

Handbook of Academic Regulations

Feb 2009

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Students who are enrolled on University of Wales validated programmes are properly regarded as being as much students of the University as those attending programmes of study at any one of the University's Accredited Institutions in Wales. In order to ensure the quality and standards of the awards at validated institutions, the assessment and examination of a University of Wales validated programme will be conducted in accordance with the detailed and documented criteria agreed at validation and within the requirements of appropriate Regulations, Academic Protocols and other guidelines issued by the University. In addition, all programmes validated by the University of Wales are subject to audit by the Quality Assurance Agency for Higher Education (QAA). Every effort has been made to map this guidance against the precepts of the QAA's Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, section 6, Assessment of Students.

These regulations govern the award of a number of types of initial degree of the University of Wales. Other supplementary regulations which may also be applicable, candidates are advised to contact the Administrative Office for other regulations.

SCHEME STRUCTURE

Schemes of study comprise various modules and/or units of study, each of which carries a credit-rating. Modules and/or units of study are created on the basis that 1 credit is deemed equivalent to 10 notional hours such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

Full-time Honours and General degree candidates are normally required to pursue the equivalent of at least 120 credits during each academic year. Exceptionally, and in accordance with the Special Regulation for the purpose shown below, a

Graduate of the University holding an Ordinary Degree may return to study for Honours on the basis of completion of a further 60 credits of study only. A candidate must have pursued the equivalent of at least 360 credits, 120 of which are normally at CQFW Level 6 (former HE Level 3) or above, in order to be considered for the award of an Honours or General Degree.

ASSESSMENT

Article 1: Purpose of Assessment

The purpose of assessment is to measure student knowledge, understanding or skills. Assessment is designed to ensure that students can demonstrate that they have met the intended learning outcomes of the module / programme of study and achieved the standard required at the point of assessment for the award / award of credit being undertaken. Assessments also promote and support student learning by providing the student with feedback to help improve his/her performance.

Article 2: Forms of Student Assessment

Assessment is usually construed as being diagnostic, formative or summative. These terms are used to mean the following.

Diagnostic assessment is used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning.

Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained.

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

An assessment process for a particular module can, and often does, involve more than one of these assessment purposes. Within a programme, using a range of assessment types enables students to demonstrate their capabilities and achievements in meeting different intended learning outcomes. Diversity of assessment practice is to be expected and is welcomed, in order to test a wide range of outcomes.

CONDUCT OF EXAMINATIONS/ASSESSMENT

Article 1: The Superintendent of Examinations

The Superintendent of Examinations is the person responsible for the conduct, probity and security of examinations/assessments at the college.

Article 2: Schedule of Assessment

Progress of a student will normally be assessed in the period immediately following completion of the teaching of the unit of study. ***Please refer to the Schedule of Assessment for details.***

ICAT follows a system of “continuous” assessment normally terminating in an end of term assessment. The average of In-term assessments (coursework) is used to compute the final grade.

Please refer to the Program Specification for details on the proportion of coursework and formal assessment expected of candidates for individual modules.

Article 3: Examination/Assessment Marking

As soon as possible after completion of an examination/assessment the answer papers will be passed to the Internal Examiner for marking. The marks awarded for assessment will be given along with comments reflecting why particular marks were awarded.

Students have the right to see their work if they wish, after an Examining Board has confirmed the results. An agreed sample of papers included in the determination of the class of degrees will be 'double marked', i.e. marked by internal examiners for quality assurance

When the marking is completed the answer papers will be returned to the course director. Examiners will draw the director's attention to any papers which pose problems. Such papers may include those which are marginal with respect to classification, fails and, very rarely, those suspected of irregularities. If any form of cheating is suspected, institutions will refer immediately to the University's Unfair Practice Procedure, which clearly explains the procedure that should be followed at every stage of the process.

Article 4: Grade Criteria

Grade criteria are used by staff when assessing and grading candidates' work (as first and second markers), to External Examiners in judging the marking standards applied by internal examiners and to students in obtaining feedback on their performance.

The examples below are generic criteria; you will have more specific additional criteria as applicable to the Module of Study.

Assessed work awarded a mark in the bands listed below must display the majority of the characteristics noted under the headings below:

First Class (70-100%)

First class work is relatively rare and is expected to stand out from the work of other students. While it may be the case that within given areas of study a modest number of students might achieve first class marks, it would not be expected that when aggregating the marks awarded for the various elements of assessment that many students will achieve a first class result overall.

- directly addresses the question or problems raised
- provides a coherent argument displaying an extensive knowledge of relevant information
- critically evaluates concepts and theory
- relates theory to practice
- reflects the student's own argument and is not just a repetition of standard lecture and reference material
- is very accurate
- has an element of novelty if not originality
- provides evidence of reading beyond the required reading
- displays an awareness of other approaches to the problem area
- has an appreciation of methodological concerns and displays an awareness of the limitations of current knowledge
- displays excellent use of relevant data and examples, all properly referenced

Upper Second Class (60-69%)

This is a highly competent level of performance and students earning this degree classification may be deemed capable of registering for higher research degree work.

- directly addresses the question or problems raised
- provides a coherent argument drawing on relevant information
- shows some ability to evaluate concepts and theory and to relate theory to practice
- reflects the student's own argument and is not just a repetition of standard lecture and reference
- material
- does not suffer from any major errors or omissions
- provides evidence of reading beyond the required reading
- displays an awareness of other approaches to the problem area
- displays good use of relevant data and examples, all properly referenced

Lower Second Class (50-59%)

This is an acceptable level of performance and all competent students should expect to achieve at least this level.

- addresses the question but provides only a basic outline of relevant arguments and evidence along the lines offered in the lectures and referenced readings
- answers are clear but limited
- some minor omissions and inaccuracies but no major errors

Third Class (40-49%)

This level of performance demonstrates some knowledge and an element of understanding but is weak. Students attaining this level of performance should be in a small minority of those on the course and could not expect to progress to higher degree work.

- points made in the answer are not always well supported by argument and evidence
- relevant points have been omitted from the answer
- there are some errors in the answer
- parts of the question remain unanswered
- answers may be unduly brief and possibly in note form

Marginal Fail (35-39%)

- Students in this category have not quite done enough to persuade the examiners that they should pass .
- answers lack a coherent grasp of the problems and issues raised in the question
- important information has been omitted from the answers and irrelevant points have been
- included
- answers are far too brief

Fail (Under 35%)

- Failed students have been unable to convince the examiners that they have benefited adequately from academic study.

- fails to show any knowledge or understanding of the issues raised in the question
- reveals fundamental misunderstanding of the subject matter
- most of the material in the answer is irrelevant

Exempt

An Exempt is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the term and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. To obtain credit for the course, a student must convert the exempt into a passing grade. **The original exempt grade will not be removed from the permanent record.**

Withdrawal

Official withdrawal or drop from a course.

Article 5: Plagiarism

Students must adopt good academic conduct in respect of assessment. However, a major problem in assessment nowadays is ensuring that a student's work is his/her own and that the student has not engaged in plagiarism.

Plagiarism is the act of claiming the work of others as your own work. "Others" in this context can include fellow students and the authors of books, journals and internet material. Plagiarism is regarded as a form of cheating and is unacceptable. Students will be penalised for plagiarism, usually by the loss of marks and in extreme cases may be deprived of any UoW award.

Students learn from the work of others and may quote from it without penalty, but students must use accepted forms of academic referencing and citation. Where

direct quotation appears to a student to be appropriate s/he must ensure that quotation marks and reference to the original author is clear within the text. Essays, projects and reports will also show the referenced works in the bibliography.

The possible consequence of unfair practice is contained in the University of Wales Unfair Practice Procedure. If any form of cheating is suspected, College will refer immediately to the University's Unfair Practice procedure, which clearly explains the procedure that will be followed at every stage of the process.

Article 6: Disclosure of Marks and Feedback to Students

It is important to distinguish between unconfirmed marks and confirmed marks.

Unconfirmed marks are those that have not been confirmed by a full Examining Board including the relevant External Examiner(s).

However students will be given individual feedback on their performance to date (e.g. coursework, semester one examinations) to promote learning and facilitates improvement. **If unconfirmed marks (or indicative grades) are provided, students made be aware that any marks are subject to final confirmation by an Examining Board.** Generic feedback will also be provided for a group of student which can help students to improve their individual performance by learning from the cohort as a whole.

Confirmed marks are those that have been confirmed by a full Examining Board including the relevant External Examiner(s).

EXAMINATION BOARDS

Examination Boards are part of the quality assurance process that applies to all university degrees in the UK. Award Boards are examination boards which determine the entitlement of students to receive awards and the classification of those awards.

One of the purposes of quality assurance processes in higher education is to ensure that standards for a given UK degree course are comparable with those of any other degree course within the same university and, by extension, with those of other UK universities.

Each Examining Board will meet normally at the College as and when required to consider students' performance and to make decisions on termination of study, progression and recommendations on award of degrees or intermediate awards as appropriate.

In the unexplained absence of any examiner from a meeting, the Chair shall take such steps as he/she thinks fit for the due performance of the business of the meeting, and may adjourn it for that purpose. If the Chair is absent, and the Examining Board conventions approved by the University so provide, the Examining Board shall appoint one of its members to the Chair.

Article 1: Objectives

The main tasks of Examination Boards are to:

- ensure that the diet of assessment established in the course scheme has been duly administered by scrutinising examination scripts, projects, course work, and any other evidence of assessment;
- ensure that marking has been fair, internally consistent, and consistent with marking in UK higher education institutions (UKHEIs);
- adjust marks, if necessary, to comply with the above objectives;
- ensure that students have satisfied the course and university regulations in order to either progress or qualify for an award of the University of Wales;
- determine appropriate action, such as re-sits, for students who have not satisfied the conditions for progression or qualification;

- take into account any special circumstances that may have affected student performance in any element of assessment and apply appropriate measures if necessary;
- take decisions on any borderline cases;
- decide final degree classifications
- discuss any cases of unfair practice or other breaches of the regulations;
- Make recommendations for future assessment exercises.

Article 2: Examination Board for Modular Studies

The following shall be required to be in attendance where an Examining Board meets to consider the results of *modular units of study only*: the Chair; Convenor (where appropriate); the relevant internal examiner(s) and the external examiner (where the Examining Board is meeting after the main summer examining period or at the end of the Session).

Article 3: Examination Board for Beginning Semester

During the beginning Semester, the external examiner(s) shall perform all the tasks normally associated with examining such as the approval of examination papers. The external examiner(s) will not be required to attend Examining Board meetings but may do so if he or she wishes. Consultation shall take place by correspondence or other appropriate means. The external examiner(s) shall attend Examining Board meetings and perform all functions normally associated with examining in the concluding Semester.

Article 4: External Examiner

All assessed work will be available for scrutiny by the External Examiner(s) prior to the formal Examining Board taking place.

Prior to the Examining Board, the External Examiners will scrutinise a sample of the marked assessed work. Often they will pay particular attention to students who are borderline pass or fail or close to the dividing line between degree classifications. They will look for consistency in marking standards, patterns and anomalies in the marks received by individual students or by whole classes in a given module area and look at the profile for the cohort as a whole.

Article 5: Final Examining Board

For final Examination the board shall consist of

1. A Chair appointed by the College, who shall be a senior member of the full-time academic staff. [In addition to the Chair, there may be a Convenor who shall be a member of the full-time academic staff appointed by the Department or Institution concerned who will be responsible for administrative arrangements associated with the work of the Examining Board which would otherwise be carried out by the Chair.];
2. An external examiner (or examiners) appointed on behalf of the Vice-Chancellor on the recommendation of the Institution;
3. An internal examiner (or examiners) and/or representative(s) of relevant modules appointed by the Institution;
4. The moderator(s) appointed by the University who shall attend in an advisory capacity.
5. The Chair of the Examining Board may invite appropriate persons to attend a meeting of an Examining Board in an advisory capacity. Such persons shall possess no voting rights.

The College established final Examining Board will consider results and make recommendations on candidates pursuing schemes leading to awards of the

University. The College shall establish conventions for such meetings, subject to adherence to guidance issued by the Validation Board.

In addition to the final Examining Board(s), institutions may also establish:

- Joint/Composite Examining Boards;
- Modular Unit Examining Boards (modular schemes only).

In both cases, marks awarded shall be subject to ratification by the external examiner(s).

PROGRESSION

Article 1: Pass

The pass mark for a module at undergraduate level is 40%.

Students are normally required to successfully complete the full assessment programme for that particular level before being permitted to proceed to the next level of study, and students who pass all modules will automatically progress to the following year/ level of study. However, this does not necessarily mean that students are required to pass every individual element of the assessment. The cases of those who have failed some modules will be considered individually and in the light of the course regulations.

Article 2: Trailing

As stated above, the pass mark for a module is 40%. However candidates who have failed a module will be re-assessed at the next available opportunity, once the failure has been confirmed by an Examining Board.

This allows students to carry forward (or 'trail') failed modules forward to the following year (the UoW requires that no more than 40 credits can be trailed from one level to another).

The upper limit of the number of modules that a student may trail is two (2)

Re-assessed however will not be operated in a module awarded a mark of below 30%

Re-assessment is usually not automatic but at the discretion of the board, which will normally consider overall student performance.

Article 3: Retrieval of Failure

Where a candidate is required to repeat the assessment for one or more modules prior to the start of the following academic year, the re-assessment shall, unless the Examining Board decides that this is not practicable, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure.

In the event of a candidate failing to complete the required amount of assessed work by the required date, an Examining Board shall apply such penalty as is determined by Regulations or as it may consider appropriate in the circumstances. Penalties may include *inter alia* the lowering of a mark, the award of a fail grade or failing the candidate in that particular unit. However, where there are extenuating circumstances such as illness or accident which have prevented a candidate from completing assessed work by the required date, the Examining Board may allow an extension of the period for the submission of the assessed work, provided that there is sufficient time for adequate and proper assessment of the work prior to the meeting of the Examining Board. Appropriate medical or other evidence shall be submitted to the Chair or his/her nominee in support of the illness or accident.

Article 4: Reassessment

The following regulation govern reassessment

- The maximum number of failed modules that a person will be reassessed is 2 (Two)
- The number of re-sit opportunities allowed is three.
- It should be noted that modules recovered after a re-sit or resubmission can normally only achieve the bare pass mark (40%) in the module concerned (as opposed to the component), regardless of the mark actually obtained..
- **A candidate who fails a large number of modules will be either required to leave the programme or repeat the academic year/level.**
- Candidates can be allowed to repeat an entire academic level, and therefore the marks for the repeated level would not be capped. However, the marks for any modules in the level concerned that were passed have to be forfeited. This cannot be applied to candidates in the final level of their studies.

Article 5: Progression summary

In summary, the principal options for progression are:

1. Progress with no modules pending
2. Progress with modules pending with re-sits at the next available opportunity
3. Progress after Reassessment with progression dependent on passing the previously failed modules
4. **Repetition of the whole year if the number of failed modules is so large that re-assessment at the next opportunity is not permitted under the regulations**

5. Exclusion from the course if the number of failed modules is so large as to require a student to withdraw from the programme, the student has run out of time to complete the programme or has run out of re-sit opportunities under the regulations.

AWARD

To be eligible for consideration for the award of a degree a candidate shall

1. Have pursued an approved modular scheme of study for the period prescribed by the University in a partner institution whose degree is validated by the University;
2. Candidates must pass in all 360 credits across CQFW Level 4, 5 and 6 (former HE Levels 1, 2 and 3). Compensation/ condonement will not normally be operated in a module awarded a mark of below 30%.
3. Have fulfilled any further condition(s) required by the college as prescribed in these regulations.

In determining the award to candidates Examination Boards will follow conventions ***(please refer to section on Degree Classification)*** and will adopt such guidelines for the classification of awards as may be specified by the University.

Qualification for and, where appropriate, classification of a degree shall be determined by the Examining Board on the basis of a candidate's performance in the pursuit of those credits designated as contributing to the final award, any credits accepted on the basis of study completed elsewhere and/or prior experiential learning. The Examining Board may also take account of the distribution of grades at any levels as specified by the College and the candidate's academic development throughout the modular programme.

Article 1: Degree Classification

One of the primary functions of an Examining Board is to determine the **final awards degree** made to undergraduate candidates and to determine progression from the taught element to the dissertation element for Master's degree candidates.

The overall degree classification is based on the average marks obtained over Levels 5 and 6. This is a weighted average. The weight the final year over the penultimate one (is 60%/40%). The marks required for each classification are defined by the University and listed in the University's Academic Protocols and are as follows:

First Class Honours	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third	40-49%
Marginal Fail	35-39%
Fail	0-34%

Article 2: Borderline Classification cases

When a student is on the borderline between two degree classifications or pass/fail, the External Examiners will normally look at all the evidence, including the student profile, but will pay particular attention to any arguments put forward by the teaching staff in favour of moving a particular student into a higher category or maintaining the classification indicated by the marks.

The Validation Board has agreed that a borderline candidate be defined as one whose classification falls within the 'window of opportunity', i.e. within 2% of the next category of award available (e.g. 58% for consideration as a borderline 2.i/2.ii),

before any rounding has taken place. Examining Boards should consider all students falling within the 'window of opportunity' and should ensure that any decisions are fully minuted.

There are two main methods used when discussing borderline cases on the basis of a candidate's performance:

Exit Velocity

Where a student's classification falls within 2% of a classification boundary (before any rounding is applied), the Examining Board shall consider the candidate's performance in the final year of study. Where the student's final year average is in the higher classification band the Examining Board shall normally award the higher class of degree.

Preponderance Principle

Where a student's classification falls within 2% of a classification boundary (before any rounding is applied), the Examining Board shall consider the proportion of marks obtained by the student in each of the classification bands. Examining boards shall only consider those marks which are used to calculate the classification. In order to be awarded the higher classification, marks in the higher classification band must have been achieved in modules attracting a credit weighting equal to half or more of those contributing to the degree classification.

The Examining Board may also choose to look at a candidate's performance in a major piece of assessed work (e.g. dissertation or project).

Article 3: Other Exit Qualification

A candidate who is admitted to a modular initial degree scheme but is subsequently unable, or is not permitted, to progress to completion may, depending upon the

number of credits attained at the appropriate levels at the time of exit, qualify for one of the following awards:

Credits Pursued	Candidate may exit the scheme with eligibility for
not fewer than 120	Undergraduate Certificate of Higher Education
not fewer than 240	Undergraduate Diploma of Higher Education

Candidates must fail no more than 20 credits at CQFW Level 4 (Year 1) and no more than 40 credits across CQFW Level 5 and 6 (Year 2 and 3). Compensation/condonement should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement,

The students must also complete particular units of study (mentioned as core) to the satisfaction of the Examining Board.

A candidate exiting a degree scheme with an Undergraduate Certificate or Diploma of Higher Education under the circumstances detailed in the preceding paragraph shall be eligible for the award of Distinction where he/she has attained an overall mark of 70% or above for the award in question.

Article 4: Aegrotat Awards

Should a candidate be prevented by illness from completing final examined/assessed elements of a taught scheme of study, the Examining Board, having considered the relevant evidence (which should include satisfactory medical certification in the case of illness, or appropriate documentation in other cases), may recommend to the Vice-Chancellor of the University of Wales that an Aegrotat award be made.

In doing so, the Examining Board must be satisfied that the candidate's prior performance shows beyond reasonable doubt that he/she would have passed but for the illness/event which occurred. The Vice-Chancellor should be satisfied that

there is little doubt that the candidate is unable to return to complete his/her study at a later date.

The candidate shall be asked to confirm that he/she is willing to accept an Aegrotat award; where he/she is unwilling to do so, the Examining Board shall permit him/her to complete the examinations/assessments in question by an approved subsequent date.

An Aegrotat initial degree, diploma or certificate shall be unclassified and, in all other respects, un-graded. An Aegrotat award does not necessarily entitle the holder to exemption from other requirements associated with the scheme of study concerned.

No candidate shall be exempted from submitting and defending a research thesis where such is required. It follows, therefore Aegrotat degrees may be awarded only where the work done for the dissertation can be examined.

This requirement does not prevent the issuing to the candidate of any relevant certificate or diploma award which might be made in respect of study completed previously.

Article 5: Not meeting Honours Standard

An Examining Board shall have discretion to determine degree candidates eligibility for Honours Degree. Those who fail to satisfy the Board for the award of Honours may be eligible for the award of a degree at Pass level.

Candidates in an Honours degree scheme who fail to reach the standard required for the award of a degree, but who subsequently redeem their failure in units of study to the satisfaction of the Examining Board, shall be eligible for consideration for the award of a degree at the Pass or Honours level, as appropriate.

Article 6: Appeals

An Examining Board decision with respect to any student is usually final. However, students can invoke appeals procedures (the relevant procedure depends on the stage of study that a student has reached). For details of the appeals procedures please refer to Interim Verification and Appeals Procedure included in the Student Handbook CD.

It should be noted that in accordance with the University of Wales regulations, candidates cannot appeal against the academic judgement of the Examiners.

Article 7: Repeating Courses

With the approval of the Exam Board, a student may repeat a course once and credit is allowed only once.

Article 8: Change of Grade

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Only Final Grades are mailed. All other grade reports will be displayed on the College Notice Board.

ACADEMIC PROBATION

Any student shall be placed on academic probation when his or her **average weighted percentage** falls below 45% in the first half of any term. The student will be warned that his scholarship is unsatisfactory, and that if he or she fails to achieve an average of 45% by the end of the second half of that quarter he or she will be placed on academic probation.

The Student Advisor shall notify the student when (a) his scholarship is unsatisfactory, or (b) he has been placed on scholastic probation.

Article 9: Effect of Academic Probation

Academic probation is essentially a warning to the student that he or she must show improvement if he or she is to remain in the College.

Article 10: Removal from Academic Probation

A student on academic probation will be removed from probation at the end of that quarter in which his or her average reaches 45% or better.

Article 11: Dismissal for Low Scholarship

Any student on academic probation will be dropped at the end of his or her probationary quarter unless he or she has attained a weighted average percentage of 45%. Any student dropped under this rule will be notified in writing of this action.

Article 12: Reinstatement

Under exceptional circumstances a student may be readmitted at the discretion of the Chief Academic Officer of college. A student readmitted after being dropped under these rules will enter on academic probation.

CONDUCT OF STUDENTS IN EXAMINATION VENUES

Students in breach of these Regulations and students committing any act which might obtain for him/herself or for another an unpermitted advantage will be reported to the Superintendent of Examinations and may be liable to the Unfair Practice Procedure and/or Student Disciplinary Procedure.

1. Personal belongings of students, including coats and bags, shall be left in the place designated for this purpose at the examination venue.

2. Students shall be permitted to take to an examination desk writing materials and all texts and/or other material approved by the Examining Board for use in an examination.
3. Students shall not be permitted to take to an examination desk any pencil case or similar receptacle unless the covering is transparent and permits sight of its contents.
4. Students shall not be permitted to take to an examination desk any electronic communication device or any other electronic device other than those approved for use in examinations under 8.5 above.
5. Each student shall be required to place his/her student identification card on the desk in the examination venue for the duration of his/her examination.
6. No student shall be permitted to enter an examination venue thirty minutes or more following the commencement of an examination. No student shall be permitted additional time if starting an examination later than the time of its commencement.
7. No student shall be permitted to leave an examination venue until a lapse of sixty minutes from the commencement of an examination.
8. Before commencing the examination each student shall be required to complete examination stationery in accordance with the instructions issued by the Senior Invigilator.
9. No student shall turn over the first page of the examination question paper until permitted to do so by the Senior Invigilator.
10. No student in an examination venue shall communicate with any other student prior to, during or at the end of the examination on any matter or in any way whatsoever.

11. All answers and rough work shall be completed in the stationery provided and written legibly. With the agreement of the Chair of the Examining Board, examiners shall be permitted not to mark an illegible examination script or have it typed at the expense of the student.
12. No student shall be permitted to leave the examination venue during the last thirty minutes of an examination.
13. When the Senior Invigilator announces the end of the examination:
 - a. students shall be required to stop writing immediately; and
 - b. students shall remain seated in silence until permitted to leave the examination venue by the Senior Invigilator.

Article 1: Absence from Examinations and Assessments

A candidate may be deemed absent with good cause from an examination or assessment because of documented illness, accident, close bereavement or on closely related compassionate grounds

The Examining Board concerned shall have discretion to decide whether, on the basis of the evidence received, a candidate has been absent with good cause.

A candidate who, without good cause, has been absent from any University examination or failed to complete other forms of assessment by the required date, shall be awarded a zero mark for the examination concerned.

If a candidate completes a module but is absent from the examination/assessment concerned for good cause, the institution may permit the candidate:

1. to sit a supplementary examination or a special oral examination, before the meeting of the Examining Board; or

2. to sit the examination or submit the assessed work, as a first attempt on the next occasion on which the examination/assessment is scheduled to take place.

UNFAIR PRACTICE

Unfair Practice is defined generally as any act whereby a person might obtain for him/herself or for another, an unpermitted advantage or a higher mark or grade than his/her abilities would otherwise secure. This Procedure applies to all forms of assessment. Unfair Practice can take one or more of a number of forms in relation to non-examination and examination conditions, including:

1. Plagiarism: this is using the words or ideas of others without acknowledging them as such and submitting them for assessment as though they were one's own work. 'Words or ideas' includes figures, diagrams, mathematics formulae, computer programs, computer outputs including but not limited to rendered images, models, animation, video and other digital files.
2. Collusion: this takes place when work that has been undertaken by or with others is submitted and passed off as solely the work of one person. This also applies where the work of one student is submitted in the name of another. Where this is done with the knowledge of the originator both parties can be considered to be at fault.
3. Examination misconduct
 - a. The introduction of any unauthorised source of information into any examination room and/or associated facilities;
 - b. Copying from or communication with any person in an examination room and/or associated facilities, except as authorised by an invigilator;
 - c. Communication electronically with any other person;

- d. Impersonating an examination student or allowing oneself to be impersonated.
4. Acting dishonestly in any way, including:
- a. Fabrication of data;
 - b. Making false claims to have carried out experiments, observations, interviews or any other form of research;
 - c. Presenting evidence of special circumstances that is falsified.

The forms detailed above are not exhaustive and other cases may fall within the general definition of unfair practice.

Students are advised to refer to the University's Guidelines on Unfair practise, for further information

FURTHER READING

In addition to this document, the student must also reference the following documentation;

- University of Wales Academic regulation
(<http://www.wales.ac.uk/resources/documents/AcademicRegulations2008-09.doc>)
- University of Wales Guidance on Assessing and Examining Students
(<http://www.wales.ac.uk/resources/documents/guidanceonassessingandexaminingstudents.doc>)
- Interim Verification And Appeals Procedure
(<http://www.wales.ac.uk/resources/documents/InterimVerificationandAppealsProcedure2008-2009.doc>)
- Unfair Practice Procedure
(<http://www.wales.ac.uk/resources/documents/UnfairPracticeProcedure2008-2009.doc>)
- ICAT Program Specification Document
- Handbook of Student Regulations

All these documents are available on the college website