



**UNIVERSITY OF ST ANDREWS  
ASSESSMENT POLICIES & PROCEDURES**

**1. PROCESS OF ASSESSMENT AND ROLE OF EXTERNAL EXAMINERS**

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**1.1 Setting Assessments**

**Details of assessment are required in the submission of every new module**, and major changes to assessment have to be notified to the Assistant Vice-Principal (Dean of Learning & Teaching), which will scrutinise these for consistency within a School, and broad consistency across the Faculty.

Because all



Schools vary in practice with regard to **marking strategies**. Marking strategies should be appropriate both for the form of assessment and for the subject disciplines, and they should be in accordance with best practice in that discipline. Whatever the School's conventions, the

Procedure as regards the first function designated above is straightforward. In these particular cases marks and/or grades are necessarily open to change in the light of the External Examiner's advice. Schools should, however, make every effort to resolve discrepancies in marking prior to referral to the External Examiner.

The **monitoring and benchmarking functions of the External Examiner should be carried out through selective sampling of scripts and assessed work**. It is therefore not normally appropriate that an External Examiner should be used as first or second marker, or asked to mark a large batch of scripts in its entirety. An External Examiner should be substantially concerned with sample monitoring.

It follows that the **External Examiner's role in changing grades should be defined carefully**.







In circumstances where student results are incomplete or delayed due to no fault of the student,

student, or the point at which the student has been informed of all the marks on which the grades for the relevant modules are based. Any circumstances reported in this way will be considered by the relevant Examination Board(s). In the case of Junior/Senior Honours and taught Postgraduate students an S-Code may be applied to the affected modules if this is **requested by the student**.

Failure to notify circumstances affecting academic performance in advance of the final determination of grades, as defined above, may affect a student's ability subsequently to submit an academic appeal. In order to establish grounds for an appeal a student must demonstrate the existence of extenuating personal circumstances materially affecting academic performance **of which the University was unaware** when the academic decision was taken, and **which could not reasonably have been disclosed by the student (an explanation for earlier non-disclosure is always required)**.

Where the University has been notified of circumstances affecting academic performance, in advance of the final determination of grades, as defined above, the same circumstances may not be used as grounds for academic appeal as due account of them will already have been taken in determining the final result.

### **1.14 Reporting of Absences from Examinations**

Students must report absence from an examination due to illness or other exceptional circumstances by submitting a Self-Certificate of Absence as soon as the candidate is able to do so, preferably before the examination is due to take place and in any case no later than 3 days after the examination.

Students must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. (Students are only required to notify the Examinations Officer if there is a problem submitting a Self-Certificate).

Medical or other relevant supporting evidence may be required by the School in support of the student's request for alternative arrangements.

In the case of any long-term illness or impairment, students are recommended to contact Student Services for advice and support.

If a student has missed an examination for whatever reason, the above reporting procedure also applies.

## **2. ASSESSMENT IRREGULARITIES**

There are a number of policies which provide information on how to deal with cases of **assessment irregularity**. The Assistant Vice-Principal (Dean of Learning & Teaching) is available to provide guidance and advice on any of these matters.

**No Detriment Rule:** If a clerical error is made reporting a student's module grade, it will stand if it is in the student's interest.

**Academic Misconduct:** When academic misconduct is suspected during the examination process, the procedures to be followed are set out in the [Policy on Good Academic Practice](#).

**Degree Examination Regulations:** The Rules for Candidates when sitting examinations are published on the website. Advice can also be sought from the University Examinations Officer.

**Appeals and Complaints:** For advice and information see the Policy on Student Academic Appeals or contact the Senate Office.

**3.**

Associate Dean Students where options such as leave of absence, S-coding, decanal discretion etc. can be discussed.

Once granted a deferred assessment by the School, the student cannot then retract the request.

Deferred assessments will be in the same format and length as the original scheduled assessments unless otherwise approved by the Assistant Vice-Principal (Dean of Learning & Teaching).

Alternative examinations for students who were unable to take an examination at the normal time may be scheduled within the same diet if possible. (Time at the end of each examination diet is kept free for this type of eventuality). If this cannot be accommodated, then the examination becomes a deferred examination and must be taken at the next resit or full examination diet. Alternative examinations are subject to the same conditions referred to elsewhere in the policy.

Students who fail a deferred examination will be permitted to continue their studies pending achievement of any missing credits at the next examination diet provided that all other conditions for progression have been met.

Deferred examinations and class tests will always comprise different questions from those used

## Addendum – Assessment Rules for Taught Programmes

1. To gain a pass in a module a student must perform at, or above, the standard which may be specified in detail in the School Handbook for that module. A student who gains a pass in a module shall be awarded the credits for that module.
2. Students enrolled in a module may proceed to an end-of-semester assessment and (if unsuccessful in the assessment) to re-assessment subject to the two following requirements:
  - a. where the student has fulfilled the terms and conditions of attendance and submission of work as defined in School handbooks; and
  - b. where the student has in the end-of-semester examination fulfilled the requirements which may be specified in detail in school handbooks.
3. Students who fail re-assessment in a module are not eligible for a further re-assessment (other than as permitted under the [Policy on S-Coding](#)).
4. Once a pass grade has been achieved in a module a student cannot re-register for the module.
5. A student who fails the assessment of a module may be reassessed by such means as the Module Board may decide is appropriate. Classification shall be based on the grades achieved in the assessment for each module. Modules which are passed at reassessment will be capped at grade 7.0 and will be entered into the degree calculation as a grade of 7.0. This cap does not apply to English for Academic Purposes modules offered by the International Education Institute. For modules failed at reassessment (and no credit gained) the original failed grade will be included in the calculation of the degree classification.
6. A student who fails a module at first assessment with a grade of at least 4.0 is eligible for re-assessment in the module if the published module description includes a re-assessment opportunity. A student who fails a module with a grade of less than 4.0 is not eligible for re-assessment (other than as permitted under the [Policy on S-Coding](#)).

