

University of Chichester

Academic Regulations

2022/23

SECTION 2

GUIDANCE ON ASSESSMENTS AND EXAMINATIONS

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Conduct of Examinations – Guidance for Candidates

1. Normally all candidates should be present in the examination room prior to the time specified for the start of the examination. Candidates may enter the examination room at any point up to half way through. If candidates enter late they will finish at the same time as other students taking the examination. No candidate may leave the examination room during the first 30 minutes or during the last 15 minutes, save in exceptional circumstances and with the approval of the invigilator.
2. **Candidates must bring their University issued ID card to each examination and place it on the desk next to their name card. Wherever possible the University will operate a policy of anonymous marking. Where this is not possible (for professional, artistic or other reasons) students will be made aware that this is the case.**
3. Candidates must not bring electronic devices such as, mobile phones, pagers, Apple watches or other systems for personal communication into the examination room. In addition, candidates must surrender any notes, notebooks, briefcases, handbags, books or other items which may be of use to them in the examination unless specifically exempted in the rubric of the examination paper. These items should be either left to the front or back of the examination room as appropriate.
4. Candidates may use calculators in examinations unless excluded by the rubric of the examination paper, but if these are programmable calculators any prior programming or stored data must be withdrawn. You may be required to demonstrate this to an invigilator
5. Candidates are recommended to use ink for written examinations (though diagrams may be in pencil) for clarity and permanence.
6. The invigilator will have the right to demand the cessation of activities which interfere with or cause a disturbance to other candidates.
7. Smoking is not allowed in the examination room.
8. Candidates may request to be allowed to leave the room for a short period of time. Such permission will be granted subject to arrangements made by the invigilator.
9. Candidates who fail to present themselves for an examination and who do not submit an evidenced claim for mitigation to the Academic Quality and Standards Unit will be deemed to have failed that assessment.
Full details regarding arrangements of the submission of evidence of mitigating circumstances can be found in the Academic Regulations

Conduct of Examinations - Guidance for Invigilators

1. The Assessment Office arranges the dates, times and locations of examinations during the main assessment periods at the end of each semester and at other agreed times. This information will be publicised to students via Moodle.
2. Module Tutors are responsible for arranging invigilation for the main examinations. Normally, there should be one invigilator per 30/40 students, so for example, exams of more than 80 students should have 3 invigilators. A lead invigilator (if not the Module Tutor) should be assisted by a person who can answer any queries, which may arise concerning the content of the paper. A second invigilator must be present throughout the examination or for very small exams be immediately accessible if needed. The Assessment office arranges invigilation for all additional arrangements examinations and where it is not possible to provide two invigilators the Assessment office will provide support.
3. Invigilators will be responsible for the proper supervision of the candidates during the examination and will ensure that examination regulations are observed.
N.B. Invigilators should not talk to one another during the examinations or pass notes to candidates.
4. The lead invigilator should be present in the examination room at least fifteen minutes before the examination is due to commence and must ensure the proper seating of candidates and the distribution of examination stationery. Examination desks will have been labelled in advance by Academic Registry. The lead invigilator should ensure that official notices requesting - Silence, Examination in Progress - are appropriately located in circulation areas adjacent to the examination room.
5. Candidates must surrender any notes, notebooks, mobile phones and portable electronic equipment, briefcases, handbags or books which may be of use to them in the examination, unless specifically exempted in the rubric of the examination paper. These items should be left to the front or back of the examination room as appropriate .
6. **Candidates must bring their University issued ID card to each examination and place it on the desk next to their name card. Wherever possible the University will operate a policy of anonymous marking. Where this is not possible (for professional, artistic or other reasons) students will be made aware that this is the case.**
7. Candidates may use calculators in examinations unless excluded by the rubric of the examinations paper, but if these are programmable calculators any prior programming or stored data must be withdrawn. You may be required to demonstrate this to an invigilator.
8. Invigilators must ensure that candidates fulfil the examination requirements for identifying themselves on their Assessment Record Cover Sheet or examination answer booklets.

9. Candidates may enter the examination room up to half way through. If candidates enter late they will finish at the same time as the other students taking the examination. No candidate may leave the examination room during the first 30 minutes or during the last 15 minutes.
10. The invigilator will have the right to demand the cessation of activities which interfere with or cause a disturbance to other candidates.
11. A clock should be prominently displayed in the examination room. (This will be available from Academic Registry if required.)
12. Smoking is not allowed in the examination room.
13. Candidates may leave the room for a short period of time. The second invigilator should see that the candidate does not have access to books or notes outside the room unless this is allowed in the rubric of the examination paper and that he or she does not communicate with any other person.
14. If any candidate is suspected of cheating, the invigilator who makes the discovery should allow the candidate to continue with the examination but should remove any material, which it is considered the candidate is using for cheating, including any used examination answer booklets, on which should be recorded the date, time (of discovery) and invigilator's signature. A fresh answer booklet should be given to the student so that they may continue. The invigilator should then write and append a report to the examination answer booklets and make a formal report to the Deputy Vice-Chancellor (in the case of students with additional requirements, a written report should be provided via the Assessment office) who will arrange for an investigation to be conducted under the Regulations for Academic Malpractice. In the case of computer based examinations please refer to the "Guidance for invigilator and candidates using computers".
15. Invigilators may allow candidates extra time if they consider that there is a very good reason for it. A note of the time allowed and the circumstances must be made.
16. Invigilators should complete an attendance form to show the candidates who are present at the examination and return to the exam office.
17. Invigilators should indicate on the appropriate form any candidate who leaves the room during the course of an examination, and does not return. If the departure is due to illness, the candidate should be advised to seek medical certification.
18. If the fire alarm sounds during an examination please follow the normal evacuation procedures. Once the all clear has been given and people are allowed back into the building restart the examination adding on the extra time. If the length of the delay and/or the time required for the examination makes the resumption of the examination unduly problematic, the examination can be cancelled and re-scheduled for a later date. The Board of Examiners will be informed of any instances when an examination has been disrupted by the fire alarm.

19. At the end of the examination candidates will not be permitted to leave their examination desks until all answer booklets have been collected. If a candidate is permitted to leave early their answer booklet must be collected before the candidate leaves the room. Students must not remove any answer booklets, used or otherwise, from the examination room.
20. Invigilators will be responsible for the distribution of the completed answer booklets to the relevant first Markers. Separate arrangements will apply for additional arrangements examinations, which will be managed by the Assessment Office.

If the first Marker is on the other site, the answer booklets concerned must be lodged in the appropriate Departmental Office for collection.

21. All examination answer booklets and unused stationery will be collected by the Assessment Office at the end of the examination. Separate arrangements will apply for additional arrangements examinations, which will be managed by the Assessment Office.

EMERGENCIES:

- (a) Medical:

Internal emergency number: 6363

- (b) Others:

At BRC, telephone Caretakers on 2184

At BOC, telephone Duty Caretakers on 6147

- (c) Assessment Office on 6255, 6244, 6022 or 6023.

Examination Notice for Invigilators to read to candidates at the start of examinations

“Please enter.

Candidates must surrender any notes, notebooks, mobile phones and portable electronic equipment, briefcases, handbags or books unless specifically exempted in the rubric of the examination paper. These items should be left either at the back or the front of the examination room.

Smoking is not allowed in the examination room.

All candidates should have their ID cards, a name card, examination paper, and answer-booklets on their desks.

Please ensure you fulfil the examination requirements for identifying yourselves on all used examination answer booklets and any additional materials, which should be appended using the treasury tag supplied.

Candidates may use calculators in examinations unless excluded by the rubric of the examinations paper, but if these are programmable calculators any prior programming or stored data must be withdrawn.

Silence must be maintained at all times and candidates must not communicate with each other. If you need to attract the attention of an invigilator please raise your hand and an invigilator will come to you.

In the event of an emergency normal evacuation procedures will be followed.

No candidates may leave the examination during the first 30 minutes or during the last 15 minutes.

At the end of the examination all remaining candidates must remain seated until all examination scripts have been collected.

You may now begin.....

1. Arrangements for the administration of seen examinations

- 1.1 Publication of seen examination papers is usually one or two weeks prior to the examination taking place. They will be placed on Moodle by the Module Leader, or emailed to students in the case of re-sit/first sit examinations. Dates when the papers will be available will be detailed on the examination timetable.
- 1.2 In certain circumstances where for example the collection date for the seen examination paper is a public holiday or it falls out of semester time a period longer than one week might be agreed by the Assessment office.

2. Administration of the seen examination

- 2.1 The instruction notes on the paper will make it clear what materials or equipment are allowed into the examination, these instructions should be repeated on the paper used for the actual examination.
- 2.2 It is expected that materials and equipment will be kept to a minimum. If notes are allowed in they should be restricted to a set wordage and prescribed format (i.e. font size and not handwritten). Alternatively a 'mind map' may be permitted. The purpose of these notes / 'mind map' would be to enable the student to have some pointers / triggers regarding the key arguments / issues they identified as being useful in responding to the question paper. Any notes / 'mind maps' that are allowed in must be left in the examination room with the answer paper.

3. What is expected from a student in a seen examination answer paper?

- 3.1 Seen examination answers are marked in accordance with the validated assessment criteria for the module and that mode of assessment in particular. Unlike coursework there is usually no word limit, the time allowed for the examination usually limits how much can be written. As seen examination answer papers are taken under examination conditions, a student's work is not marked according to their ability to quote sources using a particular style of referencing such as the Harvard style. Students are however expected to be able to draw upon evidence to support their arguments and this will likely mean that they will refer to authors and their work and ideas, whilst not necessarily having to quote precisely. There may be some quotations however which students may find are so useful that they feel it is worth memorising to reproduce in the examination.
- 3.2 The student will be expected to demonstrate an ability to communicate clearly although minor errors or occasional slips in spelling and grammar may be tolerated given the pressured nature of writing under examination conditions.

4. Feedback on seen examinations

- 4.1 As with all assessment, students are entitled to feedback on their work, although given that examinations are usually taken within the last two weeks of the semester, this feedback will not be available to students until the

assessment and moderation processes have been completed. Subject or programme staff should make it clear to students how and when their work will be available for collection.

Support for Students with Additional Needs:

Procedures Relating To Formal Examinations

[The procedures, set out below have been drafted with reference to the QAA's Chapter B4: Student support, learning resources and careers education, information, advice and guidance

Student Additional Requirements Agreement (SARA) Procedures (in-year)

Step 1

Students with additional needs must ensure that a timely meeting is arranged with a Disability Adviser from the Disability and Dyslexia Service (DDS) to identify and discuss requirements. At this meeting a **Student Additional Requirements Agreement (SARA) form will be completed.**



Step 2

Original SARA form sent to Programme Administrator and e-mailed to Assessment Office (Academic Registry) by DDS. **Deadline for receipt of SARA forms, to guarantee additional arrangements for examinations, is 3 weeks prior to formal exam period (or formal exam if outside these). Disability Advisers will make this clear to students.** After this time, if it is not possible to make arrangements, students may have grounds for mitigating circumstances.



Step 3

Programme Co-ordinator countersigns original SARA form and returns it to DDS for them to retain. Assessment Office sends a copy of SARA form to the student with a covering standard letter*, providing instructions for examinations to all applicable students. Copy of letter (student's name, number and course included) sent to the Programme Co-ordinator and DDS.

[* It is recognised that there may be a need to write bespoke letters to some students in relation to examination arrangements because of their particular disability]



Step 4

Concurrently with Step 3, Assessment Office update SITS with disability code and requirements for examination purposes or dyslexia stickers. Should any changes be required subsequently, student must contact DSS as soon as possible in order that, if necessary, a revised SARA form can be completed.



Step 5

Main Examination timetable produced by Assessment Office. Timetable for students with additional needs produced.

Special Arrangements In Examinations

GUIDELINES FOR OPERATION OF A READER

1. The use of a reader should neither give the student an unfair advantage nor should it disadvantage the student.
2. Additional time should be permitted for the use of a reader. This will normally be 25% extra. However if a reader and an amanuensis are both used the time allocation will be as in the 'Notes on the use of an Amanuensis'.
3. A reader will normally be a responsible adult who is able to read accurately and at a reasonable rate and who has a working knowledge of the subject and the terminology.
4. A reader is responsible to the Assessment Manager, and the person appointed to act as the reader must be acceptable to them. The student cannot nominate a reader.
5. A reader should not normally be one of the student's subject tutors, or have been acting in the role of note-taker during the teaching of the module. On no account may a relative of the student be used as a reader.
6. A student should, wherever possible have adequate practice in the use of a reader.
7. A student using a reader must be accommodated in such a way that no other student is able to hear what is being read.
8. During the examination a reader:
 - must read accurately
 - must only read the rubrics and questions, not explain or clarify
 - must neither give factual help to the student nor offer any suggestions
 - must not advise the student regarding which questions to do, when to move on to the next question or the order in which the questions should be done
 - instructions given on the examination paper can only be repeated when the reader is specifically requested to do by the student
 - can read the responses when specifically requested to do by the student
 - must, if requested give the spelling of a word which occurs in the question paper – otherwise spellings must not be given
 - must not expect to read throughout the examination because the student will be expected to carry out some form of planning for each response. This will be conducted by the student on rough paper provided by the Assessment Office. Any rough workings will be collected in at the end of the examination
 - must accompany a student to the toilets if there are medical conditions which would require frequent visits.

Special Arrangements in Examinations

GUIDANCE FOR INVIGILATOR AND CANDIDATES USING COMPUTERS

1. It is essential that candidates use the username and password provided by the invigilator.

Any candidate who logs into their own network account will be deemed to be in breach of the Academic Regulations and will be dealt with in accordance with Academic Malpractice. The Conduct of Examinations regulations for Invigilators, does not permit removal of completed assessments or answer booklets from the examination room or, in these circumstances, from the approved virtual location.

2. The Assessment Office will provide invigilators with the written procedure to follow for saving work.
3. Students will be required to complete and seal the assignment/modular submission sheet provided and where applicable the Assessment office will have affixed a dyslexia sticker.
4. After the end of the time allocated to the examination (*including any additional time allowed and/or time taken for rest/exercise breaks*) the invigilator should ensure that the candidates have:
 - a. Saved their work to the correct locations (USB and H:drive).
 - b. Recorded (typed) their student ID number at the top of each page.
5. All relevant examination materials will be included in the “examination pack” given to the invigilator and this must be returned to the Assessment Office by the invigilator, unless alternative arrangements have been made, prior to the examination, for the invigilator to give the “examination pack” direct to the SIZ desk on either campus.
6. If for any reason the student has not used a computer, the invigilator must record this on the attendance sheet.
7. The students’ saved work will be accessed by the Assessment Office who will arrange for the scripts to be printed and collected by the module tutor.
8. If a candidate is suspected of cheating, the invigilator who makes the discovery should allow the candidate to continue with the examination but should ensure they save and close the document they are working on and remove any material, which it is considered the candidate is using for cheating. The invigilator should record the name of the student, date, time (of discovery) and their signature on the attendance sheet. A new document should be created under a different title so that the student may continue their examination. The invigilator should provide a formal report to the Deputy Vice-Chancellor (in the case of students with additional requirements, a written report should be provided via the Assessment office) who will arrange for an investigation to be conducted under the Regulations for Academic Malpractice.

Special Arrangements In Examinations

THE SUPPORT OF AN AMANUENSIS IN AN EXAMINATION

The Amanuensis is a person with the role of SCRIBE, who writes down, types, or word processes, the dictated answers of a candidate to the questions posed on the examination paper.

1. Responsibility of Disability & Dyslexia Services:

- to assess students identified as dyslexic and students with other categories of disability for this procedure and to ensure that this is the most appropriate method of assessing the student under examination / timed conditions
- students will be offered the opportunity to practice with their allocated amanuensis.

2. Responsibility of Academic Registry for the student:

- appoint the amanuensis for the examination, who is neither a relative nor normally a subject Tutor of the student. Ideally, the amanuensis will have a working knowledge of the subject and the terminology.
- inform the student of the identity of the amanuensis prior to the examination
- ensure the provision of suitable accommodation, such that no other student is able to hear what is being dictated during the examination
- arrange the provision of additional time, normally 25%

3. Responsibility of the student during the examination:

- decide the sequence in which the questions will be answered
- decide the amount of time spent on the response to each question
- spell names or expressions specific to the subject knowledge of the examination
- record any planning or draft notes
- direct the amanuensis regarding the layout of the responses considered (by the student) to be appropriate
- decide whether to draw own diagrams/charts or to instruct the amanuensis
- request the amanuensis to read out what has been recorded
- after the end of the examination, to read what has been recorded (this may be a printout of work done on a computer) and to correct any spelling mistakes considered to have been made by the amanuensis.

4. Regulations applicable to the amanuensis:

a. During the examination **the amanuensis must**

- write down, type or word process answers exactly as they are dictated ie accurate records of the student's answers
- write legibly, type or word process at a reasonable speed
- record a correction requested by the student in writing, typing or word processing (or Braille) on the script
- if requested by the student, read back what has been recorded
- allow the student the time required to carry out planning for responses
- allow the student to undertake mind mapping exercises and rough working on paper to be collected in with the script at the end of the examination

- record clearly the question number and the title, both on the appendix and in the text of the script, the appendix reference of any diagrams/charts drawn by the student
- accompany the student to visit the toilet as required

b. During an examination the amanuensis must not

- give factual help
 - offer any suggestions
 - give advice regarding which questions to answer
 - suggest when it is time to move on to the next question
 - give advice on the order in which the questions should be done
 - correct grammar, punctuation, or structure of essay
-

Research suggests that non-English speaking students will take longer to process information in English regardless of the IELTS score required on admission.

Support is offered for coursework and accordingly, 25% extra time and use of a translation dictionary is also allowed for **unseen, timed** assessments to give parity.

The Head of International English Support and Senior International Student Adviser are responsible for managing the process and providing Academic Registry with a list of eligible students, which will then be recorded in SITS and can be reported against. These students will be flagged on ChiView to indicate that additional information should be noted. New students will also be asked via the University's registration process whether their first/main language is English and if not, the possible need for support will be flagged.

Academic Departments should advise students to contact the Head of International English Support if they require assistance so that their requirements can be assessed and formally recorded.

With regard to the examination arrangements, these students will not be roomed separately from the main examination cohort. It is suggested that in an examination situation, these students could be grouped to one side, to minimise disruption. Invigilators should proactively spot check dictionaries to ensure they do not include any concealed notes. *(If an invigilator suspects a candidate of cheating action should be taken in accordance with paragraph 14 of the Conduct of Examinations – Guidance for Invigilators document). Copies of bilingual dictionaries are available in the libraries on both campuses.*

International Academic & Language Support contacts:

Sue Lavender
Head of International English Support
Email: s.lavender@chi.ac.uk
Tel. (81)2164

Student Support Services:

Paivi Leivo
Senior International Student Adviser

Email: p.leivo@chi.ac.uk
Tel: (81)2194

Students with additional requirements - Use of Dictionaries

Unless agreed with the Disability and Dyslexia Service (DDS), and recorded on a Student Additional Requirements Agreement (SARA) form, students will not be allowed the use of a dictionary in examinations unless they are a student whose first language is not English (see procedures in previous section). Similarly, spelling and grammar “checker” facilities on PC’s, should not be used unless this has been specifically agreed with DDS and recorded on a SARA form.

The University does operate a differentiated marking policy (although there are some modules/programmes which are exempt from this), to ensure dyslexic students are not unduly penalised.

All written work, submitted by identified students with dyslexia, is eligible for differentiated marking only if it has attached a sticker issued by Academic Registry identifying the student as eligible for differentiated marking. Students are notified in writing of the process and detailed guidance for staff is available on Moodle. This includes the guidance that when allocating marks, discount the difficulties with spelling, grammar, punctuation and syntax, **except where they form an explicit part of what is being assessed.**

If you have any queries about this or would like to speak to a disability advisor please telephone 01243 812076 or email: disabilitydyslexia@chi.ac.uk

6. Assessment Requirements for the Approval of Programmes

At the point of Programme Approval, the Approval Panel will ensure that the following conditions are met.

The Programme

Programmes will be required to demonstrate that:

- i. students experience a variety of assessment methods which relate directly to the intended learning outcomes of the module;
- ii. assessment provides students with the opportunity to demonstrate their achievement of the appropriate Level Descriptors, as contained in the QAA Framework for Higher Education Qualifications (FHEQ) and the standards for the discipline as contained in the relevant QAA Subject Benchmark Statement and/or the standard of the relevant Professional Statutory Body (for example, the National College of Teaching and Learning (NCTL)).
- iii. Only programmes with PSRB requirements, or where there is a clear pedagogic rationale, can require formal, centrally invigilated examinations to take place during the designated examination periods (or at other specified point if approved non-standard programmes).
- iv. the programme has a commitment to positive innovation in assessment; normally, a programme or subject area would be expected to show use of at least one form of assessment that could be considered innovative.
- v. students will receive feedback of a consistently high quality to support their learning.

The Module

Each module will be required to demonstrate that:

- i. its assessment tasks are designed to provide evidence that student achievement, in the module, is calibrated against the appropriate Level Descriptors in the FHEQ;
- ii. its assessment tasks reflect the standards for the discipline as contained in the relevant QAA Subject Benchmark Statement and/or the standard of the relevant Professional Statutory Body (for example, the NCTL);
- iii. it contains provision for both formative assessment and summative assessment, such that students can gain a good insight into their progress as the module unfolds;
- iv. assessment criteria for each assessment are identified in the module description.

Each module will be assessed according to the following assessment equivalents:

FHEQ Level 4/5/6 - a 3,000 word essay (15 credits) or 4,000 (20 credits)

Level 7 – a 4,000 word essay (20 credits)

Assignments that are over-length should be penalised by a deduction of marks of up to 10pc, depending on the extent of the problem. This will be applied to timed performances and seminars as well as written assignments.

Explanatory note on 'word length' in assessment.

The essay here represents a 'currency' by which to ensure equity between forms of assessment. So, if a seminar was the sole form of assessment in a Level 4 module, it should involve the student in as much work (in terms of notional hours) as that needed to write a 'standard' 3,000 word essay. Obviously, it is difficult to be precise in such matters but it is important to keep in mind the objective of comparability between forms of assessment and between modules. Above all, programmes must ensure that no module is claiming more student time than another in the student's programme by making excessive assessment demands.

In establishing equivalents for the purposes of assessment, it is recognised that it will often be the case that the time taken to complete an assignment is not only a reflection of its word length. It may take longer to write a 500 word review of three books than it would to write a 3,000 word essay using the same books because of the discipline of length. It would be reasonable to set an assessment of 500 words in such a case, with an explanatory note in the module descriptions of how the wordage relates to the essay equivalent for that level. This is also the reason that wordage is the same. The tasks that students undertake at Levels 5 and 6 will be differentiated in terms of what is expected at each level.

Examples of equivalents are as follows (working to the 1000 words per five credits, the examples are for 15 credits, at undergraduate level. For 20 credits, this should be 4,000 words and the equivalent).

- (i) a 3,000 word essay
- (ii) a folder of shorter written pieces totalling 3,000 words including practical/laboratory reports
- (iii) practical work equivalent to 3,000 words e.g: a six minute piece of choreography or a musical composition or theatrical presentation lasting eight to twelve minutes
- (iv) seminar or workshop presentation of up to 35 minutes.
- (v) an examination (seen or unseen) of 3 hours

Each of the equivalents listed above indicates the total assessment for each module. If module co-ordinators wish to use more than one form of assessment in the module, the total of the forms should relate to the equivalents shown above. So, if an examination is the only form of assessment in a Level 5 module the module co-ordinator could set a 3 hour examination. But if module co-ordinators want students also to write a report as, say 30pc of the assessment the report would be equivalent to 1,250 words and the examination would be 2 hours.

Formal examinations should normally take place in the Examination Week(s) at the end of each semester unless non-standard programme dates have been agreed by Academic Board. Class tests administered by the Programme can take place at any point. Similarly, unless non-standard programme dates have been approved by Academic Board, formal coursework assessments should be submitted as set by the academic programme either at the end of the taught semester or during the Examination Week(s) as described above.

Principles of assessment

Fulfilment of programme's objectives

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and that they have achieved the standard required for the award they seek.

All programmes of study are subject to programme regulations, which relate the assessment requirements of the programme to its objectives.

Assessment regulations for all programmes will normally specify:
elements which must be passed to obtain an award;
criteria and marks for the award of pass or failure;
criteria for the grading of modules;
timing of assessment and examinations;
regulations concerning referral and re-examination.

Confirmation of standard

Assessment is designed to reflect the achievement of the individual student in fulfilling the programme objectives. At the same time, assessment will relate that achievement to a consistent national standard of awards. It will be carried out by competent and impartial examiners, using methods which enable them to assess students fairly. External examiners will be involved in assessments which count towards an award; their particular role will be to ensure that justice is done to the individual student and that the standard of the University's awards is maintained.

Boards of Examiners' judgement

Within the constraints of the programme aims, objectives and assessment regulations, Boards of Examiners have discretion in reaching decisions on the awards made to individual candidates. They are responsible for interpreting the assessment regulations for the programme of study concerned in the light of the University's requirements and good practice in higher education.

7. Disability and Dyslexia Service (DDS)

Acceptance of Evidence and Criteria for Adjustments to time-limited written examinations (including written in-class tests) for students with disabilities, health conditions, mental health issues and Specific Learning Difficulties

Summary:

- There is a deadline each semester for processing exam adjustments. The deadline dates are advertised by Academic Registry during the semester. Applications for adjustments can only be processed once agreed between the student and the relevant Disability and Dyslexia Service (DDS) Advisor, or Mental Health Advisor, before the deadline. Students must make an appointment with a DDS Advisor, or, in the case of a mental health condition, the Mental Health Advisor, before commencing the course or as soon as possible after starting.
- It is the student's responsibility to provide a full up-to-date diagnostic assessment report, or recent relevant medical evidence, as requested by the University. Any financial costs involved in securing such evidence remain the responsibility of the student. If evidence is held by a third party e.g. school or college, it is the responsibility of the student to recover the documents.
- Deadlines for application for exam adjustments need to be adhered to.
- Acceptance of a diagnostic report or recommendations is at the discretion of the DDS Advisor, or Mental Health Advisor as appropriate.
- Where there is a query over a recommendation for exam adjustments, it may be necessary to ask for supplementary tests to be carried out. Any financial costs involved remain the responsibility of the student.
- All evidence should be provided by an appropriately qualified medical practitioner or psychologist or appropriately qualified specialist teacher.
- The DDS has the right to deny examination adjustments where the appropriate evidence has not been given or when the appropriate published deadline has not been met.
- Eligibility for adjustments over and above the usual adjustments given will be considered on an individual basis by the DDS. Where there are professional practice concerns, the relevant Academic Department will be consulted before a final decision is made.
- Agreed recommended exam adjustments will be noted on the Student Additional Requirements Agreement (SARA) by the DDS or Mental Health Advisor, and forwarded to the Assessment Office and Academic Department for implementation. Where a student has missed the deadline for adjustments, the student will be advised to claim Mitigating Circumstances.

Part 1. - Advisory Guidelines for Acceptance of Assessments of Specific Learning Difficulties (SpLDs) Dyslexia, Dyspraxia etc.)

Section 1.1 - UK Assessment Reports

- The University recognises that it is good practice to promote the quality of assessments of SpLDs and that UK assessments must conform to the standards and the recommendations of the SpLD Working Group 2005/DfES: Guidelines on the Assessment of Dyslexia, Dyspraxia, Dyscalculia and Attention Deficit

Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) in Higher Education (the latest revised version), for both qualified psychologists and specialist teachers. See;

http://www.sasc.org.uk/SASC_Default.aspx?id=1

- Assessment must have taken place when the student was aged 16 years or over. Assessments carried out before the age of 16 may be accepted; please see point 1.2 below.
- An assessment of an SpLD should normally be a report based on a full diagnostic assessment (excepting where the condition is also a medical condition, see below).
- Assessments for 'Access Arrangements for Examinations' for GCSE, A Level or equivalent will not be accepted as evidence of an SpLD for University examination adjustments. 'Top up' assessments are not acceptable.
- UK assessors are expected to have an approved qualification either as;
 - a. An educational/chartered psychologist and be listed on the Health & Care Professions Council (HCPC). This can be found at:

<http://www.hcpc-uk.org> **Or as**
 - b. A specialist teacher listed on the SASC website with full membership of an appropriate professional body, together with a current Assessment Practising Certificate (APC) and a certification number. This list can be found at:

<http://www.sasc.org.uk/Assessors.aspx>
- An assessment must use the appropriate adult tests according to the SpLD Working Group 2005/DfES Guidelines (and its subsequent updates).
 - a. Wherever possible, these tests should be standardised on the adult population with clear evidence of validity and reliability
 - b. The core components of the assessment report should follow the preformat as set out in the DfES Guidelines (and its subsequent updates)
 - c. Areas investigated should include:
 - i. Attainments in literacy and (where appropriate) numeracy
 - ii. Underlying ability
 - iii. Cognitive profile (such as memory, processing speed and phonological skills etc.)
 - iv. Supplementary background information and history of difficulties that inform the diagnostic process
- All assessments must be signed and dated by the assessor
- Each assessment report must have a clear diagnosis of an SpLD

- **Assessments for Dyspraxia, Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD)**; must be evidenced by an appropriately qualified professional. A full diagnostic assessment carried out in line with the above criteria is helpful when considering reasonable adjustments for ADD/ADHD or Dyspraxia. However, it is recognised that ADD/ADHD or Dyspraxia may be considered a medical diagnosis and therefore a letter from a suitably qualified medical professional may be acceptable where they are able to confirm the diagnosis. For Dyspraxia a report from an Occupational or Speech Therapist may be acceptable. For ADHD/ADD a report from a Psychiatrist or a neurologist may be acceptable. If such reports are not available then the DDS may accept a letter from a GP confirming that records regarding the original diagnosis are held in the student's medical records.
- **Needs Assessments** carried out for the DSA are not regarded as evidence for examination adjustments for SpLDs.
- All cases will be considered on an individual basis by the DDS.

Section 1.2 – UK Assessment Reports, pre-16

The University accepts the Department of Education's recommendations of February 2019 that the reports from diagnostic assessments undertaken before the age of 16 should be considered as evidence of a specific learning difficulty. The University will therefore consider these assessment reports subject to the following criteria:

- The assessment should have been undertaken by a suitably qualified assessor, for example a chartered or educational psychologist, or a specialist teacher.
- A full and complete diagnostic assessment should have been conducted with a clear diagnosis of a SpLD.
- Areas investigated by the assessor should include:
 - i. Attainments in literacy and (where appropriate) numeracy
 - ii. Underlying ability
 - iii. Cognitive profile (such as memory, processing speed and phonological skills etc.)
 - iv. Supplementary background information and history of difficulties that inform the diagnostic process.
- All assessments must be signed and dated by the assessor.
- All cases will be considered on an individual basis by the DDS.

Section 1.3 – International Assessment Reports

International diagnostic reports will be considered on an individual basis. However the following will normally be expected:

1. Reports must be written in English or translated into English by an approved translator and verified.
2. Reports must be produced by an appropriate and qualified professional
3. There must be the use of appropriate adult tests with appropriate standardised scoring
4. Standardised scores should be included in the written report
5. All assessments must be signed and dated by the assessor

Part 2. Acceptable evidence of conditions other than SpLDs (medical issues, mental health conditions, Autistic Spectrum Disorders, physical disabilities)

1. The DDS or Mental Health Advisor will normally require a student to provide medical evidence of their health condition or mental health condition to consider reasonable adjustments. Suitable medical information would normally be recent, include a clear diagnosis and/or description of the condition and give indications of its likely impact where possible. The evidence should be written by a suitably qualified medical professional.
2. It is the student's responsibility to provide the medical evidence necessary for consideration of the adjustment. Any financial costs involved in securing such evidence remain the responsibility of the student.
3. In certain circumstances where the disability or medical condition is visible and clearly evident to the DDS Advisor or Mental Health Advisor, they may make recommendations on reasonable adjustments without request for further medical evidence.
4. Letters from GPs summarising findings from other medical professionals contained in the student's medical records may be acceptable.
5. In the case of mental health conditions, letters from a psychiatrist or GP would normally be acceptable at the discretion of the Mental Health Advisor.
6. In the case of Autistic Spectrum Disorders (ASD), it is recognised that some students may have only been assessed once at a very young age. In these cases the DDS will consider: the original diagnostic assessment; Statements of SEN/Education; Health and Care Plans; Transition Review Plans; Individual Education Plans (or equivalent form of record keeping on a pupils SEN in schools); and Learning Difficulty Assessments.
7. In certain circumstances where the original medical evidence is no longer available, the DDS or Mental Health Advisor may accept a Disabled Student Allowance Needs Assessment report. This acceptance is on the basis that the report is no more than 3 years old and where it details the information outlined in the original medical evidence. In these cases, the Advisor will use the report as confirmation of the health condition or disability, but it is up to the Advisor as to whether any advised adjustments recommended in the report are acceptable.

Part 3 – Examination Adjustments

1. The University will consider all reasonable recommendations for reasonable adjustments to examinations outlined in the accepted diagnostic report for the SpLD.
2. Where a student is claiming an adjustment on the grounds of a medical health condition, a mental health condition, a physical disability, a sensory impairment, or an Autistic Spectrum Disorder (ASD), or a neurological condition then there may not be a clear recommendation of suitable reasonable adjustment contained in the evidence. In these cases the Disability Advisor or Mental Health Advisor will decide on suitable reasonable adjustments.
3. In diagnostic assessments of an SpLD, recommendations for examination adjustments must be clearly stated e.g. 25% extra time. Where there is no recommendation for examination adjustments, the DDS may consider the recommendations in a student's recent JCQ Form 8 assessment for 'Access Arrangements for Examinations' alongside the diagnostic assessment findings or the student may be required to undertake a new assessment carried out by a suitably qualified assessor. The cost of a new assessment will need to be met by the student.
4. In diagnostic assessments for an SpLD, any recommendation for additional extra time will need to be fully justified and evidenced
5. Recommendations made for adjustments to assessments in a diagnostic assessment for an SpLD will be considered, but the final decision for acceptance will be made by the DDS
6. Recommendations by a DSA Needs Assessor will only be considered where there is supporting evidence acceptable to the DDS's criteria.
7. Students will not be allowed automatic extra time for coursework (including, for example, essays, dissertations and projects). The Advisor may note on the SARA that consideration be given to requests for extensions. However, the final decision on whether an extension can be granted rests with the individual tutor.
8. The DDS Advisor may use the findings of the diagnostic report to assess the impact of difficulties on other forms of assessment, including presentations, practical work, oral assessments etc. Such reasonable adjustments will be logged on the student's SARA form.

Part 4 - Criteria for Reasonable Adjustments

1. Extra time of up to 25% on the grounds of a medical condition, physical disability, mental health condition, ASD or a sensory impairment;

- Appropriate evidence must be available to show that the impairment has a substantial adverse effect on the student's ability to work under time limited conditions.
- For certain medical conditions, a physical disability or mental health condition, it may be more appropriate to consider rest breaks rather than extra time.

2. Extra time of up to 100%

- There must be a strong justification as to why more than 25% extra time is required. This is only applied in exceptional circumstances.
- The amount of extra time will be determined on an individual basis, where factors such as fatigue will be considered.
- A reader or a scribe might be the more appropriate adjustment.
- Where the extra time results in an assessment time beyond 4 hours then further adjustments may be needed. These may include consideration of breaking up the assessment into two or more parts.
- Where the extra time results in an assessment time beyond 4 hours which cannot then be adjusted through breaks, it may be necessary to discuss alternative assessment methods with the department concerned.

3. Supervised rest breaks

A rest break is a period of time where the candidate stops engaging in the examination activity, including writing, reading, planning. Any time taken for such breaks is added onto the time available to the candidate at the end up to a maximum agreed amount. The approved assessment or evidence must confirm that the candidate has a genuine need for the arrangement on account of a medical condition, a physical disability, a psychological condition or other acceptable condition. In certain circumstances the DDS Advisor or Mental Health Advisor may recommend rest breaks without this being directly referred to in the evidence supplied if they consider it necessary.

Supervised rest breaks might be considered for the following conditions (NB This is not an exhaustive list):

- Chronic Fatigue Syndrome (CFS)
- Hyper-mobility
- A medical or mental health condition or extreme stress
- ADD/ADHD
- Visual impairment
- A physical difficulty with writing for long periods such as Repetitive Strain Injury (RSI)
- Normally, the length of a rest break will be from 5 minutes up to a maximum of 15 minutes per hour, but the actual timing of the breaks is dependent on the nature of

the candidate's condition. Where no time is noted on the SARA the Assessment Office will consider the break to be 5 minutes per hour.

- The maximum possible time allowed for breaks is normally calculated on the basis of complete hours. (For example, for a 2 hour exam a candidate may have up to 2 x 15 minute breaks. However, for a 2.5 hour exam the candidate is still only allowed 2 x 15 minute breaks).
- The University considers the length of the individual exam to include any additional extra time allowance awarded when calculating maximum break time a candidate is entitled to. (For example, if a student is taking a 2 hour exam and has been awarded 50% extra time then the length of time of the exam is judged as being 3 hours. If this student is entitled to rest breaks in addition to the extra time, then they are eligible for 3 rest breaks of 15 minutes each).
- There must be a strong justification as to why more than 15 minutes per hour is required for rest breaks. This is only applied in exceptional circumstances.

4. Separate room

- Where a student is granted an adjustment such as extra time, rest breaks, use of a PC etc., they will normally be placed in a small group room.
- The DDS Advisor or Mental Health Advisor may assess that the candidate has a genuine need for a separate room on account of a medical condition, a physical disability, a psychological condition or behavioural or emotional needs. This may include; needing to move to relieve pain, social phobia, sensitivity to noise, the use of reader/scribe, speech to text software, the need of proximity to lavatories, vulnerability to distraction, use of adapted furniture etc. In certain circumstances, the Advisor may recommend that the candidate is placed in a separate room where it is helpful to avoid distraction or impact on other occupants of a small group room.

5. Evidence of the need for a reader

A reader will not be allowed if a candidate's literacy difficulties are primarily caused by English not being his/her first language.

So as not to give an unfair advantage, a reader will only be considered if a candidate has a substantial impairment which affects his/her reading.

- In the case of a student with an SpLD, the need for the reader should be recommended and justified in the diagnostic assessment.
- In the case of a student who has a visual impairment or is blind, the use of a reader may be considered where one or more of the below criteria is/are met:
 - Braille / modified / enlarged exam papers cannot be read independently**And/or**
 - Sight deteriorates over time so that by the end of the examination the candidate's ability to read the modified paper is significantly impaired.

- A reader will not normally be allowed to read questions or text in papers (or sections of papers) assessing reading. A candidate who would normally be eligible for a reader but is not permitted this arrangement in a subject (or a section of a paper testing reading) may be granted extra time of up to 50%. The use of a coloured overlay may support a candidate's reading. Where such an arrangement still places the candidate at a substantial disadvantage, then alternatives will need to be discussed with the department and the DDS.
- A reader may not be appropriate where there are concerns over fitness to practice. It is the responsibility of the department concerned to make the student aware that a reader is inappropriate. In such cases the Department should discuss alternative reasonable adjustments with the DDS.
- In the case of students who are deaf or hearing impaired, it may be necessary to provide a Communication Support Worker to read the questions to the student. It is sometimes necessary for students who use British Sign Language for the reader to explain the meaning of 'carrier language' in the question. This does not relate to course specific language that the student needs to know. It may be more suitable to agree a Language Modified Paper in advance (see below).
- A candidate and reader are accommodated in a separate room, so other candidates cannot overhear what the reader is saying and are not disturbed.

6. Scribe or Word Processor

(N.B. Where a PC is provided it is not normally the practice at the University for the spell-checker to be disabled. It is therefore the responsibility of the candidate to decide whether to use this.)

Mac hardware and software may also need to be provided as appropriate. Students may be expected to provide their own specialist hardware/software.

A scribe or PC will not be allowed if a candidate's literacy difficulties are primarily caused by English not being his/her first language.

So as not to give an unfair advantage, a scribe or PC will only be considered where one or more of the following apply:

- In the case of a student with an SpLD, the need for the scribe or PC should be recommended and justified in the diagnostic assessment. Justifications for this may include: substantial handwriting and/or spelling difficulties; severe organisational difficulty which makes their work so hard to read and understand that an examiner may not be able to assess their work fairly.
- Students who do not have an SpLD but do have a recognised disability may be allowed use of a scribe or PC where they have a substantial impairment which affects his/her handwriting and would be at a substantial disadvantage in comparison with a non-disabled person as assessed by the appropriate Disability Advisor. They may additionally be asked to provide supporting medical evidence of their difficulty.
- Students who do not have a disability or SpLD may be recommended use of a scribe, PC or transcript (see below) where they are able to demonstrate with supporting acceptable evidence that they have illegible handwriting to such an extent that an examiner would not be able to mark their work fairly.

- Where spelling, grammar and punctuation are part of the assessment criteria, if a scribe or PC with spell-checker enabled is used, the department concerned may need to consider an adjustment of marking criteria to reflect this.
- A scribe or PC with spell-checker enabled may not be appropriate where writing is part of the assessment criteria and/or where there are concerns over fitness to practice. It is the responsibility of the department concerned to make the student aware that a scribe or PC with spell-checker enabled is inappropriate.
- Students with visual impairments and some SpLDs may require access to change font or background colour of the screen. For students with an SpLD this may be evidenced in the Diagnostic Assessment or in a supplementary assessment for Scotopic Sensitivity or Irlen/Mears Syndrome.
- **‘Usual way of working’** is not considered in itself sufficient justification for an adjustment. There should be other current supporting evidence that meets the University criteria for adjustments.

7. Transcript

Evidence of the need for a transcript of handwritten exam scripts

A transcript will not be allowed if a candidate’s literacy difficulties are primarily caused by English not being his/her first language.

A transcript will only be considered where:

- A candidate has substantial handwriting difficulties to such an extent that their normal writing is so hard to read that an examiner may not be able to mark their work fairly and where this is more appropriate than other adjustments.
- Spelling is so difficult to decipher that it would be beneficial for an examiner to be able to refer to a transcript.
- A scribe or use of a word processor is inappropriate (such as in exams requiring complex written mathematical calculations or scientific notation, or where a candidate is unable to use a scribe or word processor effectively).

The transcript should be completed within a reasonable amount of time after the exam has finished. Any transcript should be agreed by the candidate as a true and fair representation of what they have written in their original version.

8. Use of prompter

A prompter may be used where a candidate:

- has little or no sense of time
- loses concentration easily
- is affected by obsessive-compulsive disorder and cannot move on easily to the next question.

9. Additional requirements not already mentioned

Students with disabilities and SpLDs may require additional adjustments not already mentioned including:

- **Coloured overlays;** the use of a coloured overlay should be allowed (including reading rulers) where sufficient evidence of a difficulty with reading has been given. Students should provide their own coloured overlays for use in examinations

- **Assistive software;** where assistive software is the student's normal way of working, and it is justified by the medical or SpLD evidence, the University will work with the student to provide the appropriate version. In some cases it may be necessary to allow the student to bring in their own hardware/software if the University is unable to provide a suitable equivalent. In those cases it may be necessary to discuss a suitable method for ensuring the student does not gain an unfair advantage.
- **Adjusted Font/Backgrounds, large print, braille etc;** Where a student has an SpLD or visual impairment, they may require an adjustment to any reading material and question papers. This adaption will be assessed by the Advisor using the evidence provided by the student.
- **Modified language;** Students who are deaf/Deaf or hearing impaired may require modified language papers. This requirement should be assessed by the Sensory Impairment Advisor. In some rare cases this adjustment may also be recommended in diagnostic reports for some cases of SpLDs. Modified papers need to be agreed by the relevant academic department to ensure the meaning has not been changed.
- **Ergonomic chairs and tables;** Some students with physical or health needs may require ergonomic furniture. This requirement should be mentioned in the medical evidence supplied by the student. Where this is not the case the Disability Advisor may make the recommendation.
- **Seating arrangements;** Where a student has a particular medical condition or mental health issue, it may be necessary to specify positioning in the room. This may also be the case for a Hearing Impaired student in order to allow them to see the invigilator. This requirement will be assessed by the appropriate Disability or Mental Health Advisor.
- **Lighting;** Where a student has demonstrated particular issues with lighting (need for enhanced/reduced lighting etc) it may be necessary to adjust the lighting for an individual.
- **British Sign Language Interpreter;** Students who have BSL as their first language may require an interpreter rather than a reader in the exam. This adjustment will be considered by the Sensory Impairment Advisor. A language Modified Paper may be more appropriate in some circumstances.

10. Temporary adjustments

When a temporary impairment would disadvantage a candidate, a temporary arrangement will be considered when appropriate supporting evidence is provided. Temporary arrangements may be considered by the Assessment Office where a student has an evident need without needing to refer the case to DDS. They may, however, wish to discuss any arrangements in consultation with advice from a DDS Advisor. In some situations, such as the use of a scribe for a student who has never used this arrangement, it may be more appropriate for the individual student to apply for Mitigating Circumstances and seek to postpone the assessment.

11. Extended deadlines for assignments

Automatic extensions for assignments are not permitted for any student, including dyslexic students. Negotiated extensions are only permitted with the agreement of the relevant department.

12. Differentiated marking

Candidates with a diagnosis of Dyslexia, outlined in an acceptable Diagnostic Assessment Report may be eligible for differentiated marking consideration, as outlined in Differentiated Marking of the Work of Students with Dyslexia Policy University of Chichester 2007

13. Alternative forms of assessment

In rare and exceptional circumstances alternative forms of assessment will be considered by the faculty/ department when all other adjustments have been explored with the advice of DDS or Mental Health Advisor. Alternative forms of assessment must enable the student to demonstrate the learning outcomes and competency standards.

14. Complaints

In the first instance complaints relating to examination adjustment decisions should be sent to the Wellbeing, Disability & Dyslexia Services Manager. Appeals against these decisions should be made in writing to the Director of Students' Support and Information Services.

Acknowledgments

The University of Surrey Disability and Dyslexia Service (2015)

Joint Council for Qualifications; Access Arrangements, Reasonable Adjustments and Special Considerations (JCQ 2013)

The University of Oxford Assessment of Specific Learning Difficulties, Information for professionals conducting diagnostic assessments (2012)

Guidance note: Semester 2 Intermission requests with outstanding Semester 1 assessments

Additional guidance for students can be found here:

<https://ipps.chi.ac.uk/services/handbooks/student/ContentDetails.cfm?Subject=INTERMISSION>

- Having regard to the above a student who makes an intermission request (i.e. for a break in study) should not be set conditions of return that require academic study, including submitting outstanding assessments.
- Before formally agreeing an intermission request, for a student with significant volumes of outstanding assessment (**which should be only in exceptional cases**) there should be a discussion around the timing of the intermission period and this will be informed by the student's particular set of circumstances. Proactive discussion between the programme, the Student Engagement and Retention Adviser (Student Support & Wellbeing) and the student should focus on support needed by the student whilst on intermission including "contact/staying in touch" points, as appropriate. This approach should assist student retention and facilitate the student's return to study and ultimately successful completion of their course.
- Whatever the approach adopted (see options below) the aim, for students with a significant backlog of outstanding assessments, is to enable them to spread these out in a way which is manageable. Options might include the following:
 - i. **If the second semester (S2) is well advanced** and a student has been really struggling academically and de-registered from S2 modules, then rather than intermitting for the remainder of the current academic year it might be more appropriate for the student to retain their current status and focus instead on just completing any outstanding Semester 1 (S1) assessments e.g. May/August. Such an approach would mean that the student would just need to intermit during S1 of the *following* academic year and could then re-join the programme at the start of S2 of that academic year, to complete that level of study. This approach would mean the student would be using their gift year (if SLC funded and eligible, i.e. if they have not already used up their 'gift' year).
 - ii. **If the S2 is not far advanced** it may be appropriate for the student to intermit in S2. If they are carrying a significant backlog of S1 assessments then it may be appropriate in this scenario for the student to return in S1 of the following academic year (on "Q" status, which is a version of *current* status that has no tuition fee liability) to clear the backlog of outstanding S1 assessments before continuing on to S2 to complete that level (at this point their status would revert to standard current status with applicable tuition fee liability). This approach would also mean the student would be using their gift year (if SLC funded and eligible, i.e. if they have not already used up their 'gift' year).
 - iii. **Finally, the student's situation might be that they intermit for say S2** and are able to return to S2 of the following academic year and pick up any outstanding S1 assessments during this period too. This will be very much a decision based on academic burden, the student's profile and confidence in their ability to succeed.

As above this approach would also mean the student would be using their gift year (if SLC funded and eligible, i.e. if they have not already used up their 'gift' year).

- iv. **In all the above scenarios SLC funded students should be advised to make their own enquiries in terms of eligibility for a 'gift' year depending upon their particular circumstances. University Student Money Advisers may also be able to provide advice and guidance.**
- **In all scenarios outlined above, i.e. where there are outstanding S1 assessments, student profiles should be presented to a Board of Examiners with an appropriate recommendation (see below), so that Academic Registry can update the central student records database accordingly and appropriate communications can be sent to students.**
 - **Recommendation to a Board of Examiners** might be something along the following lines (based upon scenarios above):
 - i. Student finished academic year and all outstanding S1 assessments but was deregistered from (some or all) S2 modules (due to challenging circumstances). Student will therefore intermit for S1 of the following year with the aim of completing this level of study at the start of S2 of the following academic year, *or*
 - ii. Student is intermitting in S2 and they will resume in S1 of the following academic year to complete outstanding assessments before continuing to S2 with *new* modules to complete that level, *or*
 - iii. Student is intermitting in S2 and they will re-join S2 in the following academic year, which will include completing any outstanding S1 assessments at the same time as commencing new S2 modules.
 - **Academic Registry (Student Records team) have responsibility for co-ordinating and advising on intermissions** and part of this responsibility includes scrutinising all completed intermission requests to ensure that **no** conditions of return include academic/study conditions. It is anticipated that as we move away from the impact of the Covid-19 pandemic, together with wide dissemination and understanding of this guidance, such incidences should not arise.

Su Longden
Academic Registrar
04/05/22