessment;
- iv. Modification of examination papers.

6.11.8 Depending on the results of the Needs Assessment candidates may also qualify for some or all of the following:

- i. Additional time, normally 10 minutes per hour;
- ii. Rest breaks, during which the candidate may not read the paper, his/her answer, or write or prepare subsequent answers;
- iii. Alternative desk, seating or other furniture;
- iv. Alternative physical space and/or an alternative examination venue;
- v. The support of a personal assistant;
- vi. The support of an examination reader;
- vii. The support of an examination scribe and/or the use of voice recognition technology and recording equipment;
- viii. The support of an interpreter;
- ix. Alternative presentation of examination question papers, in electronic format, Braille, enlarged print, alternative colour paper, tactile representation of all or some elements of the paper;
- x. Assistive technology, including use of computer, Braille-related devices, voice recognition software.

6.11.9 Candidates who are refused reasonable accommodation may appeal to the Registrar.

9. Recheck, Viewing of Examination Scripts, Mitigating Circumstances and Academic Appeals

9.1 Introductory Remarks

- 9.1.1 The Institute is conscious of the centrality of assessment and examination to the learning process. With this in mind, the Institute is committed to ensuring that students receive timely and constructive feedback as a result of each assessment or examination better to support the student's learning.
- 9.1.2 The Institute is further committed to ensuring that assessment and decisions about assessment are conducted fairly and in accordance with its regulations and policies.

9.2 Viewing of Examination Scripts

- 9.2.1 Waterford Institute of Technology will make arrangements to facilitate students wishing to view their corrected examination scripts. This is to facilitate timely and constructive feedback to students on their exam performance.
- 9.2.2 The procedure attaching to the viewing process is as follows:
- i. Students wishing to view their scripts must make an application to view scripts online;
 - ii. Students will be allowed view their script and supporting material only (continuous assessment may not be viewed through this process) and will not be allowed remove the scripts from the room or take copies;
 - iii. Students attending the viewing will be required to produce their student identity card to the officer in charge;
 - iv. No person other than the registered student will be allowed to view scripts even with the student's permission. Students are advised to take particular notice of this provision when making holiday arrangements.
 - v. This process will facilitate students wishing to access information relating to their completed scripts only.
 - vi. Upon viewing of scripts, if an error is found in the calculation of marks the student will need to complete a REC1a form as set out below.
- 9.2.3 Viewing of examination scripts should not be confused with a "review" of an assessment, where review implies a re-examination. The Institute does not permit a re-examination of assessments unless such a re-examination is determined necessary by an appeals process.

9.3 Recheck of Examination Results

- 9.3.1 A recheck can only be requested once the student has completed the viewing of scripts procedure set out above.

- 9.3.2 To recheck the examination materials shall mean to verify that all sections of the examination materials (including continuous assessment) have been marked and that these marks have been entered and combined accurately in the results sheets used in arriving at the final examination result.
- 9.3.3 A recheck does not involve an academic re-examination or re-evaluation of the material presented by the student. It is simply a re-verification that all materials submitted were indeed marked and that the total of marks was correctly calculated and notified.
- 9.3.4 A recheck may be requested for any and all modules. A recheck may be requested for any item for which an examination mark has been entered.

9.3.5 The following procedure for mark rechecking applies:

- i. Students must request a recheck of their examination results within 5 working days of viewing their exam script(s). This request must be submitted on form REC1a (available from the Office of the Registrar or online. This period may be extended in exceptional cases;
- ii. The result will be rechecked as soon as practical through the appropriate Head of Department;
- iii. The recheck shall ensure that all elements of the examination materials have been marked and that all resulting marks have been recorded, collated and set down accurately in the process of arriving at a final result;
- iv. The Head of Department shall advise the Registrar in writing of the outcome of the recheck and the Registrar shall ensure that any necessary amendments be made to the broadsheet of results. The outcome of the recheck shall be communicated to the Programme Board and the student as soon as practical;
- v. A fee per subject shall be payable for the recheck of examination results. This fee shall be reimbursed should any change to the broadsheet of results be necessary as a consequence of the recheck.

9.4 Mitigating Circumstances

- 9.4.1 Occasionally, circumstances arise that limit a student's performance at an examination. Such circumstances are referred to as Mitigating Circumstances. An Examination Board may take into account mitigating circumstances brought to its attention by a student when agreeing a final mark. It may do so only under the procedures specified below.
- 9.4.2 Claims for mitigation might include such matters as certified unexpected illness of the candidate, the death or serious illness of a close relative or a close friend, or such other matters which may to a significant extent have adversely affected the examination performance.

9.4.3 If the mitigating circumstances are considered to be germane by the Examination Board, they may be taken into account when determining the candidate's overall result. However, marks may not be adjusted on the basis of mitigating circumstances; rather, if the circumstances are considered relevant by the Board, the candidate will be given the opportunity to re-sit the examination or examinations as if for the first time, at the next available session, and the result for the session under consideration will be recorded as deferred.

9.4.4 A claim for consideration of mitigating circumstances must be accompanied by the following documentation:

- i. Form MITC1, available from the School office;
- ii. In the case of certified illness or other events effecting performance in an examination module, certified evidence (e.g. Medical certificate) must be provided within 5 working days of the relevant examination.;
- iii. In the case of the death or serious illness of a close relative or close friend, appropriate confirmation should be provided;
- iv. For other circumstances evidence from a reliable and objective and verifiable source.

The documentation must be lodged in the relevant School office within 5 days of the examination in question. The documents will be provided by the School office to the relevant Programme Board and the relevant Examination Board will consider the mitigating circumstances.

9.4.5 The circumstances covered by mitigation may not form the basis of a formal appeal.

9.5 Academic Appeals

9.5.1 Examination results may be appealed only on the basis of perceived substantive irregularity or inequity in the examination process or in the delivery of the prescribed curriculum in accordance with criteria approved and ratified by the Academic Council or other validating authority.

9.5.2 Appeals that dispute the academic judgment of an Examination Board will not be considered valid.

9.5.3 Appeals based on mitigating circumstances will similarly be declared invalid.

9.5.4 Appeals will only be considered after the relevant Examination Board has approved the marks.

9.5.5 Appeals may not be used to raise complaints or criticisms of a lecturer and should be based on facts only. If students wish to raise a complaint they should in the first instance discuss the matter with the relevant Head of Department or the Institute's policy on respect and dignity.

9.5.6 Pending the outcome of an appeal, students are advised that:

- i. An appeal may not necessarily be successful;
- ii. Candidates should avail themselves of any opportunity to repeat the examination, on the understanding that to repeat an examination would not prejudice their appeal in any way;
- iii. The conferring of an academic award, where relevant, may be deferred, pending the final outcome of the appeal.

9.5.7 The following procedure applies:

- i. A student who wishes to appeal an examination result must do so in writing, on the appropriate form setting out the grounds for the appeal in full. Requests received after the published deadline will only be considered following the next examination session (i.e. the following summer or autumn as appropriate);
- ii. There shall be a fee for an examination appeal. This fee will be reimbursed should the appeal be upheld;
- iii. Appeals are considered by the appeals board. Valid appeals are referred to the relevant Head of Department to consult with the relevant programme board or individual lecturer(s), as appropriate. Heads of Department are required to respond to the appeal in writing;
- iv. The Appeals Board shall normally consist of ten members, including the Registrar or nominee who shall chair the board. Four of the remaining members shall be members of the Academic Council, appointed by the Academic Council, and four shall be Heads of School;
- v. The Appeals Board shall consider the appeal only on the grounds on which it is presented, and shall, as appropriate, consult with the Programme Board, with individual internal examiners and with External Examiner(s);
- vi. The Examination Appeals Board shall determine the appeal by giving a decision. The Registrar shall inform the appellant and the Head of Department (who will in turn advise the Programme Board and/or the relevant individual staff member) in writing of the outcome of the appeal and of the grounds on which the decision was made.
- vii. Where an aspect of an appeal should be considered under a different policy, i.e. respect and dignity, then the relevant detail shall be forwarded to the relevant body by the appeals board.