



Policy

Assessment Policy (Approved by Senate on 26th July 2023)

Ownership

Registrar

Introduction

This Assessment Policy forms part of UniSey's Teaching and Learning Strategy, in accordance with the requirements of our external Regulatory body, the Seychelles Qualifications Authority (SQA). UniSey's internal Quality Assurance procedures (QA Manual, 2018) also provide the framework for this Assessment Policy.

Assessment forms a key part of a student's academic life and performance. Assessment refers to a methodological and continuous process of collecting and analysing information in order to provide feedback on performance. Assessment also provides measures of students' attainment in relation to learning objectives.

A mix of assignments and examinations are used in the assessment process. It is essential that all students are aware of what is required and how assessment is conducted.

This Assessment Policy establishes the principles, processes and good practice in a range of assessment activities.

Purpose

UniSey, in accordance with its obligations, enacts this Assessment Policy to provide direction for the setting and administration of both summative and formative assessments.

The aims of this Assessment Policy are:

- To articulate a clear, fair, and enforceable assessment system that includes summative and formative assessment.
- To ensure transparency, so that no student shall be unfairly disadvantaged, directly or indirectly, on the grounds of gender, religious or political belief, sexual orientation, age, either disability or adverse personal circumstances.

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1. Glossary

Assessment
Assessment refers to a methodical and continuous process of collecting and analysing information about a student's learning in order to feed back into teaching programmes and hence improve the quality of students' learning. Together with feedback on performance, assessment provides a measure of students' attainment of learning objectives, enabling students to actively engage in their own learning through evaluating themselves, critically assessing their own performance and determining ways to improve.
Formative Assessment
Formative assessment comprises assessments at various intervals during a course and for which constructive feedback is provided on the strengths and weaknesses of the work as well as on areas that need to be improved. It has a developmental purpose and does not carry a grade, so it is not subsequently used for a summative purpose.
Summative Assessment
Summative assessments are usually set at the end of a topic or unit of teaching. They indicate students' mastery or attainment of course/programme objectives and are represented by a mark or by a grade. Validity and reliability are crucial factors in this form of assessment. Summative Assessments can be in the form of exams or assignments.
Assignments
An assignment is a task given to students, usually as a means of assessing their understanding and application of course material. Assignments can take various forms, including essays, research papers, presentations, problem sets, lab reports, and more. Assignments are typically designed to be completed outside of class time and may require independent research, critical thinking, and analysis. They are often graded and used as a significant component of a student's overall course grade. The instructions for an assignment usually specify the goals, requirements, and deadlines for completion, and students are expected to meet these criteria to earn a good grade.
Examinations
Examinations usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. The questions asked as part of an exam may be essay, short answer, problem or multiple choice. An exam can be 'open book' exam, whereby the students are allowed to use a selection of reference materials during the exam. Exams usually (but not always) take place under timed conditions and specific examination rules and conditions.
Grade Descriptors
Grade Descriptors describe, in broad terms, the typical performance required to achieve a particular band of marks or degree class and are linked to assessment criteria. UniSey publishes generic grades descriptors for undergraduate and postgraduate programmes to serve as a reference point or benchmark for levels of academic performance.
Marking Scheme
A Marking Scheme is a detailed framework for assigning marks where a specific number of marks are given to individual components of the assessment.

<p>Moderation of Students' Work</p> <p>Moderation is a process to assure assessment criteria, and thus academic standards, have been applied consistently and that assessment outcomes are fair and reliable. Summative assessments are subject to internal and external moderation:</p> <p>Internal Moderation: a process of professional engagement by University staff to demonstrate that the grades awarded are reliable and consistent to ensure parity of a standard normally carried out through blind or non-blind double marking on a sample basis.</p> <p>External Moderation: a process of objective engagement by experienced academic peers (External Examiners), independent of the University to ensure that students' level of achievement reflects the required academic standard and is comparable to similar programmes internationally.</p>
<p>Adverse Personal Circumstances</p> <p>Adverse Personal Circumstances are circumstances on exam day, in the form of temporary illness, injury, accidents, natural disasters or recent bereavement may influence a student's ability to take an exam on that day or within the exam period.</p> <p>Documents to be provided to support an application under Adverse Personal Circumstances may include:</p> <ol style="list-style-type: none"> a. a letter or medical certificate from a health professional, b. evidence supporting compassionate grounds, c. evidence supporting trauma e.g., from an emergency.
<p>Anonymous Marking</p> <p>Anonymous Marking is a system whereby the student's name is not made known to the internal/external examiner at the time of marking. Its purpose is to protect students and markers against the possibility of bias, whether conscious or unconscious.</p>
<p>Re-sit Assessment</p> <p>A re-sit is an assessment that provides a student with the opportunity to make up for a failed assessment or for an assessment missed because of personal adverse circumstances.</p>
<p>Repeat Course or Programme</p> <p>Repeat course or programme implies taking the course for a second time, attending all scheduled sessions and attempting all assessments for that particular course.</p>
<p>Re-submission of Assessment</p> <p>Resubmission is where a student is permitted to revise an assessment task that they have failed. The assessment task is then re-submitted to the original examiner within a specified period.</p>

Academic Misconduct

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Cheating: is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Pre-programming a calculator to contain answers or other unauthorized information for exams.
- Possession of unauthorized materials, devices, prepared answers, written notes, or concealed information while in the exam room.
- Use of unauthorized materials, devices (such as a mobile phone), prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service and the deliberate use of Artificial Intelligence (AI) software
- Submission of the same assignment for more than one course without prior approval of all the instructors' involved. Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam for you.

Plagiarism: is defined as use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages, figures and tables from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Board of Examiners

A Board of Examiners is the primary decision-making body for student academic progression, award and classification decisions.

Academic Referencing

Academic Referencing means acknowledging sources: in the body of your work (in-text referencing or citation) and linking your citations to your list of works cited (also reference list or bibliography).

Independent Study or Dissertation/Project

A dissertation or final year project or independent study, as a form of assessment, differs from other course assessments. The expectation is that the learner takes responsibility for his/her own learning and produces a literature review, chooses a method for undertaking a study, writes up and analyses the findings and discusses the outcomes in a discussion section.

2. Principles of Assessment and Feedback

2.1 Assessment Validity

Assessment is explicitly designed to measure students' achievement of the intended learning outcomes, and all intended learning outcomes are summatively assessed.

The processes for the approval of new courses and programmes, and for amending existing courses and programmes, ensure that assessment is an integral part of the course and programme design, and the ongoing validity of assessment is considered through annual and periodic review. This consideration is supported throughout by the external subject specialists, by external examiners in relation to course approval/course amendments/programme amendments and annual review, and by external subject specialists other than external examiners in programme approval and periodic review.

2.2 Assessment Reliability

To ensure the level of consistency that is necessary for assessment to be reliable, all awards at the same academic level will be aligned with UniSey's generic qualification descriptor, level descriptors and assessment criteria for respective level of award. Additionally, all awards will be made in accordance with the relevant core regulations of the University.

Reliability of assessment ensures that there are clear and consistent policies and procedures for the marking of assessed work, and for the quality assurance of the assessment process. These processes are supported by the University's external examiner system, with all external examiners being asked to report on the reliability of assessment.

2.3 Assessment Equity

The University recognises that different assessment methods may be appropriate for different learning styles, and it therefore encourages all programmes to employ (in a way that is consistent with the intended learning outcomes being assessed) a diversity of assessment methods to allow all students to demonstrate their knowledge, understanding and skills.

The University is also aware of the need to make individual assessment arrangements for students with disabilities, and other special requirements, and will ensure that appropriate processes are in place to consider and address such needs.

2.4 Assessment Clarity and Transparency

Prior to undertaking any assessment task, students will be clearly informed of the purpose and requirements of the task and will be provided with the specific assessment criteria that will be used for marking it. Feedback to students will be related to the stated learning objectives or outcomes and specific assessment criteria.

Clear information on the policies and processes relating to assessment will be easily available to all involved in the assessment process.
2.5 Assessment Alignment
<p>All assessment tasks influence the way in which students approach their learning, and this will be taken into account in the design of all assessment tasks.</p> <p>In every course, students will receive timely feedback on assessing work that is aligned with the outcomes being assessed, and the criteria against which these outcomes are assessed. This allows students to identify how they can improve their performance. Students will receive written feedback on all works assessed summatively apart from examinations.</p>
2.6 Assessment Efficiency
An assessment is efficient for both students and staff when learning outcomes are not overly assessed and that knowledge and skills can be sampled.
2.7 Assessment Integrity
Students' performance on assessment tasks will be monitored on an annual basis by departments, to ensure that assessment continues to be consistent with the principles of assessment outlined. The results of this monitoring will be reported to the faculty and Senate through reports on the annual review of learning and teaching, external examiners' reports and the conduct of boards of examiners. The consistency and integrity of outcomes of assessment are further considered through the University's periodic programme review process.
2.8 Assessment Professionalism
Staff involved in assessment are competent to undertake their responsibilities in this area. UniSeY ensures that staff involved in the assessment process have the appropriate experience and training.

3. Assessment Scheduling

3.1	Each course will specify the summative assessment, together with any specific requirements for passing the course, in the student programme/course handbook.
3.2	<p>Where courses utilise end of course formal examinations as part of their assessment strategies, such examinations will take place in the last week of the term or semester or at scheduled points in the academic calendar published in the course outline/handbook.</p> <ol style="list-style-type: none"> i. Oral examinations, presentations and projects, which form part of the examination, shall be held within a time frame and/or at such other times as stated in the programme calendar. ii. The formal assessment timetable shall be disseminated to all candidates at least three weeks before examination dates. iii. All examination scripts/answer booklets shall be returned to Assessment Services within three weeks of receipt from Assessment Services.
3.3	<p>Mock Assessments</p> <p>Where programmes utilize formative tests or 'mock exams', the arrangements for the organisation and management of such assessments must be conducted within the department and the Head of Department shall ensure that the assessment is conducted with rigour, probity and fairness.</p>

3.4	Programmes should agree on protocols for when and where coursework assignments will be published (e.g., at the start of the course via the course outline). Students should also be provided with a calendar or schedule of submission and feedback dates of assignments.
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4. Summative Assessment – Written Examinations

4.1	Students shall sit a maximum of two exams in a 48-hour period and not more than three exams in one week.
4.2	Examination duration shall be a minimum of 1 hour and a maximum of 4 hours per term or semester course being examined.
4.3	All exam papers should reflect a sound representative sample of the syllabus and should reflect the learning outcomes. <i>See Assessment Services Guidelines and Procedures, section 2 (2023)</i>
4.4	All exam question papers must be set according to UniSey’s exam paper format. <i>See Assessment Services Guidelines and Procedures, section 2 (2023)</i>
4.5	All formal assessment must be submitted in an official UniSey answer booklet
4.6	All moderated exam question papers shall reach Assessment Services at least 2 weeks before the stipulated exam date. <i>See Assessment Services Guidelines and Procedures, section 2 (2023)</i>
4.7	<p>A. On the day of the examination</p> <ul style="list-style-type: none"> i. All students must report to the stated examination venue at least 30 minutes before the start of the exam. ii. No candidate shall leave the examination room within the first 30 minutes or the last 30 minutes of the examination. iii. Candidates who complete their exam within the last 30 minutes of the exam shall be required to remain seated, quietly, until the end of the examination. iv. A candidate who fails to be at his/her examination venue on the date and at the time of the examination shall be deemed to have been absent for this examination. Misreading the examination timetable does not constitute an excuse for lateness or mitigating circumstances. v. Late arrivals - A candidate who arrives within 30 minutes of the start of the exam shall be allowed to sit the exam but shall not be allowed any extra time to do so. A candidate who arrives after 30 minutes of the start of an exam shall not be allowed to sit the exam. He/she shall be deemed to have been absent for this exam. Students who are absent for exams without proof of adverse personal circumstances, will fail the exam and will have to re-sit the examination at a later date. <p>B. Entry to an examination</p> <ul style="list-style-type: none"> i. Students must provide relevant photo-identification before gaining entry to an examination, for example, their university card, and passport or National Identity card. ii. The name (and university number) provided for the identification must match the name and university number registered for the examination, otherwise entry will be refused. iii. Candidates must keep their University card/photo- ID on their desk at all times. iv. Candidates must use ONLY their university number on their exam scripts. <p>C. Candidates’ conduct during examinations</p> <ul style="list-style-type: none"> i. Candidates must remove from their bag all equipment needed for the examination before they enter the examination room. Any book, paper, calculator, or any information storage and retrieval device, briefcase, is forbidden unless prescribed otherwise by the Exam paper and/or Head of Programme. ii. All or any equipment brought into the examination room must be used solely by the individual candidate. At no point must candidates share any of their equipment.

	<ul style="list-style-type: none"> iii. All bags must be kept in the designated area at the front of the examination room. iv. All mobile phones and smart devices must be switched off and stored separately from the candidate. No phones may be on a student during the examination period, nor are phones allowed to be taken to the bathroom should students require to leave the room during the examination session. v. Eating and drinking are not permitted in the examination venues, with the allowance of one clear bottle of water, with no writing on it whatsoever, to be kept on the ground next to the candidate's assigned desk. vi. No candidate shall start the exam unless authorized by the invigilator. vii. Candidates must ensure complete silence throughout the examination. At no point must candidates disturb or distract any other candidate or disturb the examination. viii. Candidates having any enquiries must address these only to the invigilators. Attracting the invigilator's attention must be done as follows. The candidate must: <ul style="list-style-type: none"> a. remain seated b. raise his/her hand to attract the invigilator's attention c. wait until the invigilator comes up to him/her before speaking d. not speak to any other candidate in the examination room. ix. Candidates needing to leave the examination venue in order to visit the restroom must do so with minimal disturbance to other candidates and must do so under the supervision of at least one invigilator and may not take with them any writing materials or their mobile phones. <p>D. Emergency situations during exams A candidate who falls ill during exam procedures shall be taken care of by the invigilator or another designated supervisor.</p> <p>E. The Seating Plan All examinations will have a seating plan. This plan may have candidates' names and University number on it. The seating plan shall be cross checked by the invigilators during the exam and submitted to the Assessment Services together with the exam scripts, after the exam.</p> <p>F. Reading time Depending on the course, there may be 15 minutes of reading time. Candidates may take notes during this period.</p> <p><i>See Assessment Services Guidelines and Procedures (2023) for more information about the conduct of written examinations.</i></p>
4.8	<p>Re-sit Examinations</p> <ul style="list-style-type: none"> i. Re-sits exam marks are capped at the respective programme pass mark, so as to minimize the possibility of unfair advantage for those students who have been granted permission to re-sit an exam. ii. Approval for exam re-sits under Adverse Personal Circumstances shall be based on evidence, medical or other, as applicable. <i>See Assessment Services Guidelines and Procedures (2023) for more guidance.</i> iii. Re-sit examination papers will be set at the same time as normal examination papers. iv. All re-sit examination shall be conducted as per programmes' requirement, but not later than 6 months after the examination. v. The marking process of re-sit papers shall remain as per marking procedures in this policy document

5. Summative Assessment- Continuous Assessment

<p>5.1</p>	<p>Continuous Assessment shall form an important component of student learning and shall comprise a range of tasks composing of, but not limited to:</p> <ul style="list-style-type: none"> i. Assignments ii. Tutorials iii. Case Studies iv. Group works/ projects, including presentations and debates v. Dissertation/ project reports <p>Details of all assignments shall be communicated to students at the beginning of the course. Such detail shall also include:</p> <ul style="list-style-type: none"> i. The submission dates ii. Weightings iii. Word limits iv. Marking criteria
<p>5.2</p>	<p>In case of group work or projects, information shall be clear as to how individual marks will be allocated.</p>
<p>5.3</p>	<p>UniSeY reserves the right to modify assignment task details and to notify students of the same.</p>
<p>5.4</p>	<p>Submission of Continuous Assessment</p> <ul style="list-style-type: none"> i. Need to add ref to meeting the set deadline (*note) as precursor to 5.5 ii. Work submitted by students for summative assessment shall be tested for similarity using text comparison software such as Turnitin. iii. Students’ work that obtains a similarity score of the recommended programme limit, as specified in the programme handbook, will fail and students may be afforded the opportunity to rectify the particular submission. iv. Repeat offences may result in disciplinary action against those involved. <p><i>See Section 12 of this policy document and Assessment Services Guidelines and Procedures (2023) for more information on Academic Misconduct.</i></p>
<p>5.5</p>	<p>Assignment Extension Policy</p> <ul style="list-style-type: none"> i. The University of Seychelles promotes adherence to assignment submission deadlines and grant requests for assignment extensions only in adverse personal circumstances. ii. Extensions to the deadlines must only be granted for a maximum of seven calendar days, to ensure that any such extensions do not interfere with the sequence of assessment activities. iii. Technological problems are not valid reasons for an assignment extension. iv. The authority to grant extensions rests with the Head of Department in consultation with the student and respective course presenter/lecturer. If the lecturer believes an extension should be given to the entire class, the lecturer must negotiate with the Head of Department for this to be granted. v. All requests for extensions must be addressed to the Head of Department, though the lecturer concerned, at least five working days before the assignment due date. vi. The Head of Department has the responsibility of keeping all assessment extension records which will be shared with all members at the IEB vii. Where a student fails to submit an assignment by the due date, and the student does not apply for an extension or the request for an extension is denied, 5% of the total assignment mark will be deducted for each working day the assignment is late. viii. A zero mark will be awarded for assignments submitted more than four working days after the agreed due date. <p><i>See Assessment Services Guidelines and Procedures, section 11 (2023) for more information</i></p>

5.6	<p>Assignment Feedback</p> <p>In order to ensure that students benefit from continuous assessments, the respective course presenters/lecturers must provide feedback on assignments within 20 working days from the submission date. Feedback must be standardized for each course and the use of marking rubrics is encouraged to ensure transparency and continuity within and across courses and programmes.</p>
5.7	<p>Re-Submissions of Assessments</p> <ul style="list-style-type: none"> i. A student may be granted the chance to re-submit an assignment only in special circumstances, defined as High similarity score or adverse personal circumstances ii. If a student fails the coursework component of the module when the marks are presented to the Internal Board of Examiners (IEB), the student will be granted one more chance to re-submit an assignment. iii. To re-submit an assignment after the IEB, a student will have to pay a re-submission fee of SCR1250/- for each re-submitted assignment, unless in cases where adverse personal circumstances apply. iv. A student who passes a re-submitted assignment will score only a pass mark, unless the Head of Department allows the full range of marks to be considered, in cases where exceptional mitigating adverse personal circumstances apply.

6. Independent study and Dissertation/Project courses

6.1	<p>Most diploma, undergraduate and master’s degree programmes include an independent study or Dissertation/Project component. Details regarding the nature and procedures for completing these components/courses are found in the respective programme handbooks. <i>See Assessment Services Guidelines and Procedures, section 9 (2023) for more information.</i></p>
6.2	<p>Submission of final assessments for independent study or Dissertation/Project courses have standard deadlines of submission, as specified in the Assessment Calendar. Amendments to the submission deadlines can be negotiated, as follows:</p> <ul style="list-style-type: none"> i. The authority to grant extensions rests with the Project/Dissertation Supervisor, in consultation with the student and the Head of Department and/or Programme. ii. Where a student is on professional placement during the time for submission, the student may seek permission from the Head of Department to vary the submission date. iii. Students with adverse personal circumstances may request an extension to the submission deadline for their independent study or Dissertation/Project courses. iv. All requests for extensions must be addressed to the Dissertation/Project Supervisor, at least five working days before the Dissertation/ Project due date. v. A student who fails to submit the dissertation after being granted an extension, will graduate with a lower qualification than the one being targeted. The student will have a duration of 5 years to submit the dissertation, and the credits will be valid to graduate <p>Refer to section 5.5, above, for more details regarding requests for extensions.</p>
6.3	<p>Final assessments for independent study or Dissertation/Project courses must be submitted as follows:</p> <ul style="list-style-type: none"> i. One electronic copy via similarity software managed by Assessment Services.

6.4	The University has developed 'good practice' principles for management of Independent Study or Dissertation/ Project modules, which make explicit expectations for the responsibilities of supervisors and students. The principles, guidelines and procedures can be found in the Quality Assurance (QA) Manual (2018), as follows: QAR 1 - Guidelines for Dissertation/Project Supervision QAR 2 - Guidelines for Dissertation Defence QAR 3 - Project/ Dissertation Progress Report QAR 4 - Roles of Faculty and Panelists.
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7. Academic Referencing

7.1	Academic Referencing is important for standardization of assessment. To achieve consistency across all programmes, students shall be directed to use a single, appropriate referencing style for their specific programme, officially documented in the respective Programme Handbook.
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8. Marking

8.1	Wherever possible and practical, the anonymity of students in the marking process should be maintained.
8.2	The principle of anonymity must be respected until the grade for the assessment (which remains provisional until confirmation by the Internal and External Examination Boards) has been formally recorded on the student record system.
8.3	It is recognized that certain forms of assessment cannot be marked anonymously as it is impossible for the students not to identify themselves. The following forms of assessment should normally be marked anonymously: <ul style="list-style-type: none"> i. Essays ii. Written seminar or other presentation papers iii. Examinations iv. Book reviews v. Library assessments/projects vi. Data analysis vii. Case study analysis viii. Reports of practical
8.4	Marking criteria shall be made known to all students as appropriate. Marking Schemes must detail marks or mark boundaries. Depending on the course, there may even be a description of performance for each mark or mark boundary.
8.5	<ul style="list-style-type: none"> i. All assignments constituting 40% or more of the final grade, should be second marked. ii. Departments who do not have a second marker internally, should make provisions to seek the services of an external marker.

9. Internal Moderation of Student Work

9.1	All evaluation/assessment outcomes must be verified internally before being published to students.								
9.2	All programmes are required to maintain a formal published statement of moderation procedures.								
9.3	Moderation shall be based on the sample of assessments. This shall be as follows: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Cohort</th> <th>Selected sample of piece of work</th> </tr> </thead> <tbody> <tr> <td>5 > 15</td> <td>All students' assessments</td> </tr> <tr> <td>16 } 50</td> <td>50% of assessments in Top, Middle and Bottom mark range</td> </tr> <tr> <td>> 50</td> <td>10% of assessments in Top, Middle and Bottom mark range</td> </tr> </tbody> </table>	Cohort	Selected sample of piece of work	5 > 15	All students' assessments	16 } 50	50% of assessments in Top, Middle and Bottom mark range	> 50	10% of assessments in Top, Middle and Bottom mark range
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9.4	Internal moderation should be completed within the 20-working-day assessment feedback period and before the provisional marks are made available to the students.								
9.5	Assessed work, feedback and provisional marks may be returned to students prior to external moderation being completed. All marks are subject to confirmation by the relevant Board of Examiners. The "subject to confirmation by the Board of Examiners" status of marks must be made clear to students. *See Assessment Services Guidelines and Procedures, section 7 and 8 (2023) for more information on marking and feedback.								

10. External Moderation of Student Work

10.1	In order to carry out responsibility for external moderation, external examiners should be consulted and agree with internal and external moderation of assessments.								
10.2	In addition to the sample of student work, external examiners must be provided with: <ol style="list-style-type: none"> i. The course outlines ii. Examination papers and/or assessment tasks iii. Assessment and grade criteria iv. Provisional statistical profile of marks for the course 								
10.3	In exceptional circumstances, External Examiners may be called upon as a third marker, to arbitrate in the event of disagreement between first and second markers. The marks of the third marker will be considered as final.								
10.4	The sample work for each item of assessment for individual courses must be made available to the external examiner(s) as per below: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Cohort</th> <th>Selected sample of piece of work</th> </tr> </thead> <tbody> <tr> <td>5 > 15</td> <td>All students' assessments</td> </tr> <tr> <td>16 } 50</td> <td>50% of assessments in Top, Middle and Bottom mark range</td> </tr> <tr> <td>> 50</td> <td>10% of assessments in Top, Middle and Bottom mark range</td> </tr> </tbody> </table>	Cohort	Selected sample of piece of work	5 > 15	All students' assessments	16 } 50	50% of assessments in Top, Middle and Bottom mark range	> 50	10% of assessments in Top, Middle and Bottom mark range
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10.5	Where student work is provided to External Examiners in electronic format, it is good practice to permit access to all pieces of work, so the External Examiner may select their own sample for moderation.								

10.6	<p>The External Examiner is expected to use the sample to ensure that marking standards are appropriate, feedback is of appropriate quality and internal moderation has been effective.</p> <p><i>*See Assessment Services Guidelines and Procedures, section 17 (2023) for more information on External Examiners</i></p>
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11. Board of Examiners

11.1	<p>There shall be a Board of Examiners for each programme, and it shall meet each semester/trimester/yearly as appropriate.</p> <p><i>*See Assessment Services Guidelines and Procedures, section 12 (2023) for more information.</i></p>														
11.2	<p>The board shall comprise</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Member</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Role</u></th> </tr> </thead> <tbody> <tr> <td>Head of Department</td> <td>Chairperson</td> </tr> <tr> <td>Assessment Officer</td> <td>Secretary</td> </tr> <tr> <td>All Examiners for the semester/ trimester/ year</td> <td>Member</td> </tr> <tr> <td>External Examiner(s)* (mandatory for local programmes)</td> <td>Member</td> </tr> <tr> <td>Registration Officer</td> <td>Observer</td> </tr> <tr> <td>All Project Supervisors (if applicable)</td> <td>Member</td> </tr> </tbody> </table>	<u>Member</u>	<u>Role</u>	Head of Department	Chairperson	Assessment Officer	Secretary	All Examiners for the semester/ trimester/ year	Member	External Examiner(s)* (mandatory for local programmes)	Member	Registration Officer	Observer	All Project Supervisors (if applicable)	Member
<u>Member</u>	<u>Role</u>														
Head of Department	Chairperson														
Assessment Officer	Secretary														
All Examiners for the semester/ trimester/ year	Member														
External Examiner(s)* (mandatory for local programmes)	Member														
Registration Officer	Observer														
All Project Supervisors (if applicable)	Member														
11.3	<p>The quorum set shall not be less than 50% of the Internal Examiners.</p>														
11.4	<p>The Board of Examiners shall:</p> <ol style="list-style-type: none"> i. Agree on the marks obtained by each student in the separate assessment components which make up the course assessment, any aggregate marks where relevant, and the overall course marks and credit to be awarded. ii. Make recommendations, based on the performance of students and in accordance with the Programme Specification, for: <ol style="list-style-type: none"> a. Those who pass and may proceed with the programme. b. Those who shall be permitted to re-sit course examinations. c. Those who shall be permitted to re-submit summative course assignments. d. Those who shall be permitted to repeat the course. e. Those who fail continuously and shall be required to withdraw from the University. f. Those who shall be permitted to transfer to a related programme. g. Those who shall be eligible to exit as per programme exit point scheme and who shall receive an award other than that for which they were registered and assessed. iii. Make recommendations to the Senate regarding students who are eligible for graduation in accordance with the Programme Specification, and those who shall be awarded a Degree or a Diploma and, where appropriate, the classifications for Distinction, Credit or Pass. <p>Consider initial comments from the External Examiner in advance of the latter's written report.</p>														

11.5	<p>Discretion and Decisions</p> <p>The Board of Examiners will exercise discretion in a consistent manner in the following areas:</p> <ol style="list-style-type: none"> i. Compensation, re-sit and repeat claims in accordance with UniSey policies and procedures, ii. Round results up or down to whole numbers, iii. Adjust marks or award a higher classification of award for individual students where there is good reason, in line with specific internal programme regulations and UniSey’s Assessment Guidelines and Procedures. <p><i>*See Assessment Services Guidelines and Procedures, Section 12.D (2023) for more information about Grace marks criteria.</i></p>
11.6	<p>Conflict of Interest</p> <p>A person shall not normally act as an examiner or attend a meeting of the Board of Examiners in respect of a programme where their relationship with a student provides a conflict of interest. Any member of the Board of Examiners in such a position shall seek the advice of the Chair.</p>

12. Publication of Results, Transcripts and Certificates

12.1	<p>Students’ Result status shall be released by the Assessment Services within two weeks of the Board of Examiners</p> <p><i>See Assessment Services Guidelines and Procedures, section 13 (2023) for more information.</i></p>
12.2	<p>Students’ final year transcripts shall be released by the Registrar’s Office, within 20 working days of the endorsement from Senate, subject on the graduate completing the clearing process.</p>
12.3	<p>Final year award certificates shall be released by the Student Services Office subject to the graduate completing the clearing process.</p>

13. Ownership and Archiving of Students’ Assessed Work

13.1	<p>Students hold the intellectual property inherent in all work produced for assessments, but the material produced by students for assessments (essays, projects, examination scripts, dissertations, artwork, computer disk etc.) is the property of the University and may be retained pending confirmation of marks awarded by the Board of Examiners, possible appeals and quality audits.</p>
13.2	<p>Heads of Departments must maintain an archive of sampled marked student work that is representative of the range of the assessment tasks and grades awarded, for the purposes of quality audits, and monitoring and benchmarking of standards. The sample should be periodically updated, at least every three years.</p>
13.3	<p>UniSey shall retain assessed work for twelve months after the relevant Board of Examiners, after which it is confidentially disposed of.</p>
13.4	<p>Assessment Services shall keep e-copies of all assessed work documents for six years.</p>

14. Adverse Personal Circumstances

14.1	UniSeY recognizes that circumstances on exam day, in the form of temporary illness, injury, accidents, natural disasters or recent bereavement may influence a student's ability to take an exam on that day or within the exam period.
14.2	UniSeY students having to submit or perform assessments, but who are victims of adverse personal circumstances around the time of such assessments, have the right to submit a claim for adverse personal circumstances affecting their performance.
14.3	Students suffering from adverse personal circumstances who still opt to complete the assessment as per existing timeframe must provide original supporting (medical) evidence to the Head of Department and Assessment Services, within one hour of the examination in question. This shall be forwarded to the Board of Examiners to ensure appropriate consideration is provided. The judgment and decision of the Board of Examiners shall be final.
14.4	Students who opt to complete the assessment as per existing timeframe with the view to claiming adverse personal circumstances, have to complete a declaration form indemnifying UniSeY from any liabilities.
14.5	Students suffering from adverse personal circumstances, who opt not to complete the assessment as per existing timeframe, must provide original supporting (medical or otherwise) evidence to BOTH the Head of Department and Assessment Services, within 24 hours of the examination in question.
14.6	Students whose adverse personal circumstances have been officially recognised shall have the opportunity to sit a makeup /re-sit assessment within 6 months.
14.7	All applications for consideration under the adverse personal circumstances shall be considered on their respective merits.
14.8	UniSeY reserves the right to determine if an adverse circumstances application should be considered and any subsequent actions be taken. This should be done at programme level and authorized by the Dean. <i>See Assessment Services Guidelines and Procedures, section 15 and 16 (2023) for more information on applications for Adverse Personal Circumstances</i>

15. Reasonable Adjustments for Students with Disabilities or Special Needs

15.1	The University welcomes diversity in its student cohorts and shall endeavour to ensure no one with specific disabilities or circumstances is unfairly disadvantaged in their assessments.
15.2	Reasonable adjustments for assessment modes, deadlines and examination arrangements shall be considered subject to requests for the same being properly channelled through Student Support Services.
15.3	Reasonable adjustments may include, but not be limited to: <ul style="list-style-type: none">i Exam papers printed in larger fonts than the stipulated Arial, Verdana,ii Special medically approved chairs,iii Restroom breaks,iv Short breaks for drinks or food,v Papers being sat in a hospital room under strict surveillance,vi Extra-time in Examination room.

16. Academic Misconduct

16.1	UniSeY expects high standards of academic conduct and therefore takes a serious stance against any misleading or deceptive practices that may threaten the integrity of assessment.
16.2	<p>Instances of cheating, plagiarism and malpractice are dealt with according to the severity and circumstances of the misconduct.</p> <p>Academic misconduct can lead to the following penalties:</p> <ol style="list-style-type: none">i. Capping of marks – an assignment mark shall be capped at the pass mark if an assignment receives a Turnitin score exceeding the limit, as per the programme regulation.ii. Zero mark – blatant plagiarism, with a Turnitin score exceeded limit, as per the programme regulation (at the discretion of the lecturer).iii. Dismissal – repeated cases of plagiarism shall lead to referral to Student Services and could lead to dismissal from the programme. <p><i>See Assessment Services Guidelines and Procedures, section 14 (2023) for more information.</i></p>

17. Student Complaints Regarding the Assessment Process

17.1	Students have the right to officially lodge a complaint if they feel there has been an irregularity or bias in the assessment process.
17.2	Informal procedures should be used first to resolve a complaint regarding the assessment process, such as discussions with the Head of Programme or Head of Department, but if the issue is not resolved, students who feel there has been an irregularity or bias in the assessment process can lodge a formal complaint, in writing, to the Registrar.
17.3	The complaint to the Head of Assessment should be lodged no more than four weeks after the event giving rise to the complaint and should include information about the efforts made to resolve the issue informally first, with the respective Head of Programme or Head of Department.

18. Conclusion

This document provides a record of current assessment policies and procedures. It is reproduced on the website and is also available in hard copy from Assessment Services.

Policies and procedures are regularly reviewed, so please ensure that you have the most up to date version.

If you have any comments and/or suggested corrections, please direct these to the Head of Assessment Services.