Assessment Handbook

Assessment and examination guidance for students originally enrolling in 2021 or earlier.

Contents

1. Introduction

1.1 Using this handbook

This handbook contains key information on assessment for Chairs of Exam Boards, Internal and External Examiners and Professional Services staff. Assessment for all taught programmes will be conducted in accordance with the procedures and processes outlined in this Assessment Handbook with reference to the Taught Degree Regulations.

1.2 Glossary of terms

Assessment	The term assessment covers all forms of assessment and examination, including but not restricted to coursework, oral and aural tests, practical projects, seminar presentations, and unseen written examinations.
Attempt	This refers to the number of takes a student has had at an assessment. Marks for the first attempt are uncapped. Marks for subsequent attempts will be capped at the minimum passmark. A student who misses an assessment due to valid mitigating circumstances may be reassessed at the same attempt.
Award	The award and classification approved for each student.
Blind Double Marking	The work is assessed by two markers independent of each other. Neither marker sees the other's comments until the marking process has been completed.
External Examiners	External Examiners are individuals from outside the School who are appointed to provide external expertise and assurance of academic standards.
Internal Examiners	Internal Examiners are current permanent members of the academic staff of the School who examine at the School. Any current permanent member of the academic staff of the School may be appointed as a School Examiner.
Teaching, Learning and Student Experience Committee (TeLSEC)	Standing committee of the School's Senate (formerly Academic Board) which oversees learning and teaching matters including assessment - from November 2022, formerly TeLSOC
Curriculum, Quality Assurance Committee (CQAC)	Sub-committee of TeLSEC with a remit including curriculum approval and reviewreview and the appointment of External Examiners.
Moderation	Through moderation, the internal examiner is approving the quality of the marking which has been undertaken by the first examiner rather than marking the work themselves.
Ratification of Results	Approval of results as an accurate record by an Exam Board.

School	SOAS University of London.
Key contacts	**Chair of the School Boards**: General advice and assistance; complaints or comments about any aspect of assessment. **Academic Registrar:** Advice on School Regulations and good practice

1.3 Anonymity in the Assessment Process

The School aims to maintain anonymity in all processes of assessment and examination:

Coursework

The School aims for anonymous submission and marking of coursework.

Written Examinations

Examination scripts are identified by candidate number only.

Mitigating Circumstances Panel (MCP)

Anonymity is lifted to permit the MCP to consider claims for mitigating circumstances.

Pre-meeting of the Sub-Board

There is no requirement for these pre-meetings to be conducted anonymously as no decisions are being made in relation to the students. The role of the pre-meeting is to ensure all the marks are available and correct.

Sub Board of Examiners

Module results are ratified, with the profiles giving marks by candidate number or student number, not by student name. Student profiles present results for progression and classification purposes, with the results identified by candidate number or student number, not by student name.

School Board of Examiners

Student profiles present results for classification purposes, with the results identified by candidate number or student number, not by student name.

2. Key Assessment Dates

Key dates relating to assessment and progression are communicated via the School Key Dates Calendar.

3. Chair's Responsibilities

3.1 Chairs of Sub-Boards

1. To appoint members to the Sub-Board
2. To ensure that the conduct of the Sub-Board conforms to the requirements of this Assessment Handbook;
3. To act as one of the main points of contact with academic colleagues, Registry and

Department staff with regards the business of the Board;

4. To participate as a full member of the School Board of Examiners;
5. To ensure, with the support of the Department Office, that all examiners are aware of their responsibilities and key deadlines. They must ensure that examiners:
   - are aware of and abide by the approved module outlines, assessment methods, and approved dates for submission of coursework;
   - are aware of necessary marking criteria and guidelines and apply these correctly;
   - set assessments, complete marking and return marks to the Department Office by the published deadlines;
   - are aware of the need to refer queries to the Department Office or the Registry team if there is any doubt as to the application of policy or regulations.

Deputy Chair of Board

Each Chair must have a Deputy to cover for periods of absence (including during the summer months). The Registry and the External Examiners must be kept informed of any periods of absence. The Deputy should be properly briefed by the Chair on their responsibilities and have access to all relevant documentation relating to the Board whenever the Chair is absent for a prolonged period.

3.3 Chair's Responsibilities by Term (Undergraduate)

Term one

Administration

- **Administration:** Address any outstanding matters from the previous assessment cycle.
- **Coursework Arrangements:** Ensure that arrangements are in place to receive coursework, to note late submissions and to receive Mitigating Circumstances and that these are publicised to staff and students.
- **Examination Questions** Before the end of Term one, Registry will issue a formal call for examination papers. Examination papers are set early in the second term so questions must be obtained from staff who will be away during Term two for the main exam and the late summer exam.
- **Information for Internal Examiners:** Ensure key dates are advertised to internal examiners and any other staff.

External Examiners

- **Nominate External Examiners:** Ensure that all External Examiners are appointed before the start of the academic year. Registry will advise of any upcoming vacancies for External Examiners on your Sub-Board and nominations will be considered by TeLSEC or one of its sub-committees.
- **Information for External Examiners:** Contact External Examiners early to agree adate for the Sub-Board meeting in June and invite them to attend the School Board meeting). External Examiners should be informed of the summer examination period and the late summer examination period and made aware that they are likely to receive material shortly after this period.

Provide External Examiners with the details of the degrees and modules that they will examine. Send them the Programme Specification and the proposed distribution of marking duties. Registry will update External Examiners annually and periodically with changes to Quality Assurance processes and regulations.

Term two

Setting Examination Papers

- **Draft Papers:** The Department Office will request draft examination papers at the end of Term 1 and will set a deadline before the end of January.
- **Conventions and Confidentiality:** Remind colleagues of any conventions specific to the composition of examination papers and of the need for confidentiality in their preparation.
- **Exam Timetabling Requirements:** Inform the Registry by the deadline of any timetabling requirements and any overlapping papers (where the same questions are used on more than one paper, i.e. modules with shared undergraduate and postgraduate teaching.

Vetting Examination Papers

- **Inform External Examiners:** Inform External Examiners as early as possible about the vetting procedures and timescales.
- **Who Vets the Papers:** Establish which members of staff within your Department will be responsible for vetting the papers – the Scrutiny Committee.
- **Scrutiny Committee Date:** Establish when the Scrutiny Committee will meet. Drafts should be made available for inspection by those vetting well in advance of any meeting. Any amendments required to papers identified at the meeting(s) should be notified immediately to the Department Office prior to the papers being sent to the External Examiners.
- **Amendments to Papers:** Establish when the amended draft papers will be sent to the External Examiners, with provision for the consideration and approval of revisions.
- **Final Copy:** The examination papers must be submitted to Registry by the published deadline.

Term three

Marking of Examination Scripts

- **Internal Examiners:** Ensure that all Sub-Board members are aware of which modules they are expected to examine, whether as first or second internal examiner.
- **Dates and Deadlines:** Ensure the first and second internal examiners are informed of the dates and times of the examinations for which they are responsible and of the deadline by which they must submit agreed marks to the Sub-Board Chair.
- **Obtain Marks:** Ensure agreed marks (and the associated exam scripts) are obtained from colleagues in sufficient time to be made available to the External Examiners.
- **Information for External Examiners:** Ensure the External examiners are aware of the policy for the selection of scripts and their right to inspect any examined or assessed material over and above the selection provided.

Sub-Board Meeting

- **Arrangements:** Determine the place and time of the meeting and advertise to all members of the Sub-Board (including External Examiners) and Registry. Ensure that

theconduct of the Sub-Board conforms to the requirements in this Assessment Handbook.

- **Pre-meeting:** Organise a pre-meeting of the Sub-Board to check for any errors or omissions. Pay particular attention to modules with only one assessment element (these must not end in a significant 9).
- **Agenda and Papers:** Prepare the agenda and associated papers for the meeting with support from the Secretary and Registry.
- **Mitigating Circumstances Panel:** There will be a report from the MCP with a summary of the applications considered and their outcomes.
- **Provisional Results:** At the end of the Sub-Board remind all members that recommendations are provisional until ratified by the School Board and cannot be disclosed to students.
- **Minutes:** The meeting of the Sub-Board must be fully minuted and a copy of the minutes must be supplied to Registry within two working days of the meeting.

- **Resit Dates:** At the end of the Sub-Board remind members of the dates of the late summer examinations and that External Examiners will receive material to examine shortly after this period.

After the Meeting

- **Minutes:** The meeting of the Sub-Board must be properly minuted and a copy of the minutes must be supplied to Registry within two working days of the meeting.
- **Recommendations for awards:** These must reach Registry by the published deadline.
- **Assessment Issues for Departments:** Prepare a note of any policy issues arising from the assessment process for Departments.
- **Chair's Action:** Where issues arise after the main meeting items may have to be delegated as Chair's actions and reported to the next meeting of the Sub-Board. It is bestpractice for a sub-group to be formed to discuss cases and External Examiners advised.

Summer Vacation

Meeting of the School Board

- **Attendance:** Chairs or their Deputy must attend the meeting of the School Board. If the Deputy attends, they must be appropriately briefed.
- **External Examiners:** All External Examiners are members of the School Board and Chairs should ensure that they are informed of its date and are invited to attend (attendance is not a requirement). Chief External Examiners are required to attend the School Board.

Appointment of External Examiners

- **Appointment of External Examiners:** When the tenure of an External Examiner comes to an end nominations should be solicited from colleagues and potential replacements contacted well in advance to ensure that a suitable candidate can be nominated to TeLSEC or one of its sub-committees .

Arrangements for Late Summer Examinations

- **Internal Examiners:** Ensure that all Sub-Board members are aware of which modules they are expected to examine, whether as first or second internal examiner.
- **Dates and Deadlines:** All first and second internal examiners should be informed of the dates and times of the examinations for which they are responsible and of the deadline by which they must submit agreed marks to the Sub-Board Chair.
- **Availability of External Examiners:** Confirm the availability of External Examiners.
- **Ratifying Results:** Chairs will convene a Sub-Board to ratify the results.

3.3 Chair's Responsibilities by Term (Postgraduate)

Term one

Administration

- **Administration:** Check that there are no matters outstanding in relation to last year's assessment cycle that should be addressed by your Department.
- **Arrangements for Coursework:** Ensure that arrangements are in place to receive coursework, to note late submissions and to receive of mitigating circumstances and that these are publicised to staff and students.
- **Examination Questions** Before the end of Term one, Registry will issue a formal call for examination papers. Examination papers are set early in the second term so questions must be obtained from staff who will be away during Term 2 for the main exam and the late summer exam.
- **Information for Internal Examiners:** Ensure that key dates are advertised to internal examiners and all other relevant staff.

External Examiners

- **Nominate External Examiners:** Ensure that all External Examiners are appointed before the start of the next academic year. Registry will advise of any vacancies for External Examiners on the Sub-Board for the coming year and nominations will be considered by TelSEC or one of its sub-committees.
- **Assessment Dates for External Examiners:** External Examiners should be contacted early in Term1 to agree a date for the Sub-Board meetings in June/July and November and invite them to attend the School Board meeting. You should inform them of the summer examination period and let them know that they are likely to receive material shortly after this period.

- **Information for External Examiners:** Provide External Examiners with the details of the degrees and modules that they will examine. Send them the Programme Specification and the proposed distribution of marking duties. Registry will update External Examiners annually and periodically with changes to Quality Assurance processes and regulations.

November Meeting of the Sub-Board of Examiners

- **Arrangements:** Determine the place and time of the meeting and advertise to all members of the Sub-Board, including External Examiners. Ensure that the conduct of the Sub-Board conforms to the requirements in this Assessment Handbook.
- **Pre-meeting:** Organise a pre-meeting of the Sub-Board to check for any errors or omissions. Pay particular attention to modules with only one assessment element (these must not end in a significant 9).
- **Agenda and Papers:** Prepare the agenda and associated papers for the meeting with

support from the Secretary.

- **Mitigating Circumstances Panel:** There will be a report from the MCP with a summary of the applications considered and their outcomes.
- **Provisional Results:** At the end of the Sub-Board all members should be reminded that recommendations are provisional until ratified by the School Board and must be disclosed to students.
- **Minutes:** The meeting of the Sub-Board must be fully minuted and a copy of the minutes must be supplied to Registry within two working days of the meeting.
- **Assessment Issues for Departments:** Prepare a note of any policy issues arising from the assessment process for Departments.
- **Chair's Action:** Where issues arise after the main meeting items may have to be resolved by Chair's action and reported to the next meeting of the Sub-Board. It is best practice for a sub-group to be formed to discuss cases and External Examiners advised

Term one Meeting of the School Board

- **Attendance:** Chairs or their Deputy must attend the meeting of the School Board. If the Deputy attends, they must be appropriately briefed.
- **External Examiners:** All External Examiners are members of the School Board and invited to attend . Chief External Examiners are required to attend the School Board.
- **Recommendations:** Ensure that you have the details of the reasons for any recommendations from your Sub-Board for the award of a class of degree not in accordance with the guidelines which your Sub-Board has taken.

Term two

Setting Examination Papers

- **Draft Papers:** The Department Office will request draft examination papers at the end of Term one and will set a deadline before the end of January.
- **Conventions and Confidentiality:** Remind colleagues of any conventions specific to the composition of examination papers and of the need for confidentiality in their preparation.
- **Exam Timetabling Requirements:** Inform Registry by the deadline of any timetabling requirements and any overlapping papers (where the same questions are used on more than one paper, i.e.modules with shared undergraduate and postgraduate teaching

Examination Papers

- **Inform External Examiners:** Inform External Examiners as early as possible about the vetting procedures and timescales.
- **Who Vets the Papers:** Establish which members of staff within your Department will be responsible for vetting the papers – the Scrutiny Committee
- **Scrutiny Committee Date:** Establish when the Scrutiny Committee will meet. Drafts should also be made available for inspection by those vetting well in advance of any meeting. Any amendments required to papers identified at the meeting(s) should be notified immediately to the Department Office prior to the papers being sent to the External Examiners.
- **Exam Paper for Vetting:** The Sub-Board Chair must submit a clean and complete set of draft papers for vetting (to be provided by the Department Office) and must ensure that obvious errors have been brought to the attention of the convenor concerned and corrected prior to vetting (spelling mistakes, deficits in the numbers of questions, errors in the rubric etc.)

- **Amendments to Papers:** Establish when the amended draft papers will be sent to the External Examiners, with provision for the consideration and approval of revisions.
- **Final Copy:** The examination papers must be submitted to Registry by the published deadline.

Term Three

Marking of Examination Scripts

- **Internal Examiners:** Ensure that all Sub-Board members are aware of which modules they are expected to examine, whether as first or second internal examiner.
- **Dates and Deadlines:** Ensure the first and second internal examiners are informed of the dates and times of the examinations for which they are responsible and of the deadline by which they must submit agreed marks to the Sub-Board Chair.
- **Obtain Marks:** Ensure agreed marks (and the associated exam scripts) are obtained from colleagues in sufficient time to make available to the External Examiners.
- **Information for External Examiners:** Ensure External Examiners are aware of the policy for the selection of scripts and their right to inspect any examined or assessed material over and above the selection provided.

June Meeting of the Sub-Board of Examiners

- **Arrangements:** Determine the date and time of the meeting and advertise to all members of the Sub-Board (including External Examiners). Ensure that the conduct of the Sub-Board conforms to the requirements in this Assessment Handbook.
- **Pre-meeting:** Organise a pre-meeting of the Sub-Board to check for any errors or omissions. Pay particular attention to modules with only one assessment element (these must not end in a significant 9).
- **Agenda and Papers:** Prepare the agenda and associated papers for the meeting with support from the Secretary.
- **Mitigating Circumstances Panel:**
- There will be a report from the MCP with a summary of the applications considered and their outcomes.
- **Provisional Results:** At the end of the Sub-Board remind all members that
- **Provisional Results:** At the end of the Sub-Board remind all members that recommendations are provisional until ratified by the School Board and must not be disclosed to students.
- **Resit Dates:** At the end of the Sub-Board remind members of the dates of the next examination period and that External Examiners may receive material to examine shortly after this period

After the Meeting

- **Minutes:** The meeting of the Sub-Board must be fully minuted and a copy of the minutes must be supplied to Registry within two working days of the meeting.
- **Recommendations for awards:** These must reach Registry on or before the deadline.
- **Assessment Issues for Departments:** Prepare a note of any policy issues arising from the assessment process for Departments.
- **Chair's Action:** Where issues arise after the main meeting items may have to be resolved by Chair's action and reported to the next meeting of the Sub-Board. It is best practice for a sub-group to be formed to discuss cases and External Examiners advised

Main Responsibilities of the Chair

- To be available to deal with any unfinished business relating to taught module results.
- To ensure that External Examiners will be available for the following year.
- To be available for consultation on any problems relating to the submission of dissertations.
- To be available for consultation in the period when results will be published.

4. Coursework

4.1 Introduction

The procedure set out in this handbook represents the minimum acceptable standard with regards coursework. Sub-Board Chairs must ensure that proper arrangements are in place to receive and record coursework and to note late and non-submissions and Mitigating Circumstances. They should check that these arrangements are well publicised to staff and students.

4.2 Setting Coursework

Coursework should be set at the start of a module and clearly described in the Module Outline. The coursework must match the requirements described in the Module Approval Form and must enable students to demonstrate the module learning outcomes.

To reduce the possibility of plagiarism the coursework questions set should be sufficiently different from those set in previous years.

4.3 Deadlines

All students must be informed of the assessment deadlines at the start of a module. These must be included in the Module Outline and available on the corresponding BLE page. Assessment deadlines must not be changed during the academic year as this may result in students submitting work at the wrong time or disadvantaging students. Exceptionally deadlines may need to be moved due to unavoidable events. If such a change is required, please discuss this with the Head of Department who may seek approval from the Academic Registrar.

Coursework deadlines may be earlier than the School deadline but <u>must not</u> be later. Work received after the School deadline will not be marked. All work is submitted via the BLE and the submission must be made by 23:59 on the due date. However, students are advised to submit work earlier in case they encounter any difficulties.

4.4 Submission

Coursework is submitted electronically via the BLE. Students will receive a confirmation receipt for each assignment they submit and they should retain this as proof of submission. All assessments except on campus examinations should be submitted via Turnitin.

Submitting the Wrong Assignment

Once students have submitted their work they can, if necessary, resubmit up to the deadline (there is an enforced gap of 48 hours between submissions). After the deadline resubmission

is not possible, so it is vital that students ensure they have attached the correct version of the essay prior to submitting. As specified in the Mitigating Circumstances Policy, uploading the wrong assignment in error will not be acceptable grounds for mitigation.

4.5 Word Limit

Students must declare the word length of the assignment and students will be penalised for over-length coursework in accordance with the School's Word Count Range and Marking of Over-Length Coursework Policy

4.6 Late Submission

Students may submit assignments after the advertised deadline via the usual submission process up until the final School deadline date (Friday, Week 2, Term 3). When students submit after the deadline they should also email their module convenor to advise them of the late submission. Markers are not automatically notified of late submissions through the BLE. After the School deadline no further submissions will be possible. There will be a deduction of 2 percentage points per day (including weekends) for coursework that is submitted late in accordance with the Coursework Submission Policy.

4.8 Academic Misconduct

Academic Misconduct is an assessment offence. If Academic Misconduct in coursework is suspected then the matter should be reported by the appropriate Sub-Board Chair who will advise on the School's procedures as described in the Academic Misconduct Policy.

4. Return of Coursework

Indicative marks and feedback will be released electronically via the BLE, within 21 days of the submission deadline. Students can also download an annotated copy of their coursework for their records. All marks are provisional until ratified by the School Board.

5. Examinations

5.1 Introduction

The main responsibilities of Sub-Board Chairs during Term two involve the setting and vetting of examination question papers for the May/June and late summer examinations. These tasks must be completed so as to enable question papers in final form to be sent to the Registry by the required deadline.

5.2 Setting Papers

The guiding principles that should govern the setting and vetting of all examination papers are:
(a) Examinations should reflect the content of each module as taught.
(b) Candidates should have a reasonable choice of topics, consistent with ensuring coverage of the syllabus.
(c) Questions should be sufficiently different from those set in previous examinations, so as to render question spotting difficult.
(d) Examination questions should be sufficiently different to coursework questions set for the same module.
(e) The length of the paper should be as described in the approved module outline.

(f) Each paper is approved by the External Examiner(s).

The content of the module and the assessment methods will conform to the current approved
version of the Module Specification.

The Department Office will request draft examination papers at the end of Term one, for submission by the end of January.

Each Sub-Board will appoint two or more of its members to be responsible for the first draft and the final accuracy of each examination question paper.

Each Sub-Board will consider and approve all papers within its jurisdiction. A Sub-Board may establish a Scrutiny Committee to discuss the questions to be set and the standard to be adopted. Any paper set by a Sub-Board must be approved by an External Examiner on the Sub-Board.

5.3   Format of Papers

Before the end of Term one, Registry will issue a formal call for examination papers, including details of how the papers should be set out and the standard examinations rubric. Copies of the examination paper template are available from Department Offices and this must be followed.

The Chair of the Sub-Board will remind colleagues of any conventions specific to each Sub-Board regarding the composition of examination papers, e.g. the number of questions in an examination paper, the number of questions to be answered by the candidates, whether there is any restriction on the number of EITHER/OR questions permitted on each paper.

It is the responsibility of each Sub-Board Chair to ensure that the final approved papers are prepared to the School's requirements.
The rubric at the head of each examination paper must include:

- Information about the suitability of the paper for particular cohorts of students e.g. 'This paper is suitable for current students only' or 'This paper is suitable for students from 2022/23 only' etc..
- A statement to the effect that "The marks for this examination paper constitute x% of the total marks for the module".
- The duration of the examination.
- Percentages allocated to different parts of the examination (where this forms part of the approved method of assessment).
- Information on any permitted materials students may bring to the examination. Invigilators cannot be expected to rule on whether materials are permitted so will not allow anything unless specifically permitted in the rubric.

5.4   Question Spotting

Students often attempt question spotting, trying to forecast forthcoming examination questions from previous papers. Care should be taken that the questions proposed are not too similar to those set in previous examinations. It is useful to compare the draft question

paper with those of the previous few years, and to supply the External Examiner with these earlier papers.

5.5 Vetting Papers

Practices vary between Sub-Boards. It is particularly important that External Examiners are informed as early as possible about how the papers are to be vetted, and when and how they will be expected to participate, so that they can register comments in sufficient time for the procedures to be modified where necessary.

The Chair of the Sub-Board must establish the following prior to the draft papers being submitted for vetting:
(a) Which members of staff will be responsible for vetting the papers
(b) When they will meet
(c) When the amended draft papers will be sent to the External Examiners
(d) How the External Examiners' recommendations will be converted into further revisions

As regards (a), the Scrutiny Committee may comprise the entire Sub-Board, its internal members only or a smaller group of staff.

As regards **(**b), the drafts should be made available for inspection by the Scrutiny Committee well in advance of the meeting, so that there is sufficient opportunity to consider each question and the balance of each paper and to check for duplication of questions between papers.

As regards (c) to (e), it may be possible to complete these at one sitting if the External Examiners attend the vetting meeting.

The Department Office will ensure that a clean and complete set of all draft papers is submitted to the Scrutiny Committee and that obvious errors have been brought to the attention of the convenor concerned and corrected prior to vetting such as spelling mistakes, deficits in the numbers of questions or errors in the rubric etc. Any amendments required to papers identified at the vetting meeting(s) should be notified immediately to the Department Office prior to the draft papers being sent to the External Examiners.

5.6 Examinations Timetabling and Overlapping Papers

Registry must be informed by the deadline of any examination timetabling requirements and any overlapping papers (where the same questions are used on more than one paper, including modules with shared undergraduate and postgraduate teaching). Early notification of timetabling requirements is essential for proper timetabling of examinations.

5.7 Role of External Examiners

External Examiners must be involved in the approval of examination papers whether they attend the Scrutiny Committee or the papers are sent to the External Examiner after the Scrutiny Committee has met. They must see the draft papers and are asked to add their comments. The Sub-Board Chair will take up these comments with each module convenor. If any examination paper is altered in light of the External Examiners' comments, then a

revised version of the paper must be sent to the External Examiner for final approval. The External Examiner must approve the outcome and they should send an email confirming this in order to provide an audit trail.

5.8   Confidentiality of Papers

Examination papers must remain confidential throughout the setting and vetting process.The contents must not be disclosed to any persons other than to members of the Sub- Board or to officials of the School who are specifically appointed to deal with papers. The one exception to this will be where a module approves the use of 'seen' question papers supplied to candidates in advance of the examination. Where this is the case, arrangements must be in place to ensure that all candidates receive the questions at the same time.

5.9   Examination Papers for Modules No Longer Offered

Students who have failed or deferred an examination may need to sit an examination paper in a module that is no longer offered or for which the module syllabus has changed from when they originally took the module. In such cases, a special paper will have to be set and vetted which follows the approved version of the module at the time the student took the module. Registry will provide the Department Support team with a list of all re-entry candidates

In determining any requirement for a different paper, the aim must be to ensure that no candidate is unfairly advantaged or disadvantaged. In cases of difficulty, module convenors should consult theSub-Board Chair for advice

Students taking resit or deferred examinations for Law modules should be advised that questions may also be set on recent legislation, case law, or current proposals for law reform within the scope of the syllabus.

5.10   Copyright of Papers

It is a condition of the appointment of every Examiner that examination papers are the property of the School. The School will have exclusive licence to publish the paper(s) as a whole provided that the School will not assign or transfer this exclusive licence in any wayto any other person.

5.11   Additional Materials and Calculators

Sub-Boards of Examiners are authorised to determine precisely what source materials candidates will be permitted (i.e. calculators) or which will be provided for candidates in the examination room. Such materials may not include dictionaries for the specific purpose of enabling students to overcome any deficiency in their command of the English language. No materials other than those specifically authorised may be introduced into an examination room.

Sub-Boards of Examiners will submit any proposals having financial implications to the relevant Head of Department for a decision on the financial implications before it is suggested to candidates that any particular materials may be provided.

Sub-Boards of Examiners will permit the introduction of materials by candidates only if it can reasonably be expected that students will have or will be able to readily purchase such materials.

5.12　Late Summer Examination Papers

Examination papers for late summer examinations must be set and vetted alongside the papers for May/June.

5.13　Start of Examinations

It is important that the first examiner or module convenor is present at the start of the relevant examination to resolve any problems that may arise, for example, from misprints on the examination paper.

6.　Other Examinations

6.1　Oral/Aural and Practical Examinations

Some Departments conduct oral, aural or practical examinations. The arrangements for these examinations (such as date and length of the examination and how they will be delivered) must be reported to Registry and to the External Examiners. These examinations must be made available for the External Examiners (for instance by being recorded), and the proposed arrangements must be cleared with the External Examiner in advance.

(a) Oral/aural/practical examinations will be conducted by at least one School Internal Examiner.

(b) If the marks for the oral/aural/practical count for more than 10% of the total mark for the module, the oral/aural/practical must be recorded in such a way that it can be made accessible to the External Examiner (this may be either a video recording or the use of an appropriate mark sheet to demonstrate how the mark was awarded.)

(c) Only the examiner(s) and the candidate(s) may attend an oral/aural/practical

7.　Postgraduate Dissertations

7.1　Submission

Dissertations must be submitted by the approved deadline. Dissertations submitted after this date without approved mitigating circumstances will besubject to the penalties for late submission detailed below.

7.2　Late Submission

A dissertation mark of zero will be assigned where dissertations are not submitted. A mark of0 will also be assigned to students who submit their dissertation after 30 September without having been granted prior approval. The mark for the resubmission of the dissertation will be capped at the minimum pass mark of 50%.

7.3　Marking and Moderation

All dissertations must be double marked internally. Supervisors may be first markers for the dissertations of students they have supervised, but this is not a requirement. Sub-Boards may approve first and second marking arrangements for dissertations as appropriate.

7.4   Word Limit

Over-length coursework and dissertations will be penalised according to the penaltyscheme in the Word Count Rage and Marking of Over-Length Coursework Policy.

Resit Options for a Failed Dissertation

There are three options available to students who do not obtain a mark of 50% or more inthe dissertation. This also applies to students who fail due to deduction of marks for late submission:

1.   Revise the dissertation on the existing topic without further supervision.

- Students have the choice to resubmit by either **20 April** (for July results) or by **08 September** (for November results) of the year followingThe dissertation mark is capped at 50%
- The degree can only be awarded with Pass classification
- No tuition fees are due but a dissertation resubmission fee is charged
- The student is on leave of absence with reference access to the Library

(b)Apply to repeat the dissertation on the existing topic with further supervision.

- This arrangement is subject to the supervisor being available and willing to give
- further supervision and must be approved by the relevant Programme Convenor.
- Resubmit by the Friday of Week 51 of the year following.
- The dissertation mark is not capped (parallel with students who are given permissionto re-attend a taught module).
- The degree can be awarded with Pass, Merit or Distinction classification.
- The relevant part time tuition fees are due.
- No dissertation resubmission fee is due.
- The student is enrolled with full borrowing access to the Library.
- There is no right of resubmission in the case of failure following this secondsubmission.

(c) Apply to repeat the dissertation on a new topic with further supervision.

- This arrangement is subject to a suitable supervisor being available for the new topicand must be approved by the relevant Programme Convenor.
- Submit in term one of the following year.
- The dissertation mark is not capped
- The degree can be awarded with Pass, Merit or Distinction classification.
- The relevant part time tuition fees are due.
- The student is enrolled, with full borrowing access to the Library.
- There is no right of resubmission in the case of failure following this secondsubmission.

8.   Marks and Marking

8.1   Introduction

This section outlines the marking methods approved by the School. All marks must be entered onto Unit-e showing the calculated overall grade before scripts are sent to the External Examiners.

8.2   Academic Misconduct

Any suspected case of Academic Misconduct will beinvestigated under the procedure laid out in the Taught Degree Regulations.

8.3   Checking Marks

During the marking process marks for individual assessment elements are summed and the grades are entered onto the Unit-e student records system which calculates the student's overall module mark. It is vital that the Sub-Board Chair checks all calculations and transcriptions for accuracy along with the appropriate administrative staff.

8.4   Marks for Modules after Resubmission/Deferral

Modules which are passed after resubmission of coursework or retaking an examination are capped at the minimum pass mark:
- 40% (Undergraduate)
- 50% (Postgraduate)

It is important to note that the individual assessment elements are marked as normal and capping of marks is applied at the module level. The capped marks appear on a student's transcript and are used in calculating the final award.

When considering the marks for retaken examinations and assessments, Sub-Boards must take care to distinguish between students who are resitting and those that are taking the assessment for the first time. There are three categories of student:

(a) Retaking assessments without re-attending the module (capping applies).
(b) Retaking assessments having re-attended the module (capping does not apply if there were previously agreed mitigating circumstances).
(c) Students who have been granted deferral of the assessment due to Mitigating Circumstances capping may not apply as the deferral is of the same attempt.

8.5   Significant 9 Marks

This section covers marks ending in a significant 9:

- 39, 49, 59 and 69 (Undergraduate)
- 49, 59 and 69 (Postgraduate)

(b) Modules assessed by one assessment element

For Modules with only one assessment element such as one examination or one piece of coursework counting for 100% of the total module mark, internal examiners should not leave marks ending in a significant 9 for these modules but should resolve them up or down by at least one mark. The marks should be resolved as far as possible by the internal examiners and a note should be added to the mark sheet explaining how the final internal mark was arrived at. Sub-Boards will not accept marks for single-element modules ending in a significant 9 but will refer them back to internal examiners to resolve.

(b) Modules assessed by more than one assessment element

The resulting overall mark for a module should be calculated to one decimal place. Overall marks in the range .1 to .4 should be rounded down to the next whole number. Overall marks in the range .5 to .9 should be rounded up to the next whole number.
If a module mark consisting of several component marks is calculated as ending in a 9,this mark stands. If the results for all the individual assessment elements have been verified via agreed processes, then the arithmetic result cannot be incorrect or need adjustment. These marks will therefore not be adjusted up or down, but be considered confirmed.
Modules that are assessed by only one assignment worth 100% (e.g. dissertations orISPs) cannot be given a mark ending in -9.

8.6   Marks for Direct Entry Students

Students transferring to SOAS from other institutions or otherwise admitted to a year other than Year 1 have been credited with an appropriate number of passes due to Accredited Prior Learning. No account will be taken of the marks earned in assessments atthe other institution or before registering as a student of SOAS.

8.7   Marking Policy

Coursework (UG and PGT):

- All coursework should be first marked;
- 10% of all coursework submissions weighted **11%-99%** should be moderated;
- All fails should be moderated;
- All assessment elements weighted **1%-10%** may be first marked only;
- In all modules, a minimum of 5 submissions of coursework weighted above 10% should be moderated and all fails;
- Any **single** element of coursework weighted at **100%** should be double marked.
- Any element of assessment weighted 11-99% that is first marked by a GTA should be moderated at 15% and a minimum of 10 scripts
- Continuous Assessments
    - Each piece of assessment weighted less than 10% with the total cumulative weighting of no more than 30% total mark may be first marked only.
- Presentations
    - Any presentation weighted less than 20% may be first marked only.

·   Exams (UG and PGT):

- All exams should be first marked;
- 10% of all exam submissions should be moderated;
- All fails should be moderated;
- In all modules, a minimum of 5 exam scripts should be moderated and all fails;
- Any **single** element exam weighted at **100%** should be double marked.
- Any element of assessment weighted 11-99% that is first marked by a GTA must be moderated at least 15% and a minimum of 10 scripts

- All ISPs should be double marked;
- Multiple component ISPs:
  - Any element 10% or less may be first marked only
  - Any element 11%-99% must be double marked
- All PGT Dissertations should be double marked.
  - Any element of dissertation under 10% may be first marked only
  - Any element above 10% may be check-marked
- The final submission should be double marked

Individual departments will advise their students on the approach that is being used on their modules.

8.8 Selection of Scripts for the External Examiner

Samples are selected based on overall module marks. This means that the marks for all assessment elements that contribute to the overall module mark must be entered on the system so that the overall result can be calculated. This overall mark then allows Sub-Board staff to identify which students need to have their work forwarded to the External Examiners (see table below).

Minimum sample size for External Examiner:

(a)	Fails	10% of submissions in this class/at least 5 submissions • if there are fewer than 5 submissions in this class, then all should be seen
(b)	Borderline '9s'	Any remaining borderline marks of 39,49,59,69 • it is expected that most borderline marks will be dealt with internally prior to submission to a VE
(c)	A selection of scripts in addition to those in (a) and (b).	10% of submissions in this category/at least 5 submissions • with representation of firsts, 2.i and 2.ii and 3 • if there are fewer than 5 submissions in this category, then all should be seen

External Examiners may ask to see any additional assessment submissions, assessment materials and records of marking and moderation as required.

Presenting Materials

Once the relevant students have been identified, *all* assignments that contribute to the overall module mark achieved by this student are collated and made available to the External Examiner,either via access to BLE, by emailing scanned materials or in person at the School. If there are any assessment elements in particular that Sub-Board Chairs would like External Examiners tofocus on, they should communicate this as early as possible in the process. If no particular instructions are given beyond the minimum sample size and make up, External Examiners will use their own discretion in determining which assignments to prioritise.

Concerns over the Quality of the Marking

External Examiners may not amend marks. They scrutinise submissions to establish whether marking is fair,consistent, rigorous and in line with the relevant marking criteria. If External Examiners have concerns that this is not the case, either in a sub-category of the sample or across all categories, they should refer the matter back to the Exam Sub-Board Chair.

Decisions open to the Sub-Board Chair are:

- all submissions in the category/categories concerned to be re-marked internally by a third examiner
- all marks in the category/categories concerned to be raised/lowered by a certainnumber of percentage points
- no action to be taken

The decision must be communicated to the External Examiner, and any such case should be noted and at the Exam Sub-Board meeting.

9.   Boards of Examiners

9.1   Description

School Board of Examiners - the School's degree-awarding body which classifies and awards degrees.

Sub-Boards of Examiners – ratifies module results and makes recommendations to the School Board for the award and classification of degrees and the progression of students from one stage to another, reviews statistical data relating to module performance and student outcomes.

Mitigating Circumstances Panel - makes decisions on circumstances which may have negatively impacted on a student's performance or ability to take an assessment. The Panel's decisions are reported to the Sub-Boards of Examiners anonymously. The MCPs decisions are final.

9.2   Appointment of Boards of Examiners

In term one, TeLSeC will appoint the Chairs and Deputy Chairs for all Boards of Examiners and approve the composition of the School Board and Sub-Boards to be held during that academic year.

Registry will inform Chairs and Deputy Chairs of their appointment and provide training and development opportunities

9.3 Quorum

The Chair or Deputy Chair must be present at all meetings of Sub-Boards. The External Examiner must also be present; exceptions require approval by the Chair of the School Board of Examiners. The quorum for any meeting of a Sub-Board of Examiners shall be half of the internal examiners.

If, due to exceptional circumstances, no External Examiner can be present at a meeting, the Chair of the School Board of Examiners may authorise the Sub-Board to proceed without one. It may be possible to involve the External Examiner remotely.

The quorum for any meeting of a School Board of Examiners held to ratify Sub-Board recommendations on behalf of the School shall be:

· Chair of the School Board
· Chairs or Deputy Chairs of each Sub-Board
· Chief Visiting Examiners

9.5 Marksheets

The Department Office and Registry will ensure access to all supporting documentation for the Board in conjunction with the Chair of the Board. The paperwork will be as follows:

Undergraduate

- **Module profiles** (including statistical data for each module)
- **Progressing Students' profiles** (showing the marks awarded in previous years where appropriate and the current year, as well as the classification matrix)
- **Finalists' profiles** (showing the marks awarded in previous years and the current year, as well as the classification matrix)

Postgraduate

- **Module profiles** (including statistical data for each module)

- **Progressing Students' profiles** (showing the marks awarded in previous years where appropriate and the current year, as well as the classification matrix)
- **Dissertation profiles** (including statistical data for the dissertations)
- **Finalists' profiles** (showing the marks ratified at the June or November meeting together with the provisional dissertation marks, as well as the classification matrix)

9.6 Mitigating Circumstances Panels

The Mitigating Circumstances Policy provides detailed information on the decisions that the MCPs can make.

Registry must ensure that consideration of Mitigating Circumstances takes place at the Mitigating Circumstances Panel (MCP) and not at meetings of Sub-Boards of Examiners. Decisions of the MCP are binding and cannot be overturned by Sub-Boards or School Boards.

The MCP may not adjust marks.

9.7 School Board of Examiners

Terms of Reference

- To act as the School's degree awarding body.
- To receive ratified marks from Sub-Boards of Examiners for all modules and degrees within their remit.
- To consider Sub-Board recommendations for the award and classification of degrees
- To ensure that the guidelines for classification are applied in a fair and consistent way by Sub-Boards across the School.
- To ratify or amend Sub-Board recommendations on behalf of the School.
- To determine, where appropriate, fields of study to be included in degree titles.
- To empower its Chair to take Chair's Action on the Board's behalf and such action to be reported to the next meeting of the Board
- To communicate details of the final awards to the Registry
- To consider any matter within its terms of reference or any matter referred to it by a Sub-Board.

Membership

- Chair of the School Board
- Chairs or Deputy Chairs of each Sub-Board
- Chief Visiting Examiners

In Attendance

- Departmental Administrator
- Registry Representative

Meeting Dates

- Undergraduate School Board (early July and September)
- Postgraduate School Board (early July and November).

9.9 Meetings of the School Board of Examiners

Documentation

Profiles of students recommended for exit awards (showing the marks awarded in previous years and the current year, as well as the classification matrix)
- Finalists' profiles (showing the marks awarded in previous years and the current year, as well as the classification matrix)

9.8 Sub-Boards of Examiners

Terms of Reference

- Set and mark all examination question papers.
- Make arrangements for other forms of assessment i.e. oral/aural/practical.
- Ratify the marks of students falling within the Sub-Board's responsibility.
- Analyse statistical data relating to trends for student outcomes and module

performance.

- Make recommendations for the progression status for candidates within its responsibility.
- Make recommendations for the award and classification of degrees to the School Board for candidates within its responsibility.

Membership

- Chair of the Sub-Board
- All External Examiners
- All Internal Examiners

In attendance

- Chair of the School Board may attend and contribute to Sub-Board meetings.
- Secretaries appointed from the Department Office and Registry.

9.9   Meetings of the Sub Board of Examiners

Date and Time

The Sub-Board Chair determines the date and time of the meeting and informs the External Examiners. The Sub-Board Secretary (Department) should notify Registry of these and make logistical arrangements for the meeting. The Chair is responsible for communicating this information to all members of the Sub-Board. The dates when the meeting can take place are listed in Section 2. It is advisable to hold the meeting of the Sub-Board as early as possible during the designated week so that recommendations for degree classification can be passed to Registry by the deadline.

Quorum

- Chair or Deputy Chair of the Sub-Board
- All External Examiners
- Half of the Internal Examiners

Preparation of Papers

The Chair and the Secretary should ensure that the following paperwork is prepared:

- Agenda and Minutes of previous meeting
- Chair's Action Report
- Mitigating Circumstances Panel Report reports
- Candidate profiles for progressing students
- Candidate Profiles for finalists
- Copy of the Classification Guidelines
- Any other documentation as required

Pre-meeting of the Sub-Board

- A group should convene prior to the Board to review the marks of all students. This should be seen as a preparation for the actual main meeting. The pre-meeting does not

have to include all Board members but as a minimum should include the Chair, one other Internal Examiner and the Secretary. The pre-meeting does not have to be run anonymously as no decisions are being made:

The pre-meeting will ensure that:
- All marks are present
- Any anomalies have been resolved including queries over moderation and marking
- Marks ending in a significant 9 for single element modules are checked
- Possible prize winners are identified
- All issues from the last report from the External Examiners have been addressed

Any queries following the pre-meeting can then be taken up with the Module or Programme Convenor, Head of Department or other appropriate person before the main meeting of the Sub-Board.

Minutes

The deliberations of the Sub-Board must be fully minuted and a copy of the minutes must be logged with Registry within two working days of the meeting. The minutes should cover all of the items listed in the agenda and any comments made by the External Examiners. These minutes are the main source of information in the case of subsequent appeals against the decisions of the Sub- Board.

Agenda of the Sub-Board

The Chair will prepare an agenda and associated papers for the meeting in conjunction with the Sub-Board Secretary. The agenda should be as follows:

1. Apologies and Welcome

   The Chair should welcome members to the Board including the External Examiners and note any apologies. The Chair should confirm that the meeting is quorate.

2. Minutes of the previous meeting

   Approval of minutes: The Chair should ask the Board to review the minutes and ask for points of correction. The minutes should be approved as an accurate reflection ofthe previous meeting with the inclusion of any points of correction noted.

   Matters arising: The Chair should then ask members of the Board if there are any matters arising from the minutes of the last meeting i.e. policy or procedural matters.

3. Chair's Actions

   The Board should receive a report of any Chair's Actions taken since the last meeting.

4. Mitigating Circumstances Panel Report

   The Board should receive an anonymised report from the Mitigating Circumstances Panel showing the decisions taken and any action that may already have been taken as a result of accepted mitigating circumstances. The details of the cases should not be discussed by the Sub-Board and the decisions taken by the MCP are binding and cannot be altered by the Sub-Board. The role of the Sub-Board is implement a decision based on

the outcome of the MCP.

5. Module Results

The Board is required to formally consider and ratify results on a module by module basis in anonymised form. The purpose of this part of the meeting is to enable the Sub-Board to moderate the results for modules as a whole, not to consider results of individual students. Statistical data is provided for each module, showing the number of failures, the number of Firsts, and the number of marks in each class, together with comparable data for previous years. It is the responsibility of the Sub-Board to scrutinise these marks to ensure that the results are broadly comparable with those in previous years unless there is a reason why they should differ and to identify issues that may require further investigation.

6. Progression Status

The Board is required to consider and confirm the progression status for all continuing students in line with the Taught degree Regulations. Registry will prepare candidate profiles showing results for the countable years for each student in anonymised form by student or candidate number. The purpose of this part of the meeting is to ensure that the guidelines for progression are applied in a consistent way to all candidates and a progression status is confirmed.

7. Classification of Degrees

The Board is required to consider and recommend classification for awards for finalists anonymously. Registry will prepare candidate profiles showing results for the classifiable years for each finalist in anonymised form by student or candidate number. The purpose of this part of the meeting is to ensure that the guidelines for classification are applied in a consistent way to all candidates.

8. Classification of Exit Awards

The Board is required to consider and recommend classifications for lower level 'Exit Awards' for those students ineligible for the award of a degree. Exit awards can be made in the following cases:
(a)   A student has failed module(s), has not achieved the minimum volume of credits or and has exhausted attempt opportunities;
(b)   A student has requested to withdraw from their programme of study.

In order to be awarded a lower level qualification, the student must have met the following minimum credit requirements at the appropriate level as described in the Taught Degree Regulations.

9. External Examiners

Previous Report: The External Examiners' reports for the previous academic year along with a note of any action taken should be considered.

Oral Report: The External Examiners should be invited to give an oral report to the Board on any aspect of the assessment process for the current year.

10. Prizes

The sub-Board must make recommendations for the award of any prizes in its remit.

11. Departmental issues

Where issues arise during the Sub-Board which relate to particular departments, programmes or modules, the Board should agree a list of these issues for the Chair to discuss with the appropriate departments.

12. Date of the Next Meeting

At the conclusion of the meeting the Chair should confirm the date of the next meeting. They should also confirm the dates for the Late Summer Assessment period and remind External Examiners that they will receive material to moderate shortly after this period.

13. Release of Results

At the end of the Board the Chair should remind Sub-Board members that all recommendations are still subject to approval by the School Board and must not be disclosed outside of the Board. There are additional checks that will be undertaken by Registry before publication using agreed channels.

14. Chair's Actions

Issues may occasionally arise after the Sub-Board which require a decision by Chair's action. Where this occurs, a sub-group should be formed including the Chair, or Deputy Chair and Module or Programme Convenor to discuss any cases. Items resolved by Chair's action must be reported to the next meeting of the Sub-Board.

10. External Examiners

10.1 External Examiners

Every Sub-Board requires attendance of all assigned External Examiners.

Appointment

External Examiners will be nominated by the Chair of the Sub-Board or nominee and approved by TeLSEC or one of its sub-committees.

Examiners must be appointed before the start of the year the External Examiner is due to start. Registry will contact Chairs in term three of the preceding year to request External Examiner nominations for their Sub-Board.

When External Examiners come to the end of their tenure, the Chair of the Board will have to solicit nominations from colleagues and approach potential replacements ensuring that the candidate meets the criteria for appointment and is willing to serve if appointed. This must be done well in advance to ensure that a suitable candidate can be proposed. Nominations must meet the following criteria:

- Only persons with suitable experience of the subject to be examined and the UK Higher

Education sector will be appointed.

- In order to ensure that nominees have sufficient time for the proper performance of their function, an external examiner should not hold more than two external examiner positions at the same time.
- A External Examiner should not normally be appointed from a department in an institution where a member of School staff is serving as an examiner.
- Former members of School staff or former students will not be appointed as External Examiners before a lapse of at least five years or sufficient time for all students taught by or with that person to have completed their studies, whichever is the longer.
- External Examiners should not have connections with any candidate on the relevant programme(s) which might jeopardise their independence.
  External Examiners should not have previously been involved in the development of the programme or its component parts, for example as an external consultant, or have acted as a member of the panel which approved or reviewed the programme.
- The period of service is four years with the possibility of a year's extension in exceptional circumstances if approved by TeLSEC or one of its sub-committees. An External Examiner will not be eligible for re-appointment until a period of five years has lapsed.
- External Examiners are required to attend meetings of the Sub-Board of Examiners and will be given adequate advance notice of these meetings and information on the purpose of these meetings.

10.2   Chief External Examiners

In addition to the External Examiners the School will appoint an appropriate number of Chief External Examiners; for undergraduate and taught postgraduate provision.

Appointment

Chief External Examiners will be nominated and approved by TeLSEC. They will be chosen from among the School's current External Examiners and should be of at least one year's standing in that post, and should have at least one year left to serve of their four year term.

10.3   Duties of External Examiners

The role of the External Examiner is to ensure that the standard of the School's marking practices and awards is maintained in line with national standards.
Examiners must be kept fully informed of matters affecting assessment. If Chairs of Boards are in doubt about a particular practice or decision, it would be entirely appropriate to refer the matter to an examiner, and particularly so when there is any possibility of a conflict of interest.

Responsibilities of the External Examiner:
a) The primary duty of an External Examiner is to ensure that the standard of the School's awards is consistent with national standards.
b) External Examiners will have regard to the totality of the degree in respect of the syllabus and assessment outlined in the programme specification and module outlines.
c) External Examiners will be required to participate in the vetting of examination papers and each individual paper will be approved by at least one External Examiner.
d) External Examiners have the right to inspect any script or other assessed material within the jurisdiction of the Sub-Board.

e) The Chair of the Sub-Board of Examiners will determine the distribution of duties between External Examiners;

f) External Examiners will be asked to sample scripts or other assessed examination material and may be asked to take part in oral and practical examinations. The normal arrangement will be that the Internal Examiners should make a selection of exam scripts/coursework/dissertations to be sent to an External Examiner. The guiding principle for the selection of scripts is that External Examiners should have enough evidence to determine whether the internal marking and classification are of an appropriate standard and are consistent.

g) External Examiners should not be used as third markers. As External Examiners normally only see a sample of submissions, they cannot alter individual marks, though they may recommend a remarking of all assignments to address serious concerns over the standard of marking.

h) External Examiners will be required to attend meetings of Sub-Boards. The Chair of the Sub-Board will ensure that External Examiners are invited to attend such meetings.

i) External Examiners are required to make a written report each year to the School (which may include observations on teaching, module structure and module content) on the form provided.

j) External Examiners should confirm that any candidate who, in satisfying the minimum requirements, will be fully eligible for the award of a degree.

k) If an External Examiner so wishes, they may send a separate confidential report to the Director.

10.4 Contacting External Examiners

It is the Chair's responsibility to contact External Examiners as early as possible to agree a suitable date for the Sub-Board meeting and to invite them to attend. They should also be informed of the date of the School Board meeting, and invited to attend. It is a requirement of the Chief External Examiners to attend the relevant School Board but all other External Examiners may attend if they wish.

The Chair should supply the External Examiners with details of the awards for which they will be responsible, the School's marking and classification schemes, and the proposed distribution of marking duties. Much of the information they need is contained in this handbook.

The Chair should inform the External Examiners of relevant marking periods and the dates of the examination periods

10.5 Other Assessments to be Made Available to External Examiners

If oral examinations, seminar presentations or practical examinations count for more than 10% of the total mark for a module, the examination(s) must be recorded so that they are available to the External Examiners (unless an External Examiner is present when they take place).

10.5 Examiners' Reports

All External Examiners are required to produce a written report using the School's approved template. The following procedure outlines the process for responding to reports and applies to all taught programmes:

Action	UG	PGT
1. Verbal report received from EEs at Board of Examiners, noted in minutes for immediate inclusion in annual review processes and planning for next academic year.	At Board.	At Board.
2. Each report is received electronically and is acknowledged by Registry 3. Registry logs receipt of the report and maintains the record of reports	Within **one month** ofSub-Board [late June].	Within **one month** ofSub-Board [late June].
4. Registry uploads the report digitally to the BLE. Access to the reports given to: • Chair of Sub-Board • Head of Department • Coordinator (Learning and Teaching) If an issue requires an immediate response then the Director of Learning and Teaching will take action as deemedappropriate and inform the Department and Registry.	On receipt	On receipt
5. Chair of Sub-Board to scrutinise report for comments and (liaising with academic staff, Department administrative staff and Registry). Chair of Sub-Board replies to EE (copying the Programme Convenor, HoD, Department Administrator, Director of Learning and Teaching and Registry addressing issues raised and action taken as part of the annual review process Chair of Sub-Board provides a report on all action taken to the next Sub-Board meeting. This is a standing item on the agenda.	August	January
6. Programme Convenors and HoDs to address EE comments as part of the annual review process, with actions taken reported to the TeLSEC.	APR deadline as per Key Dates Calendar. Reports by HoDs/ADLTs to bemade afterwards.	APR deadline as per Key Dates Calendar. Reports by HoDs/ADLTs to be made afterwards.
7. Annual Programme Reports are considered by CQAC	Term one	Term two
8. Chair of CQAC to respond if necessary to EEs liaising with Chair of Sub-Boardon any School-wide issues identified.		

9. Summary of major issues and action taken in response to EE reports in annual report from CQAC to TeLSEC and as part of Annual Quality Report.	Term one	Term two
10. EE reports and responses by Sub-Board Chairs to be made available (via BLE) to students.	Term two	Term three

11 Internal Examiners

11.1 Internal Examiners

Internal Examiners must be permanent members of School staff. They may be assisted by Assistant Examiners, who must be members of School staff at the time of the relevant assessments.

11.2 Assistant Examiners

Assistant Examiners may be appointed by the Chair of a Sub-Board to assist in practical examinations and in the marking of scripts for modules with a large number of candidates. Assistant Examiners must be members of School staff at the time of the relevant assessment.
Assistant Examiners will not be entitled to set examination question papers.
Assistant Examiners will not be members of Sub-Boards but may attend meetings or relevant parts of meetings of the Sub-Board, if invited by the Chair.

12 Results and Appeals

12.1 Issue of Results

a) Results will be issued to students after they have been checked by Registry and all progression decisions uploaded onto the student records system.
b) It is essential that Chair or the Deputy Chair of the Sub-Board is available for consultation in the period running up to the release of results to resolve matters not finalised at the Sub-Board.
c) A full breakdown of marks and progression decisions will be released to students via the Online Student Services by the published deadlines.
d) Assessment marks are confidential until the confirmed results have been released to students.
e) Transcripts will be issued to all finalist students and will show one final mark for each module.
f) Assessment results of individual students may be released to other organisations such as the British Academy and the Research Councils for the purposes of assessing applications for studentships for postgraduate degrees, and to institutions of higher education for the purposes of credit transfer or entry to further courses of study and, at the request of the student, to other bodies such as potential employers.

12.2 Date of Award

- Undergraduate degree students (including Certificates and Diplomas) are awarded in July will have an award date of 31 July.
- Postgraduate Taught degree students who are awarded in July will have an award date of 31 July.
- Postgraduate Taught degree students who are awarded in December will have an

award date of 31 December.

12.3   Appeals

Students have the right to appeal their results in accordance with the School's Appeals Procedure.
Appeals for taught programmes are dealt with by the Casework team. The deadline for the submission of an appeal is three weeks after the publication of results (except following late summer assessment). Chairsof Boards and academic staff may need to respond to any issues raised by students during this period. Chairs of Boards should inform Registry if they are not available during this period. All queries will automatically be sent to the Deputy Chair.

12.4   Clerical Checks of Marks

If students wish to query any assessment element marks they can request a clerical check by contacting their Department Office. The Department Office will check that the assessment element marks have been correctly recorded.

12.5   Later Summer Examination Period

The Late Summer Examination Period is held at the end of August/beginning of September. The Late Summer Examination Period is for students who have:
- Failed examinations and are required to resit (Referred)
- Student who could not take examinations due to mitigating circumstances (Deferred)

The arrangements for the marking of examination scripts also apply to the late summer examinations. The Chair should inform first and second Internal Examiners of the dates and times of the examinations for which they are responsible and of the deadline by which they must submit agreed marks to the Sub-Board Chair. The criteria that determine which scripts should be sent to the External Examiners also apply to late summer.

A Sub-Board of Examiners should be convened to ratify results after the Late Summer Examination Period.

Appendix A – Undergraduate Assessment Criteria

Core Criteria

The marking criteria (competence standards) for all SOAS undergraduate programmes draw upon the following minimum core criteria, which are applicable to the assessment of most or all assignments:
- understanding of the subject
- utilisation of proper academic [or other] style (e.g. citation of references, or use of proper legal style for court reports, etc.)
- relevance of material selected and of the arguments proposed planning and organisation
- logical coherence
  critical evaluation
- comprehensiveness of research
  evidence of synthesis
- innovation / creativity / originality

The language used must be of a sufficient standard to permit assessment of the above criteria. These minimum core criteria form a part of the School's core academic standards, applied to all coursework and as such they would not usually be subject to any modification, even as a reasonable adjustment for students with disabilities.

Additional Criteria

The minimum core criteria intentionally do not include standards concerning the presentational aspects of the work, such as spelling and punctuation in written assignments; nor do they include the criteria for certain specialist assignments (e.g. musical performance). Departments select additional criteria for certain assignments, as appropriate to the learning outcomes being assessed. Such additional criteria are not standard to all modules, but they are part of the competence standards for specific modules and assignments.

The additional criteria could include:

- appropriate spelling / grammar / punctuation
- other skills as appropriate to the form of assessment (e.g. quality of accent, pronunciation, diction and other vocal qualities for an assessment involving speech)
- The demonstration of specific knowledge or abilities relevant to the assignment /examination (e.g. practical skills in archaeology or playing a musical instrument)

The department will provide students with information about any additional criteria which may be used to mark a particular assignment.

Undergraduate Coursework and Independent Study Projects (ISPs)

The guidelines below reflect the standards of work expected at undergraduate level and apply to coursework and Independent Study Projects.

80+ (First Class)

A mark of 80+ will fulfil the following criteria:

- shows clear evidence of wide and relevant reading and an engagement with the conceptual
- issues

- develops a sophisticated and intelligent argument
- shows a rigorous use and a confident understanding of relevant source materials achieves an appropriate balance between factual detail and key theoretical issuesprovides evidence of original thinking

70-79 (First Class)

A mark in the range 70-79 will fulfil the following criteria:

- engages closely with the question
- shows some evidence of wide and relevant reading and an engagement with the conceptual issues
- shows some sophistication of argument
- shows an intelligent use and a good understanding of relevant source materials

60-69 (Upper Second Class)

A mark in the range 60-69 will fulfil the following criteria:

- offers critical insights and shows evidence of critical thinking
- shows a good understanding of the major factual and/or theoretical issues, and addressesthe relevant literature on the topic
- develops a focused and clear argument and articulates a sustained train of logical thoughtgives a clear exposition of models/diagrams, with derivation, where appropriate
- shows clear evidence of planning in the formulation of the written answer and includes a judicious choice of sources and methodology

50-59 (Lower Second Class)

A mark in the range 50-59 will fulfil the following criteria:

- shows some understanding of relevant major theoretical and/or factual issues
- shows evidence of planning in the formulation of the written answer, makes selective use of appropriate sources, and demonstrates some knowledge of the literature
- shows, at various points if not throughout the entire text, examples of a clear train of thought or argument
- presents basic models / diagrams, where appropriate provides an appropriate conclusion to the textual argument(s)

40-49 (Third Class)

A mark in the range 40-49 will fulfil the following criteria:

- shows some awareness and understanding of the factual and/or theoretical issues, but
- demonstrates limited ability to develop these
provides clear evidence of misunderstandings
- shows some, albeit limited, evidence of planning in the formulation of the written answer,but also includes material or arguments which are irrelevant or unrelated to the question fails to develop a clear or coherent response to the question, but shows occasional knowledge or insight

20-39 (Fail)

A Fail will be awarded in cases which:

- fail to answer the question or develop an argument
- fail to demonstrate knowledge of the key issues or arguments contain clear conceptual or factual errors or misunderstandingsare poorly organised and/or poorly written

0-19 (Fail)

A Fail will be awarded in cases which:

- fail to answer the question even in part
- show no knowledge of the question or topiccontain blatant conceptual or factual errors
- are very poorly organised and/or very poorly written

Appendix B – Postgraduate Assessment Criteria

Core Criteria

The marking criteria (competence standards) for all SOAS postgraduate programmes draw upon the following minimum core criteria, which are applicable to the assessment of most or all assignments:

- understanding of the subject
- utilisation of proper academic [or other] style (e.g. citation of references, or use of properlegal style for court reports, etc.)
- relevance of material selected and of the arguments proposed
  planning and organisation
- logical coherencecritical evaluation
- comprehensiveness of researchevidence of synthesis
- innovation / creativity / originality

The language used must be of a sufficient standard to permit assessment of the above criteria.

These minimum core criteria form a part of the School's core academic standards, applied to all coursework and as such they would not usually be subject to any modification, even as a reasonable adjustment for students with disabilities.

Additional Criteria

The minimum core criteria intentionally do not include standards concerning the presentational aspects of the work, such as spelling and punctuation in written assignments; nor do they include the criteria for certain specialist assignments (e.g. musical performance). Departments select *additional criteria* for certain assignments, as appropriate to the learning outcomes being assessed on that occasion. Such additional criteria are not standard to all modules, but they are part of the competence standards for the specific module and assignments.

The additional criteria could include:

- appropriate spelling / grammar / punctuation
- other skills as appropriate to the form of assessment (e.g. quality of accent, pronunciation, diction and other vocal qualities for an assessment involving speech)
- The demonstration of specific knowledge or abilities relevant to the assignment /examination (e.g. practical skills in archaeology or playing a musicalinstrument)

The department will provide students with information about any additional criteria which may be used to mark a particular assignment.

The guidelines below reflect the standards of work expected at postgraduate level and apply to coursework and dissertations.

80+ Distinction

- very significant ability to plan, organise and execute independently a research project or
- coursework assignment
- very significant ability to evaluate literature and theory critically and make informedjudgements
- very high levels of creativity, originality and independence of thought
- very significant ability to evaluate critically existing methodologies and suggest newapproaches to current research or professional practice
- very significant ability to analyse data critically
- outstanding levels of accuracy, technical competence, organisation, expression

70-79 Distinction

- significant ability to plan, organise and execute independently a research project or
- coursework assignment
- clear evidence of wide and relevant reading, referencing and an engagement with the conceptual issues
- capacity to develop a sophisticated and intelligent argument
- rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluateddirectly and their assumptions and arguments challenged and/or appraised
- correct referencing
- significant ability to analyse data critically original thinking and a willingness to take risks

60-69 Merit

- ability to plan, organise and execute independently a research project or coursework
- assignment
- strong evidence of critical insight and thinking
- a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic
- clear evidence of planning and appropriate choice of sources and methodology with correct referencing
- ability to analyse data critically
- capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought

50-59 Pass

- Ability to plan, organise and execute a research project or coursework assignment
- a reasonable understanding of the major factual and/or theoretical issues involvedevidence of some knowledge of the literature with correct referencing
- ability to analyse data
- shows examples of a clear train of thought or argument
- the text is introduced and concludes appropriately

40-49 Fail

- limited ability to plan, organise and execute a research project or coursework assignment
- some awareness and understanding of the literature and of factual or theoretical issues, but with little development
- limited ability to analyse data
  incomplete referencing
- limited ability to present a clear and coherent argument

20-39 Fail

- very limited ability to plan, organise and execute a research project or coursework
- assignment
- fails to develop a coherent argument that relates to the research project or assignment does not engage with the relevant literature or demonstrate a knowledge of the key issuesincomplete referencing
- contains clear conceptual or factual errors or misunderstandingsonly fragmentary evidence of critical thought or data analysis

0-19 Fail

- no demonstrable ability to plan, organise and execute a research project or coursework
- assignment
- little or no knowledge or understanding related to the research project or assignment;little or no knowledge of the relevant literature
- major errors in referencing
- no evidence of critical thought or data analysisincoherent argument
- Unseen written examinations

Postgraduate Written Examinations

80+ Distinction

- very significant ability to evaluate literature and theory critically and make informed
- judgements
- very high levels of creativity, originality and independence of thought outstanding levels of accuracy, technical competence, organisation, expressionshows outstanding ability of synthesis under exam pressure

70-79 Distinction

- shows clear evidence of wide and relevant reading and an engagement with the conceptual
- issues
- develops a sophisticated and intelligent argument
- shows a rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues
- Materials are evaluated directly and their assumptions and arguments challenged and/or
- appraised
- shows original thinking and a willingness to take risks

- shows significant ability of synthesis under exam pressure

60-69 Merit

- shows strong evidence of critical insight and critical thinking
- shows a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic
- develops a focussed and clear argument and articulates clearly and convincingly a sustained train of logical thought
- shows clear evidence of planning and appropriate choice of sources and methodology, and ability of synthesis under exam pressure

50-59 Pass

- shows a reasonable understanding of the major factual and/or theoretical issues involved
- shows evidence of planning and selection from appropriate sources demonstrates some knowledge of the literature
- the text shows, in places, examples of a clear train of thought or argument the text is introduced and concludes appropriately

40-49 Fail

- there is some awareness and understanding of the factual or theoretical issues, but with
- little development
  misunderstandings are evident
- there is some evidence of planning, although irrelevant/unrelated material or arguments are included

20-39 Fail

- fail to answer the question or to develop an argument that relates to the question set
- do not engage with the relevant literature or demonstrate a knowledge of the key issuescontain clear conceptual or factual errors or misunderstandings

0-19 Fail

- show no knowledge or understanding related to the question set
- show no evidence of critical thought or analysis contain short answers and incoherent argument

Appendix C – Language Acquisition Assessment Criteria

In addition to the general marking guidelines for undergraduate and postgraduate taught modules, the following guidelines relate specifically to Language Acquisition modules.
Students will normally demonstrate their achievements in four aspects of language learning (oral comprehension, oral expression, reading, and writing), as well as in metalinguistic knowledge.
Each language module separately defines its goals and expected outcomes (these are detailed in the learning outcomes for the module), and different aspects of achievements are relevant for different

modules.

However, all assessment of language acquisition modules makes reference to the following Generic Marking Guidelines (although different modules may assign different weightings to the criteria).

In addition to the Generic Marking Guidelines, modules may make reference to additional Module Specific Marking Guidelines. These may make reference to specific aspects and learning outcomes of the module and how achievement in these aspects is demonstrated.

80+ First Class

- Oral Comprehension: Can understand with ease the full range of the vocabulary, structures and expressions studied to date in spoken discourse, up to the level appropriate for the module, without any difficulties
- Oral Expression: Can express with ease a very wide variety of concepts and ideas appropriatefor the level of the module, using the full range of the vocabulary, structures and expressions studied to date, without any difficulties; advanced level language modules: can communicate idiomatically at near-native level
- Reading skills: Can understand written text on a very wide variety of topics appropriate for the level of the module, containing the full range of the vocabulary, structures and expressions studied to date, without any difficulties
- Writing skills: Can produce clear text on a very wide variety of topics appropriate for the level of the module, using the full range of the vocabulary, structures and expressions studied to date, without any difficulties; advanced language modules: compositions will show elegance of style and give the impression of being conceived in the target language Metalinguistic knowledge: Have a confident understanding of the full variety of the underlying structural relations of the language studied to date and good awareness of the appropriateness of the full range of the structures and forms of the language studied to datein a given context

70-79 First Class

- Oral Comprehension: Can understand the full range of the vocabulary, structures and
- expressions studied to date in spoken discourse, up to the level appropriate for themodule Oral Expression: Can express a very wide variety of concepts and ideas appropriate for the level of the course, using the full range of the vocabulary, structures and expressions studiedto date
- Reading skills: Can understand written text on a very wide variety of topics appropriate forthe level of the module, containing the full range of the vocabulary, structures and expressions studied to date
- Writing skills: Can produce clear text on a very wide variety of topics appropriate for thelevel of the module, using the full range of the vocabulary, structures and expressions studied to date
- Metalinguistic knowledge: Have a good understanding of the full variety of the underlying
- structural relations of the language studied to date and good awareness of the appropriateness of the full range of the structures and forms of the language studied to datein a given context

60-69 Upper Second Class

- Oral Comprehension: Can understand with ease a wide range of the vocabulary, structures
- and expressions studied to date in spoken discourse, up to the level appropriate for themodule, but some with some difficulty
- Oral Expression: Can express a wide variety of concepts and ideas appropriate for the levelof the module, using a wide range of the vocabulary, structures and expressions studied todate, but some with some difficulty

- Reading skills: Can understand written text on a wide variety of topics appropriate for the level of the module, containing a wide range of the vocabulary, structures and expressions studied to date, but some with some difficulty
- Writing skills: Can produce text on a wide variety of topics appropriate for the level of the module, using a wide range of the vocabulary, structures and expressions studied to date, but some with some difficulty
- Metalinguistic knowledge: Have a good understanding of a wide variety of the underlying structural relations of the language studied to date and awareness of the appropriateness of a wide range of the structures and forms of the language studied to date in a given context

50-59 Lower Second Class

- Oral Comprehension: Can understand a good range of the vocabulary, structures and
- expressions studied to date in spoken discourse, up to the level appropriate for the module, but sometimes only with difficulty
- Oral Expression: Can express a good variety of concepts and ideas appropriate for the level of the module, using an appropriate range of the vocabulary, structures and expressions studied to date, but sometimes only with difficulty
- Reading skills: Can understand written text on a good variety of topics appropriate for the level of the module, containing an appropriate range of the vocabulary, structures and expressions studied to date, but sometimes only with difficulty
- Writing skills: Can produce text on a good variety of topics appropriate for the level of the module, using an appropriate range of the vocabulary, structures and expressions studied to date, but sometimes only with difficulty
- Metalinguistic knowledge: Have an appropriate understanding of a good variety of the underlying structural relations of the language studied to date and awareness of the appropriateness of an appropriate range of the structures and forms of the language studied to date in a given context

40-49 Third Class

- Oral Comprehension: Can understand a limited range of the vocabulary, structures and
- expressions studied to date in spoken discourse, up to the level appropriate for the module, and often only with difficulty
- Oral Expression: Can express a limited variety of concepts and ideas appropriate for the level of the module, using a limited range of the vocabulary, structures and expressions studied to date, and often only with difficulty
- Reading skills: Can understand written text on a limited variety of topics appropriate for the level of the module, containing a limited range of the vocabulary, structures and expressions studied to date, and often only with difficulty
- Writing skills: Can produce text on a limited variety of topics appropriate for the level of the module, using a limited range of the vocabulary, structures and expressions studied to date, and often only with difficulty
- Metalinguistic knowledge: Have some understanding of a limited variety of the underlying structural relations of the language studied to date and awareness of the appropriateness of a limited range of the structures and forms of the language studied to date in a given context

20-39 Fail

- Oral Comprehension: Can understand only a small subset of the vocabulary, structures and

- expressions studied to date in spoken discourse, up to the level appropriate for the module, and only with difficulty
- Oral Expression: Can express only a few concepts and ideas appropriate for the level of the module, using only a small subset of the vocabulary, structures and expressions studied to date, and only with difficulty
- Reading skills: Can understand written text on a few of the topics appropriate for the level of the module, containing only a small subset of the vocabulary, structures and expressions studied to date, and only with difficulty
- Writing skills: Can produce text on a few of the topics appropriate for the level of the module, using only a small subset of the vocabulary, structures and expressions studied to date, and only with difficulty
- Metalinguistic knowledge: Have very little understanding of the underlying structural relations of the language studied to date, and awareness of the appropriateness of only a small subset of the structures and forms of the language studied to date in a given context

0-19 Fail

- Oral Comprehension: Can understand very little or none of the vocabulary, structures and
- expressions studied to date in spoken discourse, up to the level appropriate for the module, and only with considerable difficulty
- Oral Expression: Can express very few or no concepts and ideas appropriate for the level of the module, using only very little or none of the vocabulary, structures and expressions studied to date, and only with considerable difficulty
- Reading skills: Can understand written text on very few or none of the topics appropriate for the level of the module, containing very little or none of the vocabulary, structures and expressions studied to date, and only with considerable difficulty
- Writing skills: Can produce text on very few or none of the topics appropriate for the level of the module, using very little or none of the vocabulary, structures and expressions studied to date, and only with considerable difficulty
- Metalinguistic knowledge: Have no understanding or awareness of the underlying structural relations of the language studied to date, and of the appropriateness of the structures and forms of the language studied to date in a given context