Examinations and assessment framework

Valid from Michaelmas Term 2020

This document has been updated to capture all dispensations and changes to practice authorised by Education Committee and the Proctors during the Covid-19 pandemic.

Throughout this document policy and practice which
• have been suspended is greyed out with a strike through
• have been added specifically in response to the coronavirus pandemic is in green text.

As new updates are made during 2020-21 are added these will be highlighted yellow and the update information captured below.

Last updated: 7 December 2020

Version history

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<td>• Key terms (1.2) – ‘online examination’ is used in this version as the generic term to encompass both open-book and closed book remote-invigilated exams; with open-book/closed-book specified as relevant where policy provisions only apply to one type.</td>
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1 Introduction

1.1 Purpose of this document

This document details the University’s policy relating to University Examinations and assessment practices for undergraduate and postgraduate taught courses. It aligns with and expands on the Examination Regulations. It also provides more detailed guidance in relation to specific processes, primarily through annexes. Cross references to the Examination Regulations are provided in the format ‘(ER x.x)’.

Temporary changes to the Examination Regulations for 2020-21 that are required as part of the Covid-19 pandemic will be approved by the relevant division or by OUDCE in line with the parameters set by Education Committee and communicated to divisions and OUDCE separately. Where changes are outside those parameters, approval will need to be given by Education Committee. All changes will need to be reported to Education Committee in due course. These temporary changes are not required to be published in the University Gazette and the online version of the Examination Regulations will not be updated.

The policy and guidance are provided in the following format:

- ‘Must’ or ‘should’ or ‘required’ indicates that the requirement has to be complied with, with no exceptions, by all relevant bodies or individuals.
- ‘Strongly encourage’ or ‘encourage’ indicates that this is agreed to be best practice and is expected, but not required of all relevant bodies or individuals.
- ‘Normally’ indicates that in most circumstances the requirement should be complied with, but the relevant body or individual may choose to make exceptions on clear and consistent grounds.
- ‘May’ or ‘permitted’ indicates that this is something that is permissible, but not required, and it is left to the discretion of the individual or body responsible to agree their position or practice.

1.2 Key terms

<p>| Assessed work | An element of University Examination, this can take many forms including: timed written examinations, online examinations, submitted work, group work, dissertation or thesis, presentations, multiple choice examinations etc. |
| Assessment adjustments | Adjustments to timed examinations (see 7.1) and Adjustments to submitted work (see 7.2 and Annex F: Major adjustments to course and assessment requirements) |
| Assessment unit | See paper |
| Board of examiners | See 1.3.1 |
| Candidate | A student entered for a University Examination |
| College | For matriculated students this is the college, for non-matriculated students any mention of college can be considered to refer to department. |
| Divisional Board | In relation to University Examinations and assessment the divisional boards have a general responsibility for various aspects of examinations and assessment arising out of their |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>overall responsibility for the maintenance of educational quality and standards within the respective division. They have a specific responsibility for the consideration of the reports of examiners, including external examiners.</td>
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<td>E&amp;A website</td>
<td>A shorthand term for the information on the administration and operation of assessment available at the Examinations and Assessments staff website</td>
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<td>Examination Regulations</td>
<td>Contains both the 'Regulations for the Conduct of University Examinations’ and the specific regulations for a course. The latter, complemented by the course handbook and examination conventions form the definitive record of a course.</td>
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<td>First Public Examination (FPE)</td>
<td>The first part of an undergraduate degree course, as defined in the Examination Regulations.</td>
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<td>Mitigating Circumstances Notice to Examiners (MCE)</td>
<td>A submission made by a college on behalf of a student to notify examiners about circumstances that may have had a serious impact on a student’s performance in assessed work.</td>
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<td>Nominating committee</td>
<td>A body with delegated authority from two (or more) supervisory bodies to act in their stead for joint courses</td>
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<td>Online examinations</td>
<td>All exams where an exam paper is released and submitted online and taken within a short, time-limited window (typically 3 hours) with or without access to other resources; whether remotely invigilated or 'open book'/un-invigilated.</td>
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<td>Paper (or assessment unit)</td>
<td>Highest level unit of assessment, they may comprise one or more items (and types) of assessed work.</td>
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<tr>
<td>Second Public Examination (SPE)</td>
<td>The second part of an undergraduate degree course, as defined in the Examination Regulations. Also known as the Final Honour School.</td>
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<td>Standing orders</td>
<td>Set out the composition and terms of office of boards of examiners and any nominating committee</td>
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<td>Submission</td>
<td>Any item of assessed work that is presented for marking to a specific deadline e.g. essay, project report, dissertation/thesis, fieldwork report</td>
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<td>Supervisory body</td>
<td>See 1.3.2 below</td>
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<td>Timed examination</td>
<td>A written or oral, invigilated or otherwise supervised formal examination that takes place at a specific place and time and normally has a specified duration.</td>
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<td>University Examination</td>
<td>The totality of assessment required to be successfully completed in order to meet the requirements of the relevant Examination Regulations for a given part or totality of a degree or other award i.e. the First Public Examination (FPE), Second Public Examination (SPE), totality of assessment for other undergraduate qualifications, and totality of assessment for a Postgraduate Taught award.</td>
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1.3 Key bodies involved in University Examinations

1.3.1 Boards of examiners

The board of examiners has collective responsibility for the operation and integrity of the University Examination for which they have charge (ER 2). Can be abbreviated to 'exam board'.

Every board of examiners has a chair. As well as performing specific duties laid down in regulation and in this policy, the chair is responsible generally for ensuring that the business of the board of examiners is properly conducted and that the requirements of the regulations and this policy are fulfilled by that Board (ER 5).

1.3.2 Supervisory bodies

Boards of examiners operate under the oversight of a ‘supervisory body’, who has overall responsibility for a subject area or a group of subjects (ER 2). They set the general parameters within which boards of examiners operate: approving standing orders, examination conventions, appointing or nominating examiners etc. They also have overall responsibility for the content of University Examinations within their remit, as specified in the relevant Examination Regulations and examination conventions, and for keeping assessment under review, including the extent to which the assessment methods used:

- remain a valid, fair and reliable means of assessing student achievement
- provide appropriate evidence of the academic standards of the course being met by the majority of candidates
- are appropriate to the teaching methods employed and the intended learning outcomes of the course
- are appropriate in terms of volume and timing of assessment taking into account the consideration of student workload.

For subjects where there is a Faculty board, that acts as the supervisory body for all University Examinations for which the Faculty is responsible. For all other subjects the supervisory body is the relevant Divisional board (or equivalent for courses located in the Department for Continuing Education). Supervisory bodies may approve their own local policies, as long as these do not contradict this Examinations and assessment framework.

Supervisory bodies may delegate their authority to nominating committees for any University Examination which falls under two supervisory bodies (ER 2.7).

1.3.3 Proctors

The Proctors are required to ensure that examinations are properly conducted and in accordance with the statutes and regulations governing them; and they may make such regulations concerning the conduct of examinations as they consider necessary. The Proctors are concerned with ensuring that regulations are applied justly and equally in all cases. They may consider aspects of policy and draw points of concern or areas for clarification to Education Committee’s attention. They may also bring concerns about the conduct of examinations directly to the attention of boards of examiners or supervisory bodies.

Under the Examination Regulations, in relation to individual candidates the Proctors have powers to:
• Approve assessment adjustments in relation to timed examinations (see 7.1).
• Accept late submissions (see 8.2)
• Agree extensions to the deadline for submitted work (see 8.2)
• Excuse a candidate who did not take a timed examination (see 9.3)

For late submissions and extensions in respect of students within the remit of the Board of the Department of Continuing Education, the Proctors have delegated their powers to the Board.

For routine requests for assessment adjustments in relation to timed invigilated examinations the Proctors have delegated their power to the Examinations and Assessments team.

All queries regarding University Examinations from colleges or students must be directed through the Proctors. Examiners are not to be approached directly, and any examiner who receives such an approach must redirect it to the Proctors. Candidates may also make a formal academic appeal or complaint to the Proctors if they are dissatisfied with the conduct of a University Examination (see University Academic Appeals Procedure and the University Student Complaints Procedure).

2 Boards of examiners

2.1 Role of supervisory bodies in nominations

Supervisory bodies are required to:

• Agree standing orders for each board of examiners. These must include terms of office for internal, external and chairs of examiners in line with the requirements of the Examination Regulations (ER 2.5).
• Appoint chairs of examiners for each board if individuals are qualified as internal examiners, if not nominate for approval of the Proctors (see 2.3).
• Appoint a sufficient number of internal examiners - if the individual is a full member of the Faculty or whose first appointment as an examiner has been previously approved by the Proctors, or if not qualified on these criteria nominate individuals for approval of the Proctors (ER 2.1; ER 3.1/2; see 2.4).
• Nominate external examiners (ER 6; see section 3).
• Keep under review their local processes for the nomination and appointment for all types of examiners and for ensuring their competence. This includes ensuring that nominees have relevant experience and qualifications, ensuring that appropriate support is provided to inexperienced examiners and the avoidance of conflicts of interest in relation to all examiners.

Apart from a small number of specialist examinations, the number of examiners and assessors appointed is for the supervisory body to determine in accordance with their standing orders.

Supervisory bodies may:
• Appoint assessors, as they see fit (see 2.5)
Appoint external subject assessors, as they see fit (see 3.5)

Supervisory bodies should ensure that boards of examiners are aware of:

- requirements relating to declarations of personal interest;
- requirements relating to attendance at examination board meetings (see 4.3);
- the minimum numbers of internal and external examiners who must be present for decisions to be valid as prescribed by the relevant standing orders (see 4.3);
- the requirement to keep appropriate records of meetings and the reasons for any specific decisions in relation to individual candidates (see 4.4)

2.2 Standing orders

Standing orders set the key parameters for the composition of each board of examiners including: number of examiners; terms of office for chairs of examiners, internal and external examiners; and composition and constitution of any nominating committee. These should be reviewed annually and provided to the Exams and Assessment team by 1 October of the academic year for which the standing order is applicable (i.e. 1 October 2019 for 2019/20 academic year) (see E&A website).

2.3 Appointment of chair of examiners

A chair of examiners must be appointed or nominated (as necessary) by the supervisory body or nominating committee for each board of examiners within its remit (ER 5). The nomination should be provided to the Exams and Assessment team no later than 1 October of the academic year for which the nomination is intended (i.e. 1 October 2019 for 2019/20 academic year) (see E&A website). Any individual who does not meet the requirements for appointment as an internal examiner will be nominated to the Proctors for approval.

Wherever possible, individuals who have been course or programme directors or their equivalent in the year of the examination concerned should not be appointed as the chair of the board of examiners.

Chairs are required to be in Oxford contactable when the timed examinations for which they are responsible are taking place. Chairs should also ensure that an appropriate person is available to respond during investigation of examination complaints or academic appeals over the Long Vacation: this may be the chair, or a deputy (notified to the Proctors) if the chair will be away from Oxford for a long period.

2.4 Appointment of examiners

Supervisory bodies or nominating committees should approve the appointment of internal examiners who meet one of the following criteria:

- has faculty membership (or)
- has previously been appointed to act as an internal examiner and/or assessor at the University.

The nomination should be provided to the Exams and Assessment team no later than 1 November of the academic year for which the nomination is intended (i.e. 1 November 2019 for 2019/20 academic year) (ER 3.4) (see E&A website).

5
The appointment of examiners who do not meet either of the criteria require approval by the Proctors (see E&A website). Examiners must be formally approved prior to acting in any capacity in a University Examination.

Examiners may be appointed for a term of up to four years, and may serve a maximum of two consecutive terms (ER 4.2). At least a one year gap should be observed before any further appointment to meet this regulation.

2.5 Appointment of assessors

Assessors are appointed to complement the examiners and to assist in the setting and marking of papers (ER 7). Before a list of assessors is supplied, the chair is encouraged to consult the Senior Nominator for the subject. The nominators should keep a tally of how frequently individuals have acted as examiner and assessor and may recommend that someone should not act in a particular examination.

Assessors who meet the requirement to be an examiner (see 2.4) can be appointed by the supervisory body or nominating committee. Any individual not qualified, including all postgraduate research students (PGR) must be nominated for approval to the Proctors (see E&A website). Assessors must be formally approved prior to acting in any capacity in a University Examination.

Criteria for the appointment of PGR students as assessors are as follows:

- Only students who have successfully completed transfer of status are eligible for appointment, though exceptions may be made in certain circumstances.
- PGR students should not be responsible for the setting of questions/papers.
- Students should only be appointed to mark postgraduate examinations in exceptional circumstances. In these exceptional cases, they are required to have passed Confirmation of Status.
- Students must have relevant expertise or experience. They should normally have teaching experience of the relevant paper.
- It is preferable that nominees are employed either as Graduate Teaching Assistants / Teaching Associates etc. or as college tutors.
- PGR students should only be nominated with the consent of the paper setter and the convenor of the subject teaching group.
- They should have attended appropriate training or received individual instruction from an experienced examiner.
- They should have access to information about the paper, examination conventions, marking procedures and general expectations of candidates.
- Provision should be made for the supervision and monitoring of their performance.
- Their scripts should be subject to additional sampling and consistency checks.
- Otherwise qualified students without teaching experience should be confined to marking questions for which there is a precise model solution and an approved marking scheme.

Appointment of PGR students as assessors is subject to the approval of the Proctors in each case and will only be given for a term at a time.
2.6 Role of secretary

One member of the board of examiners, or an academic administrator, should be identified to act as secretary. Their role is to record the names of those present at meetings, details of how the meeting was conducted (e.g. via MS Teams), any issues that arose with attendance, and the decisions which were taken. Other roles (e.g. of communication with candidates) may be delegated to the secretary by the chair.

3 External examiners and external subject assessors

3.1 External examiners – appointment

Individuals are nominated to serve as external examiner in order to act as an external arbiter of standards. All nominations are subject to approval by the Proctors (see E&A website). There must be at least one external examiner appointed to the board of examiners for each University Examination (except the First Public Examination) (ER 6). Courses with large cohorts should have more than one external examiner to cover the full breadth of the examination and courses combining more than one subject (e.g. joint schools) should include at least one external examiner for each subject.

The term of office for external examiners may be either three or four years, as designated in the standing orders. An appointment can be extended by one year in exceptional circumstances. Reappointment of an individual who has previously served as external examiner may only take place after a period of five years or more since the last appointment.

External examiners must meet the following criteria in order to be appointed:

- have academic and/or professional qualifications to at least the level of the qualification being examined, and/or extensive practitioner experience if appropriate
- be familiar with the standard expected of students to achieve the award being assessed
- have relevant experience in the fields covered by the programme of study
- be fluent in English and the relevant language for the programme being assessed, if necessary
- meet any applicable criteria set by professional, statutory or regulatory bodies

Appointees should also have appropriate sector-level knowledge regarding the maintenance of academic standards and enhancement of quality, experience relating to the design and operation of different assessment types and procedures, an awareness of current developments in the design and delivery of relevant curricula, and experience relating to the enhancement of the student learning experience. All external examiners should be of sufficient standing and credibility within the appropriate discipline so as to be able to command the respect of academic and, where appropriate, professional peers.

In some cases, proposed appointments may not fulfil all the criteria. This may occur, for example, when a proposed appointee has significant professional experience in a relevant field of business or industry, but lacks the formal qualifications anticipated, or in disciplines which are very small and specialist and where the pool of potential external examiners is therefore restricted. In cases such as these, full details should be included on the nomination form in order that the Proctors can determine whether a legitimate case exists for making an
exception. In cases where exceptions are approved, supervisory bodies should ensure that appropriate additional training and support for the external examiner are implemented.

To avoid any potential conflict of interest external examiners should not be appointed if they fall into any of the follow categories:

- a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners
- anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
- anyone required to assess colleagues who are recruited as students to the programme of study
- anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
- anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question
- former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s)
- a reciprocal arrangement involving cognate programmes at another institution
- the succession of an external examiner by a colleague from the examiner's home department and institution
- the appointment of more than one external examiner from the same department of the same institution.

3.2 External examiners – support

Supervisory bodies should ensure that external examiners have sufficient and appropriate information for their role, i.e. organisational procedures, practices, and academic regulations, including a written statement on the nature and scope of the external examiner's role, and responsibilities and powers within the examination process. This information from the supervisory body should be passed on by the secretary to the nominating committee at the time of invitation. External examiners should be supplied with all the course information needed to carry out their task in time for the commencement of their duties (the course handbook and examination conventions being the minimum requirement). External examiners should be sent the timetable for meetings of the board at the earliest opportunity.

3.3 External examiners – duties

Boards of examiners will work with their external examiner(s) in a variety of ways, but the University expects external examiners to have sufficient evidence to enable them to discharge their responsibility to act as an external arbiter of standards, i.e. to:

- have opportunity to comment on all summative assessment in draft form (they are not expected to approve individual assessments);
- have access to all scripts and other material submitted by candidates;
- see a sample of scripts including scripts at the borderlines of classes or Fail/Pass/Distinction;
• see a sufficient sample of dissertations, extended essays and course work to be able to comment on the marks awarded;
• be in a position to comment on the fairness of any procedures for the reconciliation of marks, moderation, scaling and adjustments arising out of medical or other evidence;
• be provided with sufficient evidence to endorse the outcomes of the assessment processes concerned;
• be provided with a summary of changes that have been made to the assessment processes as a result of the COVID-19 pandemic.

External examiners must not act as a first or second marker. In addition, the University does not expect external examiners routinely to be asked to make decisions on the reconciliation of marks (i.e. to act as third markers) in cases which can be resolved internally, but rather to be in a position to report on the soundness of the procedures used to reach final agreed marks, in their role as arbiter of standards. Similarly the University does not expect external examiners to make individual decisions relating to medical or other mitigating circumstances affecting performance but it does expect external examiners to be in a position to endorse the overall fairness of the procedures followed. External examiners understandably attach considerable importance to having sufficient time to undertake the tasks in (b)-(e) above; the timetabling of arrangements should take account of this.

3.4 External examiners – reports

The University requires external examiners to prepare a report addressed to the Vice-Chancellor at the end of each year of their period of office. Reports should be submitted on the provided form, c/o Education Policy Support, via external-examiners@admin.ox.ac.uk, with a copy to the relevant division. External examiners have the right to raise any matter of serious concern with the head of the institution, if necessary by a separate confidential written report.

External examiners are asked to report on the aspects listed below.

In relation to academic standards:
• how the course was adjusted in response to the COVID-19 pandemic and the effectiveness of those changes;
• whether or not the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiners have experience;
• whether or not the threshold academic standards set for the University’s awards appropriately reflect the Frameworks for Higher Education Qualifications and applicable subject benchmark statements;
• whether or not the assessment process measures student achievement rigorously and fairly against the intended outcomes of the course(s);

In relation to process:
• how the process was adjusted in response to the COVID-19 pandemic and the effectiveness of those changes;
• whether the assessment process was conducted in line with the University’s policies and regulations;
• whether sufficient information and evidence was received in a timely manner to enable the role to be fulfilled effectively;

• whether issues raised in any previous reports were responded to and have been, or are being, properly considered, and where applicable, acted upon.

External examiners are also invited to:

• comment on good practice and innovation relating to learning, teaching and assessment they have observed;

• comment on opportunities to enhance the quality of learning opportunities provided to students; and

• give an overview of their term of office (when concluded).

**Divisions should take steps to ensure that all external examiners receive feedback.**

The University is responsible for the standard of its awards, and is under no compulsion to implement particular recommendations made by external examiners, but the supervisory body must always be in a position to explain why it did or did not adopt a particular proposal.

The annual reports of external examiners are an important part of the University’s quality assurance framework, as set out in the *Procedures for the annual monitoring of courses*.

External examiners’ reports must also be made available to students. They will also be retained in local academic committee papers, according to any retention policy for those committee papers.

### 3.5 External subject assessors

External subject assessors are appointed to provide expertise otherwise unavailable in the University. All appointments are subject to approval by the Proctors (see E&A website). They may undertake tasks as required of them by the board, including involvement in the setting and marking of papers. They are not required to submit any formal report.

The term of office for external subject assessors is no more than 4 years, at which point individuals are able to be reappointed for a further term with no restrictions.

### 3.6 External practitioner assessors

External practitioner assessors are appointed to provide expertise otherwise unavailable in the University by practitioners in specialist fields. All appointments are subject to approval by the Proctors (see E&A website). They may undertake tasks as required of them by the board, including involvement in the setting and marking of papers. They are not required to submit any formal report.

The term of office for external practitioner assessors is no more than 4 years, at which point individuals are able to be reappointed for a further term with no restrictions.

In some cases, it may be appropriate that current DPhil students be appointed as external practitioner assessors. In such cases, applications for appointment will be judged on the basis of their specialist expertise, rather than their student status.
4 Meetings of boards of examiners

4.1 Meeting schedule

A timetable of meetings for the board of examiners should be drawn up and provided to all examiners and external examiners as early as possible to facilitate attendance. Student Registry should be notified of examination board meeting dates as soon as they are set (see E&A website), normally within 10 days of the examiner nomination deadline (i.e. 10 November), and by Friday, 8th week of Michaelmas term at the very latest. Student Registry needs to be notified of any changes to the schedule as soon as a change has been made.

4.2 Initial meeting

At the initial meeting, the examiners:

i. should be reminded of the importance of the confidentiality of the examination process;

ii. are made aware of the marking scheme and examination conventions previously approved by the supervisory body (see 6.1);

iii. agree on the form of marks sheets to be used and arrange for their production (see also 11.6 for policy on the use of comment sheets);

iv. check that submission dates, and content of the syllabus to be examined are set out consistently in the Examination Regulations, course handbooks, examination conventions and any materials made available on the web. Any serious inconsistencies or problems in these areas should be reported to the Proctors;

v. inform themselves of any changes in syllabuses or course handbooks that override the precedents offered by past examination papers (also see xii below);

vi. identify papers shared with other examinations and establish responsibilities for setting as well as ensuring clarity in examination conventions to be applied;

vii. identify chairs for joint schools, and responsibilities for setting of shared papers;

viii. arrange for the appointment of assessors to complete the range of expertise available to (or reduce the burdens upon) the examiners;

ix. allocate individual duties for setting papers and producing camera-ready copy in accordance with dates determined by the examiners;

x. determine whether any papers have special requirements (materials to be provided or permitted; reading time) or shared content with other papers;

xi. consider, if appropriate, the compilation of a list of acceptable calculators;

xii. consider what information should be communicated to candidates and subject tutors ahead of the examination (see section 5 and consider iv and v above);

xiii. consider the most effective ways for the external examiner(s) to carry out their role and provide them with any appropriate course information in addition to the briefing statement approved by the division/faculty and provided on appointment (see section 3 above);

xiv. establish a schedule for the examination process, covering meetings to scrutinise question papers, proof-read camera-ready copy, enter marks, examine candidates viva voce, if necessary, determine the date by which the chair will finalise the
timetable for publication; and the date of specific key meetings: any pre-meeting to consider mitigating circumstances notices to examiners, the final meeting to adjudicate on the merits of candidates and resit examination boards (where relevant). Examination boards for nine-month PGT courses should also provisionally schedule an additional meeting after the final meeting to deal with any late submissions (e.g. approved as a result of disability or ill health). This meeting may be held by teleconference if necessary and may confirm the results of more than one candidate.

External examiners may wish to attend this initial meeting of examiners but are not required to do so.

After its initial planning meeting the board may follow up with further meetings to address particular aspects of the preparation of the examination for which it is responsible. At the chair’s discretion it may be sufficient for different sub-sets of the examiners to be present on such occasions (without needing to obtain Proctors’ permission).

### 4.3 Meetings at which marks are considered

Examination board meetings at which marks are considered may take three different forms, each of which has different requirements for attendance and different powers to confirm marks and awards. Attendance of all examiners **in person**, as well as the taking of full minutes, is required at all exam board meetings where marks are considered.

<table>
<thead>
<tr>
<th>Meeting type</th>
<th>Attendance required</th>
<th>Powers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>All internal examiners</td>
<td>Cannot finalise marks or awards. Can consider and approve the release of unconfirmed marks to students by the department accompanied by the wording ‘the marks provided are provisional and may be reviewed and amended at the final meeting of the Board of Examiners’. Unconfirmed marks should not be submitted to ARO and will not appear on Student Self-Service.</td>
</tr>
<tr>
<td>Interim</td>
<td>All internal examiners External examiner(s) (who may participate remotely - through video or teleconference - without Proctors permission (following the <a href="#">remote attendance protocol</a>)</td>
<td>Can finalise marks, including the outcome of PGT qualifying examinations. All final marks must be submitted to ARO. Cannot finalise awards (except any milestone outcome which means a candidate cannot progress on the course having had a re-sit opportunity). In circumstances where final marks cannot be confirmed, e.g. where the examiners consider that scaling may be required, the board may, exceptionally, release unconfirmed marks, following the guidance above for their release. Interim Boards for PGT courses should follow the direction of the Supervisory Body regarding the provision of feedback to students.</td>
</tr>
<tr>
<td>Final</td>
<td>All internal examiners External examiner(s) <strong>in person</strong> (who may participate remotely - through video or</td>
<td>Must receive the minutes of all interim boards. Can finalise marks and awards (including re-sit outcomes and any outcome which means that a student cannot progress on the course).</td>
</tr>
</tbody>
</table>
4.3.1 Problems with attendance

Where exceptional circumstances will prevent an examiner or external examiner from attending a meeting, the meeting should be rescheduled or an alternative examiner should be nominated through the normal process (see E&A website).

Where there are difficulties with attendance, the board should as a minimum meet the requirements for a resit board as described in section 13. In the most exceptional circumstances, where there is a compelling reason that the board cannot be rescheduled AND that an alternative examiner cannot be nominated, the Proctors may grant permission on a one-off basis for an examiner to attend remotely or be excused attendance entirely, noting that there must always be an external examiner participating in interim or final exam board meetings where required by regulation. If an external examiner cannot attend a meeting and it cannot be rescheduled, they should participate via confidential correspondence to ensure their input is captured. For example, papers may be sent to the external examiner before the meeting for them to provide comments to be fed into the meeting, with the minutes sent to the external examiner after the meeting; or where an external examiner is unable to participate in the full meeting, for example as a result of IT difficulties, they may be sent the minutes of the meeting to provide comments to be recorded alongside the minutes.

Applications should be made to the Proctors by the chair of examiners setting out the reasons in full, also confirming how many members of the Board remain and whether the relevant subject expertise will be maintained (if the examiner cannot participate remotely).

Any changes to attendance MUST be recorded in the minutes of the meeting.

4.3.2 Meetings by confidential correspondence

In certain limited circumstances, chairs of examiners may consider results apply to the Proctors for results to be considered by confidential correspondence. Such circumstances may include:

- the consideration of marks for candidates who have been granted extensions to submission deadlines which fall after the relevant Final board meeting (but within the same academic year)
- for re-sit candidates (if such results cannot be considered by a scheduled board of Examiners within a reasonable time)
- for candidates whose outcome to a complaint or appeal to the Proctors has necessitated that a board reconvene.

Education Committee may also give permission for a meeting to take place by confidential correspondence if necessitated through the granting of a dispensation.

4.4 Minutes of examiners' meetings

Minutes should be kept of examiners’ meetings. These should include names of those present at meetings, details of how the meeting was conducted (e.g. via MS Teams), any issues that arose with attendance, and the decisions which were taken.
contained in the minutes about individual candidates should be restricted to a note recording their final marks, and how authorised information about medical or other mitigating circumstances was taken into account (see Annex E: Consideration of mitigating circumstances by examiners).

4.5 Examiners’ reports

The University regards the reports made on behalf of all the examiners as an important element of its quality assurance arrangements, demonstrating that they have adhered to University regulations, policy and procedures, and met expectations regarding academic standards.

The examiners must prepare a report on the examination using the approved template (see E&A website) which should be sent to the Secretary of the appropriate divisional or faculty board.

The points on which examiners are particularly asked to comment in their reports are:

- Changes to the examination/assessment process in light of the COVID-19 pandemic, in particular the impact the changes may have had on the examination/assessment, how effective any steps to mitigate the impact were, and if any further mitigating actions need to be considered for the cohort
- any changes which the examination process might have suggested in relation to the existing content of the course
- any changes which the examination process might have suggested in relation to the existing methods of assessment
- any need to review specific papers or areas of the curriculum indicated by student performance
- the overall standard of performance in the examination, including any trends in results
- any possible changes in examination conventions, procedures or regulations suggested by the examiners’ experience of the examination process including in relation to any errors on papers identified after submission for bulk printing.

Examiners must not make comments that might enable individual students to be identified in any part of the report other than Section E of Part II. To assist examiners, a Tableau report is available presenting number of students by classification (please contact sDMA@admin.ox.ac.uk).

4.5.1 Sharing reports with students

All parts of the report, with the exception of Section E of Part II (where information on identifiable individuals is recorded), should be shared as a matter of course with joint consultative committees (or equivalent) and made available to students directly, as should the external examiner’s report.

The Policy and Guidance on course information requires course handbooks to provide a link to where students can access examiners’ reports. It also suggests that information in course handbooks on the opportunities offered for feedback on summative assessment might include an explanation of the role of generic feedback on cohort performance through examiners’ reports.
In order to enhance the role of examiners’ reports in providing feedback to students and in aiding examination preparation, the following is encouraged:

- Communicating clearly to students both the availability of examiners’ reports and their role in providing feedback on summative assessment, including an explanation of their role both in providing feedback on past cohort performance and in aiding examination preparation for future cohorts;
- Reminding students of the availability of examiners’ reports at appropriate times of the year, for example when students are revising for examinations;
- Using examiners’ reports where appropriate in revision/examination preparation lectures/classes/tutorials. This might include encouraging students to read the relevant examiners’ reports in conjunction with past examination papers.

Supervisory bodies should note that they are permitted to publish an *interim examiners’ report for students*, including Section D of Part II (comments on papers and individual questions), as soon as this material is available, and before the final report can be published. This interim report could be published at the same time or very soon after the release of results to students.

Supervisory bodies are strongly encouraged to consider the publication of such an interim report following the First Public Examination, as this may aid students in understanding their results and in preparing for the rest of their course, or for resit examinations. Students should be informed as soon as any interim report is available.

### 4.5.2 Retention of reports

Section E of Part II should be retained for *one year* following the final exam board meeting. The remainder of the report will be retained in local committee papers according to any retention policy for those committee papers.

### 4.5.3 Review of examiners’ reports

Detailed information on supervisory bodies’ review of examiners’ reports and examination procedures is available in the *Procedures for the annual monitoring of courses*.

## 5 Information for and communication with candidates prior to assessment

Supervisory bodies should ensure that full and appropriate information is made available in good time for all students and academic staff involved in the assessment process and should follow the requirements set out in section 6.1 and in Annex A: Examination conventions in the preparation of examination conventions.

There should be no direct communication between those setting examinations and individual candidates.

Chairs and examiners must not receive or accept gifts from candidates.

Any circulars to candidates concerning the fine detail of arrangements must be clear, accurate and timely. Should there be any discrepancy between the *Examination Regulations* and any other published course material, the *Examination Regulations* and any approved...
variation from the Examination Regulations take precedence. The wording of any circular should be composed with great care as candidates may be entitled to rely on it, any discrepancy between information provided in advance and the process actually followed could give rise to a complaint or academic appeal.

Candidates should be individually provided with copies of any communications from the chair directed to all candidates, this should be done in addition to general online publication.

Such circulars should include or link to examination conventions and the dates reserved for viva voce examinations (as appropriate). There may be a standard set of instructions to candidates in their examination provided, for example, in the course handbook, but a circular may be needed to emphasise additional information, for example, changes to the syllabus or rubric. Circulars should make clear when adjustments to assessment have been made as a result of the COVID-19 pandemic.

Equivalent information must be provided in advance of any resit examination, if necessary during vacations, via a student’s college.

The following information is strongly encouraged to be included as standard:

- That there will always be an examiner present during the first half hour of timed examinations, to whom questions about the paper can be addressed [suspended for MT20]
- Information on the use of script booklets for rough working and the restrictions on which items they may bring with them into the examination room
- When the University Examination includes provision for assessment other than timed examinations, detailed instructions as to how and where work is to be submitted (ensuring this matches the information in the Examination Regulations or course handbook and takes into account permission for online submission) (see section 8 below), including the consequences for submitting work late or non-submission (referencing the scale of late penalties in the examination conventions)
- Referring candidates to the examinations material in the Student Handbook and on the Oxford Students Website including the material on plagiarism and to the regulations regarding the use of calculators and computers in examinations (ER 10).
- The requirement to take University Cards to timed examination as a means of identification.
- Referring candidates to the guidance on open-book and in-person examinations on the Oxford Students Website and any other local guidance for these formats.

6 Preparing a University Examination

6.1 Examination conventions

Examination conventions are the University’s formal record of the specific assessment standards for the course or courses to which students apply. They are a student-facing document and should be written in a clear and comprehensible manner. The same version of the examination conventions should be used by examiners, with more detailed local operational guidance appended if necessary. Examination conventions should be prepared in accordance with Annex A: Examination conventions. The examination conventions should
be published on departmental/faculty websites or on the VLE, alongside or as part of the relevant course handbook(s).

Examination conventions must be published to prospective candidates not less than one whole term before the first element of the University Examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term (ER 8).

Where a cohort is taking examinations for more than one stage of their course within the same academic year (e.g. where a FHS cohort is taking deferred second year exams in MT20 along with their third year exams in TT21), separate examination conventions must be published for each set of examinations.

6.1.1 Responsibility of supervisory bodies

Supervisory bodies are responsible for approving examination conventions (ER 8) and ensuring they have been prepared in accordance with Annex A: Examination conventions.

6.1.2 Responsibility of examiners

At their first meeting, the examiners should satisfy themselves, e.g. in the light of comments from the previous year’s board, that their examination conventions are comprehensive and unambiguous. If this is not the case, they may suggest amendments and formalise interpretations: any such modifications must be approved by the supervisory body responsible for the course and the examination, subject to the right of a board of examiners to make minor adjustments to the examination conventions during any particular examination if required by exceptional circumstances, without reference to the supervisory body.

If the examiners find it necessary to make major and immediate changes to examination conventions after approval by the supervisory body, the chair should seek the approval of the supervisory body and the Proctors. The Proctors will need to be satisfied that such changes will not have an adverse or discriminatory effect on candidates. In considering any major changes, examiners should be aware of policy on vested interests, as detailed in Policy and Guidance on new courses and major changes to courses.

No changes should be made to examination conventions after marks are known (except when a particular run of marks reveals unsuspected ambiguities or omissions that have to be resolved). If, at the end of the examination process, the examiners wish to propose major changes to the examination conventions they will pass on to their successors, they should include the proposals in their examiners’ report for consideration by the supervisory body.

6.2 Setting of assessed work

Examiners are obliged to set assessed work in accordance with the prevailing regulations and examination conventions for the course, and in line with any current course handbook. Precedent represented by past papers should also be taken into account.

In light of the COVID-19 pandemic, examination boards should consider whether any temporary changes should be made to the assessment requirements for the course. Examples of changes include:

- Moving from face-to-face written timed examinations to written timed examinations in an open-book format
- Moving from face-to-face written timed examinations to take-home coursework papers
Moving from face-to-face oral examinations and vivas to oral examinations and vivas conducted remotely

Any changes to assessment will need approval of the relevant board and may also need approval on behalf of Education Committee. It is essential that changes in assessment and particularly of format are appropriately reflected in qualitative marking criteria.

Where assessment requirements include in-person assessment or assessment that relies significantly on access to resources in Oxford, Examination Boards should consider ‘Plan B’ assessment in the event that there are local lockdowns or individual candidates need to self-isolate or are unable to be present in Oxford.

When setting assessed work examiners should take the following into account:

- any substantial changes in the rubric or format of a question paper should be notified to candidates and tutors at an early date.
- straightforward English should be used, ensuring clear and unambiguous expression.
- material for examination papers should not be taken from the Internet. In the case of foreign language sources this is particularly important because of the transcription problems that can arise.
- where a piece of assessed work, particularly a timed examination, is to be shared with another University Examination, or where a timed examination has shared content with another paper, this information should be notified to the Examinations and Assessments team (exam.arrangements@admin.ox.ac.uk) at an early stage in order to ensure that the timetable takes this into account and examination integrity is maintained.

The setting of assessed work, particularly for timed examinations, should be completed according to a systematic schedule overseen by the chair involving setting, scrutiny and proof-reading. Further guidance on the production of question papers for timed examinations is available from the E&A website.

Question papers should be subject to careful scrutiny by the whole board of examiners. In particular, a draft paper must be scrutinised by at least one established member of staff who is not the paper setter. The external examiner should have the opportunity to comment on draft examination papers or the equivalent such as set essay titles for submitted work, group work specifications etc.

When the content of all timed examination papers has been agreed, final versions should be prepared as camera-ready copy under secure conditions. Full details are given in the E&A website.

7 Arrangements for individual candidates

7.1 Adjustments to timed examinations (alternative examination arrangements)

Candidates apply through their college to the Examinations and Assessments team (working under delegated authority from the Proctors) to request approval for any adjustments to timed examinations as a result of a disability or other need (e.g. use of a computer, papers to be taken in college or with extra time in the Examination Schools) (ER 12). In most circumstances, a Student Support Plan or medical certificate will be required. Applications
should be submitted by colleges via a secure SharePoint site. Details of the process and relevant deadlines are available in the E&A website.

Chairs will be notified of adjustments and should make particular note of cases when timed examinations will be sat at different times from those timetabled for the main cohort, as this may affect planning for marking.

When, in exceptional circumstances, a candidate has been allowed to sit an examination in their college, the college is required to provide a suitable room and an invigilator (ER 15). See the E&A website for guidance for colleges and examiners.

Detailed policy and guidance in relation to examination adjustments are provided in Annex I: Examination adjustments (alternative examination arrangements).

7.1.1 Adjustments for open-book online examinations
[Applies to exams in MT20 and HT21]

For candidates with additional time of up to 15 minutes per writing hour, an allowance of 1 hour per paper will be given regardless of the original paper duration. For example, for candidates with up to 15 minutes per hour extra writing and/or rest time this will be adjusted to 4 hours writing time plus 1 hour for upload (‘technical time’ see section 9.3), so 5 hours in total. See table below.

Bearing in mind the duration of all papers, this adjustment ensures a minimum of 15 minutes per hour of additional writing and/or rest time is maintained for all candidates. The Equality Act 2010 allows for more favourable treatment of those with a disability. This format allows for easy comprehension and administration for all those involved, students and staff.

<table>
<thead>
<tr>
<th>Original exam duration</th>
<th>New open book exam duration (including technical time allowance)</th>
<th>Candidates with exam adjustments with up to 15 mins per hour extra rest and/or writing time (+1 hr on top of standard open book exam duration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3hrs15</td>
<td>4hrs15</td>
<td>5hrs15</td>
</tr>
<tr>
<td>3hrs10</td>
<td>4hrs10</td>
<td>5hrs10</td>
</tr>
<tr>
<td>3hrs</td>
<td>4hrs</td>
<td>5hrs</td>
</tr>
<tr>
<td>2hrs40</td>
<td>3hrs10</td>
<td>4hrs10</td>
</tr>
<tr>
<td>2hrs30</td>
<td>3hrs</td>
<td>4hrs</td>
</tr>
<tr>
<td>2hrs15</td>
<td>2hrs45</td>
<td>3hrs45</td>
</tr>
<tr>
<td>2hrs</td>
<td>2hrs30</td>
<td>3hrs30</td>
</tr>
<tr>
<td>1hr45</td>
<td>2hrs15</td>
<td>3hrs15</td>
</tr>
<tr>
<td>1hr40</td>
<td>2hrs10</td>
<td>3hrs10</td>
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<tr>
<td>1hr30</td>
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<td>1hr15</td>
<td>1hrs30</td>
<td>2hrs30</td>
</tr>
<tr>
<td>1hr</td>
<td>1hr15</td>
<td>2hrs15</td>
</tr>
<tr>
<td>30mins</td>
<td>45mins</td>
<td>1hr45</td>
</tr>
</tbody>
</table>
[Applies to exams in TT21; these provisions are made subject to confirmation of the final specification of the new online exams software system]

Candidates entitled to extra writing and/or rest time will have their personalised allowance added to their exam time up to a maximum exam duration of 4 hours and 30 mins. Candidates whose entitlement totals a duration of greater than 4 hours and 30 mins shall default to an exam duration of an 8 hour ‘working day’ length exam unless a specific request is submitted for adjustments beyond this allowance or for alternative assessment.

If technical time (see section 9.4) applies to the exam this will be in addition to any exam adjustments, including for ‘working day’ length exams.

The table sets out types of adjustments for timed exam formats (excluding additional time) that can be agreed through the examination adjustment process managed by the Examinations and Assessment team.

<table>
<thead>
<tr>
<th>Face-to-face exam adjustment</th>
<th>Open book exam adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlarged and specific fonts for exam papers and Braille</td>
<td>All papers will be available as downloadable PDF files from the WebLearn open book exams site. Students can enlarge and add coloured tints to their screen as required. Specific fonts will only be available for students who have applied by the deadlines in the Examination Regulations. Hard copy papers will not be provided; students are recommended to use a screen reader in place of Braille papers on their machine.</td>
</tr>
<tr>
<td>Exam scheduling requests (e.g. papers only in morning)</td>
<td>Exam scheduling requests (e.g. papers only in morning)</td>
</tr>
<tr>
<td>Food and drink</td>
<td>Not applicable as open book exams are not taken in a controlled environment.</td>
</tr>
<tr>
<td>Timed rest breaks</td>
<td>Students will need to manage rest breaks themselves.</td>
</tr>
<tr>
<td>Use of a computer +/- spelling and grammar check enabled</td>
<td>Not applicable as open book exams are sat on computers.</td>
</tr>
<tr>
<td>Assistive software</td>
<td>Students who are already using assistive software and have this installed on their own machine can use this for their open book exams.</td>
</tr>
<tr>
<td>Ergonomic equipment</td>
<td>Students can use their own equipment.</td>
</tr>
<tr>
<td>Scribe/Reader</td>
<td>Family/household member may act as scribe or reader.</td>
</tr>
</tbody>
</table>
7.2 Major adjustments for disability not covered by 7.1

Any adjustments needed for an individual candidate to the schedule of timed written examinations that cannot be accommodated within the normal exam timetable. These are considered a major adjustment, and are normally considered on the grounds of disability or complex mitigating circumstances. The adjustments that could be applied for include:

- to sit partial papers, e.g. answering three questions instead of the required four;
- additional time in which to sit an open-book exam;
- adjusted submission deadlines;
- an alternative mode of assessment.

Full guidance is given in Annex F: Major adjustments to course and assessment requirements.

7.3 Taking a University Examination under a previous syllabus (old regulations)

Candidates are entitled to sit their examination according to the regulations/syllabus in force at the time they were taught within the following time limits:

- For FHS candidates, within six terms of the original assessment date
- For FPE candidates, within three terms of the original assessment date
- For taught postgraduate students, as laid out in the Regulations Concerning the Status of Graduate Taught Students.

Outside of these time limits, students will usually be examined under current regulations.

Notification that a student needs to be examined according to a previous set of regulations or syllabus within these limits should be made to Education Policy Support. Requests to be examined under a previous syllabus which are outside these limits may be made by applying to Education Committee via Education Policy Support for a dispensation from the regulations.

Separate papers will still be required in 2020-21. Where the assessment format has been changed as a result of the COVID-19 pandemic, the ‘old regulations’ paper should also usually be changed, e.g. moving from timed written examination to open-book examination. Technical questions about paper set-up should be raised with the Academic Records Office; policy or regulatory questions about papers should be raised with Education Policy Support.

7.4 Withdrawal from a University Examination

A candidate may withdraw from any University Examination before any summative assessment is attempted or up to the point when the last assessment element is attempted or submitted (i.e. the date of the last submission, or prior to the last timed examination, whichever is the latest) (ER 14). Candidates are not permitted to withdraw after all parts of the examination have been attempted. Withdrawal from a University Examination voids any marks for already completed assessed work, unless a dispensation is approved for it to count.

7.5 Suspension of a University Examination

All students will be expected to complete the academic year. If UG final year students or PGT students experience exceptional circumstances which prevent them from completing
teaching and/or assessments, they can opt to suspend, but would require College support for their particular circumstances, as in a normal year.

If a candidate suspends their studies after the start of the examination process, the examination process is also suspended. For information on the administrative process to follow see the E&A website.

For students who suspend during a vacation or by the start of term, the regulations suspend the examination process for the duration of the suspension period. For students who suspend mid-term, the examination process may be suspended from the start of the term in which they suspend until the start of the term in which they return. Assessments cannot be submitted nor written papers sat when the examination process is suspended. Any assessment submitted or written papers sat during a period for which a candidate is later considered suspended will be considered void unless a dispensation is requested from Education Committee via Education Policy Support.

Where students are permitted to suspend for periods other than terms, i.e. months, the suspension of the examination would be concurrent with that period.

7.5.1 Impact of suspension on completed assessment

Candidates who suspend their studies should have all assessments which were completed before the start of the suspension 'carried forward' to their return to studies within the following limits (ER 14):

- for candidates suspending during Full Term, the candidate will be withdrawn from all assessments that are due to be submitted or sat from Monday of week 1 of that Full Term until Friday of week 0 of the Full Term in which the candidate resumes their studies;
- for candidates suspending outside Full Term, the candidate will be withdrawn from all assessments that are due to be submitted or sat during the approved suspension period;
- where candidates are permitted to suspend for periods other than terms, candidates will be withdrawn from all assessments that are due to be submitted or sat during the approved suspension period.

Candidates who repeat a term or terms of study are expected to repeat any assessment that is due in the repeated term(s) of study.

The ‘carrying forward’ of assessment is not an automated process and requires that a form is sent to the Academic Records Office. The forms and further information on the process are available from the Academic Support website.

Requests to ‘carry forward’ work outside the above limits and requests not to repeat assessment in a repeated term may be made by applying to Education Committee via Education Policy Support for a dispensation from the regulations. Such requests will only be granted in exceptional circumstances.
8 Submitted work

8.1 Date, time and format of submission

The published regulations and/or course handbook should stipulate when, where and in what format (e.g. hardcopy to Exam Schools, via WebLearn) work must be submitted. It is strongly encouraged that deadlines for submitted work should always be:

- During normal UK working hours (to allow for submission to Exam Schools and/or candidates to notify of problems with electronic submission)
- On Tuesday, Wednesday and Thursday (to avoid Bank Holidays and disproportionate late penalties due to late submission after a Friday deadline)
- At noon (to allow for late submission on the day for students experiencing difficulties submitting thereby minimising late penalties)

Education Committee and the Proctors have approved that all written assessments (dissertations, extended essays etc.) are to be submitted online, no matter the examination regulations and/or course handbook. Hard copy submissions cannot be accepted. The relevant Department/Faculty should email taughtdegrees@admin.ox.ac.uk to request the set-up of a WebLearn site for online coursework submission, if submission is currently in hard copy only.

8.2 Extensions and late submission

For provisions for late submission of open-book examinations, see section 9 below.

Part 14 of the Regulations for the Conduct of University Examinations within the Examination Regulations makes provisions for candidates to be able to seek from the Proctors:

- extensions to deadlines for submitted work
- excusal for work that has been submitted after the deadline
- excusal for being unable to attend timed examination (see section 9 below)

The regulations allow candidates to make applications under Part 14 for an extended deadline or for a late submission to be excused due to illness or other urgent cause that is unforeseeable, unavoidable and/or insurmountable. All requests are considered on a case-by-case basis and applications will be considered on the basis of the evidence provided to support the additional time sought, taking into account the study time lost.

Neither college nor candidate is permitted to approach the examiners directly to request an extension of time and candidates must not be offered extensions informally by tutors, supervisors, or departmental staff.

The provisions under Part 14 are for acute circumstances. Candidates with disabilities, chronic ill health or complex personal circumstances may require more substantial adjustments to teaching and assessment than can be accommodated through Part 14. Requests for adjustments that fall outside the remit of Part 14 should be submitted to Education Committee for consideration (edcapplications@admin.ox.ac.uk) – further details can be found in Annex F of the Exams and Assessment Framework.

For information on the evidence requirements in relation to applications, including provisions for self-certification, under Part 14 see Annex J: Grounds and supporting evidence for applications under Part 14.
Candidates may apply directly to the Proctors if on the basis of self-certification, otherwise applications must be submitted via their college or department.

The Department of Continuing Education (OUDCE) has delegated permission from the Proctors to consider extension requests and exam excuses under Part 14. Students in OUDCE must submit their requests via an online form — further details are available from https://www.conted.ox.ac.uk/about/late-submission-policy.

Requests for OUDCE students follow the same policy as for the rest of the University, with the exception of extension requests after the deadline. OUDCE students have 14 calendar days after the deadline to submit the work, and a further 7 calendar days to submit an application for the extension, i.e. 21 calendar days in total.

8.2.1 Timeframe for requesting an extension
Candidates may request an extension up to 4 weeks before and up to 14 calendar days after the submission deadline.

If an extension request is received later than 14 calendar days after the submission deadline, the Proctors cannot consider the request. An application can be made to Education Committee requesting dispensation from the requirement to make the application within 14 days of the deadline, but evidence must be provided as to why it was not possible for the candidate to make the request within 14 days. If a dispensation is granted, the original request for an extension will then be considered as a separate matter by Education Committee.

8.2.2 Length of extensions
The maximum total length of extensions for the same piece of work is 12 weeks. This may be a result of single or multiple applications.

Candidates may apply for multiple sequential extensions for the same piece of work, however if an extension request is rejected by the Proctors, candidates cannot submit further evidence in a new application asking for the same period of extension. Further applications may be made for the same piece of work if an extension has previously been granted provided that the candidate’s circumstances have not resolved and additional time is required. Additional evidence will be required even if the underlying grounds are the same.

If the extension being requested is greater than 12 weeks or will take the total length of extension beyond 12 weeks, the application cannot be considered by the Proctors and will be referred back to the college or department to consider what other action may be appropriate. This could include suspension, withdrawal, or an application to Education Committee for a major adjustment for disability. Advice can be sought from Education Policy Support on the options available.

8.2.3 Timeframe for requesting a late submission be excused
Candidates may request that any late penalties applied to work submitted after the deadline be excused up to 14 calendar days after the submission deadline. The work must have already been submitted at the time the request is made, otherwise an extension should be requested instead.
Work submitted beyond 14 calendar days after the original deadline or any previously agreed extension is considered a technical fail (see 8.2.6 and 8.2.7), applications received after 14 days will be referred to Education committee under the process noted in 8.2.1.

8.2.4 Group submissions

For group submissions, if an extension or late submission application is received on behalf of one member of the group, the outcome will be applied to all members. This means that if an extension is not granted, the late penalty will apply to all members of the group. Where the completion of the assignment has been affected by ill health or complex personal circumstances of a single member, the mitigating circumstances process should be followed.

8.2.5 Appeals

If a candidate is not satisfied with a Proctor’s decision (including a decision made by OUDCE under delegated authority) they may submit an appeal to Education Committee.

8.2.6 Marking of work submitted late and late penalties

Work submitted electronically for open book examinations within 5 minutes after the deadline should not be considered as late. Penalties for assessment deferred from Trinity term 2020 and taken in Michaelmas term 2020 are as detailed in the 2019/20 EAF.

Examiners may mark work submitted up to fourteen days late after the notification of non-submission and release the mark. The examiners should impose an academic penalty according to the scale published in their examination conventions (see Annex A: Examination conventions), unless the Proctors have notified the chair that the late submission has been excused.

The examiners should not mark work submitted fifteen or more days late after the notification of non-submission, unless instructions have been received from the Proctors that the candidate has made a successful application for an extension or late submission waiver, but should be recorded as a non-submission or ‘technical fail’.

8.2.7 Consequences of non-submission

The following rules apply to candidates who fail to submit work for examination and so receive a ‘technical fail’ (ER 14):

- University Examinations in which honours are awarded (except Honour Moderations in Classics) (i.e. all or Part of the Second Public Examination): examiners should fail the candidate in the whole examination or Part of the examination.

- University Examinations in which honours are not awarded or Honour Moderations in Classics (i.e. First Public Examination, undergraduate and postgraduate certificates and diplomas, Masters): examiners should fail the candidate only in the assessment unit in question. If the assessment unit includes other assessment items (such as a written exam or group assignment) these should also be failed.

See Annex B: Consequences of non-attendance or non-submission for a tabular representation of the consequences of non-submission of an assessment unit which is not excused by the Proctors (a ‘technical fail’).
8.3 Other contraventions of regulations

8.3.1 Overlong theses
Examiners may impose an academic penalty where written work exceeds the length prescribed in the course regulations (ER 16.6) as specified in their examination conventions.

8.3.2 Unauthorised change of title or subject
Where a candidate submits a thesis or other exercise whose title or subject matter differs from that which was approved by the supervisory body concerned, the examiners may similarly reduce the mark by up to one class (or its equivalent) as specified in their examination conventions (ER 16.6).

8.3.3 Poor academic practice and plagiarism
Examiners may apply penalties for poor academic practice in accordance with the examination conventions. For guidance on the types of cases to be dealt with as poor academic practice and the role of examiners and the Proctors in investigating and considering cases of alleged plagiarism see Annex C: Procedure for the investigation of plagiarism.

Academic penalties for poor academic practice can only be imposed by the whole board of examiners. If examiners or assessors have concerns about an assessment, they should raise them with the Chair to deal with under Annex C: Procedure for the investigation of plagiarism. Such concerns should not be followed up in a viva.

If a Chair makes a referral to the Proctors for suspected plagiarism all relevant materials (as outlined in paragraph 20 of Annex C: Procedure for the investigation of plagiarism) will need to be submitted for the Proctors’ initial consideration. If any relevant materials are missing from the submission the Proctors will return the referral to the chair and no further action will be taken until a complete submission is made.

Guidance on the use of Turnitin in assessment and the potential detection of plagiarised material is provided on the Academic Support website.

8.3.4 Incomplete submissions or submissions in error
Candidates who have submitted incomplete work or the wrong file may withdraw and resubmit on one occasion before the submission deadline, without the permission of the Proctors.

Candidates who wish to request permission to withdraw and resubmit after the submission deadline must apply to the Proctors within 7 calendar days of the deadline. Permission will only be granted where

- the file is corrupt and unable to be accessed; or
- where the declaration of authorship is missing; or
- the wrong file has been submitted (e.g. a draft, other piece of work); and
- the candidate can demonstrate that the document they wish to submit in place has not been modified since the original submission deadline.

In cases where a corrupt or incorrect file is discovered by an examiner during the marking process the Proctors can grant permission for withdraw and resubmit, but this will only be approved if the candidate can demonstrate that the document they wish to submit in place
has not been modified since the original submission deadline. The candidate will have to provide their replacement submission within 7 calendar days of being notified of the error.

It is a candidate’s responsibility to ensure that they know the correct place to submit work, whether that be electronically or in hard copy. If a candidate submits to the incorrect location, the recipient is encouraged to notify the candidate as soon as possible but the responsibility remains with the candidate to forward the submission to the correct location.

If there is legitimate confusion over submission location due to an error (e.g. one location stated in the Examination Regulations and another in the course handbook), this should be dealt with as a dispensation from the regulations granted by Education Committee.

### 9 Timed examinations

N.B. Guidance for examiners and invigilators on the operation of written examinations is provided on the [E&A website](#). The website includes any changes required as a result of the COVID-19 pandemic. Guidance for candidates is provided on the [Oxford Students](#) website.

#### 9.1 Presence of examiners

Paper corrections will not be possible for open-book exams once a paper has been released or for in-person exams. It is therefore essential that papers are thoroughly checked before being sent to the Exams and Assessment team. If an error is found during the examination process a student should make a note of this on the paper before submitting. This will then enable the Exam Board to take the error into consideration in the normal way.

For face-to-face examinations, chairs must arrange for an examiner or assessor familiar with the exam paper to be present prior to (to check the question paper) and for half an hour at the start of an examination to address any questions concerning the paper. That examiner or assessor must be able to contact any individual question setters for queries if needed. [Suspended for MT20 and HT21 – to be reviewed prior to TT21]

Examiners attending for the first half an hour of an examination must present themselves at the examination venue in academic dress (i.e. gown and hood) and formal clothing; this may include ‘subfusc’ clothing, but this is not required.

#### 9.2 Invigilation

Where face-to-face examinations take place, trained invigilators must be present in all examination rooms. Invigilation is arranged on the basis of one invigilator to every 50 candidates (ER 15.3).

The Proctors, or Pro-Proctors, may attend at any point in an examination to satisfy themselves that it is properly conducted.

##### 9.2.1 Remote invigilation for closed-book online exams

[These provisions have been agreed for Michaelmas term 2020 only]

Where a candidate is unable to attend an in-person closed-book exam for certain reasons related to Covid-19 – that they are unable to travel to Oxford or that they are self-isolating (but otherwise well) – their college can apply to the Proctors for them to take the exam under remote invigilation. Applications made at least 5 working days prior to the exam will wherever possible be accommodated. Applications made less than 5 working days may be
able to be accommodated. Applications will not be accepted on the same day as an exam is due to take place, although later examinations for the same candidate may be able to be accommodated.

If, despite best efforts, remote invigilation cannot be arranged or if a student is not able to access the exam remotely (e.g. unsuitable accommodation or lack of technology), colleges should apply for exam excusal for the student in the normal way.

Candidates who are not able attend an exam for other reasons or who are unwell at the time of their exam should follow the normal exam excusal (see section 9.3) or exam adjustment (see section 7.1) processes.

9.3 Mode of completion for online examinations
[Applies to exams taking place in TT21]

All online exams will have a default mode of completion – either typed or handwritten – as set by the exam board. Exams designated as handwritten may be entirely handwritten or partly typed with handwritten elements e.g. mathematical notation, diagrams, graphs etc.

9.4 Technical time allowance for online examinations
[Applies to exams taking place in MT20 and HT21]

For all online exams in MT20 and HT21, candidates will be given a technical time allowance per exam for download, upload and technical difficulties. For example, a 4-hour paper is calculated as 3 hours’ writing time plus 1 hour to allow for download, upload and technical difficulties.

The technical time allowance will be calculated as follows:

<table>
<thead>
<tr>
<th>Exam length</th>
<th>Technical time allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to and including 75 minutes</td>
<td>15 minutes technical time</td>
</tr>
<tr>
<td>76 minutes to 179 minutes</td>
<td>30 minutes technical time</td>
</tr>
<tr>
<td>180 minutes or more</td>
<td>60 minutes technical time</td>
</tr>
</tbody>
</table>

[Applies to exams taking place in TT21]

For all online exams that have a handwritten mode of completion, candidates will be given a technical time allowance per exam for upload and technical difficulties. This technical time allowance will be a blanket 30 minutes regardless of exam duration.

9.5 Word limits for online examinations
[Applies to exams taking place in HT21 and TT21]

For all online exams which include substantial prose answers (e.g. essays but not short answer questions), exam boards are required to set word limits for individual questions/essays. Word limits should include:

- a minimum length, work shorter than this is unlikely to fully answer the question
- a maximum length, text beyond this length will be disregarded by the examiner

Exam boards can also choose to include a typical length. The maximum length should be reasonably generous in relation to the typical length expected (e.g. 1200-2000 words for a typical essay length of 1500 words). No specific mark deduction penalties should be
applied to under or over-length work, noting that existing provisions in examination conventions apply to submissions only. Word limits should be recorded in the rubric section of the examination conventions, see Annex A: Examination conventions.

9.6 Late submission and marking of online examinations  

[Applies to exams taking place in MT20 and HT21]

Candidates should upload their submission within the time allowed for their online examination. Candidates who access the paper later than the published start time (and who do not have an agreed alternative start time) will still need to finish and submit their work within the originally published timeframe or be considered to have submitted late. Candidates who access the paper on time but who submit their work after the published timeframe will also be considered to have submitted late.

If candidates submit their examination scripts after the end of the specified timeframe and believe they have a good reason for doing so, they may submit a mitigating circumstances form to explain their reasons for the late submission. The Exam Board will consider whether to waive the penalties (outlined below) for late submission.

The penalties should be applied at the paper level and are as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 5 minutes</td>
<td>No penalty</td>
</tr>
<tr>
<td>6 minutes – 20 minutes</td>
<td>5 marks or 5% of marks available (if not marked on 100 mark scale)</td>
</tr>
<tr>
<td>21 minutes – 40 minutes</td>
<td>10 marks or 10% of marks available (if not marked on 100 mark scale)</td>
</tr>
<tr>
<td>Up to an hour</td>
<td>15 marks or 15% of marks available (if not marked on 100 mark scale)</td>
</tr>
<tr>
<td>After one hour</td>
<td>Fail mark (0)</td>
</tr>
</tbody>
</table>

The examiners should mark the work before applying any penalties. In order to determine whether penalties should be applied, examination boards should access the eVision report on candidate access and submission deadlines, which will flag for further investigation candidates who have submitted late. (Guidance on accessing the report is available from the E&A website). Examination boards should refer to this report and consider whether there are justifiable reasons for late submission. These may include:

- Approved alternative arrangements
- Candidate’s time zone not matching recorded time zone
- Technical difficulties that have been reported at the time of occurrence
- Reasons identified in mitigating circumstances notice

Penalties should only be applied after the work has been marked and the exam board has checked whether there are any valid reasons for late submission.

[Applies to exams taking place in TT21]

Candidates undertaking exams with a typed mode of completion have their exam responses automatically captured by the system and therefore are not able to submit late. This section applies to all candidates with a handwritten mode of completion, including those who handwrite an online exam as an exam adjustment.
Candidates should upload their submission within the time allowed for their online examination (inclusive of any additional time for exam adjustments and technical time). Candidates who access the paper later than the published start time (and who do not have an agreed alternative start time) will still need to finish and submit their work within the originally published timeframe or be considered to have submitted late. Candidates who access the paper on time but who submit their work after the published timeframe will also be considered to have submitted late.

If candidates submit their examination response after the end of the specified timeframe and believe they have a good reason for doing so, they may submit a mitigating circumstances notice to examiners (MCE) to explain their reasons for the late submission (see section 11.8.3). The Exam Board will consider whether to waive the penalties (outlined below) for late submission.

The examiners should mark all work received and consider whether or not any penalty should be applied at the meeting of the exam board at which the paper level marks are considered. The penalties should be applied at the paper level, and should only be applied once the exam board is satisfied that there are no valid reasons for late submission.

<table>
<thead>
<tr>
<th>Time</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 5 minutes</td>
<td>No penalty</td>
</tr>
<tr>
<td>6 minutes onwards</td>
<td>Fail mark (0)</td>
</tr>
</tbody>
</table>

Guidance for exam boards on how to consider MCEs in relation to late submission will be provided in HT21.

9.7 Absence of a candidate from a timed examination

If a candidate is unable to attend a timed examination, they may make an application to the Proctors for permission for that non-attendance to be excused on the grounds of ‘illness or other urgent cause that is unforeseeable, unavoidable and/or insurmountable’ (ER 14).

Applications may be made up to four weeks in advance of the examination or up to 14 days after the non-appearance. In all cases, the applications will be considered on the basis of the evidence provided. Applications must be made via a candidate’s college or department.

Applications for excusal cannot be considered if a candidate has attended any part of the examination. For open-book examinations, applications can only be considered if the student has not downloaded or accessed the paper. Colleges should apply to the Proctors with this information using the standard exam excusal process within 14 days of the date of the examination.

For information on the evidence requirements in relation to applications under Part 14 see Annex J: Grounds and supporting evidence for applications under Part 14.

9.7.1 Unauthorised absence

The following rules apply to candidates who fail to attend an examination without approval from the Proctors for their non-appearance (ER 14):

- Examinations in which honours are awarded (except Honour Moderations in Classics) (i.e. all or Part of the Second Public Examination): examiners should fail the candidate in the whole examination or Part of the examination.
Examinations in which honours are not awarded or Honour Moderations in Classics (i.e. First Public Examination, undergraduate and postgraduate certificates and diplomas, Masters): examiners should fail the candidate only in the assessment unit in question. If the assessment unit includes other assessment items (such as a written exam or group assignment) these should also be failed.

See Annex B: Consequences of non-attendance or non-submission for a tabular representation of the consequences of non-attendance of an examination which is not excused by the Proctors (a ‘technical fail’).

9.8 Behaviour of candidates

Candidates are bound by the Proctors’ Disciplinary Regulations for Candidates in Examinations (Proctors’ Regulations 1 of 2003), including the following provisions.

No candidate may leave the room during the first thirty minutes or last thirty minutes of the examination without the Proctors’ permission, except in the case of medical emergency or fire.

A candidate who arrives more than thirty minutes after the time when the examination began should be allowed to attempt the paper, finishing at the same time as the others, but should be advised that the work cannot be taken into consideration without the consent of the Proctors. The invigilator will report the circumstances to the Head of Examinations and Assessments, who will contact the Proctors.

No candidate is allowed to leave the examination room for any purpose during the examination without an invigilator’s permission.

If a candidate is taken ill while an examination is in progress, or for other reasons choose to leave, then that examination is considered to be have been attended, and any work completed will be marked on its merits (ER 14.15(2)). The student may submit a mitigating circumstances notice to enable the examiners to explain the circumstances (see 11.8.3 and Annex E: Consideration of mitigating circumstances by examiners).

Candidates will be expected to abide by the Honour Code (see Annex G).

9.8.1 Unauthorised materials

If candidates are found or suspected to have unauthorised materials (e.g. paper, mobile phones, other electronic devices) an invigilator will inform the Head of Examinations and Assessments, who will contact the Proctors. Disciplinary action may be taken under cl.12, Proctors’ Disciplinary Regulations for Candidates in Examinations (Proctors’ Regulations 1 of 2003).

9.8.2 Candidate dress

Candidates (with the exception of students taking University Examinations as non-members) must present themselves for examination in full academic dress, i.e. cap, gown and ‘subfusc’ clothing, which is defined as a dark suit, skirt or trousers with dark socks, black tights or stockings, black shoes or boots, a plain white collared shirt or blouse and white bow tie, black bow tie, black full-length tie or black ribbon, and, if desired, a dark coat (cl. 5, Regulations relating to academic dress made by the Vice-Chancellor, as authorised by Council (Vice-Chancellor’s Regulations 1 of 2002)).
9.8.3 Conclusion of an examination

Candidates are not allowed to remove any examination booklets (used or unused) from the examination room.

10 Use of vivas

Examiners (and, if invited, an assessor) may examine a candidate viva voce in a University examination only where the specific regulations make provision for the use of vivas. Examiners should be clear as to the purpose of a viva voce examination, for example it should not be used as a means of assessing suspicions about possible plagiarism. Where regulations do not include provision for the use of a viva voce, permission has been granted for their use to help determine a student's overall outcome. However, a student's overall outcome may not be downgraded, nor can it be upgraded by more than one classification band. If as a result of the viva voce the examiners suspect the student has committed plagiarism and this has not previously been identified, the plagiarism protocols should be followed.

If examiners, following Examination Regulations, intend to call some or all candidates for a viva voce examination, the dates should be included as accurately as possible in the chair's circular to candidates early in the year of the examination. When examiners have retained the option of vivas, any request from a candidate for dispensation from the possibility because it conflicts with travel or vacation plans will be refused; the Proctors may, however, seek from the chair an indication of the probability of a viva voce examination, so that the candidate may judge the risk involved in travelling at the specified date. Remote attendance at a viva voce for an undergraduate or postgraduate taught examination (e.g. via videoconferencing) is not permitted. If examiners are certain that they will not hold vivas at all, this can be communicated to candidates. A viva need not be held on a failing candidate if it is not specified in the requirements of the course and the failure is beyond any margin of doubt.

Education Committee have approved that viva voce examinations can be carried out remotely via videoconference where it is not possible to hold one in person. It is recommended that the videoconference viva voce comply with the Policy and Guidance on research degrees and students will need to provide their written agreement to the arrangements.

When examiners call candidates for viva voce examinations, the conduct of the viva should be sufficiently formal to ensure fairness of treatment for all candidates examined in this way. Notes must be kept of the questions asked, together with an indication of the level of response, and assessment made at the time. This material must be given to the chair of examiners (see 11.9 concerning the General Data Protection Regulation/Data Protection Act 2018).
11 Scripts, marking and adjudication

11.1 Standardised expression of agreed final marks

Numerical marking, which must be expressed in whole numbers on a scale from 0 to 100 for agreed final marks, must be used for both undergraduate and graduate examinations. These are known as University standardised marks (USM).

Examiners should be encouraged to use the entire range of the marking scale.

All examiners are required to express agreed final marks for individual papers (including those for formally assessed coursework) in the following form on the basis of the following class boundaries.

11.1.1 Undergraduate degrees

<table>
<thead>
<tr>
<th>For Moderations and Preliminary Examinations</th>
<th>For the Second Public Examination and Honour Moderations</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100 Distinction (where relevant)</td>
<td>70 – 100 First Class</td>
</tr>
<tr>
<td>40 – 69 Pass</td>
<td>60 – 69 Upper Second</td>
</tr>
<tr>
<td>0 – 39 Fail</td>
<td>50 – 59 Lower Second</td>
</tr>
<tr>
<td></td>
<td>40 – 49 Third</td>
</tr>
<tr>
<td></td>
<td>30 – 39 Pass in Finals/Honour Mods</td>
</tr>
<tr>
<td></td>
<td>0 – 29 Fail</td>
</tr>
</tbody>
</table>

Some integrated Masters courses use the Postgraduate taught course scale for assessment taken in the final Part of the University Examination, and for determining the outcome of the final award.¹

11.1.2 Undergraduate certificates and diplomas

<table>
<thead>
<tr>
<th>For undergraduate certificates and diplomas offered by the Department for Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100 Distinction</td>
</tr>
<tr>
<td>60 – 69 Merit</td>
</tr>
<tr>
<td>40 – 59 Pass</td>
</tr>
<tr>
<td>0 – 39 Fail</td>
</tr>
</tbody>
</table>

An overall award of distinction may be made to candidates who have shown excellence over the whole examination. An overall award of merit may be made to candidates who have produced work of particularly high quality in the whole examination.

11.1.3 Postgraduate taught courses

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>65 – 69</td>
<td>Merit</td>
</tr>
<tr>
<td>50 – 64</td>
<td>Pass</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Fail</td>
</tr>
</tbody>
</table>

An overall award of distinction may be made to candidates who have shown excellence over the whole examination. An overall award of merit may be made to candidates who have produced work of particularly high quality in the whole examination. Examination conventions should make clear the rules for the awards and these should normally exclude from consideration any candidate who has initially failed an assessment. Exceptionally, supervisory bodies may approve examination conventions that allow examiners to consider for distinction or merit otherwise excellent candidates who have initially failed a minor assessment item (no more than 10%). Examination conventions should specify the element(s) that may be disregarded.

11.1.4 Postgraduate taught courses – alternative model

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>50 – 69</td>
<td>Pass</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Fail</td>
</tr>
</tbody>
</table>

This alternative model is permitted to be used by the following awards for the expression of agreed final marks:

- Master of Business Administration
- Executive Master of Business Administration
- Master of Science by Coursework in Major Programme Management
- Postgraduate Diploma in Financial Strategy
- Postgraduate Diploma in Global Business
- Postgraduate Diploma in Organisational Leadership
- Postgraduate Diploma in Strategy and Innovation

11.1.5 Postgraduate taught courses – historic models

For students who started their courses before Michaelmas term 2018 only, agreed final marks for individual papers should be expressed according to one of the following scales:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>50 – 69</td>
<td>Pass</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Fail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Pass</td>
</tr>
<tr>
<td>0 – 59</td>
<td>Fail</td>
</tr>
</tbody>
</table>

11.2 Double-marking and reconciliation of marks

Double marking must be used to judge the performance of candidates in the Second Public Examination, undergraduate certificates and diplomas, and all graduate level examinations,
with the exception of papers with precise model solutions (see 11.3), or those given special permission by Education Committee to use alternative methods of marking (see below) \( \text{(ER 2.2)} \). Applications for the use of alternative methods of marking, e.g. moderated marking, as a measure to mitigate the impacts of the COVID-19 pandemic, e.g. as a result of a shortage of markers, will be considered during the academic year. Permission should be requested by emailing edcapplications@admin.ox.ac.uk, stating which programmes wish to use the alternative method of marking and setting out how marking will be undertaken.

Double marking identifies discrepancies of judgement between two markers, which must then be resolved. It is not proper to average the two marks; the markers need to identify the reasons for the difference and agree an appropriate mark. If reconciliation is difficult, a third marker should act as arbiter in agreeing the appropriate mark. Only in exceptional circumstances (if such academic expertise is not otherwise obtainable within the University) should an external examiner be asked to act in this capacity.

There must be a mechanism to verify the marking of all papers for undergraduate second public examinations, undergraduate certificates and diplomas, and graduate examinations under the aegis of all boards, and the minimum standard must be as follows:

- There should be an explicit process in place to ensure that a student’s mark is not affected by relatively severe or lenient marking
- The majority of courses in the University use independent double marking for this purpose
- Alternative methods such as those used by Jurisprudence are permitted, if it can be demonstrated that they serve the same purpose.

Every script or dissertation must normally be identified solely by a candidate number and marked independently by two examiners or assessors (unless another marking method has been approved).

Each division should have a consistent method across disciplines for reconciling the marks awarded by two markers.

Where subjects permit averaging of marks (over a narrow range) in reconciliation between markers, the system used must be clear and justifiable, and not operated to the detriment of candidates. If reconciliation is difficult, a third marker should act as arbiter in agreeing the appropriate mark.

All markers of assessed work that is double marked are required to record the process by which initial marks have been reconciled to generate an agreed mark using a reconciliation sheet. This should be done whenever there is a discussion between markers, but is not required where a simple averaging of marks over a narrow range (in accordance with the relevant examination conventions) has taken place.

Marks reconciliation must take place at the level of the mark for the paper (but may also take place at question level or at individual item level where a paper consists of multiple elements of assessed work). Examination boards should take a consistent approach for each paper as to whether marks reconciliation takes place at the paper or at question/item level, so that different markers do not reconcile at different levels.

Marks reconciliation sheets should be completed for each candidate for each paper or assessment item where a marks reconciliation process has taken place. This sheet should
provide the marks of both first and second markers (and the third marker where applicable) and include an effective record, by comments or other means, of the reconciliation process. Examination boards should produce a standard sheet for all markers to use.

In order to enable external examiners to undertake their role as an arbiter of standards, where they are asked to certify the fairness of the approach used for the reconciliation of such discrepant marks, the comments provided must describe the mechanism used by the internal examiners to reach an agreed final mark. If, in rare cases, external examiners are asked to reach a final decision on significantly discrepant marks from the first and second markers, it is essential that they are provided with sufficient comments to understand the rationale for each of the initial marks awarded.

Section 11.11 below sets out the responsibilities of the chair of examiners in respect of the retention of reconciliation sheets along with other examination material. All material must be lodged with the chair, who must make arrangements for its retention for two years following the examination.

11.3 Papers with a model solution

In the case of papers for which there is a precise model solution and marking scheme approved by the examiners for every question, each script must be marked by an examiner or assessor; and every script must be checked independently (not necessarily by an examiner or assessor) to ensure that all parts have been marked and the marks and part-marks have been correctly totalled and recorded.

11.4 Issues in marking

Particular problems may arise in the marking process:

- **Illegible Scripts**: If a chair considers a script to be illegible, they must inform the Senior Tutor of the candidate’s college as quickly as possible. If there is a dispute between the Chair and the Senior Tutor as to the illegibility of a script or scripts, the question should be referred to the Proctors for a ruling. Chairs will need to return any illegible scripts, by hand, using an appropriate secure mechanism, to the candidate’s college asking for them to be typed. The college will either make arrangements to have the script transcribed (this includes illegible hand-written open book examinations) use the Examinations and Assessments team transcription service or else will contact the Proctors for permission to type the script(s) in house. The college will arrange for the transcription to be held via a University approved communication channel (for example via MS Teams or Skype) where it is possible for the identity of the student to be verified, and for the final transcribed script to be provided to the departmental administrator through an approved secure channel (see 11.8). The college is not required to have the Proctors’ or Examination and Assessment team’s approval for the transcription arrangements. Chairs will be informed of the arrangements. The cost of the typing and invigilation shall not be a charge on the University.

  The Examination and Assessment team are unable to facilitate transcription of illegible scripts at this time.

- **Blurred scans**: If an examiner or assessor finds that a scanned exam response is unclear the departmental administrator should (i) accept any resubmission from the student made at the time of exam, or, (ii) request a new scanned exam response directly from the student. The updated scanned exam response should, where possible, be cross-referenced to the blurred versions to check that no additional material has been
added to the exam response. The exam response should then be passed to the examiners for marking.

- **Missing or incomplete scripts:** If an examiner or assessor finds that a script is missing from the delivered package, or that a script is conspicuously incomplete, the chair should be notified immediately, so that a check can be initiated with the Examinations and Assessments team and other markers. The Proctors should be informed promptly if it is not found.

- **Scripts with inappropriate content:** Where examiners feel that the content of a candidate’s script indicates that they may require professional help, the chair should contact the Proctors’ Office for advice.

### 11.5 2D form

The scripts and submitted work of candidates whose dyslexia or other Specific Learning Difficulty has been notified through the Proctors will each have a cover-sheet advising markers of this fact and indicating in what ways the condition may have affected candidates’ written work. For open-book exams, exams administrators will be expected before scripts are distributed for marking to direct examiners and assessors to the cover-sheet (2D form) to consider alongside the scripts of those candidates who have this permission. Exams Administrators should make a note on the mark sheet next to each candidate who should have a 2D form attached and provide either a copy of the form or the link above alongside the mark sheet and scripts. The scripts are to be marked as normal, but the marks-sheet should show when a candidate has a SpLD, so that this information can be considered by examiners in adjudicating on the candidate’s performance.

### 11.6 Recording during the marking process (including comments sheets)

Markers should generally not write on timed examination scripts during the marking process. This can compromise the independence of the second marker. In some subjects, however, the nature of the examination answers (such as translations or calculations) may be such that it is appropriate to indicate on the script objective errors for which the mark should be reduced. Comments should not be written on the scripts but on the sheets provided for the purpose. Examination boards should produce a standard sheet for all markers to use.

Under the General Data Protection Regulation/Data Protection Act 2018, the University is not obliged to return scripts to candidates, but is obliged, if requested, to provide a transcript of anything written on them or separately about a candidate’s performance.

Markers must record comments, using comments sheets, for all substantial assessment items. Substantial summative assessment item is understood to mean any thesis, dissertation, project report, extended essay, portfolio, research proposal, and any other summative assessment item that carries weight broadly equivalent to an unseen written exam.

Examination boards are strongly encouraged to use comments sheets for all assessed work (whether consisting of submitted work or written examinations), if they do not already do so. While the use of comments sheets for timed written examinations is not a requirement, it is recommended as best practice, and the consistent recording of comments will aid marks reconciliation processes.

Care should be taken in the completion of comment sheets because of their use in academic appeals.
Comments sheets must be completed independently (i.e. the second marker should not see the first marker’s comments before marking or commenting on the script).

Departments and faculties are encouraged to include the marking criteria on the marking sheet or book: additionally subjects may wish to offer further guidance to examiners on the coverage of their comments.

To facilitate the process of providing comments sheets to students (see section 12.7.1.), it is encouraged that if using comments sheets, boards should ask for a comments sheet for each candidate to be completed by each marker of each paper or assessment item.

### 11.7 Scaling of marks

Education Committee considers that it is appropriate to scale marks for a paper where it has been established that either:

(a) a paper was more difficult or easy than in previous years, and/or
(b) an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or
(c) a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

In each case, examiners need to establish if they have sufficient evidence for scaling. Different considerations need to be taken into account for each of cases (a), (b) and (c).

| **(a) A paper was more difficult or easy than in previous years** | Examiners may wish to consider scaling where a paper has a higher or lower median or mean mark for a paper relative to previous years as this may indicate that the paper was easier or more difficult than intended, especially in a core paper taken by a large cohort. However, this would not in itself constitute sufficient evidence for scaling. Scaling is not a mechanistic process but one which requires academic judgement. Further evidence should also be identified, for example, via:
- examiners’ academic evaluation of the performance of the candidates (possibly guided by qualitative descriptors of each class);
- a comparison with the questions set in previous years’ papers; and/or
- an analysis of the spread of candidates’ performance in compulsory papers compared to their performance in the paper in question.
Scaling should not be used mechanistically to fit the spread of classes on a paper to historical norms (i.e. norm referencing).
|
| **(b) An optional paper was more or less difficult than other optional papers taken by students in a particular year** | Again, a higher or lower median or mean mark for an optional paper relative to other optional papers would not in itself constitute sufficient evidence for this. The differences in mean or median scores of students taking different optional papers could simply be the result of natural variation in ability within the cohort of students. If the number of students taking options is small, statistical analysis (say of performance of students in optional versus compulsory papers) can be an unreliable tool. |
A paper has generated a spread of marks which are not a fair reflection of student performance against the University’s standard scale for expression of agreed final marks. Boards should take all steps which they consider to be reasonable academically to set questions and mark schemes which seek to generate a spread of marks that fairly reflect the student cohort’s performance compared with the University’s scale for standard expression of agreed final marks and the class descriptors set out in the course examination conventions. However, it is recognised that despite the very best efforts at the examination setting stage, an examination, particularly in a quantitative subject where there is a precise model solution and mark scheme, may not generate such a spread of raw marks. Scaling, with qualitative checks, may then be needed to translate raw marks to marks that are a fair reflection of the performance of candidates on the University scale. Again, academic judgement will be critical here.

In all cases, the general principles below must be followed by all boards of examiners when scaling is used:

- Scaling should only be considered and undertaken after moderation of a paper has been completed;
- If it is decided that it is appropriate to use scaling, examiners should review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with academic views of what constitutes a paper in each class. External examiners should be asked to report on this stage of the process;
- All scaling of marks must be done in the year in which the paper(s) in question is/are taken. This point will be particularly pertinent for subjects with second-year examinations and for supervisory bodies considering initiating such examination arrangements;
- All examiners and boards should seek expert advice on the construction and operation of algorithms, where appropriate;
- All algorithms used for the purposes of scaling must be transparent and justifiable, and must be published as appropriate for the information of all examiners and students.

Examiners should also satisfy themselves that, if a computer algorithm is used in the classification process, its rules are fully consistent with the current examination conventions, especially if changes are being made to the examination conventions (see Annex A: Examination conventions for further detail).

Where scaling has been used, boards should record its use and provide detailed information about why scaling was necessary and how it was applied.

### 11.8 Adjudication on the merits of candidates

The chair must arrange for all examiners and assessors to report the marks for those scripts they have marked. Marks are entered against candidates’ numbers on the marks sheet, and the examiners must then be provided with complete lists of marks that will form the basis of their adjudication (assessors do not take part in the final adjudication process but may be present in an advisory capacity only (ER 7.7)).

Attention must be paid to the accuracy of data entry into marks spreadsheets and to ensuring that any changes in the list of candidates do not lead to knock-on errors (withdrawals are the most likely changes but the reinstatement of withdrawn candidates can also happen). It is good practice to test new software on a set of dummy results before it is used in the examination.
During the process of adjudication, the scripts of all candidates should be available to the examiners as a whole. Where the examination board identifies that it needs to consider hard copy assessment material, for example from assessments completed in previous years that have not previously been considered by an examination board or those of suspended candidates, the chair of examiners should make every effort to arrange for the hard copy scripts to be retrieved and scanned for access by the examination board. Where it is not possible to retrieve assessment material that is required to ensure the integrity of the examination, the affected candidate’s result should be recorded as ‘incomplete’ and the student informed by the departmental administrator of the reason for the delay, as soon as possible. All required examiners must be present (this includes remote attendance), as per Section 4.1 above. at all Examination Board meetings unless prior permission has been obtained from the Proctors on the basis of exceptional circumstances. Section 4.3.1 above provides information on when examiners may attend remotely.

11.8.1 Calculation of overall marks
Where final outcomes criteria include the consideration of overall marks, these should be calculated to two decimal places.

Overall marks should not be changed if the final outcome or classification has been upgraded as a result of a Mitigating Circumstances Notice (MCE).

Examination boards are not required to calculate overall marks where not already part of the final outcomes process, but where overall marks are calculated they should be reviewed and formally ratified by the exam board along with final marks, and uploaded along with the results list so they can be provided directly to students (see also section 12.5.2).

This facility is not currently available for undergraduate certificates and diplomas, or postgraduate taught awards.

11.8.2 Calculation of ranking
Where examination boards rank candidates according to overall mark, this ranking should apply to the full Final Honour School, and not be subdivided into different course strands or combined across different Final Honour Schools (e.g. FHS English Language and Literature is divided into Course I and Course II, but are subject to a single set of regulations, therefore they can and should be ranked together; similar all students in Modern Languages or in Oriental Studies should appear in combined rankings).

Rankings can be provided for the overall cohort only, or also ranked within classification bands. Where candidates are ranked in classification bands, they should be ranked by classification precedence then by overall mark (e.g. that all students awarded a first class degree will rank ahead of any awarded a 2:1, 2:1s above 2:2s, and 2:2s above third class degrees, pass/unclassified degrees, and fails).

For students whose results are incomplete at the time of the final exam board meeting they should not be included in the ranking. When their results are available they should be ranked as follows:

- If the overall mark is equal to the mark of another result within the classification, then it will share the same rank for both classification and cohort;
- If the overall mark is higher than any other mark within the classification, it will share the ranks in classification and cohort of the first placed result in the classification.
- It will share the ranks of the result within the classification with the overall mark immediately above it.

Examination boards are not required to calculate rankings, but where they are calculated they should be reviewed and formally ratified by the exam board along with final marks and uploaded along with the results list so they can be provided directly to students (see also section 12.5.3).

This facility is not currently available for undergraduate certificates and diplomas, or postgraduate taught awards.

### 11.8.3 Consideration of mitigating circumstances by examiners

Information about the impact of Covid-19, medical or other circumstances affecting a candidate’s performance may be submitted by the candidate via their college to be considered by the board of examiners via a Mitigating Circumstances Notice (MCE) (ER 13).

It is the candidate’s responsibility to raise any issue that may have impacted on their performance with the designated college officer, to complete a candidate statement, and to provide appropriate evidence in support. The candidate’s college will send a completed mitigating circumstances notice to examiners (via the secure eVision site) to the Examinations and Assessments team, which will forward this to the chair, provided that the form is received by noon the day before the final examiners’ meeting.

If a notice is received after this deadline, it will be forwarded to the examiners Proctors for consideration, and will only be passed on to examiners if received within three months of the publication of results and if one of the following criteria is met:

- The candidate’s condition is such as to prevent them from making an earlier submission;
- The candidate’s condition is not known or diagnosed until after the final meeting of the examiners;
- There has been a procedural error (beyond the candidate’s control) that has prevented the candidate’s information from being submitted.

Full guidance is available in Annex E: Consideration of mitigating circumstances by examiners.

### 11.8.4 Incomplete examinations

If the candidate has missed any papers (i.e. did not sit the paper), the chair should check whether the Proctors have provided authorisation to consider the candidate for an estimated classification, particularly where a mitigating circumstances notice to examiners has been received in respect of the candidate. The Proctors will only contact the chair if an application for excusal has been approved.

If a candidate does not complete an examination, the Proctors can (ER 14.18):

- Authorise examiners to examine the candidate at another place or time under such arrangements as they deem appropriate. Or, if the candidate has already submitted sufficient other work, to act as if they had completed the part of the University examination which they were unable to attend, and to award an estimated classification; or use the words ‘declared to have deserved Honours’ in the case of a classified degree if the examiners are unable to classify the candidate but none the less judge that the
candidate would have obtained Honours if they had been able to complete the examination; or else fail the candidate.

- In the case of a pass/fail degree, the examiners must consider whether the candidate has submitted sufficient work of sufficient merit for them to judge whether it is appropriate to award a Pass.

Where a candidate has missed one or more papers in a First Public Examination, chairs will be instructed to examine the candidate during the Long Vacation, i.e. when they would normally provide re-sits if a candidate had failed.

11.8.5 Declared to have Deserved Honours/Masters

[Updated and applies from week 8 MT20]

In specific circumstances candidates may be awarded a:
- Declared to have Deserved Honours
- Declared to have Deserved Undergraduate Certificate
- Declared to have Deserved Foundation Certificate
- Declared to have Deserved Undergraduate Diploma
- Declared to have Deserved Undergraduate Advanced Diploma
- Declared to have Deserved Masters
- Declared to have Deserved Postgraduate Diploma
- Declared to have Deserved Postgraduate Certificate

Where these match the intended awards and where candidates are unable to complete the assessment for the original award. Undergraduate declared awards are collectively referred to as DDH, postgraduate declared awards are collectively known as DDM.

Students are able to indicate that they wish to be considered for a declared award via the form available on the Academic Support website. Education Policy Support will co-ordinate the application process and departments and colleges will be asked for information on the students’ academic standing and progress as part of this process. See Annex H: Procedure for the award of Declared to Deserve Honours/Masters for further detail. The exam board will be informed whether the student does or does not meet the eligibility criteria.

The exam board should consider the eligible students and determine in the first instance whether a classified outcome may be awarded. If this is not possible and the student meets the eligibility criteria for DDH/DDM, a DDH/DDM should be awarded.

If a student has been confirmed as not meeting the eligibility criteria for DDH/DDM and cannot otherwise be awarded a classified outcome, the student's outcome should usually be recorded as 'incomplete'.

11.9 Sharing electronic assessments and information between examiners

Care should be taken when using e-mail as a method of communicating between examiners about examination matters. The condensed style of e-mail communication is open to ambiguity and can give rise to errors. Examiners should note that e-mail communications about individual students would be disclosable under the General Data Protection Regulation/Data Protection Act 2018 (GDPR/DPA 2018).
11.9.1 Sharing examination and assessment material

Open-book examination responses and any other assessments submitted electronically should be shared with examiners via a secure channel, for example, an Examination Board WebLearn site that has been set up by the University's WebLearn team, an existing authorised additional verification WebLearn site, a University SharePoint site, or sent as a password-protected document via email by using the links provided in the CSV files on the Open Book Exam Paper WebLearn sites (see the Quick Reference Guide for Online Examination Board Process for further details).

11.9.2 Sharing marks

Marks should be transported shared between examiners and assessors and the chair or relevant administrative officer by hand, sent by Special Delivery, or transmitted via an authorised secure channel, for example, by hand, an Examination Board WebLearn site that has been set up by the University's WebLearn team, an existing authorised additional verification WebLearn site, a University SharePoint site, or sent as a password-protected document via email. They should not be sent electronically unless encrypted. Advice on the encryption and decryption of marks sheets may be obtained from the IT Services website. No electronic transmissions should be made without previously informing the Proctors. Additional verification WebLearn site is available to aid boards of examiners in sharing marks and submitting marks to the chair, and the chair should contact the Head of Examinations and Assessment WebLearn team to discuss applying to set up a site and the practicalities of implementation.

Any exception to these rules must be agreed in advance by the Proctors, who will need to be convinced (taking technical advice if necessary) that it will cause no breach in security.

11.10 Confidentiality

Comments, examination scripts and raw marks (i.e. the marks from individual examiners before agreement or reconciliation) are strictly confidential and in no circumstances may be shown to or discussed with anyone other than examiners or properly appointed assessors (subject to section 12.7 regarding access by candidates). Details of the discussions at examiners’ meetings are equally confidential. Apart from the chair, only authorised administrative staff may process the entry of marks and otherwise assist in the handling of information.

11.11 Retention of records

Supervisory bodies should ensure that all examiners acting on their behalf are aware of the Proctorial requirements relating to the retention of records as detailed on the E&A website.

12 Results

12.1 Results lists

The Academic Records Office (ARO) is responsible for the publication to students of final results via the online Student Self-Service. These are based on the Results Lists approved and signed off by the chair of examiners on behalf of the exam board (ER 17). Operational guidance is available on the E&A website.
12.2 Change of results

After the results have been released to the students it is not possible to change the results unless:

- **An error has been identified.** Where the change in marks to correct the error results in a change in the year/examination outcome, or to the final award outcome and the change is to uplift the outcome the Change in Results Form should be submitted to the ARO signed by the Chair. If the change will have a negative effect on the overall outcome, the examiners must seek the Proctors’ approval.

- **A candidate has been accidentally omitted from the results list.** In such instances the examiners must compile an additional Results List and submit this to the ARO with the reason why. This additional Results List should contain the candidates missing from the original Results List.

- **A student has submitted an MCE.** If the exam board has agreed that the student’s overall outcome should be upgraded, the examiners should complete the Change in Results Form signed by the chair and send to the ARO.

12.3 Incomplete results

Candidates whose results are incomplete at the time of the final examiners’ meeting are usually recorded as an INCOM on the Results List. Candidates might be incomplete because they are under Proctorial investigation or were granted an extension. When the examiners are ready to examine the ‘late results’ they should meet as provided for under sections 13 or by confidential correspondence, a full board unless the Proctors have granted permission for them to meet with reduced numbers or consult by correspondence. The results should be submitted to the ARO in the same way as the original Results List, as described above. In the case of results which are late due to candidates having been granted an extension, there is no requirement to seek Proctorial permission to produce a further Results List. In the case of results delayed due to Proctorial investigation, or due to late or non-submission without prior approval from the Proctors, Proctorial permission is required to produce a further Results List.

12.4 Prizes for examinations

Where examiners are responsible for awarding prizes on the basis of examination results, it is the duty of the chair to send notification of the awards to the secretary of the appropriate divisional or faculty board. The secretary will arrange for payment to be made to the prize-winners.

12.5 Disclosure and publication of candidates’ results

When the entire examination is complete and the results released into eVision, the candidates’ assessment marks and award outcomes will be available to the candidates and to staff with eVision access to the candidates’ assessment records. In the case of a multipart FHS, the agreed marks should be disclosed after the completion of each part of the FHS.

The Senior Tutor (and their delegates) at a candidate’s college may access candidate results from the eVision dataviews. Senior Tutors can make the marks available to subject tutors. Chairs of examiners should not send separate lists to Senior Tutors because of information security issues with using email to circulate personal data.
Examiners should not disclose agreed marks to candidates or to staff until the results have been formally released into eVision. No candidates’ marks should be released by examiners to colleagues in departments. Staff in departments may view results through eVision if they have appropriate access.

12.5.1 Question level marks

Examination boards may choose to provide question-level marks to students where such question-level marks are reconciled and available. If boards wish to do this, they should be aware that they will need to use local processes to release question-level marks (they will not be released into eVision) and will need to be able to provide technical support for this in-house.

Question-level marks must not be provided to students until after results are formally released into eVision. Examination boards must also comply with data protection requirements in relation to question-level marks (see 12.7).

If boards wish to begin providing question-level marks and have not done so previously, they should contact the Education Policy Support team for further information and guidance before beginning to provide such marks.

12.5.2 Overall marks

If examiners calculate an overall mark (sometimes known as an average mark) as part of the consideration of the results for the First Public Examination or Second Public Examination (see section 11.8.1) this is provided to students through student self-service.

This facility is not currently available for undergraduate certificates and diplomas, or postgraduate taught awards.

12.5.3 Rankings in cohort and class

If examiners produce a ranking of candidates (see section 11.8.2), the information is provided to students through student self-service except in the following circumstances:

- Rankings will not be made available to students where the number in the classification or cohort is fewer than or equal to five.
- Where the number in the classification is five or fewer, but the number in cohort is more than five, the ranking in cohort should be released but not the ranking in classification.
- Where the entire cohort is five or fewer, no rankings will be released, only the overall mark will be available against the student record.

This facility is not currently available for undergraduate certificates and diplomas, or postgraduate taught awards.

12.6 Transcripts of results

All examination candidates will be provided with a transcript showing their final agreed marks using the standardised expression of marks (see 11.1) for the individual papers, and (for undergraduate degrees) how these marks relate to the final degree classification.

The transcript will show the final agreed marks according to the common scale and indicate the basis by which the classification is achieved. This may be on average mark alone, or may include specifications as to mark distribution (5 papers in the 2.1 class, etc.).
12.7 Candidate access to other types of assessment related information

12.7.1 Comments sheets and reconciliation sheets

All examination boards are permitted, but not required, to provide records of examiners comments (‘comments sheets’) and of the reconciliation process (‘reconciliation sheets’) directly to students. Where examination boards decide to do this, it will negate the need for students to submit a subject access request to obtain these sheets. Boards may decide to release sheets either to individual students on request or proactively to all students.

12.7.2 Examination scripts

All examination boards are permitted, but not required, to give students access to their examination scripts as they see fit in controlled circumstances within the department or faculty. Boards can set their own access policy as to whether scripts are accessible only on individual request, or whether to specify sessions where any student could attend to view scripts. Boards can also set local policy as to whether scripts for only certain papers or all papers are available for access (particularly where access would compromise the integrity of the examination process such as multiple choice questions (MCQs)).

Student access should be supervised by academic or administrative staff according to local policy. Students are not permitted to remove their scripts from the department or to photograph or copy them.

12.7.3 Information via subject access requests

For boards who choose not to directly provide information under section 12.7.1, or for other categories of exam related information the following provisions (under the General Data Protection Regulation/Data Protection Act 2018 (GDPR/DPA 2018)) apply.

Students may make a subject access request for information related to the assessment process that is otherwise treated as confidential. By making such a request a student may obtain all personal data generated as part of the examination process, including:

- all marks held, including raw marks;
- copies of markers’ comments on their work;
- (if identifiable separately from other individuals) comments recorded about their performance, whether by name or candidate number, in material presented to or in the minutes of examiners’ meetings;
- any other information relating to their performance, such as information about medical problems.

All subject access requests submitted to the University are processed centrally by the Information Compliance team. Under no circumstances should examiners, assessors, or administrative staff respond to direct requests for disclosure of information relating to the examination outside of the provisions of section 12.7.1. and 12.7.2.

However, due to a specific provision in GDPR/DPA 2018, examination scripts are exempt from this general right of access, although a student is still entitled to any marks or comments recorded in the margins of a script. Therefore student access to examination scripts is at the discretion of the department under section 12.7.2.
13 Resits

13.1 Organisation of resits

The chair must publish a timetable for resit examinations and communicate with candidates in the same way as for other examinations. Chairs must ensure that examiners are available for invigilation, marking and for the meeting of the board of examiners at the appropriate time; this is particularly important for the Long Vacation resit examinations. For resits where only a subset of papers are taken, the chair may nominate a subset of the original examiners to assist, provided that the Head of Examinations and Assessments is notified before the start of the examination (who will notify the Proctors). An external examiner must be included in this subset where they formed part of the original exam board.

All resit examinations must cover the same material as the original examination and should be in the same format unless otherwise specified in regulations. If the examination regulations have changed between the date of the original examination and the resit, the resit should reflect what the candidate was originally taught. This means that where a candidate sits a modified examination (e.g. timed written exam changed to open book exam) in Trinity term 2020 and fails it, the resit assessment should cover the same material and be in the same format (e.g. open book exam). The only exception is where a programme already explicitly states in the examination regulations or examination conventions that a resit may take a different format.

13.2 Entitlement to resit

Students are entitled to one resit of any failed assessment unit of a University Examination.

A candidate is not permitted to resit an assessment unit that has been passed unless the whole University Examination (or Part of the Examination in the case of multi-part SPE) has been failed, i.e. it is not possible to resit an assessment unit in order to improve the mark.

13.3 Arrangements for resits for postgraduate taught awards

The relevant general regulations for postgraduate awards require that resits should be taken at the next opportunity, and that they must be taken within the next two opportunities, unless the special regulations permit an alternative practice.

Departments are encouraged to consider earlier re-sits or re-submission dates that will enable students who have incurred a fail, or who have had to withdraw from the examination at the end of the course for urgent reasons, to complete the award. These arrangements should be reflected in the regulations and other course information.

Where an assessment unit of an examination has been successfully completed at the first examination, the mark for the successful assessment unit can be carried over to the succeeding year and only the assessment unit or units which have been failed at the first examination re-taken unless otherwise specified by the special regulations for a course. In this context, an ‘assessment unit’ can refer to a single timed examination, a submission, other exercise, or a combination of assessment items. Where the assessment unit consists of more than one assessment item, for example a submission and a timed examination, if the student passes the submission but fails the timed examination, they are only required to resit the failed assessment item, not all the assessment items for the assessment unit.
13.4 Arrangements for resits for undergraduate certificates and diplomas

The relevant general regulations for undergraduate certificates and diplomas require that resits should be taken at the next opportunity, and that they must be taken within the next two opportunities, unless the special regulations permit an alternative practice.

14 Feedback on summative assessment

14.1 Feedback to students on formative assessment

Information on the policy for feedback on formative assessment can be found in the Policy and Guidance on Undergraduate Teaching and Learning, and the Policy and Guidance on Postgraduate Taught Degrees.

14.2 Feedback on the First Public Examination

Examination boards of all First Public Examinations are required to:

- provide candidates who fail the Examination at their initial attempt with as detailed a breakdown of marks as is available for all the failed papers.
- permit candidates who fail any papers, and are planning to re-sit the examination, to see their examination scripts for any papers which they have failed.

Examination boards are encouraged to make the experience of seeing examination scripts as helpful as possible for these students. This could include giving students the opportunity to discuss their script with a tutor, and/or providing students with the marking criteria used alongside their script.

Examinations which consist of multiple choice questions (MCQs) which use question banks are exempt from the requirement to permit failed candidates to see their examination scripts, as doing so could compromise the integrity of the examination.

14.3 Feedback for taught graduate courses

Supervisory bodies are strongly encouraged to consider providing feedback, via examination boards, on any elements of summative assessment which are undertaken prior to the final term of the course. This may include Trinity term assessments for 12-month courses. Supervisory bodies may direct boards of examiners to provide feedback in one or more of the following ways:

- **Marks** – boards may provide marks in accordance with the provisions of section 4.3.
- **Written feedback** - this may accompany marks or be provided without marks. Where boards of examiners wish to give written feedback without marks, they are not obliged to meet in full, but the chair is required to approve the feedback on the board’s behalf before it is released to students.

When providing feedback for part-time courses, boards may, alternatively, follow the arrangements for provision of feedback established by the Department for Continuing Education.

Supervisory bodies are required to implement (via boards of examiners) written feedback according to an agreed divisional template or framework for all PGT dissertations or theses or equivalent of 5,000 words or over.
Supervisors can be provided with copies of written feedback.

## 15 Queries and complaints from candidates

### 15.1 Queries about the conduct of the examination

Senior Tutors or tutors must not contact examiners regarding individual candidates.

Examiners must not discuss any matter relating to individual candidates with tutors, Senior Tutors, or candidates.

Any attempt at direct communication with examiners by individual candidates should be reported to the Proctors, who will advise the examiners. Such communications compromise the anonymity of the examination process, and are not in candidates’ interests.

Students are entitled to make a formal complaint under the *University Student Complaints Procedure* in relation to examinations, noting that an academic appeal should be submitted instead if an individual candidate is dissatisfied with the decision of an academic body.

### 15.2 Queries about results

Students are entitled to make an academic appeal under the *University Academic Appeals Procedure*.

The Proctors have no power to consider appeals against the academic judgement of the examiners.
Annex A: Examination conventions

1. Introduction

Across the disciplines within each division in the University, there are many similarities in the way we teach and assess undergraduate students and teach and assess graduate students. Some common features in examining, marking and classification would therefore be expected within divisions. This may involve a degree of variation from discipline to discipline.

Whilst academics in subject disciplines are best placed to determine the criteria used in marking and classification, Education Committee also has a duty to ensure that the processes used to apply these criteria are fair, explicit, and transparent. Where the criteria used in marking and classification differ from the norm and from cognate disciplines, there should be a rationale for the divergence.

2. Purpose of examination conventions

Examination conventions are the University’s formal record of the specific assessment standards for the course or courses to which students apply. They are a student-facing document and should be written in a clear and comprehensible manner. The same version of the examination conventions should be used by examiners, with more detailed local operational guidance appended if necessary.

Education Committee’s Policy and guidance on course information states that there are three key sources of information for on-course students about their course of study. These are the Examination Regulations, the relevant course handbook and the relevant examination conventions. Information about the structure of the course and the way it is assessed should be contained in those three documents. Key information on those matters on which students are entitled to rely should not be solely located elsewhere (for example, in a ‘Notice to candidates’ focusing on administrative arrangements).

3. Publication

Examination conventions must be circulated to all students and also published, either as part of the course handbook or separately, in a place easily accessible to students. Ideally, examination conventions should be publicly available so that prospective students may have access to them. If this is not possible, they should be accessible via Single Sign On (SSO) to anyone in the University so that the Proctors and colleges have access to them. Where a cohort is taking examinations for more than one stage of their course within the same academic year (e.g. where a FHS cohort is taking deferred second year exams in MT20 along with their third year exams in TT21), separate examination conventions must be published for each set of examinations.

The sections of the examination conventions template that are Covid-19 pandemic specific are in green text.

4. Content

The template below provides the headings of the information that should be supplied in examination conventions with a description of what is expected. In square brackets are references to further information in the Examinations and assessment framework and/or
the Examination Regulations where available or relevant. Please ensure that information is provided in clear and comprehensible language.

Suggested or sample text is provided in [square brackets].

Template for examination conventions

1. Introduction

Include:

- The full title of the course(s) to which the conventions apply;
- The year to which the conventions apply;
- Details of the supervisory body (divisional or faculty board) responsible for approving the conventions;
- The purpose of the examination conventions. You may wish to include the text below:

[ Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.]

2. Rubrics for individual papers

Where examinations have been deferred from the 2019-20 academic year as a result of the Covid-19 pandemic, exam boards should ensure that this section includes any changes that have been needed as a result.

Information on the structure of individual examination papers, for example, requirements relating to questions, number of questions, compulsory questions etc. and default mode of completion and required word limits for open-book online exams (see EAF section 9.5). Also include any paper specific regulations on, for example, the use of calculators, permitted reference material etc.

3. Marking conventions

3.1 University scale for standardised expression of agreed final marks

[ EAF 11.1]

Include one of the following as appropriate:

<table>
<thead>
<tr>
<th>Undergraduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Moderations and Preliminary Examinations</td>
</tr>
<tr>
<td>70 - 100</td>
</tr>
<tr>
<td>40 – 69</td>
</tr>
<tr>
<td>39 – 0</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Some integrated Masters courses use the Postgraduate taught course scale for assessment taken in final Part of the University Examination, and for determining the outcome of the final award.²

<table>
<thead>
<tr>
<th></th>
<th>Pass in Finals/Honour Mods</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 39</td>
<td></td>
</tr>
<tr>
<td>29 – 0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

For undergraduate certificates and diplomas offered by the Department for Continuing Education

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Merit</td>
</tr>
<tr>
<td>40 – 59</td>
<td>Pass</td>
</tr>
<tr>
<td>0 – 39</td>
<td>Fail</td>
</tr>
</tbody>
</table>

An overall award of distinction may be made to candidates who have shown excellence over the whole examination. An overall award of merit may be made to candidates who have produced work of particularly high quality in the whole examination.

Postgraduate taught courses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70 - 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>65 – 69</td>
<td>Merit</td>
</tr>
<tr>
<td>50 - 64</td>
<td>Pass</td>
</tr>
<tr>
<td>49 - 0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Postgraduate taught courses – alternative model

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70 - 100</td>
<td>Distinction</td>
</tr>
<tr>
<td>50 – 69</td>
<td>Pass</td>
</tr>
<tr>
<td>49 - 0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

This alternative model is permitted to be used by the following awards for the expression of agreed final marks:

- Master of Business Administration
- Executive Master of Business Administration
- Master of Science by Coursework in Major Programme Management
- Postgraduate Diploma in Financial Strategy
- Postgraduate Diploma in Global Business

• Postgraduate Diploma in Organisational Leadership
• Postgraduate Diploma in Strategy and Innovation

Postgraduate taught courses – historic models

For students who started their courses before Michaelmas term 2018 only, agreed final marks for individual papers should be expressed according to one of the following scales:

<table>
<thead>
<tr>
<th>Model 1</th>
<th>Model 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>70 – 100</td>
</tr>
<tr>
<td>Distinction</td>
<td>Distinction</td>
</tr>
<tr>
<td>50 – 69</td>
<td>60 – 69</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>49 – 0</td>
<td>59 – 0</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
</tr>
</tbody>
</table>

3.2 Qualitative marking criteria for different types of assessment

Marking criteria are a public statement of the main forms of judgement that assessors and examiners use when looking at a piece of examined work. Every different type of assessment should have in place a set of qualitative marking criteria. Marking criteria need to provide descriptors of the qualities that are expected in the assessed work and a description of the standard expected to obtain a mark in each of the standard bands for that course (for example for UG programmes: ≤39, 40 - 49, 50 - 59, 60 - 69, etc., and for PGT programmes: ≤49, 50 - 64, 65 - 69, etc.).

Where a change to assessment format compared to previous years has been made, this section should be updated to ensure that any new assessment formats have qualitative marking criteria that are appropriate for the assessment format.

General consideration of disruption can be taken into consideration at the marking stage; individualised consideration based on a candidate’s MCE should be taken into consideration at the exam board stage. Therefore, there should be a statement explaining whether disruption as a result of the COVID-19 pandemic will be taken into consideration at the marking stage as well as at the exam board stage.

3.3 Verification and reconciliation of marks

[EAF 11.2]

For FPE

There should be a clear statement on how each script/item is marked and the moderation process which is to be followed.

For FHS, Honour Moderations, and PGT courses

For papers without a model solution, there should be a statement that each script/item of work is marked independently by two examiners or assessors (sometimes referred to as ‘double-blind marking’). There should be a clear statement on reconciliation procedures demonstrating that any relevant University and divisional guidance is being followed. This statement should encompass an explanation of instances in which the marks from two examiners will be averaged, rather than reconciled using alternative means. Where subjects permit averaging of marks (over a narrow range) in reconciliation between markers, the system used must be clear and justifiable, and not operated to the detriment of
candidates. If reconciliation is difficult, a third marker should act as arbiter in agreeing the appropriate mark. External examiners should not routinely be used as arbiters in reconciliation of marks. If an alternative method of marking has been approved by Education Committee, which may be requested as a mitigating action in response to the COVID-19 pandemic, details of this should be provided.

For papers for which there is a model solution and marking scheme approved by the examiners, there should be a statement that each script is marked by an examiner or assessor and is checked independently to ensure that all parts have been marked and the marks and part-marks have been correctly totalled and recorded.

For papers which are made up of a number of elements, give an explanation of how marks are awarded for the individual elements of assessment and how these marks are translated into paper level marks on the scale set out above (see section 3.1). Information should be provided about the decimal precision of the calculations and the conventions used for rounding marks.

3.4 Scaling

[EA 11.6]

Where scaling is used a clear description should be given of the circumstances in which it will be used and the methodology which will be used (detailed algorithms should be included as an appendix rather than in the main part of the examination conventions, and further detail should be given in examiners' reports). It should be made clear that scaling is not a mechanistic process, but one in which the examiners will use their academic judgement to ensure that appropriate classifications are awarded.

Reference should be made to the possibility of the use of scaling to mitigate against the changes to assessment required in response to the COVID-19 pandemic and any related difficulties faced by candidates.

The following text is provided as an example:

[The Examiners may choose to scale marks where in their academic judgement:

a. a paper was more difficult or easy than in previous years, and/or
b. an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or
c. a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

Such scaling is used to ensure that candidates' marks are not advantaged or disadvantaged by any of these situations. In each case, examiners will establish if they have sufficient evidence for scaling. Scaling will only be considered and undertaken after moderation of a paper has been completed, and a complete run of marks for all papers is available.

If it is decided that it is appropriate to use scaling, the examiners will review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with academic views of what constitutes an appropriate performance within in each class.
Detailed information about why scaling was necessary and how it was applied will be included in the Examiners’ report and the algorithms used will be published for the information of all examiners and students.

3.5 **Short-weight convention and departure from rubric**

There should be a statement on the short-weight convention that will be applied. If there are alternative arrangements (for ‘compensation’) these should be described.

The following texts are provided as examples:

- A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered.

  OR

- The maximum deduction that can be made for short weight should be equivalent to the proportion of the answer that is missing.

This section could also describe the treatment of instances where a candidate fails to comply with the paper rubric (for example by not answering a compulsory question).

The following text is provided as an example:

- Where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions in different sections, the complete script will be marked and the issue flagged. The board of examiners will consider all such cases so that consistent penalties are applied.

3.6 **Penalties for late or non-submission**

[EAF 8.2; ER 14]

There should be a clear statement of penalties for late or non-submission of items, or non-completion of practical work. It should be made clear that non-submission of a required assessment for the FHS will result in failure of the whole FHS or in the case of an FHS assessed in Parts, the whole Part of the FHS. For the FPE and PGT programmes, it should be made clear that non-submission of a required assessment for the FPE or for the PGT programme will result in failure of the assessment with any resit capped at the pass mark.

The following text is provided as an example:

- The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. For information on penalties for late submission of open-book examination scripts, see section 3.10 below. Details of the circumstances in which such penalties might apply can be found in the *Examination Regulations* (Regulations for the Conduct of University Examinations, Part 14.)

<table>
<thead>
<tr>
<th>Lateness</th>
<th>Cumulative mark penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the deadline but submitted on the same day</td>
<td>[insert mark deduction]</td>
</tr>
<tr>
<td>[insert time period]</td>
<td>[insert mark deduction]</td>
</tr>
</tbody>
</table>
AND

[Failure to submit a required element of assessment will result in the failure of the whole Second Public Examination/Part.]

OR

[Failure to submit a required element of assessment will result in the failure of the assessment. The mark for any resit of the assessment will be capped at a pass.]

3.7 Penalties for over-length work and departure from approved titles or subject-matter

There should be a clear statement of the penalties for over-length work and departure from approved titles or subject-matter if these are in place.

The following texts are provided as examples in relation to over-length work:

[Where a candidate submits a dissertation (or other piece of written coursework) which exceeds the word limit prescribed by the relevant regulation, the examiners, if they agree to proceed with the examination of the work, may reduce the mark by up to one class (i.e. from a 1st to a 2:1, or its equivalent).]

OR

The Board has agreed the following tariff of marks to be deducted for over-length work:

<table>
<thead>
<tr>
<th>Percentage by which the maximum word count is exceeded</th>
<th>Cumulative mark penalty (up to a maximum of [insert mark deduction])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to [insert value] %</td>
<td>[insert mark deduction]</td>
</tr>
<tr>
<td>Over [insert value] % and up to [insert value] %</td>
<td>[insert mark deduction]</td>
</tr>
<tr>
<td>Over [insert value] % and up to [insert value] %</td>
<td>[insert mark deduction]</td>
</tr>
<tr>
<td>For each further [insert value] %</td>
<td>[insert mark deduction]</td>
</tr>
</tbody>
</table>
3.8 Penalties for poor academic practice

Assessors should mark work on its academic merit with the board responsible for deducting marks poor academic practice i.e. for derivative or poor referencing. There should be a clear statement of the penalties for poor academic practice. There should be consistency across the cohort, for example, choosing to use or not use Turnitin for online submissions.

Where assessment includes open-book examinations, reference should be made to the honour code. It should be made clear that while it is not permissible to submit work which has been submitted, either partially or in full, either for their current Honour School or qualification, or for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this), or for a qualification at any other institution, it is permissible to use work that has been written during the course of their studies (e.g. collections, tutorial essays).

The following text is provided as an example:

[The scale of penalties agreed by the board of examiners in relation to poor academic practice is set out below.

<table>
<thead>
<tr>
<th>Band into which each case falls</th>
<th>Mark penalty (Must be between 1 and 10% of the marks available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band A: [insert example case]</td>
<td>[insert mark deduction]</td>
</tr>
<tr>
<td>Band B: [insert example case]</td>
<td>[insert mark deduction]</td>
</tr>
<tr>
<td>Band C: [insert example case]</td>
<td>[insert mark deduction]</td>
</tr>
</tbody>
</table>

OR

The Examination Board shall deal wholly with cases of poor academic practice where the material under review is small and does not exceed 10% of the whole.

Assessors should mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of poor academic practice, the board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are ‘grey literature’ i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case must always be referred to the Proctors.
In addition, any more serious cases of poor academic practice than described above should also always be referred to the Proctors.

3.9 Penalties for non-attendance

There should be a clear statement of penalties for non-attendance at an examination. It should be made clear that non-attendance at an examination for the FHS will result in failure of the whole FHS or in the case of an FHS assessed in Parts, the whole Part of the FHS. For the FPE and PGT programmes, it should be made clear non-attendance at an examination for the FPE or for the PGT programme will result in failure of the assessment with any resit capped at the pass mark.

[Failure to attend an examination will result in the failure of the whole Second Public Examination/Part.]

OR

[Failure to attend an examination will result in the failure of the assessment. The mark for any resit of the assessment will be capped at a pass.]

3.10 Penalties for late submission of online examination scripts

There should be a clear statement of penalties for late submission of open-book examination scripts. The following text is provided as an example:

[[For MT20 and HT21]] Candidates should upload their submission within the time allowed for their online examination. Candidates who access the paper later than the published start time (and who do not have an agreed alternative start time) will still need to finish and submit their work within the originally published timeframe or be considered to have submitted late. Candidates who access the paper on time but who submit their work after the published timeframe will also be considered to have submitted late.

Where candidates submit their examination after the end of the specified timeframe and believe they have a good reason for doing so, they may submit a mitigating circumstances notice to examiners to explain their reasons for the late submission. The Exam Board will consider whether to waive the penalties (outlined below) for late submission.

The penalties will be applied at the paper level and are as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 5 minutes</td>
<td>No penalty</td>
</tr>
<tr>
<td>6 minutes – 20 minutes</td>
<td>5 marks or 5% of marks available (if not marked on 100 mark scale)</td>
</tr>
<tr>
<td>21 minutes – 40 minutes</td>
<td>10 marks or 10% of marks available (if not marked on 100 mark scale)</td>
</tr>
<tr>
<td>Time</td>
<td>Penalty</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>First 5 minutes</td>
<td>No penalty</td>
</tr>
<tr>
<td>6 minutes and later</td>
<td>Fail mark (0)</td>
</tr>
</tbody>
</table>

Penalties will only be applied after the work has been marked and the Exam Board has checked whether there are any valid reasons for late submission.

[[For TT21]] Candidates should upload their submission within the time allowed for their online examination. Candidates who access the paper later than the published start time (and who do not have an agreed alternative start time) will still need to finish and submit their work within the originally published timeframe or be considered to have submitted late. Candidates who access the paper on time but who submit their work after the published timeframe will also be considered to have submitted late.

Where candidates submit their examination after the end of the specified timeframe and believe they have a good reason for doing so, they may submit a mitigating circumstances notice to examiners to explain their reasons for the late submission. The Exam Board will consider whether to waive the penalties (outlined below) for late submission.

The penalties will be applied at the paper level and are as follows:

4. Progression rules and classification conventions

4.1 Qualitative descriptors of classes (FHS) / Qualitative descriptors of Distinction, Pass, Fail (FPE) / Qualitative descriptors of Distinction, Merit, Pass, Fail (PGT)

Qualitative descriptors should be given for classes for FHS examinations; for Distinction, Pass and Fail for FPE; and for Distinction, Merit, Pass and Fail for postgraduate taught courses. Qualitative descriptors for bands of marks may be given as an alternative.

4.2 Classification rules (FHS) / Final outcome rules (FPE/PGT)

There should be a clear explanation of the classification rules/rules for obtaining the final outcome. This should include the weight accorded to each element of assessment and how the marks aggregate to produce the classification or final outcome. For example, papers may have equal weight and an average taken, papers may be weighted and an average taken, and/or there may be preponderance rules. There may also be rules that specify that no paper may be below a certain threshold.
In the light of the rules followed, a statement about the way in which the board of examiners undertakes consideration of borderline outcomes might also be included.

When provided for in the relevant Examination Regulations (i.e. MSt, MPhil and MSc) you should include a statement on the restrictions on the award of distinction or merit for candidates who have resat an element of assessment. You may wish to include the text below:

[Candidates who have initially failed any element of the examination will not be eligible for the award of a Distinction or Merit.]

4.3 Progression rules

This section should reflect any changes to progression that have been permitted as a result of the Covid-19 pandemic.

[to be taken from the special Examination Regulations for the course]

The subject-specific Examination Regulations should state the rules for progression, for example, from one ‘Part’ to another within the FHS or from year one to year two of a two year Master’s course. This information should also be provided or referenced in the examination conventions and may include more detailed information on the rules for progression. It should also be clear what happens if the student fails to meet the progression requirement.

4.4 Use of vivas

This section should reflect any changes to viva arrangements that are required as a result of the Covid-19 pandemic.

[EAF 10]

There should be a statement on the use and purpose of vivas where these are permitted by regulation. This should indicate whether vivas are to be used for all candidates, for candidates with outcomes on the borderline between particular classifications, or for failing candidates. Such vivas should be distinguished from any requirement for an oral element of a standard examination which is marked or part of a marked component.

5. Resits

[EAF 13]

The Examination Regulations state the circumstances when a resit is permitted either in the general regulations or the subject-specific regulations. In the examination conventions there should be a clear explanation of the circumstances in which students are entitled to resit an element of assessment and when resits would take place, with cross-references to the relevant Examination Regulations. Where resit marks will be capped, this should be clearly stated. This includes where resit marks are capped following failure of an assessment as a result of non-submission or non-attendance.

For PGT courses where an assessment, or assessments, for an examination have been failed at the first attempt, students are entitled to one further attempt unless otherwise specified by the special regulations for a course. Marks for any assessment that has been successfully completed at the first attempt may be carried forward, and therefore it will only be necessary for students to re-sit the failed assessment(s).
The following text is provided as an example for FPE and PGT courses which do not cap resits following academic failure:

[Where a candidate has failed an assessment unit as a result of poor academic performance the mark for the resit of the assessment unit will be awarded on the merits of the work.

Where a candidate has failed an assessment unit as a result of non-submitting an assessment item or as a result of non-attendance at a timed examination the mark for the resit of the assessment unit will be capped at a pass.

In this context, an ‘assessment unit’ can refer to a single timed examination, a submission, other exercise, or a combination of assessment items. Where the assessment unit consists of more than one assessment item, for example a submission and a timed examination, if the candidate passes the submission but fails the timed examination, they are only required to resit the failed assessment item (in this example the timed examination) not all the assessment items for the assessment unit.]

6. **Consideration of mitigating circumstances**

[EAF Annex E: Consideration of mitigating circumstances by examiners]

There should be a statement explaining the procedure that will be adopted for the consideration of disruption as a result of the COVID-19 pandemic at the marking stage as well as the consideration of mitigating circumstances notices to examiners (made under Part 13 of the Regulations for the Conduct of University Examinations). The following text is provided as an example:

[A candidate’s final outcome will first be considered using the classification rules/final outcome rules as described above in section 4. The exam board will then consider any further information they have on individual circumstances.

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen circumstances may have had an impact on their performance in an examination, a subset of the board (the ‘Mitigating Circumstances Panel’) will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. The Panel will evaluate, on the basis of the information provided to it, the relevance of the circumstances to examinations and assessment, and the strength of the evidence provided in support. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to decide whether and how to adjust a candidate’s results. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annex C* and information for students is provided at [www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance).

Candidates who have indicated they wish to be considered for DDH/DDM will first be considered for a classified degree, taking into account any individual MCE. If that is not possible and they meet the DDH/DDM eligibility criteria, they will be awarded DDH/DDM.]
List the name, position, and institution of the external examiner(s) as well as the names of all internal examiners (but not assessors). In conjunction with this, however, the conventions should underline the fact that candidates must not under any circumstances contact examiners directly. The following text is provided as an example:

[Candidates should not under any circumstances seek to make contact with individual internal or external examiners.]

**Appendix [optional]**

Provide details of any operational information for examiners if required. This would not normally be provided to students.
Annex B: Consequences of non-attendance or non-submission

In the table below, ‘assessment unit’ can refer to a single timed examination, a submission, other exercise, or a combination of assessment items, and ‘Examination’ refers to all the assessment for the FPE, FHS, Part of an FHS, MSc, MSt, MPhil etc.

‘Technical fail’ refers to a fail due to non-attendance at an examination or non-submission of an assessment which is not excused by the Proctors. ‘Academic fail’ refers to fails decided by examiners on the basis of poor academic performance.

<table>
<thead>
<tr>
<th>Assessment failed at first attempt</th>
<th>Reason</th>
<th>Resit arrangements</th>
<th>Automatic fail of whole Examination</th>
<th>Resit mark capped?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPE assessment unit</td>
<td>Academic fail</td>
<td>Assessment retaken at next opportunity</td>
<td>No</td>
<td>No</td>
<td>If 50% of assessment units or more failed, all assessment units must be retaken. Exact requirements are described in special subject regulations.</td>
</tr>
<tr>
<td></td>
<td>Technical fail</td>
<td>Assessment retaken at next opportunity</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>FHS assessment unit</td>
<td>Academic fail</td>
<td>Resit only permitted if student not given classified outcome</td>
<td>Dependent on classification conventions</td>
<td>No</td>
<td>Some classification conventions state that a candidate with less than 30 on any assessment unit automatically fails the FHS. Resit arrangements for FHS with Parts are specified in special subject regulations.</td>
</tr>
<tr>
<td></td>
<td>Technical fail</td>
<td>Resit of all assessment (for either whole FHS or Part of the FHS depending on subject)</td>
<td>Yes (either whole FHS or Part of the FHS depending on subject)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>PGT assessment unit</td>
<td>Academic fail</td>
<td>Assessment retaken at next opportunity</td>
<td>No</td>
<td>Dependent on special subject regulations</td>
<td>Ineligible for a distinction or merit overall</td>
</tr>
</tbody>
</table>

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ER 14.3(3) "Where a candidate is deemed to have failed a paper under this Part and the Examination is one in which Honours are not awarded or for Honour Moderations, for any further attempt at that paper that is permitted by regulation the examiners shall award a mark no higher than the pass mark (as defined for the Examination) for the paper."
<table>
<thead>
<tr>
<th>(one item of assessment)</th>
<th>Technical fail</th>
<th>Assessment retaken at next opportunity</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGT assessment unit</td>
<td>Academic fail</td>
<td>Failed assessment item(s) retaken at next opportunity; passed assessment item(s) carried forward</td>
<td>No</td>
<td>Dependent on special subject regulations</td>
</tr>
<tr>
<td>(two or more items of assessment)</td>
<td>Technical fail</td>
<td>Failed assessment item(s) retaken at next opportunity; passed assessment item(s) carried forward</td>
<td>No</td>
<td>Yes – assessment item and assessment unit capped at pass</td>
</tr>
</tbody>
</table>
Annex C: Procedure for the investigation of plagiarism

Definitions

1. The Proctors' Disciplinary Regulations for Candidates in Examinations state that:

   No candidate shall plagiarise by presenting someone else’s work as their own, or by incorporating other people’s work or ideas into their own work without full acknowledgement. Examples of this practice include: verbatim quotation, cutting and pasting from the internet, and paraphrasing without clear acknowledgement; collusion; misleading citation; failure to acknowledge assistance; and unacknowledged use of material written by professional agencies or other persons. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall commit autoplagiarism i.e. submit to the examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by the candidate is citeable, he or she shall reference it clearly.4

2. The expanded University definition of plagiarism is as follows:

   Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

3. Specific forms of plagiarism that are also covered by these procedures are:

   - **Autoplagiarism or self-plagiarism** is the use of one’s own work in summative assessment that has been used towards other summative assessment. Unless specifically allowed in special regulations work that has previously (or simultaneously) been submitted for examination at this University or elsewhere should not be submitted for assessment again (with the exception of reworked re-submissions of failed papers where allowed). Even where acknowledged, any passages which re-use your own assessed work will be disregarded by examiners, and therefore may lead to reduced marks or failure of the assessment.

   - **Collusion** is collaboration with someone else on an assessment which is intended to be wholly your own work, or the act of assisting someone else to commit plagiarism.5

   - ‘**Contract cheating**’ is where a student submits work to a higher education provider for assessment, where they have used one or more of a range of services provided by a third party, and such input is not permitted. The contract with the student can include payment or other favours, but this is not always the case.

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4 Statutes and Regulations, Disciplinary Regulations for Candidates in Examinations, Proctors’ Regulations 1, cl. 4 - [https://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml](https://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml)

• 'Services' may include essays or other types of assignments, conducting research, impersonation in exams and other forms of unfair assistance for completing assessed work.
• 'Third parties' include web-based companies or auction sites (essay mills), sharing websites (including essay banks), or an individual such as a lecturer, colleague, friend or relative.
• 'Input' means that the third party makes a contribution to the work of the student, such that there is reasonable doubt as to whose work the assessment represents.6

Prevention of plagiarism

4. Education Committee has agreed a strategy for preventing and dealing with plagiarism on the part of students, including responsibilities of faculties and departments, details of which can be found on the Academic Support website.

5. An extensive set of web pages, including video resources on academic skills such as note-taking, referencing and time management can be found at www.ox.ac.uk/students/academic/guidance/skills, and the Oxford Students website guidance on plagiarism can be found at www.ox.ac.uk/students/academic/guidance/skills/plagiarism.

Purpose of the procedure

6. These procedures aim to deal with any concerns identified by examiners, or others, about the standard of scholarly referencing and attribution in submitted work. They are designed to operate proportionately, investigating and resolving concerns at the lowest appropriate level, and in a timely manner.

7. A flowchart illustrating the stages of the procedure is provided at the end of this annex and a table showing an indicative scale of penalties that might be applied and factors to be considered when assessing penalties are provided in paragraphs 36 to 42.

8. This guidance does not cover cases of poor academic practice and plagiarism in research degrees, as research degree students are advanced students for whom different procedures are appropriate. Cases of suspected plagiarism in research degrees should continue to be referred directly to the student's Director of Graduate Studies who shall determine if the case should be referred to the Proctor's Office.

Roles in the procedure

9. Boards of Examiners have a key role in ensuring that examiners are aware of how issues of potential poor academic practice or plagiarism might be present in examined work, local policies on the use of Turnitin, and what they need to do if they have concerns during the marking process. Chairs of examiners are responsible for receiving concerns and undertaking an academic analysis of the work and assessing the level and nature of concerns. If they refer the matters to the Proctors they will need to provide a detailed report of their analysis and of the sources for potentially plagiarised materials.

10. The Proctors are responsible for considering the information provided by the chair and determining whether the information discloses an apparent case of plagiarism, conducting an investigation and then determining an appropriate outcome, including

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referral on to the Student Disciplinary Panel in serious cases or where the outcomes for the student are severe.
Level 1: Chairs of Examiners

Reporting concerns to chair of examiners

11. If a marker, or a Turnitin report generated in the course of the examination process, raises concerns about the proper attribution of a passage or the authorship of a piece of submitted work, the matter should be reported with urgency to the chair of examiners.

Chair decides whether poor academic practice or case requires reference to Proctors

12. The chair will compile and retain any evidence and decide whether or not the case is one which may be dealt with by the Board (poor academic practice) or whether it is one that requires reference to the Proctors for investigation and possible disciplinary action. This should be done as soon as possible after the report is received and should not be delayed until a meeting of the Board of Examiners. The chair may consult the Proctors for advice in cases where they are uncertain whether it warrants a referral.

13. If the concern has been identified by a high Turnitin score, the chair should follow the guidance on interpreting Turnitin reports\(^7\) to establish the report’s accuracy.

14. If the concern has been identified by a marker, the Chair should examine the source the marker has referred to; or in the case of suspected collusion or copying between students, examine all pieces of work giving rise to this concern.

15. When considering the characteristics of the passages which have given rise to concerns the following table should be used to help determine whether the case should be dealt with by the Board as poor academic practice or referred to the Proctors for investigation:

<table>
<thead>
<tr>
<th>Poor academic practice</th>
<th>Reference to Proctors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material under review must be a small proportion of the whole (as a guide will not exceed 10%)</td>
<td>Extent of the material under review is a more substantial proportion of the whole (as a guide this will normally exceed 10%).</td>
</tr>
<tr>
<td>Material is widely available factual information or technical description that could not be paraphrased easily</td>
<td>Material contains passages of analysis or research data that is clearly the intellectual property of the original author.</td>
</tr>
<tr>
<td>Passage(s) draws on a variety of sources, either verbatim or derivative, in patchwork fashion. Likely to indicate poor English/poor understanding rather than an attempt to deceive.</td>
<td>Passage(s) exhibits heavy reliance on one source which may indicate plagiarism of ideas/arguments.</td>
</tr>
<tr>
<td>Some attempt made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography).</td>
<td>Evidence that student has copied the development of an argument (which may not be verbatim quotation – it could involve paraphrasing a line of argument or sequence of points).</td>
</tr>
<tr>
<td>Passage is ‘grey literature’, i.e. a web source with no clear owner</td>
<td>Evidence of copying or collusion between students.</td>
</tr>
<tr>
<td>Student not known to have previously received a marks deduction for poor academic practice or been referred to the</td>
<td>Student has previously received a marks deduction for poor academic practice or has been referred to the Proctors for</td>
</tr>
</tbody>
</table>

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\(^7\) https://academic.admin.ox.ac.uk/files/turnitinatoxfordfor2019-2020pdf
Cases of poor academic practice

16. Where the Chair finds that the matter can be dealt with by the Board, assessors will mark the work on its academic merits. The Board will then deduct marks for derivative or poorly referenced work according to a pre-determined scale set out in the marking conventions.

- Boards are free to operate marks deductions of between 1 and 10% (maximum) of the marks available for that particular piece of work.

- In practice, it will often be difficult to operate very fine-grained distinctions and it is acceptable for examination boards to exercise their judgement within a small range of ‘bands’ e.g. on a 100 point scale a Board might judge cases to fall in one of three bands for which 3, 6, or 10 marks are deducted.

17. Where the consequence of the marks deduction would result in failure of the assessment and of the programme (i.e. failure at the second attempt) then this failing mark should be treated as would normally be the case, as the mark has been received due to the poor quality of the work submitted. The student would, however, be able to submit an academic appeal if they believe that the Board did not act within its own procedures.

Feedback to students

18. For their academic development, students should be informed that marks have been deducted for poor academic practice and an explanation should be given of where and how in their work this was evidenced.

19. This feedback should be provided via the chair of examiners to the Senior Tutor in the case of undergraduates, or the Course Director in the case of graduates. Students should also be reminded of the disciplinary regulations concerning plagiarism, and instructed to take (or re-take) the Plagiarism Awareness online course.

Referring cases to the Proctors

20. Where the Chair decides the case exceeds the criteria for dealing with at level 1 as poor academic practice, the case needs to be referred to the Proctors. When referring a case the following documentation must be prepared by the Chair, and submitted securely and separately for each case submitted to the Proctors Office (casework@proctors.ox.ac.uk):

- a summary of the case for the Proctors including the relevant sources with an analysis of the extent, and seriousness of the plagiarism
- analysed Turnitin reports (including text-only version which links to sources rather than generic websites) and copies of any sources which are not readily available;
- a marked up copy of the assignment or assignments, to show the principal passages of concern;
- a clean copy of the assignment or assignments;
- copy of the declaration of authorship as signed by the student;
- course handbook and examination conventions;
- instructions for the assignment;
any evidence of previous discussions of plagiarism with the candidate.

- in cases of students suspected of colluding or copying from each other, the Chair should examine the work of all the students involved, so that the nature of the apparent collusion can be established.

21. If a full case file is not provided to the Proctors (or reasons provided for any missing documentation) then it will be returned to the Chair for any additional materials to be collated before the case is considered.

**Level 2: Proctors and Academic Conduct Appeals Panel**

22. Examination Boards will refer cases to the Proctors if the chair has made a decision that a case exceeds the criteria for dealing with at Level 1 as poor academic practice.

**Step 1**

23. When all relevant materials have been submitted to the Proctors, the case will be given initial consideration by one of the Proctors who will determine whether:

- neither plagiarism nor poor academic practice has occurred and the work should be referred back for marking;
- the work should be referred back to the examiners to deal with at Level 1 as poor academic practice; or
- there is an apparent case of plagiarism and an investigation should be undertaken

If any relevant materials (as outlined in paragraph 20 of this annex) are missing from the submission the Proctors will return the referral to the chair and no further action will be taken until a complete submission is made.

**Step 2**

24. The Proctors’ Office will normally notify the student of the referral to the Proctors within five working days, except when the student is currently undertaking examinations. In such cases, steps will normally be taken to delay notification until after any exams are completed so as not to have a negative impact on the student.

**Step 3**

25. As part of the investigation by the Proctors, the student will be given the opportunity to respond to the allegations that they have committed a breach, and to provide evidence of relevant mitigating factors, at an interview with one of the Proctors. This will usually take place by correspondence, though the Proctor may require the student(s) to attend a meeting (either in person or remotely).

26. Except for the interview by correspondence, interviews with the Proctor will be conducted with a note taker in attendance. The student will be given the opportunity to review summary notes of the key topics raised at the interview and submit any further information for inclusion.

**Step 4**

27. The Proctor will normally try to conclude their investigation within one month of referral by the chair of examiners. They will consider all evidence submitted to them, the interview conducted with the student and any evidence of mitigating factors. They will determine whether or not the allegation of plagiarism has been substantiated and, if so, the appropriate penalty or referral.

28. The Proctor will have five options available to them, finding that:
• neither plagiarism nor poor academic practice has occurred, and the work should be referred back for marking
• the matter should be referred back to the examiners to be dealt with as poor academic practice
• minor or significant plagiarism has occurred and that a penalty should be applied from the following options:
  • reduction in marks for the piece of work
  • submission awarded 0% - resubmission required in order to conclude examination but mark not capped
  • submission awarded 0% - resubmission required in order to conclude examination and mark capped
• there is a case to answer that minor or significant plagiarism has occurred, but the potential impact on the student from the likely penalty is so serious (for example, that they would fail their course) that the matter should be referred to the Student Disciplinary Panel
• there is a case to answer that major or gross plagiarism has occurred and that the matter should be referred to the Student Disciplinary Panel

29. In any instance where plagiarism has been identified the student will also be directed to available support and training. The decision will be communicated to the student. At this stage the student will have a right of appeal unless the case has been referred to the Student Disciplinary Panel.

Step 5

30. Where the Proctor has applied a penalty the student will be able to appeal the decision by submitting a written appeal to casework@proctors.ox.ac.uk within 10 working days of the date of the Proctor's written decision on one or more of the following grounds:

• That the procedures were not followed properly, where the failure to follow the procedures was not trivial or insignificant
• That the Proctor reached an unreasonable decision (the student must identify which aspects of the Proctor's decision they consider to be objectively unreasonable and explain why)
• That the student has new material evidence that they were unable, for good reason, to provide earlier in the process
• That there was bias or reasonable perception of bias during the procedure
• That the penalty imposed was disproportionate, or not permitted under the procedures

31. Appeals against a Proctor's decision will be considered by a member of the Academic Conduct Appeals Panel (ACAP) with no previous connection to the case. If the Panel member considers that any additional subject expertise is needed to assist with reviewing the appeal then the Proctors' Office will make the necessary arrangements.

32. The Panel member will normally consider cases within 10 working days of an appeal being received. This will normally be a paper-based exercise.

33. The appeal will take the form of a reconsideration of the case and the Panel member will have the same potential outcomes available to them as to the Proctor who originally considered the case (including a more severe penalty within their range of powers, with the exception of direct referral to Student Disciplinary Panel). Where the effect of the
penalty imposed by the Panel member may result in failure of the whole award, the case will be referred to the Student Disciplinary Panel in fairness to the student.
34. The Student Disciplinary Panel (SDP) will deal with the most serious cases of plagiarism and will operate in accordance with its Statute and Regulations.  

35. Within its powers the Student Disciplinary Panel has available to it the following outcomes that are most likely to be considered in relation to plagiarism:

- reducing the mark awarded to any piece of work;
- awarding no mark to or disregarding any piece of work;
- substituting an alternative mark for any piece of work;
- reducing by one or more classes any degree classification;
- permitting a student to re-sit an examination or resubmit a piece of work on such conditions as it thinks fit;
- awarding a pass degree instead of an honours degree;
- failing the student in the whole examination or part of the examination concerned
- expelling the student member;
- recommending to Council that the student member be deprived of the degree to which the plagiarism relates

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8 [www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142346](http://www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142346)
[www.admin.ox.ac.uk/statutes/regulations/234-062.shtml](http://www.admin.ox.ac.uk/statutes/regulations/234-062.shtml)
**Indicative scale of penalties**

36. This scale gives an indication of the type of penalty that might be applied in different levels of seriousness of plagiarism. It is indicative only and not intended to restrict chairs of examiners, the Proctors, or the Student Disciplinary Panel in the exercise of their judgement (within the bounds of their powers set by the Statutes, Regulations and University policy).

37. Decision-makers may also wish to take into account the weighting of the assessment within the award e.g. a short assignment that represents 30% of a paper may be more proportionately dealt with at Level 2 even if the plagiarism within the assignment would fit the definition of major plagiarism.

<table>
<thead>
<tr>
<th>Level</th>
<th>Category</th>
<th>Examples</th>
<th>Lowest decision making body</th>
<th>Possible penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor academic practice</td>
<td>• Poor or inconsistent use of referencing conventions but all sources acknowledged in some way even if weakly (see also paragraph 14)</td>
<td>Board of Examiners</td>
<td>• Deduction of marks up to 10% of the marks available</td>
</tr>
</tbody>
</table>
| 2     | Minor plagiarism                | • Collusion where there is no evidence of intent to deceive and where the shared material is minor in extent or importance  
• Plagiarism which is minor in extent or importance, given the context of the piece of assessed work and how central the plagiarised passages are to the purpose of the assessment | Proctors                  | • Reduction in marks for the piece of work  
• Submission awarded 0% (resubmission without marks cap) |
|       | Significant plagiarism          | • Collusion where there is no or only weak evidence of intent to deceive, but the shared material is significant in extent or importance  
• Plagiarism which is significant in extent or importance, given the context of the piece of assessed work and how central the plagiarised passages are to the purpose of the assessment  
• Plagiarism which involves some re-use of contextual data without acknowledgement. | Proctors                  | • Submission awarded 0% (resubmission without marks cap)  
• Submission awarded 0% (resubmission mark capped at pass) |
<table>
<thead>
<tr>
<th>Level</th>
<th>Category</th>
<th>Examples</th>
<th>Lowest decision making body</th>
<th>Possible penalties</th>
</tr>
</thead>
</table>
| 3     | Major plagiarism  | • Minor or significant plagiarism in more than one paper taken at the same time  
• A second incident of minor or significant plagiarism  
• Plagiarism which is major in extent or importance, given the context of the piece of assessed work and how central the plagiarised passages are to the purpose of the assessment.  
• Plagiarism which involves substantial re-use of contextual data without acknowledgement. | Student Disciplinary Panel | • Reduction in marks for the piece of work  
• Submission awarded 0% (resubmission without resubmission cap)  
• Submission awarded 0% (resubmission mark capped at pass)  
• Reduction of degree classification (for original examination or re-examination) |
| 3     | Gross plagiarism  | • Any form of ‘contract cheating’  
• A second incident of major (or gross) plagiarism  
• Major or gross plagiarism in more than one paper taken at the same time  
• Plagiarism which involves mis-representation of key data as the candidates own work (e.g. where it is relied upon in drawing research conclusions)  
• Collusion where there is strong evidence of intent to deceive  
• Plagiarism which is very substantial in extent or importance, given the context of the piece of work and how central the plagiarised passages are to the purpose of the assessment | Student Disciplinary Panel | • Submission awarded 0% (resubmission mark capped at pass)  
• Reduction of degree classification (for original examination or re-examination)  
• Failure of the whole examination (re-examination mark for one or more papers capped at pass)  
• Expulsion  
• Recommendation that the degree is removed |
Factors to be considered when assessing penalties

Intent

38. The University’s Code of Discipline\(^9\) requires that breaches be undertaken ‘intentionally or recklessly’. A reckless breach with regard to plagiarism may occur where a student’s lack of care in producing an assessment including plagiarised material was unreasonable in light of the guidance made available to them regarding how to avoid plagiarism and of the referencing conventions of their subject. Intent is not required for the act to be considered plagiarism.

39. Evidence of a deliberate intent to deceive may be considered as an aggravating factor when determining the appropriate penalty from the range available. Lack of intent should not be considered a mitigating factor as students are expected to follow the guidance available to them.

Consequences of penalties

40. In determining an appropriate penalty, the relevant body should impose a penalty commensurate with the offence. Decision-making bodies should ensure that their penalty decisions do not have adverse unintended consequences as a result of the structure of the examination or the course. The consequence of penalties on a student’s personal or financial circumstances should not normally be considered in relation to the determination of an appropriate penalty.

Mitigating circumstances

41. The University does not accept a student’s medical or personal circumstances as an excuse or reason for committing plagiarism (other than in the exceptional case where a student’s capacity for rational judgement has been impaired). However, the bodies responsible for imposing penalties may consider whether the penalty should be mitigated in the light of personal or medical circumstances out of the student’s control where these are judged to have contributed to the commission of the offence.

Student’s experience

42. The level of a student (first-year undergraduate, finalist, postgraduate, etc) is not in itself a relevant factor in determining the seriousness of the offence or the penalty to be imposed. However, the decision making body may, in appropriate circumstances, give due consideration to a student’s experience of UK higher education (or equivalent).

\(^9\) [https://www.admin.ox.ac.uk/statutes/352-051.shtml](https://www.admin.ox.ac.uk/statutes/352-051.shtml)
Annex D: Competence standards

1. Competence standards can be defined as the ‘academic, medical or other standard[s] applied for the purpose of determining whether or not a person has a particular level of competence or ability’ in their course, or as ‘a particular level of competence or ability that a student must demonstrate to be accepted on to, progress within and successfully complete a course or programme of study.’ A competence standard must not itself be unlawfully discriminatory, therefore it must not be applied only to a disabled student and must be:
   - Genuinely relevant to the course;
   - Applied equally to all students, whether with or without a disability; and
   - A proportionate means of achieving a legitimate aim.

2. The proportionate means component requires that:
   - There is a pressing need that supports the standard’s purpose;
   - The application of the standard will achieve that aim; and
   - There is no other way of achieving the aim that is less detrimental to disabled people.

3. The Equality Challenge Unit states that ‘Higher education institutions (HEIs) have responsibility for developing non-discriminatory competence standards, and designing a study programme to address these competence standards. HEIs also have the responsibility to ensure that assessment methods address the competence standards. Adjustments to ways that competence standards are assessed may be required so that disabled students are not put at a disadvantage in demonstrating their achievement.’

4. Competence standards cannot be used to justify ‘direct discrimination’ against a disabled person. For example, a blanket refusal to allow a student to participate in any assessed experimental work merely because they are physically disabled would clearly be direct discrimination. Equally, it is important to ensure that competence standards are not indirectly discriminating against disabled students. The Equality Challenge Unit gives the example of requiring all students to write examinations by hand, which would put a student with arthritis at a disadvantage.

5. Not all competences or assessment criteria which students might be expected to fulfil on a particular course can necessarily be considered ‘competence standards’. For example, a language course may require that students spend a year abroad, but this requirement in itself is not a competence standard, and so is subject to the duty to make

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10 Higher education provider’s guidance, Equality and Human Rights Commission
11 Understanding the interaction of competence standards and reasonable adjustments, Equality Challenge Unit (Advance HE)
12 Unlawful discrimination includes direct discrimination, which is never justifiable, and indirect discrimination or discrimination arising from a disability which cannot be justified in accordance with the numbered requirements set out in paragraph 2.
13 Understanding the interaction of competence standards and reasonable adjustments, Equality Challenge Unit (Advance HE)
reasonable adjustments. The competence standards are the knowledge and skills which the students are expected to acquire during the year abroad.\textsuperscript{14}

6. \textit{Examples of competence standards}. These will vary considerably between disciplines. Some courses need to comply with external standards set by the relevant Professional, Statutory and Regulatory Body, which will feed into their competence standards. Some examples are included in the guidance from the Equality Challenge Unit on the interaction of competence standards and reasonable adjustments.\textsuperscript{15} Competence standards include admissions criteria – such as having studied a modern foreign language – where these are valid requirements for the course. Ability to communicate well in the English language might also be a competence standard.

7. In the sciences, students may be required to undertake laboratory practicals or complete manual clinical tasks in order to achieve the learning outcomes for an award. A time limit may be imposed on the assessment of a fundamental skill where this is genuinely relevant and necessary, e.g. a clinical measurement or task. The Equality Challenge Unit gives the example of a chemistry degree which is primarily theoretical, in which ‘being able to manipulate test tubes or visually identify chemicals might not be a competence standard, and may be reasonably adjusted through provision of a practical assistant. However, in a pharmacy degree, training a student to achieve the practical competencies to become a pharmacist, the same tasks might constitute competence standards.’\textsuperscript{16} In some examinations, for example those assessing knowledge of and application of quantitative techniques, the format of the assessment may be restricted by the nature of the test. A timed, invigilated assessment may therefore be most appropriate when candidates are being tested on their crystallised knowledge and ability to select and apply relevant techniques and skills. Where candidates are expected to demonstrate competence in a variety of modes of assessment, it would be reasonable to state that, for example, submission of a research project or extended piece of writing formed one of the competence standards for the course.

8. Assessment methods should assess competence standards, and it needs to be considered whether a proposed reasonable adjustment compromises the competence standard in any way. For example, in an assessment testing students’ knowledge of the spelling and grammar of a foreign language, the Equality Challenge Unit suggests that it is unlikely that a student would be able to use a computer spelling and grammar checker in the relevant language as a reasonable adjustment, as this would compromise the competence standard.\textsuperscript{17}

9. \textit{Identifying competence standards}. Each course’s educational aims and the programme outcomes students are expected to achieve should be set out in the relevant course handbook. These provide the framework within which competence standards are applied in order to determine whether students have achieved the requirements for an award. Supervisory bodies should consider which aspects of the programme aims and learning outcomes may justifiably be considered competence standards, i.e. strictly relevant and necessary for course completion. This will involve identifying the particular knowledge, skill or ability which is being tested, and the appropriate standard required in

\textsuperscript{14} Ibid.
\textsuperscript{15} Ibid
\textsuperscript{16} Ibid
\textsuperscript{17} Ibid
order to obtain the award. A competence standard which does not meet the requirements of being genuinely relevant to the course, applied equally to all students, and a proportionate means of meeting a legitimate aim may be unlawfully discriminatory.

10. **Distinguishing competence standards and methods of assessment.** While competence standards are exempt from the obligation to make reasonable adjustments, the method by which students demonstrate their attainment of a learning outcome is not itself a competence standard (although there may be rare occasions where the competence standard and the method of assessment are inextricably linked, e.g. a musical performance). Thus, requiring all candidates to complete a written exam within three hours would lead to indirect discrimination and discrimination arising from disability against people with fatigue conditions, physical impairments, or learning disabilities unless it could be shown that the three-hour time limit met all the requirements of criteria (1) to (3) in paragraph 2 above. This would be unlikely in most courses given the variety of methods of assessment already accepted within the University, as well as the difficulty of demonstrating that an ability to write within a single particular time limit was an integral and irreplaceable component of the standards applied in order to determine whether the student has the required level of competence or ability. Failure to make adjustments to the mode of assessment for disabled students could therefore give rise to claims of discrimination, including a failure to make reasonable adjustments. By contrast, an ability to demonstrate synoptic knowledge of material studied over the course of one or two years is likely to be regarded as an acceptable competence standard. However, a method of assessing this knowledge which required high levels of stamina in order to complete a number of papers within a limited time scale would not be justifiable.

11. The identification of a course’s competence standards is key to avoiding unlawful discrimination and enabling the University to meet its anticipatory duty to make reasonable adjustments (See Annex F: Major adjustments to course and assessment requirements). Therefore, supervisory bodies must clarify the competence standards of their courses. The Equality Challenge Unit ‘recommends a collaborative approach to developing and reviewing competence standards. This will require input from those with particular knowledge of disability as well as from academic staff with subject-specific knowledge’, and provides some guidance on this.

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18 ‘Indirect discrimination’ occurs when a policy, criterion or practice applied equally to all students has the effect of putting disabled students at a substantial disadvantage and is unlawful unless it can be justified as a ‘proportionate means of achieving a legitimate aim’.

19 ‘Discrimination arising from disability’ occurs where a person is treated less favourably as a result of their disability and the treatment cannot be justified.

20 The OIA has recommended that the University review its assessment criteria and processes with the aim of identifying appropriate competence standards for its courses.

21 Understanding the interaction of competence standards and reasonable adjustments. Equality Challenge Unit (Advance HE)
Annex E: Consideration of mitigating circumstances by examiners

Examiners are able to consider mitigating circumstances, i.e. medical and other circumstances (including disability) that may have affected a candidate’s performance in examinations and assessments. Examination boards should also consider the impact COVID-19 has had on its candidates. Examiners may then adjust a candidate’s result if necessary.

Adjustments, required as a result of disability, to examinations and assessments as taken are covered in Annex A: Major adjustments to courses and assessment requirements.

Regulations

1. There are two applicable sections of the University’s Examination Regulations.
   - Part 13 Mitigating Circumstances: Notices to Examiners relates to unforeseen circumstances which may have an impact on a candidate’s performance.¹
   - Part 12 Candidates with Special Examination Needs relates to students with some form of disability.²

2. Students can notify the examiners of the impact that Covid-19 has had on their coursework submissions and open-book examinations. The examiners should take this information into consideration alongside the exam board’s systematic assessment of the impact Covid-19 has had on the cohort. Circumstances that examination boards should take into account include, but are not limited to:
   - change in assessment format to that expected by candidates (e.g. moving from an unseen written examination to a take-home paper or submitted coursework)
   - candidates needing to complete assessment in unsuitable locations (e.g. disruptive home environment)
   - changes in teaching, learning opportunities, practicals and revision due to the University’s move to remote teaching (e.g. lectures moved to online, field trips cancelled, projects changed due to practicals not being carried out)
   - confusion/anxiety due to change of assessment
   - anxiety/stress/uncertainty caused by restrictions on day-to-day activities that have impacted on exam preparation
   - changes due to unavailability of resources (e.g. closure of libraries)

3. Students can notify the examiners of mitigating circumstances due to the impact of any of the following on their performance:
   - circumstances related to Covid-19 which go beyond those which are listed in paragraph 2
   - sudden illness or accidental injury
   - more long-standing conditions which may or may not have resulted in alternative examination arrangements under Part 12 (see paragraph 3 below)
- bereavement (usually the death of a close relative/significant other)
- significant adverse personal/family circumstances, for which there is evidence of impact on their performance in examinations/assessments
- other serious circumstances for which there is evidence of impact on performance (e.g. the impact of a crime).

4. Students who have in place alternative arrangements/major adjustments to assessment under Part 12, but who believe that those arrangements may not be sufficient to fully mitigate the impact of disability on their performance, either due to the nature of the disability, or as a result of a fluctuating condition, can use the mitigating circumstances notice to examiners procedure to make examiners aware of this.

**Procedure for notifying examiners**

5. Whether under Part 12 or Part 13, a mitigating circumstances notice to examiners should be submitted by the college on behalf of the student as soon as circumstances come to light. Candidates with alternative arrangements under Part 12 will not be considered under this mitigating circumstances process if they do not submit a separate mitigating circumstances notice. The Senior Tutor, or other nominated person, may guide the candidate in completing the candidate statement and in gathering appropriate evidence. The college may, but is not required to, include a college statement as part of the notice to examiners. Notices should be submitted through eVision.

6. It is the candidate’s responsibility to raise any issue that may have impacted on their performance with the designated college officer, to complete the candidate statement, and to provide appropriate evidence in support. Failure to do this in a timely fashion may jeopardise the examiners’ ability to consider their case.

7. Candidates should provide a statement providing explicit detail about the way(s) in which their circumstances affected their examination performance, e.g. fatigue, poor concentration, panic attacks, etc. and submit evidence in support of their application. Colleges should remind candidates that their supporting evidence needs to provide explicit detail about the way(s) in which their circumstances affected/are likely to affect their examination performance, e.g. fatigue, poor concentration, panic attacks, etc. Supporting evidence may be (i) evidence such as medical certificates, previous diagnostic letter of a long-term health condition, proof of travel disruption etc. (ii) any contemporaneous evidence such as a copy of an email they sent to the designated college officer following the affected exam(s) etc. If medical evidence is not obtainable, candidates should explain the steps taken to obtain the evidence and why it has not been possible to provide it.

8. In the case of notices submitted by candidates who also have in place alternative arrangements/major adjustments to assessment, college should also provide a copy of the notification of approved adjustments, e.g. extra time, rest breaks, not taking exams in the morning, an amanuensis, etc. and the candidate should explain why the adjustments that have been made do not fully compensate for the effects of the illness or disability.

9. A University medical certificate is available for use as supporting evidence for mitigating circumstances notices to examiners. The template, and guidance for medical practitioners, is available at [https://academic.admin.ox.ac.uk/medical-evidences-and-](https://academic.admin.ox.ac.uk/medical-evidences-and-).
Medical certificates supplied electronically will be accepted where the receiving officer is satisfied that the e-mail address from which the certificate is sent is a genuine UK NHS medical practitioner’s or practice / hospital account (e.g. doctor.name@trust.nhs.uk or equivalent).

10. The mitigating circumstances notices to examiners process should not be used to make complaints about the conduct of examinations, and any such complaints should be referred to the Proctors for consideration (see section 15 of the EAP).

Timing of mitigating circumstances notices

11. Mitigating circumstances notices should be submitted as soon as possible after the affected assessment and no later than noon of the day before the final meeting of examiners. Examination Boards should consider publishing the date of their final meeting to facilitate in time MCE submissions.

12. Candidates and colleges should note that notices should be submitted as soon as the circumstances become clear and evidence is available (which may be well before the examination period, if the notice relates for example to a piece of work submitted earlier, or relates to the impact of a long-term condition for which it is felt alternative arrangements cannot fully mitigate). The deadline of noon the day before the final meeting of examiners is to allow for cases of acute illness or similar during the examination period itself, and submission of notices should not be delayed unnecessarily until this deadline if it is possible to submit them earlier.

13. Mitigating circumstances notices are forwarded to the chair of examiners if they are received before noon of the day before the final meeting of examiners. Notices received after this deadline will be considered by the Proctors, and will only be passed on to examiners if received within three months of the publication of results and if one of the following criteria is met:

- The candidate’s condition is such as to prevent them from making an earlier submission;
- The candidate’s condition is not known or diagnosed until after the final meeting of the examiners;
- There has been a procedural error (beyond the candidate’s control) that has prevented the candidate’s information from being submitted.

Any applications received after three months of the results being released will be considered as out of time.

14. If the Proctors decide not to pass on a mitigating circumstances notice to examiners, the regulations require them to give their reasons for their decision. A candidate or their college may appeal against a decision of this kind under the regulations governing appeals.³

Consideration by a Mitigating Circumstances Panel

15. A subset of the board (the ‘Mitigating Circumstances Panel’) should meet to discuss the individual notices to examiners. Except for very small examination boards, the Panel
should consist of a minimum of three members. In smaller departments, the entire exam
board may need to act as the Panel. The Panel should band the seriousness of each
notice to examiners on a scale of 1-3, with 1 meaning that the evidence indicates that the
mitigating circumstances would have had a minor impact on the candidate’s
performance, 2 indicating moderate impact, and 3 indicating very serious impact.

16. The Mitigating Circumstances Panel should not consider examination
scripts/submissions or marks, but should only consider the mitigating circumstances
notices, i.e. it should consider the evidence regarding the mitigating circumstances rather
than its impact on the actual work submitted. The role of the Panel is to evaluate, on the
basis of the information provided to it, the relevance of the circumstances to
examinations and assessment, and the strength of the evidence provided in support. The
Board of Examiners will separately consider whether and how to adjust a candidate’s
results as a result of the mitigating circumstances, taking into account both the Panel’s
banding of the seriousness of the notice, and the scripts/submissions and marks.

17. When making its decision on the seriousness of each notice to examiners, the Panel
should consider the following:

   a) The circumstances and their relevance to examinations/assessment

   • The types of circumstances which are likely to be covered in mitigating
circumstances notices to examiners are covered in paragraph 2 above.

   • In the case of health issues or bereavement, it may be helpful to consider whether
   the circumstances would have resulted in sick or compassionate leave in an
   employment context.

   • The Panel should take into account that relatively minor illnesses, which might have
   resulted in one day’s absence in an employment context, could be judged as being
   likely to have had a very serious impact on a candidate’s performance (band 3) for an
   examination taking place on the day of the illness.

   • The Panel should also take into account any evidence provided on how the impact of
   the circumstances has already been mitigated (e.g. if an extension has already been
   granted for a submission).

   • As set out in paragraph 3 above, candidates who have had alternative
   arrangements/major adjustments to assessment but who believe that those
   arrangements may not be sufficient to fully mitigate the impact of disability on their
   performance, may submit a mitigating circumstances notice to examiners. The
   Panel’s banding decision for such candidates should take into account the strength of
   the evidence that the alternative arrangements/major adjustments to assessment
   have not fully mitigated the impact of the disability or illness. This might be the case if
   the candidate has a very serious disability/long-term health condition; if they have a
   fluctuating condition and were particularly affected during the
   examination/assessment period; or if an examination adjustment itself has had an
   adverse impact on the candidate’s performance (examples might include the fatigue
   caused by taking examinations with extra time; the experience of lengthy extended
   supervision; and frequent interruptions due to the need to take rest breaks).
• The Panel should consider how the timing of the circumstances relates to the examination period/deadline for submission, including to the preparation period for the assessment, and whether it is reasonable to conclude that the circumstances described would be likely to have an impact on a candidate’s performance.

• The Panel should also note whether all or a subset of papers appear likely to have been affected, based on the evidence provided regarding the timing (since it is possible for circumstances to have different levels of impact on different papers).

b) Strength of the evidence

• All evidence should clearly demonstrate that the student was affected at the time of the examinations/assessment and/or in the preparation period, and provide explicit detail about the ways in which the circumstances would have affected the candidate’s performance.

• For health issues, medical evidence, normally from a college doctor, should be supplied. This will be stronger if it was generated at or near the time of the circumstances, and if it is based on the medical practitioner’s examination of the student, rather than only reporting the student’s views.

• Please note that in cases of acute illness (e.g. a relatively minor illness on the day of an examination), evidence from a college nurse should be accepted and considered to be appropriate.

• In cases where the notice to examiners indicates that a student completed only part of a paper, chairs of examiners should note that they can request the invigilator’s log for the examination in question from the Examinations and Assessments team as supporting evidence (e.g. the log will note if a candidate left the examination room due to illness).

• Other appropriate evidence might include a statement from the Disability Advisory Service or Counselling Service, in the case of long-term conditions, or a statement from the police or a solicitor, in the case of a crime.

• In the case of bereavement, a copy of a death certificate might be supplied, although a statement from a doctor or from the Counselling Service could also be accepted as appropriate evidence.

• In the case of adverse personal/family circumstances, the Panel should note that it might be difficult for the student to provide appropriate evidence other than a statement from their college. A detailed statement from the college, which might include what it has done to help the student, should be accepted as appropriate evidence in such cases.

• The presence or absence of a college statement should not in itself be taken as indicating the seriousness of the notice to examiners, as there is no requirement for such statements to be included as part of the notice.

• Colleges should not comment on the academic performance of a student, and if they do, the Panel should not take this into account.
- Evidence in a college statement may be useful in explaining any issues with obtaining other evidence, or in providing evidence regarding what help has already been given to the student due to their mitigating circumstances.

18. It is at the discretion of the chair of the board whether all attendees at the Mitigating Circumstances Panel should see all the evidence supplied with a mitigating circumstances notice.

19. For courses where marks are released at multiple points throughout the academic year, and for multi-part examinations, it is permissible to hold more than one Mitigating Circumstances Panel meeting, prior to the relevant board of examiners meeting. All notices relating to the same papers should be discussed at the same meeting.

20. Since the Mitigating Circumstances Panel meeting will often take place several days prior to the final board of examiners meeting, there will be occasions where notices are received prior to the deadline of noon the day before the final meeting of examiners, but after the Mitigating Circumstances Panel meeting. On such occasions, it may be appropriate to hold a further Mitigating Circumstances Panel meeting immediately prior to the final examiners meeting, if it is not felt appropriate for the whole board to consider these notices.

**Consideration by the board of examiners**

21. The banding information agreed by the Mitigating Circumstances Panel should be used at the final board of examiners meeting to decide whether and how to adjust a candidate’s results. The board of examiners should take into account both the banding information and the scripts/submissions and marks.

22. Examination boards should also carry out a systematic assessment of the cohort and identify what impact COVID-19 has had on their teaching, learning and assessment. For example, if written examinations have been changed to open-book examinations or submitted coursework, this should be taken into consideration for the whole cohort. If projects may have been affected by candidates being unable to undertake fieldwork or other research, the board should consider how different groups of candidates have been affected (e.g. those whose projects did not require fieldwork will not have been affected, those whose projects were fieldwork-based and were due to continue or carry out fieldwork since the start of the calendar year will have been affected).

23. Examination Boards should then consider the information provided by the candidate in the MCE.

24. When deciding what action to take from a mitigating circumstances notice to examiners, examiners may wish to consider one of the following. Examiners are not required to take the possible actions suggested below, but are always expected to consider very carefully the circumstances that affected the candidate’s performance on the relevant examination/assessment dates and/or in the preparation period, and to determine whether those circumstances are likely to have affected the candidate’s results to the extent that any adjustment should be made.

<table>
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<tr>
<th>Actions</th>
<th>Guidance</th>
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<tr>
<td>A. Disregarding a paper or papers and finalising results on the basis of the remaining work</td>
<td>This is most likely to be appropriate in cases of acute illness, where it is clear that performance in a particular paper affected by that illness is weaker than other papers. It is likely that it will normally be appropriate to allow only one paper to be disregarded while still allowing results to be finalised on the basis of the remaining material, although exceptionally it may be appropriate to disregard more than one paper. Where a paper is disregarded, its mark should be reported as 'no result expected' rather than as zero.</td>
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<tr>
<td>B. Finalising the mark for a paper or papers taking into account all available material</td>
<td>This could mean finalising a mark for a paper on the basis of the number of questions actually completed rather than the number of questions required, where there is evidence that a particular paper was affected. It is likely that this will be appropriate for papers where at least half of the questions have been completed. Examiners should not otherwise change the mark for an individual paper, but may, under C below, award a higher classification or permit the student to progress, where the student would otherwise have been just below the boundary for classification or progression. If such threshold requirements have been extended or reduced, and it is not considered appropriate for the mark for an individual paper to appear on the student's transcript, the examiners should report the mark as 'no result expected'.</td>
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<tr>
<td>C. Reviewing the classification/overall outcome requirements (giving particular consideration to candidates who are just below boundaries for classification or progression)</td>
<td>Where there is evidence that a candidate’s performance has been affected over one or more papers and this leaves them just below a classification or progression boundary, examiners may consider whether they should be awarded the higher classification, or allowed to progress (e.g. permitted to progress to the FHS, or to the final Part of a multi-part honours school, despite not having met the usual threshold for doing so). This may include extending the threshold usually used for consideration of boundary cases, or reducing the requirements for progression or for classification in the higher band. This should not be considered if individual adjustments to papers have already been applied (such as those under A and B above), to avoid double compensation. Where a candidate has submitted evidence that they were significantly affected for an assessment or assessments but the examiners do not consider it appropriate to give the assessment a passing mark (or to disregard the assessment), and the resit attempt would ordinarily be capped, the examiners may recommend to the resit board that the resit attempt should not be capped.</td>
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<tr>
<td>D. Passing the notice to the examiners of the final</td>
<td>For early parts of multi-part exams, and exams which release final marks throughout the course, the mitigating circumstances notice must be passed to the final exam board which will make the final classification decision, so that the board can consider whether the final classification should be affected. However, this should not</td>
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25. If it is determined that no further action will be required for notices in band 1, students will be informed that their notice to examiners has been considered but that no adjustment has been made. Examiners should note that it is also possible for there to be clear evidence of moderate or even very serious impact on a student (bands 2 or 3) but also for there to be no appropriate action which the examiners can take, and therefore for no adjustment to be made. The banding information will reflect the relevance of the circumstances to examinations and assessment and the strength of the evidence, and not whether an adjustment can or should be made.

26. Examiners should note that it is possible to review the banding information provided and decide to take action if, on consideration of both this information and the candidate’s marks, it appears that the original band does not reflect the impact on the student. This is likely to be appropriate if the original banding information reflects minor impact, but performance in a particular paper is demonstrably weaker than others, and the evidence shows that this paper was affected by the mitigating circumstances described.

27. In circumstances where there has clearly been serious impact on a student but there is no action which the examiners can take, they may wish to consider whether to recommend that an application is made to Education Committee for appropriate dispensation. For example, examiners are not able to decide that an attempt should be set aside, but in some circumstances an exam board may be unable to pass the candidate at resit but be sympathetic to a candidate being given an exceptional third attempt at an assessment. In such cases, the exam board should not contact the candidate’s college but should contact the Proctors’ Office who will pass the information on and advise on the possibility of an application to Education Committee. This maintains the integrity of the examination. Examiners should also note the option, under C in the table above, of recommending to a resit board that the resit attempt should not be capped.

28. When considering the impact of a disability upon a candidate’s assessment, it is appropriate to bear in mind the relevant equality law. For candidates who submitted a mitigating circumstances notice to examiners having already been granted alternative arrangements/major adjustments for disability, examiners should be aware of Annex A: Major adjustments to course and assessment requirements, particularly paragraphs 5-8 and 22-24. Universities are obliged under the Equality Act 2010 (and its predecessor the Disability Discrimination Act (1995, amended 2001, 2005)) to provide reasonable adjustments for disabled students. The only exception to this is in the application of a competence standard. However, there are limitations on what may fairly be judged to be
a competence standard and in nearly all cases reasonable adjustments must be made to the way in which the standard is assessed (also see Annex D: Competence standards for further details).

29. If the candidate has missed any papers, the chair should ensure either that authorisation to consider the candidate for an estimated classification has been received from the Proctors, or that notification has been received that no such authorisation will be given (see section 11.7.4 of the Exams and Assessment Framework).

Record-keeping

30. A formal record should be kept of the exam board’s consideration of any cohort wide actions taken (as in paragraph 20). This should be captured in the minutes under a separate section. In addition to this the exam board’s consideration of a candidate’s MCE and any actions taken should be recorded. For both the cohort-wide action and the individual circumstances actions exam board should confirm that (a) information about mitigating circumstances has been considered by the examiners, (b) how that information has been considered (i.e. the information that has been taken into account, and the conclusions that have been drawn from that information), and (c) the outcome of the consideration with the reasons for the decisions reached. This should be available as general minutes for the cohort-wide actions and as a table for the self-assessment actions in the minutes of the examiners’ proceedings. Examination Boards should record this information either on the pro formas available at the end of this annex or in a spreadsheet.

31. The outcome should be entered onto eVision for publication to students with results via Student Self Service. Further guidance on recording the outcome on eVision is available at https://examshandbook.admin.ox.ac.uk/home.

32. This procedure should be part of the information published for candidates in the published examination conventions, and should be clearly communicated to them. It should allow appropriate involvement by the external examiner(s) who should be in a position to certify the fairness of the procedure followed.
**Report on a mitigating circumstances notice to examiners**

A record in either the pro-forma (section A below) or table (section B below) should be used to record actions taken for each candidate for whom the board of examiners has received a mitigating circumstances notice to examiners under Part 12 or 13 of the Regulations for the Conduct of University Examinations (http://www.admin.ox.ac.uk/examregs/2019-20/rtcofunivexam/). A separate pro-forma or line in the table should be completed for each candidate and this should form part of the exam board minutes.

Guidance for examiners on how to deal with such notices is available in Annex E: Consideration of Mitigating Circumstances by Examiners of the Exams and Assessment Framework (https://academic.admin.ox.ac.uk/examiners).

**Section A: Pro-forma approach**

<table>
<thead>
<tr>
<th>Candidate Number:</th>
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<table>
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<tr>
<th><strong>Section 1: Evaluation of seriousness of notice to examiners (completed at Mitigating Circumstances Panel meeting)</strong></th>
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<tbody>
<tr>
<td>Examiners should take into consideration the relevance of the circumstances to examinations and assessment, and the strength of the evidence. See paragraphs 13-18 of Annex E: Consideration of Mitigating Circumstances by Examiners of the Exams and assessment framework (<a href="https://academic.admin.ox.ac.uk/examiners">https://academic.admin.ox.ac.uk/examiners</a>).</td>
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<table>
<thead>
<tr>
<th>What papers appear likely to have been affected, based on the evidence?</th>
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<tbody>
<tr>
<td>□ All papers</td>
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<tr>
<td>□ Subset of papers</td>
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<tr>
<td>If a subset of papers, specify please state which:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>How serious is the impact as given in the MCE likely to have been? (Note: It is possible for circumstances to have different levels of impact on different papers.)</th>
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<tbody>
<tr>
<td>□ 1 = minor impact</td>
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<tr>
<td>□ 2 = moderate impact</td>
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<tr>
<td>□ 3 = very serious impact</td>
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<tr>
<td>Commentary on decision:</td>
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</tbody>
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<tr>
<th>Section completed by</th>
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<tbody>
<tr>
<td>Date</td>
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<table>
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<tr>
<th><strong>Section 2: Report of action taken - to be completed at results confirmation meeting</strong></th>
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</table>

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<tr>
<th>Have the examiners considered the candidate’s performance in the light of the material provided in the mitigating circumstances notice to examiners, and the evaluation of the seriousness of the notice by the Mitigating Circumstances Panel?</th>
</tr>
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<tbody>
<tr>
<td>□ Yes</td>
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<tr>
<td>□ No</td>
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<tr>
<th>Summary of action taken (Note: boards may decide to take one, some, or none of these actions)</th>
</tr>
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<tbody>
<tr>
<td>No adjustment made, or action taken □</td>
</tr>
<tr>
<td>Comments and reason:</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Classification/overall outcome requirements reviewed, including progression requirements</td>
</tr>
<tr>
<td>Outcome of action taken:</td>
</tr>
<tr>
<td>Notice passed to the final results/classification meeting (this <strong>must</strong> be done for early parts of multi-part exams, and exams which release final marks throughout the course)</td>
</tr>
<tr>
<td>Comments/ recommendation to future examiners:</td>
</tr>
<tr>
<td>Paper(s) disregarded and results finalised on the basis of the remaining work</td>
</tr>
<tr>
<td>Specify paper(s):</td>
</tr>
<tr>
<td>Question(s) disregarded and results finalised on the basis of the remaining work (e.g. mark finalised on the basis of the number of questions actually completed rather than the number of questions required)</td>
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<tr>
<td>Specify paper(s):</td>
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<tr>
<td>Other action (Please specify outcome of action taken)</td>
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<tr>
<th>Section completed by</th>
<th>Date</th>
</tr>
</thead>
</table>
Section B: Table approach

Please note the table should be completed in reference to the guidance provided for Boards of Examiners in Annex E: Consideration of Mitigating Circumstances by Examiners of the Exams and assessment framework.

<table>
<thead>
<tr>
<th>Candidate Number</th>
<th>Evaluation of seriousness of notice to examiners (completed at Mitigating Circumstances Panel meeting)</th>
<th>Summary of Action taken (to be completed at results confirmation meeting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers likely to have been affected (All papers or subset of papers)</td>
<td>How serious is the impact likely to have been (1 minor, 2 moderate, 3 very serious)</td>
<td>No adjustment made, or action taken (Y/N)</td>
</tr>
<tr>
<td>If a subset of papers (please state which)</td>
<td>Commentary on decision</td>
<td>Commentary on reason(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjustment made, or action taken (Y/N)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action taken and either outcome or recommendation to future examiners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Classification/overall outcome or progression requirements reviewed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii. Notice passed to the final results/classification meeting (this must be done for early parts of multi-part exams, and exams which release final marks throughout the course)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii. Paper(s) disregarded and results finalised on the basis of the remaining work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv. Question(s) disregarded and results finalised on the basis of the remaining work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v. Other (please specify)</td>
</tr>
</tbody>
</table>

Section completed by: ___________________________ Date: ___________________________

Section completed by: ___________________________ Date: ___________________________
Annex F: Major adjustments to course and assessment requirements

1. This annex provides information on major adjustments to course and assessment requirements, made on the grounds of disability or complex mitigating circumstances. Such changes require approval on behalf of Education Committee.

2. In this annex, further information is provided on the University’s legal responsibilities with regards to disabled students, the types of adjustments approved for students, and the normal procedures to be followed in considering applications for such adjustments.

Legislation

3. Equality legislation\textsuperscript{22} requires that universities must not discriminate against disabled students. Discrimination includes treating a disabled student less favourably and failing to make ‘reasonable adjustments’. Universities are also subject to the public sector equality duty\textsuperscript{23}, the effect of which is to require universities to promote and embed disability equality proactively across institutional policies, procedures and practice\textsuperscript{24}.

4. The University is therefore required to put ‘reasonable adjustments’ in place with regards to examinations and assessments for disabled students, to ensure that they are not placed at a ‘substantial disadvantage’ in comparison with their non-disabled peers. It should be noted that it is permitted for disabled students to receive favourable treatment compared to a non-disabled student, if this results in the removal or mitigation of a disadvantage.

5. Universities are not required to make adjustments which would compromise the academic ‘competence standards’ of the courses in question. For more information on competence standards, see Annex D: Competence standards.

6. Candidates with eligible long-term health conditions continue to be regarded as disabled even when they have been deemed well enough to resume study or assessment, and the duty to make reasonable adjustments continues to apply.

Key definitions

7. A disability is defined as a condition which has a long-term (has lasted for 12 months or is likely to do so), substantial (not minor or trivial) and adverse impact on an individual’s

\textsuperscript{22} The Equality Act 2010 replaced the Disability Discrimination Act (DDA, 1995, amended 2001, 2005). In amending the DDA, the Special Educational Needs and Disability Act (SENDA, 2001) introduced the concept of ‘reasonable adjustments’ to the provision of higher education. The 2005 revision to the DDA placed a ‘positive statutory duty’ on public bodies (including the University) to have due regard to the need to promote equality of opportunity between disabled and other persons and to avoid disability-related discrimination (among other obligations). All these provisions were incorporated into the Equality Act, together with a broader public sector equality duty.

\textsuperscript{23} The public sector equality duty requires public bodies to have due regard to the need to promote equality of opportunity, eliminate unlawful discrimination and foster good relations between people with a ‘protected characteristic’ and those without. ‘Protected characteristics’ are defined as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

\textsuperscript{24} The EHRC has published guidance for higher education providers which is available from https://www.equalityhumanrights.com/en/advice-and-guidance/higher-education-providers-guidance.
capacity to undertake normal day-to-day activities. Disability covers a wide variety of conditions, encompassing long-term illness (often from the point of diagnosis) as well as physical or psychological problems, e.g.

- Vision or hearing impairments;
- Physical impairments such as paraplegia, cerebral palsy, repetitive strain injury (RSI) and arthritis;
- Mental health difficulties such as depression, anxiety and eating disorders;
- Specific learning difficulties such as dyslexia, dyspraxia and Attention Deficit (Hyperactivity) Disorder. These conditions do not need to be shown to have a substantial adverse effect on ‘normal day-to-day activities’ as it is accepted that they will in all cases significantly affect students in higher education;
- Long-term health conditions such as HIV, diabetes, epilepsy, inflammatory bowel disease/Crohn’s disease, Chronic Fatigue Syndrome/ME, multiple sclerosis and cancer. A person with such a condition continues to be regarded as disabled despite fluctuations in the severity of their condition or, in the case of cancer, after recovery.

Case law has indicated that undertaking examinations is considered to be a day-to-day – rather than specialised – activity\(^\text{25}\).

8. **Reasonable adjustments** are central to the concept of disability equality. Where a disabled student suffers – or would suffer – a substantial disadvantage, the University is under a duty to make reasonable adjustments to overcome that disadvantage. The intention is that the adjustments should ‘level the playing field’ for the disabled student. It is important that adjustments meet the needs of the individual disabled student rather than providing a generic response to a class or type of disability. Once implemented, adjustments do not provide automatic precedents for other students, but may be taken into account when considering what would be appropriate in a different case. The duty is anticipatory which means that the University should not wait until it is asked to consider what adjustments might be made, but should be ready – where feasible – with solutions to overcome disadvantages. The failure to make reasonable adjustments cannot be legally justified and if an adjustment is deemed to be reasonable then it must be made.

9. **Competence standards.** There is no obligation to make adjustments to competence standards. Competence standards can be defined as the ‘academic, medical or other standard[s] applied for the purpose of determining whether or not a person has a particular level of competence or ability’\(^\text{26}\) in their course or as ‘a particular level of competence or ability that a student must demonstrate to be accepted on to, progress within and successfully complete a course or programme of study’\(^\text{27}\). A competence standard must not

\(^{25}\) Paterson v The Commissioner of Police of the Metropolis (2007) UKEAT 0635/06.


\(^{27}\) Guidance from the Equality Challenge Unit on the interaction between competence standards and reasonable adjustments is available at [www.ecu.ac.uk/publications/understanding-the-interaction-of-competence-standards-and-reasonable-adjustments](www.ecu.ac.uk/publications/understanding-the-interaction-of-competence-standards-and-reasonable-adjustments).
itself be unlawfully discriminatory\textsuperscript{28}, therefore it must not be applied only to a disabled student and must be:

- Genuinely relevant to the course;
- Applied equally to all students, whether with or without a disability; and
- A proportionate means of achieving a legitimate aim.

10. The proportionate means component requires that:

- There is a pressing need that supports the standard’s purpose;
- The application of the standard will achieve that aim; and
- There is no other way of achieving the aim that is less detrimental to disabled people.

11. Further information on competence standards is provided in Annex D: Competence standards.

**Reasonable adjustments to examination arrangements**

12. Reasonable adjustments to examination arrangements are approved by the Proctors or by the Examinations and Assessments team under delegated authority from the Proctors. These include adjustments such as:

- Use of a computer or other assistive technology in written examinations
- Extra time for written examinations
- College sittings for examinations
- Rest breaks in examinations
- Use of ergonomic furniture
- Permission to take food, drink or medication into the examination room

13. Disabled students undertaking practicals or clinical assessments can be provided with an adapted laboratory environment, permitted the use of assistive technology, or allowed extra time to complete non-time critical elements of the task\textsuperscript{29}.

14. Advice on reasonable adjustments to examination arrangements should be sought from the Disability Advisory Service (DAS) and, if necessary the Proctors, well in advance of the examination. DAS will provide recommendations for support arrangements and adjustments to study conditions – normally these will be set out in the Student Support Plan.

\textsuperscript{28} Unlawful discrimination includes direct discrimination, which is never justifiable, and indirect discrimination or discrimination arising from a disability which cannot be justified in accordance with the numbered requirements set out in paragraph 5.

\textsuperscript{29} The latest edition of the General Medical Council’s guidance to medical schools ‘Gateways to the Professions. Advising medical schools: encouraging disabled students’ (GMC, 2014) contains a comprehensive Appendix with numerous examples of the reasonable adjustments made for medical students in UK medical schools. ([www.gmc-uk.org/education/undergraduate/gateways_guidance.asp](www.gmc-uk.org/education/undergraduate/gateways_guidance.asp))
Major course adjustments

15. Major course adjustments should be considered when a candidate's disability-related needs cannot be met by alternative examination arrangements, and more significant adjustments requiring dispensation from the regulations may be required. Such adjustments must be approved by or on behalf of Education Committee. The committee has delegated authority from Council to approve the necessary dispensations. Examples of major course adjustments requiring approval include:

- A student being allowed to extend the overall period of time within which a course is normally taken, e.g. to spread assessment for a Final Honour School across three rather than two years.
- A revised assessment schedule being approved for a student requiring extra time to complete submitted work.
- An alternative method of assessment being permitted for one or more assessment items. This often entails finding alternatives to unseen written examinations, such as extended essays, take-home papers or an additional dissertation.
- An alteration to the timing or duration of an assessment being permitted e.g. splitting an examination over more than one session.
- A student being exceptionally permitted to omit one or more papers from the normal assessment requirement. This can be done on the basis that the examiners are content that they will have sufficient material on which to reach a classified outcome.

16. Such changes can be approved on the grounds of disability or complex mitigating circumstances. For instance, a student may have a number of health and/or personal issues (e.g. bereavement) which would not qualify as a disability, but would have a significant, long-term effect on their studies.

Application process for major course adjustments

17. Applications to Education Committee should be made as early as possible. Further guidance on how to apply for dispensations from Education Committee (via the Education Policy Support team) is available from the Academic Support Website. Generally applications for undergraduate students should be sent from the college, and applications for graduate students should be sent from the department or faculty. It is normally expected that the college and department or faculty will have liaised regarding the proposed adjustments before it is sent to Education Committee. In most cases the college, department or faculty should also have discussed the application with DAS.

18. The application should set out in detail the adjustments being requested and should include the appropriate medical or other specialist evidence. The evidence should confirm the nature of the disability or complex mitigating circumstances, and the likely impact on a student's capacity to undertake all or parts of a course. The evidence should provide sufficient detail to enable those concerned to take a view on the reasonableness of the request, in particular the need for and effectiveness of the requested adjustments. The application should also generally include a statement from DAS. It is acknowledged that for applications made from March 2020 contemporaneous medical evidence is likely to be difficult to obtain. Advice can be sought from Education Policy Support officers on the evidence required.
19. Education Policy Support (EPS) officers will ask the relevant supervisory body/board of examiners to comment on the adjustments proposed. In giving its view, the supervisory body/board of examiners should refer explicitly to the competence standards for the award.

20. The aim of the process is to secure a way forward which is acceptable all round, although the final decision rests with Education Committee. The decision is taken on behalf of Education Committee (normally a policy officer in Education Policy Support or the Pro Vice-Chancellor (Education) acting on its behalf) in the light of all the information provided, and all parties are informed. The college or department/faculty informs the student.

21. If a student is not content with the decision that is reached, they can appeal against it to two members of Education Committee (who have not previously been involved in the decision). Ultimately recourse would be to the Office of the Independent Adjudicator for Higher Education.

22. The requirement when considering applications for major adjustments is to identify what would be fair and reasonable for the student concerned in their individual circumstances, while maintaining the academic standards of the course. Approval for a particular application should not therefore be taken as providing an automatic precedent for another student. Each case is considered on its merits.

23. Fairness to other candidates is ensured by taking very seriously the requirement not to compromise the competence standards of the course. The identification of a course’s competence standards is therefore key to avoiding unlawful discrimination and enabling the University to meet its anticipatory duty to make reasonable adjustments (see Annex B: Competence standards for further guidance). Supervisory bodies are urged to clarify the competence standards of their courses in order to be better prepared for applications for major adjustments to the mode of assessment. This will make it easier to determine the most appropriate assessment for a disabled candidate.

Mitigating Circumstances Notices to Examiners (MCE) for candidates with major course adjustments

24. Part 12 of the Regulations for the Conduct of University Examinations allows candidates both to apply for special examination arrangements, and to ask for their condition to be taken into account as a mitigating circumstance which may affect their performance in examinations.

25. This means that even when alternative examination arrangements, including major adjustments which were approved on behalf of Education Committee, have been implemented to take account of a candidate’s condition, the candidate, through their college, may submit a mitigating circumstances notice to examiners.

26. It is accepted that examiners cannot assess undemonstrated performance and that candidates should not receive double compensation. Nevertheless, when a mitigating circumstances notice to examiners is received from a student with major adjustments to examinations and assessment, examiners are asked to take a view as to whether the adjustments are likely to have fully compensated for a candidate’s condition and allowed

30 www.oiahe.org.uk

31 The OIA has recommended that the University review its assessment criteria and processes with the aim of identifying appropriate competence standards for its courses.
them to demonstrate their ability. See Annex C: Consideration of mitigating circumstances by examiners for further guidance on the procedures to be followed in the consideration of these notices.

**Requesting major adjustments to course or assessment requirements**

1. **Student** obtains detailed evidence of impact of disability on study / examinations
2. The application is discussed with student, college, department/faculty and Disability Advisory Service
3. College or department/faculty submits application to Education Committee on student's behalf
4. Officers in Education Policy Support consult supervisory body/examiners
5. Officer if Education Policy Support or PVC (Education) takes a decision on behalf of Education Committee
6. The decision is communicated to the college, supervisory body/examiners, and Student Administration
7. Any appeal against the decision is considered by two members of Education Committee
8. If still dissatisfied, a student may make a complaint to the OIA
Annex G: Honour Code

Candidates will be expected to abide by this Honour Code. This is also published at https://www.ox.ac.uk/students/academic/exams/open-book/honour-code?wssl=1

1. Introduction

1.1 The University’s Honour Code interacts with and must be read and understood in conjunction with other regulations and policies including:

- the University’s disciplinary regulations concerning conduct in examinations;
- the University Student Handbook, in particular sections 9 and 10; and
- the Education Committee’s information and guidance on academic good practice and plagiarism.

1.2 The University views cheating, acting dishonestly and/or collusion in an examination as a serious disciplinary offence that may result in disciplinary actions, with the most severe penalty being expulsion from the University without a qualification. In the context of open-book and closed book remotely-invigilated examinations:

- the University considers that accessing the question paper via any other means than directly, via the designated online platform, and/or sharing the question paper with other students, falls within its definition of cheating and of acting dishonestly.
- the University reserves the right to use software applications, such as Turnitin, to screen submitted work for matches either to electronic sources or to other submitted work.

2. Expected Standards of Behaviour

2.1 Students are expected to act as responsible members of the University’s community.

2.2 In the context of open-book examinations, this means students are permitted to:

- refer to their own course and revision notes; and
- access offline or online resources, for example text books or online journals.

2.3 In the context of closed-book remotely invigilated examinations, this means that students are not permitted to refer to any materials beyond those provided as part of the exam paper or that are expressly permitted for that exam.

2.4 In both open-book examinations and closed-book remotely invigilated examinations, this means that students are expected to:

- submit work which has not been submitted, either partially or in full, either for their current Honour School or qualification, or for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this), or for a qualification at any other institution; and
- indicate clearly the presence of all material they have quoted from other sources, including any diagrams, charts, tables or graphs. Students are not expected to reference, however if they provide a direct quote, or copy a diagram or chart, they
are expected to make some mention of the source material as they would in a typical invigilated exam.

- paraphrase adequately all material in their own words.

2.5 Required to confirm as part of each submission:

- that the work they are submitting for the open-book examination is entirely their own work, except where otherwise indicated; and

- that they have not copied from the work of any other candidate, nor consulted or colluded with any other candidate during the examination.

3. **Honour Code Pledge**

3.1 All students will be expected to confirm for each open-book or remotely invigilated closed-book examination the following:

- I acknowledge the University Honour Code and I hereby confirm that the submitted work is entirely my own and I have not (i) used the services of any agency or person(s) providing specimen, model or ghostwritten work in the preparation of the work I submit for this open book examination; (ii) given assistance in accessing this paper or in providing specimen, model or ghostwritten work to other candidates submitting for this open-book examination.
Annex H: Procedure for the award of Declared to Deserve Honours/Masters

Eligibility

1. Any student can apply for the DDH or DDM award who is unable, due to illness, incapacity or other exceptional circumstances to complete the summative assessment for their course and who does not wish to suspend their studies and return at a later time.

2. Students will be expected to have completed nearly all the teaching for their programme, and will normally have commenced the final term of the course prior to applying for a DDH or DDM. Students on integrated Masters who have commenced the final term of the third year of the course will be eligible to apply for a BA declared award; in order to apply for a Masters level declared award, they would be expected to have started the final term of their fourth year.

Submission of applications

3. Students who are not suspended may submit an application for award of DDH or DDM at any point during the final term of their final year or during the following vacation but no later than 14 days after the deadline for the final assessment. Students who suspended during the final term of their final year may apply for a DDH or DDM while suspended and should remain suspended while the application process is underway.

4. The exam excusal and/or non-submission process must be followed for any assessment that the student is unable to complete. This can be undertaken in parallel if necessary to meet the application window noted in paragraph 3. Eligible students who are currently suspended and have not yet entered for assessment do not need to apply for exam excusal.

5. Students will be required to state the reasons for applying for consideration for the award of a DDH or DDM, but will not be required to provide supporting evidence. However, they may provide supporting evidence if they wish and where available. Students will be expected to confirm that they are unable to suspend and return the following academic year.

Consideration of applications

6. Applications for consideration for award of a DDH or DDM will be collated by Education Policy Support for review by officers.

7. Education Policy Support will seek confirmation from the relevant college and/or department that the student is in good academic standing and that, in their judgement, would, but for their absence from assessment, have obtained an honours degree (for

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32 For convenience, DDH is used to cover Declared to Deserve Honours, Declared to Deserve Undergraduate Advanced Diploma, Declared to Deserve Undergraduate Diploma, Declared to Deserve Undergraduate Certificate, Declared to Deserve Foundation Certificate, and DDM is used to cover Declared to Deserve Masters, Declared to Deserve Postgraduate Diploma, and Declared to Deserve Postgraduate Certificate, as appropriate.
undergraduate full degree programmes) or at least a pass (for postgraduates and for undergraduate sub-degree programmes).

8. In providing this confirmation, the college or department will be expected to certify that the student:

- Has passed all summative assessment to date, in accordance with the subject’s normal rules
- Does not have any resits for summative assessment outstanding
- Has achieved a satisfactory performance in formative assessment
- Is not subject to outstanding academic disciplinary procedures

9. Officers will review the confirmation, and supporting evidence, and, where satisfied, will advise the exam board that a DDH or DDM may be awarded.

10. Students will be notified of the outcome of the review and advice to the relevant exam board that a DDH or DDM may be awarded.

11. Before considering the award of a DDH or DDM, the exam board will first consider whether the candidate has submitted enough work to allow them to award a classified degree, and where possible will determine the candidate's proper class, based on the academic performance achieved.

12. Students who are awarded a DDH in relation to an Honours degree are entitled to apply to Education Committee for a further attempt at the Final Honours School.

13. If a candidate does not meet the DDH or DDM eligibility criteria, their results will usually be recorded as ‘incomplete’, and they will have the opportunity to complete assessment at a later date, usually the next time the missed assessments are offered.

Recognition

14. Recognition of the award of a DDH or DDM for the purposes of professional accreditation will be a matter for the relevant professional body.

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33 Any fail on record that has not been retrieved through a resit, even if not required to pass the course normally, will leave a student ineligible for the DDH/DDM.
Annex I: Examination adjustments (alternative examination arrangements)

Introduction

1. Examination adjustments (formerly known as alternative examination arrangements) are put in place for a student when the standard examination arrangements would put them at a substantial disadvantage because of a disability (including specific learning difficulties) or a specific health condition. Students may also be granted alternative scheduling arrangements if they are undertaking a religious observance and they are not permitted to work for a specific period of time which coincides with an assessment. This annex also provides guidance for situations when an illness or injury affects a student’s ability to undertake an examination.

2. A person has a disability under the Equality Act 2010 if they have a physical or mental impairment and the impairment has a substantial (‘more than minor or trivial’) and long-term (lasting or likely to last 12 months or more) adverse effect on their ability to carry out normal day-to-day activities. Examinations and assessments are considered normal day-to-day activities. Therefore, education providers have a duty under the Act to make reasonable adjustments so that students can access their studies without experiencing undue disadvantage because of their disability. Reasonable adjustments in an exam context could include extra time, the use of a computer to type answers, an alternative method of examination, or the use of dictation software. The most appropriate reasonable adjustment will depend on the particular difficulties posed for the student by the nature of the assessment in relation to the specific impact of their disability, and the competencies being assessed.

3. The following guidance is provided in relation to the different circumstances in which exam adjustment requests may be considered and possible reasonable adjustments and standard adjustments that can be applied. An outline of the process for applying for adjustments, the approval process, and the mechanism for appeals are also given with operational detail provided on the Examinations and assessments staff website.

4. This guidance specifically covers adjustments to timed examinations. Adjustments which require a change to a submission, the form of assessment, or to the timing of assessment are covered in Annex F: Major adjustments to course and assessment requirements of the Examinations and Assessment Framework.

Adjustments on the basis of disability

5. In order to access adjustments to examinations, students with a disability need to undertake an assessment with the Disability Advisory Service, who will review professional assessments and/or medical evidence and make a recommendation on suitable adjustments to examinations as part of the Student Support Plan (SSP).

Physical/mobility impairments and chronic health conditions

6. A wide range of physical impairments or chronic medical conditions can require adjustments in examinations. The disadvantage faced by the student can be mitigated by adjustments such as:
Accessible exam venues
- Hearing loops and/or materials provided in written format
- Question papers and materials provided in enlarged and/or coloured formats
- Access to medicines, food and drink in exams
- Access to bathrooms outside of the usual non-permitted periods
- Typing rather than handwriting exams
- Use of assistive software or support worker to aid reading and/or writing
- Extra rest or writing time to accommodate other adjustments or slower pace of work
- Use of ergonomic equipment, such as ergonomic keyboards and mice or adjustable desks and chairs
- Adjusted exam paper/answer booklets (e.g. enlarged text/paper size, alternative font/paper colour)

7. What is appropriate as an adjustment is likely to be unique to each student. Most of these adjustments, including extra writing time of up to 25%/15mins per hour can be accommodated in the main exam venue (either in the main room or computer suite). However where arrangements cannot be accommodated within the main exam venue then a candidate may require an individual sitting or need to undertake the examination through an alternative form of assessment.

8. An individual sitting will normally be an appropriate adjustment when required solely due to the need for a scribe or assistive technology, but for students requiring multiple adjustments, including those that result in a much longer exam duration, an alternative mode assessment, allowing the student to be assessed outside of exam conditions, is likely to be more appropriate.

Sensory Impairments - visual\textsuperscript{34} and auditory\textsuperscript{35} impairments

9. ‘Visual impairment’ (VI) is a term used to describe a loss of sight that cannot be corrected using lenses. Sight loss is usually categorized into partial or severe impairment and once formally identified, the individual automatically meets the definition of a disabled person under the Equality Act (2010). However, degrees of sight loss, the impact on daily functioning, and the type of support required varies considerably from person to person. Many individuals will have some level of functional sight and the VI will often not be obvious to others (even if registered blind).

10. A variety of adjustments can be made to accommodate the different needs and normal working patterns for students with VI. These range from enlarged print, braille, to a reader and/or amanuensis. Whilst many of these adjustments will help to mitigate the impact of VI on the practical parts of taking of an exam, most will also require extra time and rest time. A balance will therefore need to be struck between the total length of time a student would be sat taking an exam and whether an alternative form of assessment would be a better adjustment.

11. If a student has a hearing impairment (HI), they have some degree of hearing loss but the level of hearing loss and precise nature of impact varies enormously from person to person.

\textsuperscript{34}https://academic.admin.ox.ac.uk/sites/default/files/academic/documents/media/visual_impairments_vi.pdf
\textsuperscript{35}https://academic.admin.ox.ac.uk/sites/default/files/academic/documents/media/hearing_impairments_hi_0.pdf
It can be mild, moderate, severe or profound, but it is important to note that even mild hearing loss can still significantly impact on access to communication and information.

12. During examinations, many instructions are given verbally with little or no notice. A student with a HI should have written instructions for all standard pre-exam communications. Any paper corrections or announcements during the exam should be quickly communicated to the student in writing by a member of staff and they should receive individual time prompts. Oral exams may require extra time and practical guidance should be given to examiners on ensuring their communication style does not impede the student.

13. Dual sensory impairment (with combined vision and hearing loss) has a different impact than either considered separately. The two impairments combine to increase the effects of each and cause problems with communication, access to information and mobility. Such difficulties are more than likely to require major adjustments to both course structure and the methods of assessment.

Mental health conditions

14. Many students experience a mental health condition, some of which can be chronic, long-term and very debilitating. Such conditions often meet the definition of a disability under the Equality Act. Symptoms can be exacerbated during examination periods.

15. Depending on the severity of the mental health disability and the symptoms the student is experiencing, an adjustment to the examination schedule could be considered appropriate. Adjustments to the timing of examinations (e.g. ensuring that there is at least a 24 hour between the start of exams) will, as far as possible, be accommodated within the main exam timetable. Where this is not possible or more extensive timetable adjustments would be required, an alternative form of assessment may be more appropriate.

16. Extra time during the exam itself, noise-cancelling headphones, sitting in a specific area of the room, may also be appropriate for some students to help manage their symptoms, or mitigate their impact.

17. The appropriate adjustment to put in place, however, should not be assumed to be standard for all students in this group. Careful consideration should be given to the specific impact a student’s condition(s) is having and the best way in which to mitigate against it. Students with long standing mental health conditions that constitute a mental health disability, such as generalised anxiety disorder, must undertake an assessment with DAS in order to access examination adjustments. Medical evidence alone is not sufficient to make a judgement on the appropriateness of adjustments when an application is considered.

18. As with complex physical disabilities, in some cases it is questionable whether the available exam adjustments (including individual sittings) for mental health disabilities are sufficient to mitigate against the impact of the disability. In such cases therefore major adjustments such as splitting assessments into parts to reduce the length of an examination, using alternative methods of assessment, or making a major adjustment to the examination timetable and/or course structure, should be considered as reasonable adjustments when exploring the options available. Such adjustments should be requested as early as possible, and in advance of the student starting each stage of their course (Annex F: Major adjustments to course and assessment requirements of the Examinations and Assessment Framework

36 https://www.sense.org.uk/get-support/information-and-advice/conditions/deafblindness/
Specific learning difficulties (SpLD)

19. The term Specific Learning Difficulty (SpLD) refers to a neurological difference that can have a significant impact during education e.g. dyslexia, dyspraxia, dysgraphia, dyscalculia, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD). Whilst the impact can vary at different stages of education, on different academic courses, and between different individuals, the underlying condition does not vary over time.

20. Students must have a SpLD diagnostic assessment reviewed by DAS to assess and recommend adjustments for their examinations. Students must provide, as evidence of their disability, a diagnostic assessment report that meets Oxford’s guidelines. If a SpLD has not previously been diagnosed, but is suspected, then DAS can arrange an assessment.

21. Students with a SpLD are usually provided extra writing time in examinations to allow them to read the examination paper, consider their responses to the questions, plan out their work, and read it over at the end. It is also very common for permission to be given to use a word processor to type answers. The amount of time may vary according to the severity of their difficulty and whether another condition(s) exist, but is typically set at 15 mins per hour/25% extra time. This is the standard extra writing time allowance made for SpLD, and to aid in the administration of examinations, even students whose assessment recommends less than this, will be given the full standard allowance.

22. All students with SpLDs (following an assessment with DAS) have the following permissions:
   - to attach a 2D form (explaining the effects of the SpLD to the examiner for consideration when marking) to their work, whether that be a submission or exam script;
   - to have spelling and grammar checking enabled where a computer has been recommended as part of their exam adjustments.
   - ADD and ADHD are recognised as both a mental health condition and/or an SpLD but a specific diagnosis is required to ensure the DAS can advise on the appropriate adjustments and support.

Autism Spectrum Disorder

23. Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour.

24. Students with ASD must register with DAS in order to access examination adjustments. Medical evidence alone is not sufficient to make a judgement on the appropriateness of adjustments when an application is considered. ASDs have a high degree of co-occurrence with other disabilities and health issues. Individuals might also experience mental health conditions (e.g. acute anxiety), specific learning difficulties, or heightened sensory sensitivity. The co-occurrence of other conditions would also need to be taken into account when considering any appropriate examination adjustments.

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Late presentation

25. Students are encouraged to disclose their disability, and to register with DAS, as soon as possible either prior to or on arrival at Oxford if they wish to access exam adjustments. Deadlines are set for applications for exam adjustments relevant to the timing of the exam(s) in question.

26. In most cases, the University is unable to accommodate requests for alternative examination arrangements made after the relevant deadline. Students will need to make a choice between:

- continuing with their examinations as planned
- attending some of their examinations if that is appropriate (and seeking an excusal for non-appearance from the Proctors from those that will be missed)
- or suspending or withdrawing from the examination entirely and taking their exam(s) at another opportunity when alternative examination arrangements can be put in place, noting the implications of this for course progression or completion.

In cases of late diagnosis the University will use its reasonable endeavours to respond to urgent cases where practically possible, but this cannot be guaranteed once the relevant deadline has passed.

Adjustments on the basis of illness or injury

Injury, surgery, acute non-contagious illness

27. In cases where a student has suffered an injury or undergone surgery that necessitates a request for adjustments for their examinations to be put in place, medical evidence must support that the student is fit to take the exams and to support the type of adjustments required (e.g. use of a computer, ergonomic equipment, rest breaks). If the student is considered medically fit, then adjustments should be made where necessary to mitigate the limitations posed by the injury, aggravation of the injury or the cause of additional pain and discomfort.

28. It is only guaranteed that adjustments will be accommodated if the request is received before the relevant deadline. If the University is unable to reasonably accommodate a late request then the student will have to consider alternative courses of action (as outlined above in paragraph 26).

Exam anxiety

29. Anxiety in relation to exams is common. The symptoms experienced by a student may be worrying and unpleasant but it does not automatically mean that alternative exam arrangements should be put in place. Experiences in college collections can provide early warning signs of students who are struggling to manage exam anxiety. Students who are overly anxious during these times should be guided to the resources available in college, via GP practice, and on the Oxford Students Website. Wherever possible students should be encouraged to take active measures to combat their own exam anxiety, and to seek the appropriate support and advice as soon as possible.

30. Exam anxiety on its own is not a disability, and so requests for exam adjustments owing to exam anxiety will therefore only be considered where supporting evidence is provided by a college doctor, DAS, the Counselling Service, or other appropriate medical professional.
The evidence will need to demonstrate that the student is likely to experience anxiety significantly over and above the usual level of anxiety to be expected in an examination, and that this is very likely to have a material detrimental impact on their exam performance, and that this impact could only be mitigated by putting exam adjustments in place.

31. While the University will use its reasonable endeavours to respond in cases of urgent late diagnosis of relevant conditions by medical staff where possible, it can only be guaranteed that adjustments will be accommodated if the request (with appropriate evidence) is received before the relevant deadline. If the University is unable to reasonably accommodate a late request then the student will have to consider alternative courses of action (as outlined above in paragraph 26).

**Acute contagious illness**

32. To avoid the spread of any serious infectious or highly contagious disease (e.g. mumps, measles, meningitis, tuberculosis, influenza (flu), chicken pox, rubella, active gastroenteritis, glandular fever) students suffering or suspected to be suffering from one should not attend lectures, tutorials, classes or examinations (including college sittings). Any advice given by a health practitioner should be followed and this could include returning home.

33. Individual sittings will therefore not usually be approved for any acute contagious illness. Students who are not fit to sit an examination should be advised to consider suspension, withdrawal or seeking excusal from the Proctors for non-attendance.

**Adjustments on the basis of religious observance**

34. Requests for adjustments to accommodate short periods of religious observance which prevent a student from being able to undertake examinations will be accommodated through adjustments to the examination timetable if requests are received prior to the relevant deadline. Accommodation of late requests cannot be guaranteed.

35. Other types of religious observance, for example practices such as fasting during Ramadan, are accommodated as far as possible within the main examination timetable (e.g. morning sittings). These are not normally sufficient grounds for an individual adjustment. If a student feels that an exam has been impacted by their fasting an MCE can be submitted with the appropriate evidence. Further information for students is available on the Oxford Students website.

**Illegible handwriting**

36. Poor handwriting on its own does not entitle a candidate student to the use of a PC for time written examinations. However, where a student has exam adjustments in place for other reasons and has previously had to use the transcription service due to illegible handwriting, the use of a PC for written exams will be granted.
Table 1: Types of adjustments

<table>
<thead>
<tr>
<th>Types of Adjustments</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food and drink</strong></td>
<td>All students can take clear, non-spill water bottles (containing still water only) into their examinations. Students with additional needs, such as diabetes, are permitted to also take additional items into examinations rooms and these only require a signed letter from their college nurse or senior tutor explaining why it is necessary.</td>
</tr>
<tr>
<td><strong>Extra writing time</strong></td>
<td>For students with cognitive, learning, or physical needs who require extra time to complete the examination this will be implemented at the standard rate of 15 mins per hour (25%), even if their specific recommendations are for less than this amount. Students with this standard extra time allowance sit together in a separate room on the main exam site and start their examinations at the same time as the main cohort. Students requiring more extra time than this, or requiring rest breaks will need to be accommodated in an individual sitting or through an alternative mode of assessment.</td>
</tr>
<tr>
<td><strong>Rest breaks</strong></td>
<td>Rest breaks can only be accommodated in an individual sitting. If a student requires rest breaks during their examination, during which no examination work may take place (e.g. to perform arm/back/leg exercises, meditation etc), they may be provided with a time allowance that can be used at any point(s) until the 5min warning before the end of the exam. The time calculated is based on the total exam time (which should include any extra time already awarded).</td>
</tr>
<tr>
<td><strong>Use of a computer +/- spelling and grammar check enabled</strong></td>
<td>The use of a computer is permitted for a variety of disabilities and conditions. Spelling and grammar checking is only permitted for students with a diagnosed SpLD, unless specifically detailed in an SSP. For foreign language translations, students with a SpLD have spelling and grammar checking enabled when translating into English but disabled when translating English into a foreign language. Use of a PC may be permitted where a student has previous evidence of transcription services being required due to the illegibility of their handwriting and other exam adjustments are required.</td>
</tr>
<tr>
<td><strong>Assistive software</strong></td>
<td>Assistive software falls into four main categories – voice recognition for dictation (e.g. Dragon), screen reader (e.g. JAWS), music notation (Sibelius), and screen magnifier (e.g. SuperNova). Use of such software is permitted for a variety of disabilities and conditions. The use of assistive software can only be accommodated in an individual sitting and must be specified in an SSP.</td>
</tr>
</tbody>
</table>
| **Ergonomic equipment** | Students who suffer from certain musculoskeletal conditions may require the use of ergonomic chairs and/or sit-stand desks.  
The Examinations Schools has a number of ergonomic chairs and students can usually be accommodated at the main site but need to ensure they detail the specifications of the chair they require when submitting their application. Students may require use of their own specific equipment such as ergonomic keyboards and mice (providing compatibility has been checked in advance of exams).  
Sit-stand desks are a distraction to other candidates so necessitate an individual sitting. |
| --- | --- |
| **Alternate paper formats and answer booklets** | Visually impaired students may request examination papers in enlarged font or braille on a paper size of their preference.  
Certain colours of paper or overlays may assist some students with visual impairments or SpLDs and enable them to read printed content more easily. Equally, plain or squared paper can help some students with their writing. All of these adjustments can be accommodated at the main exam sites.  
Written instructions for any announcements and paper corrections. |
| **Scribe/amanuensis** | Some students who qualify for the use of assistive software may prefer to use a scribe rather than voice recognition software. Use of a scribe/amanuensis can only be accommodated in an individual sitting. |
| **Reader** | A reader may be recommended for a student who is visually impaired and unable to use a digital screen reader. Often they will work alongside a scribe. Use of a reader can only be accommodated in an individual sitting. |
| **Exam timings** | Exams are usually timetabled in the morning but during peak periods they will be timetabled for both mornings and afternoons. If a student requires their exams to be restricted to morning or afternoon sessions, or need at least 24h between each exam they sit, then requests must be made by the 4th week of Michaelmas term in the academic year the exams are being taken. |
| **Individual sitting** | Where specific conditions require adjustments that cannot be accommodated at the main exam site e.g. the use of voice recognition software, an individual sitting can be requested. |
| **Specific seating in the examination room, waiting area in and/or entrance to the exam venue** | Specific seating within the exam room may also be requested e.g. near the exit, window, at the front to assist with managing a condition. Students with sensory impairments may also require individual time prompts.  
When the quad marquee is in use as a pre-exam waiting area, students with certain disabilities or severe anxiety can be accommodated in the main entrance hall, subject to space and prior approval. |
Duration of adjustments

37. In approving adjustments the appropriate duration will also be considered:

- **Ongoing for duration of course:** Arrangements for conditions that are ongoing, such as an SpLD, certain disabilities, long-term mental health conditions or Autistic spectrum disorders, will be made on an ongoing basis.
- **Temporary for academic year:** Arrangements for conditions that are liable to change or where the student is seeking support, such as physiotherapy or beginning a new course of medical treatment, should be made on an annual basis (current academic year) and reviewed on an annual basis.
- **Temporary for exam period:** Arrangements for acute illness or a short term medical issue should be made for one specific exam or the specific examination session to cover all examinations being sat that day/week/term.

38. On-going exam adjustments apply for the duration of a student's course. Due to IT system limitations, if the student changes course or college, their college will need to re-apply for adjustments.

Supporting evidence

39. All applications for examination adjustments must be accompanied by appropriate supporting evidence including details of the impact of the condition e.g. recommending extra time because a student has wrist pain without details of the impact on writing speed, pain, and measures they can take during an examination to alleviate the symptoms will not be sufficient. Applications which provide insufficient information will be rejected or sent back to the college for more information.

40. Evidence provided should be signed (or confirmation provided by the college that evidence has been received from an NHS email address) either by a medical professional, counselling service, or DAS disability advisor in the case of a Student Support Plan (SSP). If evidence has been provided by an external professional or clinic it must be signed and on headed paper.

41. Where a combination of conditions are present, extra time may be recommended by different professionals. The total amount of extra rest/writing time requested should be made clear within the application by the College.

Table 2: Types of evidence required

| SpLD (Specific Learning Difficulties) | An educational psychologist's or specialist teacher's report should be provided to the Disability Advisory Service who will arrange a summary sheet to be produced by the University's SpLD specialist. The assessment must meet the University of Oxford's Guidance on SpLD Diagnostic Assessments ([https://www.ox.ac.uk/students/academic/exams/arrangements](https://www.ox.ac.uk/students/academic/exams/arrangements)). |
| Long term conditions and disabilities | A student support plan (SSP). Any medical evidence from a specialist, general practitioner and/or college doctor that the student wishes to rely on in a request for alternative examination |
arrangements must be provided to DAS to review as part of their assessment in designing or updating a SSP.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Required Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short term illness/conditions,</td>
<td>A medical form from the college doctor. For short term illness/conditions the</td>
</tr>
<tr>
<td>or a long term condition that does</td>
<td>evidence should explicitly state whether the student is currently fit to sit their</td>
</tr>
<tr>
<td>not meet the definition of disability</td>
<td>exam(s).</td>
</tr>
<tr>
<td></td>
<td><strong>Injuries and surgery</strong></td>
</tr>
<tr>
<td></td>
<td>A medical form from the college doctor must include date of incident. The evidence</td>
</tr>
<tr>
<td></td>
<td>should explicitly state whether the student is currently fit to sit their exam(s).</td>
</tr>
<tr>
<td></td>
<td><strong>Fluctuating conditions (i.e. anxiety, RSI, tendonitis, etc.)</strong></td>
</tr>
<tr>
<td></td>
<td>A medical form from the college doctor must include the duration of the condition.</td>
</tr>
<tr>
<td></td>
<td>In cases of anxiety, the form must state whether it is acute exam-related anxiety</td>
</tr>
<tr>
<td></td>
<td>or exacerbation of a chronic anxiety condition e.g. GAD and any measures that</td>
</tr>
<tr>
<td></td>
<td>have been taken to alleviate the condition.</td>
</tr>
</tbody>
</table>

**Standard adjustments**

42. Allowances are based on the assumption that a student is fit to sit their examination(s). Standard allowances are listed in table 3 below. If these are insufficient to mitigate the impact of the student’s condition or circumstance on their examination performance then, based on the evidence, more substantial adjustments will be considered. If a student is not medically fit to sit their examination(s) then alternative options must be explored. This may include excusal from an exam, or withdrawal from all or any remaining exams.

43. If the standard adjustments are insufficient or unsuitable, or cannot be practically accommodated then more substantial adjustments (e.g. >25% extra time, individual sittings) or more significant changes to the student’s assessments would be considered.

44. Arrangements for an individual student will be determined by the specific condition(s) they have and their severity. Therefore, a student will not necessarily be granted all arrangements in the category their condition falls into. Where a student has conditions that fall into more than one category, they may be granted a combination of selected arrangements from those listed but this will be determined on a case by case basis.
Table 3: Standard adjustments

<table>
<thead>
<tr>
<th>Reason for request</th>
<th>Standard arrangements that may be appropriate, depending on the details of each case</th>
<th>Duration</th>
<th>Evidence</th>
<th>Notice time cut-off</th>
</tr>
</thead>
</table>
| Medical condition (acute or short-term but non-contagious condition) | • 15 min/h extra time (if processing speed affected by condition or medication)  
• Specific seating at main venue  
• Medications  
• 15 min/h rest time  
• PC and/or ergonomic equipment  
• Individual sitting if rest-time involves exercises that cannot be done silently whilst sitting down or a sit/stand desk is required | Temporary | Medical form | • > 7 days, adjustment not guaranteed but will be provided if capable of being reasonably accommodated |
| Medical condition (chronic) | • 15 min/h extra time (if processing speed affected by condition or medication)  
• 15 min/h rest time  
• Snacks  
• Medication  
• Specific seating at main venue  
• PC and/or ergonomic equipment  
• Individual sitting if rest-time involves exercises that cannot be done silently whilst sitting down or a sit/stand desk is required  
• Adjustment to timetable | Ongoing | • SSP (informed by medical evidence)  
• Medical form (at minimum until an SSP can be completed) | • Week 4 Michaelmas term if adjustments to timetable required\(^\text{39}\)  
• Otherwise, no later than week 4 of the term before the exams are due to be taken. |

\(^{39}\) Students need to register with the DAS prior to arrival or as soon as practicable if a diagnosis is received after the start of their course. Once an assessment has taken place, the DAS need 6-8 weeks to complete the SSP. All requested evidence needs to be provided, or change in circumstance notified, promptly.
<table>
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<tr>
<th>Reason for request</th>
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<th>Duration</th>
<th>Evidence</th>
<th>Notice time cut-off</th>
</tr>
</thead>
</table>
| Visual/Auditory condition         | • Alternative paper formats  
• Alternative mode of assessments  
• 30min/h extra time  
• 15min/h rest time  
• PC  
• Individual sitting if reader/amanuensis/assistive software required | Ongoing | • SSP (informed by medical evidence)  
• Medical form (at minimum until an SSP can be completed)                 | • Week 4 Michaelmas term if adjustments to timetable required  
• Otherwise, no later than week 4 of the term before the exams are due to be taken |
| Mental Health condition (acute)   | • 15 min/h extra time (if processing speed affected by condition or medication)  
• Specific seating at main venue  
• Medications  
• 15 min/h rest-time                                      | Temporary | • Medical form                                                                 | • >7 days, adjustment not guaranteed but will be provided if able to be reasonably accommodated |
| Mental Health condition (chronic) | • 15 min/h extra time (if processing speed affected by condition or medication)  
• Specific seating at main venue  
• Medications  
• 15 min/h rest time  
• Individual sitting                                                                  | Ongoing | • SSP (informed by medical evidence)  
• Medical form (at the minimum until an SSP can be completed)                 | • No later than week 4 of the term before the exams are due to be taken.          |

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40 Students need to register with the DAS prior to arrival or as soon as practicable if a diagnosis is received after the start of their course. Once an assessment has taken place, the DAS need 6-8 weeks to complete the SSP. All requested evidence needs to be provided, or change in circumstance notified, promptly.
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<th>Reason for request</th>
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<th>Duration</th>
<th>Evidence</th>
<th>Notice time cut-off</th>
</tr>
</thead>
</table>
| SpLD               | • 15 min/h extra time  
• PC + spelling-grammar check enabled  
• College sitting where voice-recognition software or amanuensis used. | Ongoing | SSP (informed by Educational Psychologist’s or specialist teacher’s report) | No later than week 4 of the term before the exams are due to be taken |
| ASD/ADHD           | • 15 min/h extra time  
• Specific seating at main menu  
• 15 min/h rest time  
• Sub-fusc excusal  
• Noise-cancelling headphones  
• Individual sitting | Ongoing | SSP (informed by medical evidence) | No later than week 4 of the term before the exams are due to be taken |
| Religious          | • Time-table adjustments (may require extended invigilation and a college sitting in some cases) | Temporary | Supporting statement from college | Week 4 Michaelmas term if adjustments to timetable required  
• Otherwise, no later than week 4 of the term before the exams are due to be taken |
<table>
<thead>
<tr>
<th>Reason for request</th>
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<th>Duration</th>
<th>Evidence</th>
<th>Notice time cut-off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegible handwriting</td>
<td>• PC, spelling-grammar check disabled</td>
<td>Ongoing</td>
<td>• Supporting statement from college – evidence of previous transcription having been required</td>
<td>• No later than week 4 of the term before the exams are due to be taken</td>
</tr>
</tbody>
</table>
**The application and approval process**

45. Details of the application and approval process for exam adjustments are provided on the Examinations and assessments website[^1].

**The appeal process**

46. A student who is dissatisfied with the outcome of their application for exam adjustments may, or their college may, appeal under *Part 18 of the Regulations for the Conduct of University Examinations*.[^2] There are specific grounds under which a student can appeal and they must bear in mind that any recommendations for adjustments in their application are recommendations only and do not guarantee they will be granted. Ultimately, the outcome of their application is determined by what would be best to mitigate the impact of their circumstances on their ability to perform at their best under standard examination conditions.

[^1]: [https://www.ox.ac.uk/students/academic/exams/arrangements?wssl=1](https://www.ox.ac.uk/students/academic/exams/arrangements?wssl=1)

[^2]: [https://www.admin.ox.ac.uk/examregs/2019-20/rftcouve-p18afdotprocandexam/](https://www.admin.ox.ac.uk/examregs/2019-20/rftcouve-p18afdotprocandexam/)
Annex J: Grounds and supporting evidence for applications under Part 14

1. Applications under Part 14 of the Regulations for the Conduct of University Examinations should be submitted with appropriate evidence to show that a candidate’s circumstances fall under the definition of ‘illness or other urgent cause that is unforeseeable, unavoidable and/or insurmountable’.

2. Any evidence must give a clear indication of the time period during which the candidate was impacted by the circumstances, be dated and provided in English.

Acute illness, injury or exacerbation of a chronic condition

3. ‘Acute illness’ is a term that can cover a very wide range of severity of situations, including what might be consider a ‘minor illness’. Applications under Part 14 will only be considered in relation to an acute, debilitating illness that would reasonably be considered to necessitate an absence from work for an employed person.

Medical evidence

4. Medical evidence should be contemporaneous and should confirm the diagnosis and observable symptoms rather than be a report of what the students has told the medical practitioner. The evidence should confirm the period of illness, rather than attempt to determine how much additional time the candidate needs to complete the work.

5. It is expected that medical certificates should normally be provided by a doctor, but certificates from college nurses are also sufficient for short extensions of up to one week or short extensions in relation to a flare up of an existing condition.

6. Any documents from a hospital related to injuries or accidents should provide dates of the accident and a discharge summary, further medical evidence may be required for any ongoing effects or recovery period.

7. Details of a scheduled hospital appointment may be considered acceptable evidence for an extension or excusal, if it can be shown that it would not be possible or reasonable to rearrange the appointment.

8. Statements of fitness to work will only be considered valid evidence for a request if the statement includes details about the dates affected and the impact on the student.

Circumstances under which a student can self-certify

9. A candidate may ‘self-certify’ in support of an extension or late submission application in the following circumstances:

- For acute short term illnesses (such as migraine, norovirus, gastroenteritis, flu, or diarrhoea), up to 7 days per submission.
- For covid-19 (either due to illness or to other substantial impacts), up to 14 days per submission.

10. In these circumstances a candidate may apply directly to the Proctors for the extension or late submission excusal, rather than needing to make a request through their college or department.

11. In relation to covid-19, candidates who are self-isolating but otherwise well and not impacted by other adverse circumstances (such as additional caring responsibilities due to household isolation) would be expected to submit assessed work and complete online open book exams as usual.

**Chronic conditions**

12. For candidates with disabilities or chronic illnesses that fluctuate, the entitlement to request an extension of up to 7 days may be recorded in their Student Support Plan as an appropriate support mechanism in the event of an exacerbation of their condition. Where this is the case an application can be made directly to the Proctors. Repeat applications or applications for longer than 7 days will require further medical evidence.

**‘Urgent cause’ other than illness**

**Bereavement**

13. For bereavements, candidates should provide as evidence a supporting statement explaining the relationship to the deceased and the impact on their ability to complete the relevant assignment or attend the relevant examination. Additional evidence may be supplied, including a death certificate, an order of service, or a published obituary. Evidence of travel arrangements may be provided if a funeral took place abroad.

**Maternity, paternity or adoption leave**

14. Candidates who have chosen not to suspend for reasons of maternity, paternity or adoption and who require an extension or excusal from attendance at an exam may submit an application using a birth certificate (for a short extension), evidence from a doctor or midwife, or other evidence showing the period of maternity, paternity or adoption leave. Applications on these grounds are subject to the same application time limits and maximum period of extension available.

**Work commitments**

15. Full-time students cannot request extensions or excusal on the grounds of work-related commitments. This includes volunteering, internships and interviews.

16. Part-time students may apply for extensions or excusal only if related to exceptional, unexpected and time-limited additional commitments. Part-time students are expected to balance their work and studies. Evidence should normally be provided by the employer. For self-employed or otherwise do not have a line manager (e.g. CEO) you should provide a statement explaining the circumstances and any relevant evidence which is available, for example, contractual agreements or other such documents.
Victim of crime

17. Applications should be supported by independent evidence of the crime and a statement explaining the impact of the crime on your ability to work/attend an examination. If relevant, medical evidence can be provided to support this.

Jury service or requirement to participate in legal proceedings

18. Applications should be supported by appropriate evidence such as a jury service letter, a letter from the court or a letter from your solicitor. All evidence should include the dates of the relevant legal proceedings.

Religious observance

19. As the date of a religious observance is known in advance it is not covered by Part 14 (as it isn’t an ‘urgent cause’). There are other mechanisms through which candidates can ask in advance for adjustments to assessment to accommodate religious observance (such as the exam adjustment process or dispensations). However, if religious observance causes or is related to illness or other urgent cause, an application to the Proctors may be appropriate.

Significant adverse personal or family circumstances

20. Significant adverse personal or family circumstances may impact a candidates’ ability to undertake assessment and in cases where the circumstances are exceptional, unexpected and time-limited an application for an extension or to be excused from attending an exam may be appropriate. Applications should be supported by appropriate evidence such as a statement from the candidate describing the impact of the circumstance on their ability to work/attend the exam. Application could also be supported by a statement from an appropriate independent person. This could include a solicitor, chaplain or similar, therapist or counsellor, family member’s doctor, but should not include family members or friends.

Academic or administrative difficulties outside of the candidate’s control

21. There are some circumstances in which academic or administrative difficulties may be considered adequate grounds for an extension where these have been outside of the candidate’s control. Independent evidence would need to be provided to support the application. Administrative or technical difficulties in relation to submitting work electronically are not considered valid grounds for extensions or excusals.

Circumstances not considered valid grounds for applications under Part 14

22. The following circumstances are not considered valid grounds for applications under Part 14:

- Delays in postage of submitted work or reliance on third parties to deliver submitted work. You should ensure plenty of time to submit work by the deadline.
- Difficulties experienced submitting work electronically including, but not limited to: failure of hardware, failure of internet connection, failure of software, and lost or stolen files. You should ensure plenty of time to submit your work by the deadline.
and ensure you have backed up your work, including both physical backups and online.

- Social obligations and similar avoidable/adjustable events, foreseeable or routine commitments. This may include, but is not limited to: holidays, weddings, parties, routine medical appointments, moving house, changing job.

- Other commitments including: normal work commitments, voluntary commitments, extracurricular activities, regular caring commitments, job interviews, internships, sporting commitments etc.

- Failed travel arrangements or inadequate travel planning (including leaving insufficient time to apply for a visa).

- Financial difficulties.

- Long-term ill health or disability which has not been subject to exacerbation (see Annex F: Major adjustments to course and assessment requirements for more information on the appropriate route to follow for students requiring adjustments on these grounds).

- Poor planning or time management, clustered deadlines, misreading of the examination timetable (including misunderstanding of time zones), misreading assessment requirements or location of submission.

- Failure to familiarise yourself with the course information (Examination Regulations, examination conventions, course handbook) or other key information such as the Student Handbook.