These guidance procedures are intended for use by those staff chairing and servicing Boards of Examiners meetings and should be used in conjunction with the Goldsmiths’ College Assessment Regulations, Guidance and Procedures which can be found here.
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1. Introduction

1.1. This handbook provides guidance on the conduct and business of Board of Examiners meetings for Goldsmiths’ staff, in particular for Heads of Department, Chairs of Boards of Examiners, Internal and External Examiners and administrative staff.

1.2. These procedures apply equally to all taught programmes irrespective of their level. Where procedures differ from undergraduate degrees those exceptions are noted.

1.3. Key Contacts

<table>
<thead>
<tr>
<th>Student Administration</th>
<th>Advice on problems relating to the conduct of examinations and assessments and assessment misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments enquiries</td>
<td>T 020 7717 2254 <a href="mailto:assessments@gold.ac.uk">assessments@gold.ac.uk</a></td>
</tr>
<tr>
<td>Lucy Crawford (Assessments Manager)</td>
<td>T 020 7078 5328 <a href="mailto:L.Crawford@gold.ac.uk">L.Crawford@gold.ac.uk</a></td>
</tr>
</tbody>
</table>

| Associate Director (Student Administration) | Advice on Goldsmiths’ Regulations and good practice |

1.4. Definitions

<table>
<thead>
<tr>
<th>Assessment</th>
<th>The term assessment covers all forms of assessment and examination, including but not restricted to coursework, reports, dissertations, portfolios, oral and aural tests, practical projects, seminar presentations, and unseen written examinations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>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 pass mark. A student who misses their summer exam due to acceptable extenuating circumstances will be classed as a re-entry student but taking their first attempt.</td>
</tr>
<tr>
<td>Compensation</td>
<td>Students assessed under the undergraduate credit framework (students registered on year one and for the first time from September 2010) who have failed all three attempts to pass a course will be considered for compensation. Students can be compensated for up to 60 credits in total under specific</td>
</tr>
<tr>
<td><strong>Deferred assessment</strong></td>
<td>Refers to cases in which evidence of extenuating circumstances have been submitted by candidates in respect of assessments(s) and have been accepted.</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td><strong>Extenuating circumstances</strong></td>
<td>A report of circumstances which may be considered to have adversely impacted the student’s performance at the assessment. Students may submit a note of extenuating circumstances in writing normally no later than seven days after the deadline for submission of the coursework, or the date of the written examination. Students are required to submit documentary evidence alongside their claim for consideration.</td>
</tr>
<tr>
<td><strong>External Examiners</strong></td>
<td>External Examiners are individuals from outside the University of London who are appointed to act as External Examiners on Goldsmiths’ Boards of Examiners.</td>
</tr>
<tr>
<td><strong>Intercollegiate Examiners</strong></td>
<td>Intercollegiate Examiners are members of the academic staff of a University of London college other than Goldsmiths who are appointed to act as External Examiners on Goldsmiths’ Boards of Examiners.</td>
</tr>
<tr>
<td><strong>Module</strong></td>
<td>A discrete unit of learning and/or research.</td>
</tr>
<tr>
<td><strong>Programme</strong></td>
<td>Refers to the overall degree a student is studying for.</td>
</tr>
</tbody>
</table>
## 2. Key Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer examination period</td>
<td>Tuesday 6 May 2019 to Friday 31 June 2019</td>
</tr>
<tr>
<td>Summer Boards of Examiners deadline for meetings</td>
<td>Friday 28 June 2019</td>
</tr>
<tr>
<td>Release of summer results to students</td>
<td>Monday 1 July 2019 to Monday 8 July 2019</td>
</tr>
<tr>
<td>Late summer examination period</td>
<td>Monday 12 August 2019 to Friday 23 August 2019</td>
</tr>
<tr>
<td>Release of late summer results to students</td>
<td>Monday 16 September</td>
</tr>
</tbody>
</table>
3. Notes for 2018/19 Boards of Examiners Meetings

This guidance has been updated for 2018/2019 to ensure correct guidance is shared with all stakeholders.

Clarification on the arrangements for dealing with the marking of resits for the new regulations 2016-17

Following the change to the resit regulations that took effect in 2016-17, students who first enrolled prior to this year were "dual-processed" under the new and the old regulations and awarded the most favorable result. The December 2018 meeting of Academic Board considered a report comparing results under both sets of regulations. This showed that the capping of the mark for resit elements at the pass mark had not had a significant effect on students' final classifications. The new regulation, as set out in the 2018/19 Regulation for Assessment for Taught Degrees, will therefore continue to apply to all students who registered from 2016-17 onwards.

The mark awarded for a re-taken examination shall, unless there are extenuating circumstances deemed acceptable by the Board of Examiners, be subject to a penalty. The mark awarded shall be capped at the pass mark for the assignment.

It has been pointed out that in a limited number of cases, where a module has more than one element of assessment and it is not a requirement for students to pass all of these elements so long as the final overall mark for the module is greater than the pass mark, that using the capped mark for the assessment rather than the actual mark achieved in the resit might prevent the student from achieving an overall pass. This would effectively penalise the student twice.

In these cases, for the purposes of determining whether or not the student has achieved the pass mark for the module, the actual mark obtained in the resit should be used. The final grade that appears on the student transcript should make use of the capped mark.

An example:

If the overall summative assessment of a module is the combination of a number of separate assessments but the module is "rule 2", all assignments must have a valid attempt but not all assignments need to be passed so long as the overall final mark for the module is greater than the pass mark.

If a module of this type had two elements of assessment each worth half of the total mark, a possible scenario could be as follows:

**First Attempt**
Assessment A – 30%
Assessment B – 30%

The student’s overall mark for the module would be 30% and they would be required to resit both elements.
Second attempt
Actual Marks
Assessment A – 32%
Assessment B – 56%

The student’s overall uncapped mark for the module would be 44% and, without capping, they would therefore have passed the module.

Marks after cap applied
Assessment A – 32%
Assessment B – 40%

The final mark for the module would now be 36% and would therefore be a fail.

In such a case, the mark that appears on the transcript should be 36% and it is this figure that should be used in calculating the final classification. However, the module should be considered to have been passed for the purposes of progression and classification.

Under the old system, this situation would not have arisen because the penalty of the mean of the actual mark and the pass mark was applied at modular level only after the overall mark for the module had been calculated.
4. **Staff Responsibilities**

4.1. **Heads of Department**

Heads of Department are responsible for ensuring that arrangements are in place for assuring the academic standards of programmes and awards in their department in accordance with the regulations. Heads of Department will arrange for an annual report on the assessments process to be prepared at the end of the assessment cycle for consideration by the Quality and Standards Sub-Committee on behalf of the Academic Board.

Additionally, Heads of Department ensure that appropriate staff are available for:

- dealing with arrangements for the late summer re-examinations;
- marking, communicating results and progression to Assessments Team;
- consultation following the publication of results;
- responding swiftly to requests for information concerning possible academic appeals.

4.2. **Chairs of Boards of Examiners**

The Chair of each Board of Examiners is responsible to the Head of Department for all aspects of assessment associated with the work of the Departmental Boards of Examiners. The Chair’s primary responsibilities are:

I. To ensure that the conduct of the Board of Examiners conforms to the requirements of the *Goldsmiths' College Assessment Regulations, Guidance and Procedures*.

II. To act as one of the main points of contact with Student Administration and academic colleagues.

III. To ensure, with the support of the Departmental Examinations Officer, that all examiners are aware of their responsibilities and key deadlines and that the External Examiners are fully briefed on the programme regulations.

Duties for which the Chair is directly responsible:

- sending draft examination papers to the External Examiner(s) for approval;
- ensuring that the camera ready examination papers are submitted **by hand** to the Assessments Manager, by the date required;
- ensuring that dates for meetings are arranged, normally on the occasion of the previous year’s meeting, and that External Examiners are informed of the time and date of meetings;
• ensuring that an appropriately-qualified member of staff (normally the Departmental Business Manager or equivalent) is allocated to act as Secretary to the Board.
Duties which the Chair may delegate to the Departmental Examinations Officer, or other appropriate staff:
• ensuring that any sample scripts sent to External Examiners are sent by Recorded Delivery;
• overseeing the inputting of marks in to the student records system and ensuring that marks are amended as appropriate in accordance with decisions taken by the Examiners at a pre-meet;
• arranging for electronic mark sheets to be available for the meeting of the Board of Examiners and for ensuring the accuracy of those marks;
• determining whether a student has complied with the programme requirements (including determining whether a student has made a valid attempt at a written paper;
• making arrangements for assessment of all modules examined by methods of assessment other than by written examination papers;
• the preparation of examination papers and the setting of coursework questions;
• arranging scrutiny meetings;
• making arrangements for assessment and marking of all written examinations papers;
• applying for suspensions of regulations, if identified, as required at the Board of Examiners.

4.3. Time line of Chairs’ Responsibilities

NB: Full details of the guidance and procedures surrounding the preparation of examination papers can be found in the Goldsmiths’ College Assessment Regulations, Guidance and Procedures here.

The chart overleaf indicates the duties of a Chair of Board of Examiners on a term by term basis. It is currently written based around an undergraduate summer examination board; however, the activities and their relative time lines may be applied to other examination boards (e.g. January)1.

1 Once feedback has been received on this representation further time lines will be produced for future documentation.
<table>
<thead>
<tr>
<th>Administration</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Check that there are no matters outstanding in relation to last year’s assessment cycle that should be addressed by your Department. Examination Questions (for staff absent in Term 2): Before the end of Term 1, the Assessments Manager will issue a formal call for examination papers. The majority of examination papers are set early in the second term so you must obtain questions from staff who will be away during Term 2 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.</td>
<td></td>
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</tr>
<tr>
<td>Examination Timetable</td>
<td>Inform the Assessments Manager of written papers to be taken in the academic session as well as any timetabling requirements and any overlapping papers (where the same questions are used on more than one paper).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination Papers (setting)</td>
<td>Remind colleagues of any conventions specific to the composition of examination papers and of the need for confidentiality in their preparation.</td>
<td>Draft papers should be completed by the end of January to allow time for checking and scrutiny prior to the deadline for submission to the Assessments</td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td></td>
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<tr>
<td></td>
<td>Manager in mid-March (6 weeks before the summer examination period).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examination Papers (scrutiny and submission)</strong></td>
<td>Inform External Examiners as early as possible about the scrutiny procedures and timescales for all examinations. Establish which members of staff in your Department will be responsible for vetting papers. Establish when Scrutiny meetings will take place (all examination diets). Drafts should be made available for all vetters well in advance of any meeting.</td>
<td>Submit a clean and complete set of draft papers for vetting and ensure that obvious errors have been brought to the attention of the examiner concerned and corrected prior to vetting (spelling mistakes, deficits in the numbers of questions, errors in the rubric etc.) Establish when the amended draft papers will be sent to the External Examiners and how External Examiner recommendations will be converted into additional revisions. Submit final camera-ready copy, by hand, to the Assessments Manager (March).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Examination Papers (marking)</strong></td>
<td>Contact External Examiners early to agree the date of the Board of Examiners in June. Inform them of the dates of the January examination period, the summer examination period and the late summer examination period and let them know that they are likely to receive material shortly after these periods.</td>
<td>Ensure that the amended draft papers are sent to the External Examiner and that their recommendations are converted into additional revisions which are ratified and included in the final camera-ready copy.</td>
<td><strong>Internal Examiners</strong>: Ensure that all Board members are aware of which modules they are expected to examine, whether as first or second internal examiner. <strong>Dates and Deadlines</strong>: 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. <strong>Obtain Marks</strong>: Ensure you obtain agreed marks (and the associated exam scripts) from colleagues in sufficient time for you to be able to send these (or otherwise make available) to the External Examiners. Ensure the External Examiner is aware of the policy for the selection of scripts and remind them that they have the right to inspect any examined or assessed material over and above the selection provided. Also include a key to which scripts fall into which category.</td>
</tr>
<tr>
<td><strong>External Examiners</strong></td>
<td></td>
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<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-meet</strong></td>
<td>Provide External Examiners with the details of the degree(s) which they will examine. Send them the Programme Specification, the Assessment Handbook, the College’s marking and classification schemes, and the proposed distribution of marking duties.</td>
<td></td>
</tr>
<tr>
<td><strong>Board of Examiners</strong></td>
<td></td>
<td><strong>Agenda and Papers</strong>: Prepare the agenda and associated papers for the Board with support from the Secretary. <strong>BOARD OF EXAMINERS MEETS</strong> Sign off appropriate documentation with External Examiner.</td>
</tr>
<tr>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Actions post-Board of Examiners</strong></td>
<td></td>
<td>A copy of the minutes of the Board must be supplied to the Assessments Manager as soon as possible after the meeting. Ensure that all decisions and student progressions are entered into the student records system. 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 Board. It is best practice for a sub-group to be formed to discuss cases.</td>
</tr>
</tbody>
</table>
4.4. **Departmental Examinations Officer**

The Departmental Examinations Officer is responsible for any duties delegated by the Chair of the Board of Examiners including the following in relation to written examinations:

- requesting any special requirements regarding the timing of formal written examinations from the Head of Assessments when requested;
- allocating staff to invigilation duties as necessary working from an approximate ratio of one Invigilator per 40 students, ensuring that sufficient staff are allocated to each venue to guarantee the integrity of the examination;
- submitting lists of Invigilators to the Head of Assessments for information;
- checking the first draft and final accuracy of each examination paper and resit paper and for ensuring that the examination papers and coursework questions correspond with the syllabus as set out in the Regulations, where delegated authority has been given by the Chair of the Board of Examiners;
- submission of camera ready papers which have been agreed by the External Examiner to the Head of Assessments by the specified date (normally at the beginning of March, see section 5 Written Papers).

4.5. **Internal Examiners**

Internal Examiners are responsible for:

- setting examination questions and devising other assessments;
- invigilating examinations and marking examination papers/coursework submissions;
- judging practical and performance assessments;
- participating in the examination process in accordance with the needs of their department and these Regulations.

Internal Examiners who are first markers for a paper are responsible for collecting the scripts from the Examination Hall as soon as possible after the conclusion of the examination.

First markers are responsible for passing the marked scripts to the second marker. Internal Examiners are expected to carry out their examining duties in a professional manner and in particular to ensure:
• that the absolute secrecy of examination papers is maintained at all stages until the papers have actually been used by the students. The contents must not be disclosed to any persons other than to members of the Board of Examiners, or to officers of the College who are specially appointed to deal with papers, except where the College has specifically approved the disclosure to students of the topic to be covered in advance of the examination. Failure to observe these instructions by an examiner or any other person having knowledge of the actual or probable content of an examination paper shall constitute an examination offence;
• impartiality is shown at all times;
• that where there is or has been any familial, sexual or other potentially compromising relationship between a candidate and an Examiner involved in the examining process, the Examiner so involved does not take part in any assessment of the candidate concerned, as per the College’s Personal Relationships Policy which can be found [here](#).

4.6. **External Examiners**

In relation to academic standards, the External Examiner is expected to provide informative comment and recommendations upon whether or not:

• The College is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
• the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the current policies and regulations;
• the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiners have experience.

Please refer to the guidance provided by the Quality Office [here](#).

4.7. **Secretaries of Boards of Examiners**

The Secretaries of Boards of Examiners are responsible for:

• organising the arrangements for a meeting of the Board of Examiners;
• providing all required documentation;
• preparing attendance sheets and ensuring that these are signed by all members attending the Board;
• recording the decisions of the Board of Examiners and writing the report of the meeting, obtaining the signature of the Chair and External Examiners.
Ensuring the report is forwarded with the relevant mark sheets to the Head of Assessments within 2-3 days of the meeting.

The Assessments Manager will provide support and training for Secretaries of Boards of Examiners.

4.8. **Regulatory Adviser**

The Regulatory Advisers are members of the Registry (most often from the assessments team), or other senior staff with expertise in the relevant areas, who may advise the Chair on whether decisions are in accordance with College Assessment Regulations. A Regulatory Adviser must be present at any meeting of a Board of Examiners where an award is to be recommended. In some circumstances, it may also be appropriate for the Regulatory Adviser to be present at some or all of the pre-meet (see 6.1, below).
5. STUDENT RESPONSIBILITIES

5.1. Assessment Misconduct Statement and duplication of materials

Academic misconduct is defined as any attempt by a student to gain an unfair advantage in any assessment. The term academic misconduct includes all forms of cheating, plagiarism, and collusion.

Students are required to confirm that they have read and understood this statement online when they confirm their programme of study each session in the Autumn term. Students should be required by the department receiving the work, to sign this statement again or confirm that they have read and understood these regulations each time they submit coursework.

In particular students should be aware of the rules regarding duplication of materials i.e. students may not present substantially the same material in any two pieces of work submitted for assessment, regardless of the form of assessment. The same material may not for instance, be repeated substantially in a formal written examination or in a dissertation if it has already formed part of an essay submitted for assessment. This does not prevent a student from referring to the same texts, examples or case studies as appropriate, provided he/she does not merely duplicate the same material.

Full details of the policy and procedures regarding assessment misconduct can be found here.

5.2. Students requiring a Reasonable Adjustment Support Agreement (RASA)

Goldsmiths can make reasonable adjustments to any aspect of university life, including assessments and examinations. These adjustments aim to ensure that disabled students are given fair access to study and assessment, as set out in the Equality Act 2010.

Students apply for a new RASA, or amendments to existing an RASA by meeting with a Student Disability Advisor. Full process advice is available here.

Advice for students is available here.

5.3. Assessment submission/attendance and extenuating circumstances

Each candidate is responsible for submitting assessed coursework, portfolios, dissertations, etc., by the deadline published by the department(s), for presenting themselves for written examinations at the published time and place, and for submitting information on extenuating circumstances.
The Wellbeing Service can assist students in understanding the process and their eligibility to apply. Full details of the policy can be found here.
6. GUIDANCE ON CONDUCT OF BOARDS OF EXAMINERS MEETINGS

Full regulations regarding Boards of Examiners may be found here.

6.1. Duties of the pre-meet of the Boards of Examiners

Each Board of Examiners has a pre-meet on a previously agreed date:

i. to be responsible for the assessment, by whatever method, of all modules and programmes within its remit;
ii. to assess the performance of students registered on the programme(s) of study concerned
iii. to note and discuss borderline marks;
iv. to consider any extenuating circumstances which may have affected students’ performance*;
v. to determine interim results and to report final recommendations to the Board of Examiners
vi. in the case of significant disruption of studies to students over the course of the academic year, to consider the mitigation that was put in place and the implications of this disruption for students. **

* A record must be kept of extenuating circumstances considered and the decision made in each case for recommendation to the Board of Examiners, the record should be available for any discussion at the Board of Examiners.

6.2. Duties of Boards of Examiners

Boards of Examiners are responsible for assessing the performance of students, according to their terms of reference, and considering results, progression and degree awards to students. They are responsible for recommending the final results for students to the Academic Board.

6.3. Composition of Boards of Examiners

A Board of Examiners shall be composed of the following members

a) a Chair, who shall normally be at least at Senior Lecturer level, and shall not normally be the Head of Department or the Programme Convenor for any programme within the Board’s remit;
b) at least one External Examiner;
c) all Internal Examiners for the programme in question;
d) Programme Convenors for the programmes within the Board of Examiners’ purview, if not covered by c;
e) the Regulatory Adviser;
f) other members of staff involved in the programme may attend Boards of Examiners by invitation of the Chair but do not have voting rights.

The Warden is ex officio a member of every Board of Examiners and may attend, speak at and vote at any Board. The Warden may delegate this duty to another member of staff.
A representative of the Registrar and Secretary may attend any Board of Examiners, at the invitation of the Chair of the Board or at the direction of the Registrar and Secretary, to observe and to advise on procedural matters.

6.4. Quorum

The quorum for a meeting of a Board is one third. External Examiners must attend all meetings of finalist and part-in-advance Boards. If there is an emergency which means that no External Examiner will be able to attend, the meeting may proceed with the designated Pro-Warden’s approval, if all of the following conditions are met:

a) the External Examiner has completed all moderating duties;
b) s/he has presented a written report by the time of the start of the meeting;
c) s/he has agreed that the meeting may proceed with these conditions in their absence;
d) any decision which would, in the presence of the External Examiner, have been referred to them, should be deferred to Chair’s action to enable the Chair to speak with the External Examiner at a later point;

6.5. Schedule of Boards of Examiners

A schedule of meetings of Boards of Examiners shall be drawn up by the Assessments Manager annually.

6.5.1. Undergraduate Boards shall meet during June to determine all interim results for continuing students and to recommend all final results to the Academic Board;

6.5.2. Masters, and undergraduate and postgraduate Certificate and Diploma Boards meet in June to determine all interim results and progression for continuing students where progression rules apply (these Boards are referred to as Part-in-Advance Boards). Students on one-year full time programmes who have failed modules which would prevent completion of study must be considered at a Part-in-Advance Board in June to identify late summer retakes.

6.5.3. Masters Boards meet in the Autumn Term to make recommendations to the Academic Board on final year awards. All finalist Board meetings must be completed by November 1st each year.
6.5.4. Each undergraduate and postgraduate Certificate and Diploma Board shall meet following the conclusion of each programme to consider the performance of each candidate taking a Certificate or Diploma and to make recommendations to the Academic Board.

6.6. **Regulations of Boards of Examiners**

For each Programme leading to a degree, diploma, certificate or the award of credit there shall be a Board of Examiners.

6.6.1. Results of students studying Joint Honours Degrees are considered by both Departmental Boards of Examiners. The Board of Examiners of the ‘host’ Department for the joint programme is responsible for making final recommendations to Academic Board, taking into account the recommendations of the Boards of Examiners from the other Department(s).

6.6.2. An appropriate person (Departmental Examinations Officer, Programme Convenor/Leader or other) from the joint programme will take forward the recommendation and any comments from their Departmental Board of Examiners to any subsequent Board at which the external examiner(s) for the other subject area(s) will be present.

6.6.3. A student's entire marks profile should be available for consideration each time their case is considered at a meeting of the appropriate Board.

6.6.4. Finalists taking re-assessment in August/September may be recommended for an award without a separate meeting of the Board of Examiners concerned, providing the prior approval of the External Examiner(s) has been obtained.

6.6.5. Marks and judgments of Boards of Examiners are provisional until they have been confirmed by the Academic Board, this includes marks provided to students through the academic year (for instance on coursework) to support their learning.
7. PROCESSES FOR BOARDS OF EXAMINERS MEETINGS

7.1. Preparation for a Boards of Examiners meeting

7.1.1. Inputting of results prior to the meeting

The following checks must be carried out:

(i) that all students on the programme appear on the electronic mark sheet.
(ii) that, after the examiners marks are entered onto the system, the data inputting is checked against the original examiners Mark Sheet.
(iii) that work or scripts of students reported as absent have not been mislaid.

NB: To standardise practice all marks must use integers, therefore course marks of n.5 and above must be rounded up and course marks below n.5 must be rounded down.

7.1.2. Coursework

Deadlines for the receipt of coursework must be met otherwise the candidate is awarded a mark of zero and noted as absent; however, all work should be accepted and marked in order that a full student profile is available to the Board in the event of acceptable extenuating circumstances.

7.1.3. Pre-meet and processes

7.1.3.1. As per section 6.1 above, all Boards should hold a pre-meet attended by the Chair, Senior Tutor, Examination Officer and if appropriate one or two relevant staff at which borderlines, student illnesses etc. should be discussed. Progression decisions should be entered onto the system during this meeting ready for the main Board of Examiners meeting. Following a recommendation by the Office of the Independent Adjudicator, all students submitting mitigating evidence should be logged on the system as approved or rejected at this point.

7.1.3.2. Staff involved with joint programmes should meet to finalise any matters requiring clarification. Both Departments should be aware of any medical or other mitigating evidence.

7.1.3.3. If there are students taking courses outside their Department, the Department assessing the course should make clear any specific requirements on results, such as retake codes, to the Board of Examiners prior to the meeting taking place.

7.1.3.4. Statistics relating to awards in former sessions will be circulated by the Registry in April and should be made available to the Board and External Examiner(s) before the Board meets. Statistics regarding module results (available on Columbus)
should also be circulated so that the Board can comment on them at the meeting, if they wish to do so.

7.2. **Board of Examiners meeting**

7.2.1. **Attendance sheet**

An attendance sheet should be circulated at every meeting of the Board of Examiners and all staff present should sign this document which should be retained as part of the official record.

7.2.2. **Agenda and standing items**

At the commencement of each meeting the Chair should remind members that the detailed business of the Boards is confidential and should not be discussed with anyone outside of the meeting. They should also remind members of the current policy on conflicts of interest ([http://www.gold.ac.uk/governance/policies/conflicts/](http://www.gold.ac.uk/governance/policies/conflicts/)).

The use of the statistical information used to inform the Board should be included as a specific agenda item and any discussions, or comments recorded.

At the end of the meeting all members should be thanked for their input with specific reference being made to the External Examiner(s) who should be invited to make any comments on the business conducted.

7.2.3. **Other information to be made available to the Board**

All written examined work should be available to meetings of assessment panels and Boards of Examiners.

The Board should have access to online programme specifications (including module information) and the awarding criteria, progression rules and pass marks.

Any recommendations from the pre-meet should be carried forward to the board and include the notes of any discussions. It is also required that all the extenuating circumstances evidence submitted by students be available.

7.2.4. **Duties of the Chair during meetings**

The Chair should provide information and guidance, but the decisions are taken by the Board as a whole. If there is a controversial issue, the different viewpoints should be heard, and if necessary a vote taken, in which External Examiners shall each have a single vote, along with all other voting members. The Chair has a casting vote. If External Examiners wish to comment during the course of a Board, they should always be allowed to do so although **they may not amend individual marks**.

At the conclusion of the meeting the Chair and External Examiners **must sign** the appropriate documentation.
7.2.5. **Consideration of student profiles**

7.2.5.1. **Interruption of study**

Boards shall take special care in circumstances where a student has been granted a period of ‘interruption of studies’ prior to the meeting. In these circumstances, it will usually not be appropriate to consider the student's profile at all, and a decision shall normally be deferred until the first meeting of the Board following the student's return to studies. No decision regarding the student's progression status shall be made at the Board, since this will have been determined at the point of approval of the interruption of studies.

7.2.5.2. **Deferred Assessment and Extenuating circumstances**

Full details regarding deferred assessment and extenuating circumstances are given at Annex A, including the recommendations which can be made by a Chair of a Board of Examiners and the attendant actions.

Mitigation may be applied for either circumstances unique to one individual, or for circumstances affecting a whole cohort.

Mitigating circumstances for individual or collective circumstances should only be taken into account where mitigation has not previously been applied for the circumstance concerned, such as amendment to course marks, accepting work late, or though alternative provision of missed content.

7.2.5.3. **Non-Valid Attempt**

The following constitute non-valid attempt:

- A non-submission (ABS) or a plagiarised assessment - a mark of 0% must be awarded.
- A submission that does not even attempt to address the specific learning outcomes - marks between 1% and 9% must be awarded.

It should be noted that either of the above will count as an attempt under the current assessment regulations.

7.2.5.4. **Compensating failed courses of students on the Credit Framework Degree**

Students assessed under the undergraduate credit framework (students registered on year one and for the first time from September 2010) who have failed all three attempts to pass a course will be considered for compensation. Students can be compensated for up to 60 credits in total providing:

- The failed course to be compensated is not a required core course;
- All three permitted attempts of a course have been made;
• A fail mark between 35-39% has been attained;
• The mean mark of other courses at the same level is at least 45%;
• No more than 30 credits may be compensated at each level.

The Board of Examiners should consider finalists students with failed modules at levels 5 and/or 6 in their final year, to allow compensation of that credit where the criteria is met but the three attempts have not been taken, to allow students to graduate and complete their degree.

If students have attempted a course three times, failed to pass the course and do not meet the criteria for compensation, they will have failed the programme and cannot be awarded an honours degree. If they have passed courses to the value of at least 300 credits, they may be awarded a Pass degree (without honours).

7.2.5.5. Classification of degree results
Borderline candidates (those who fall within 2 percentage points of achieving a higher classification) are always awarded the higher possible classification by the electronic calculator providing they meet the criteria, that is at least 120 credits in value at the higher classification at Levels II and III.

A borderline candidate who has only 3 CUs/180 credits in value at the higher classification at Levels II and III, and where the Board of Examiners has accepted mitigating circumstances in respect of the student’s profile, the higher classification may be awarded. Chairs must guard against counting mitigating circumstances twice.

7.2.5.6. Aegrotat Provisions
Where a student has completed their full period of study but is absent from examinations during their final year, through illness or other cause judged sufficient by a Pro-Warden appointed by the Warden, such as death of a near relative, he or she may be considered under the Aegrotat Provisions. Consideration for an award under these provisions must be supported by a medical certificate or other statement on the ground for mitigation which must be submitted as soon as possible and, in any case, within six weeks from the last date of the examination(s) in question. See criteria for award in Assessment Regulations.
8. COMPLETING THE BOARD OF EXAMINERS REPORT (STUDENT RECORDS)

8.1. A system of coding for modules and progression is used to communicate the decisions of the Board and these are published to students. The codes for use are listed below. Marks are entered on to the student records system by departmental staff and progression will be added to the electronic system at the pre meet.

8.2. All students who have failed modules will be entered for the late summer resits for the current session; therefore, Boards **must** indicate if a late summer resit is offered. Modules to be re-taken should be annotated with the late summer resit action in assignment mark entry; however, the progression code entered **must be** **S** – denoting summer re-sit. Use of this code is vital as an indicator for the Assessments Team and ensures that students receive the correct information.

If information needs to be imparted to a student this should be completed in the student information field on the electronic mark sheets.

8.3. **Student progression codes**

<table>
<thead>
<tr>
<th>Overall Year Result (transcript text)</th>
<th>CODE</th>
<th>EXPLANATION OF THE CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceed</td>
<td>P</td>
<td>All modules assessed within the level are passed. Student to proceed to the following year.</td>
</tr>
<tr>
<td>Proceed with Retakes</td>
<td>PR</td>
<td>Sufficient modules passed to allow student to proceed to next year of the programme following late summer retakes or Examiners recommend that the student retake next session with tutorials or attendance for those failed modules.</td>
</tr>
<tr>
<td>Progress with progress reviews</td>
<td>PC3</td>
<td>Sufficient modules passed to allow student to proceed to next year of the programme. Examiners have expressed concern at level of attainment or attendance and imposed conditions such as probation or language tuition.</td>
</tr>
<tr>
<td>Deferred Assessment to re-sit in Late Summer.</td>
<td>DA</td>
<td>Missed examination(s)/assessments because of extenuating circumstances acceptable to the Board of Examiners. Offered the opportunity of Deferred Assessment in late summer.</td>
</tr>
<tr>
<td>Deferred Assessment and Late Summer Retakes</td>
<td>DAS</td>
<td>Missed examination(s)/assessments because of extenuating circumstances acceptable to the Board of Examiners and also failed module(s). Offered the opportunity of deferred assessment and retakes in late summer.</td>
</tr>
<tr>
<td>Late Summer Retake</td>
<td>S</td>
<td>Failed modules student required to re-enter assessments in late summer.</td>
</tr>
<tr>
<td>Overall Year Result (transcript text)</td>
<td>CODE</td>
<td>EXPLANATION OF THE CODE</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Repeat in full-time attendance (to study modules to the value of 105 credits or more)</td>
<td>R2</td>
<td>Insufficient modules passed to allow a student to proceed to the next year or in final year to complete the programme. Board of Examiners recommends that the student re-takes the year as a full-time student (<em>students are not obliged to re-attend and may decide to re-enter examinations/assessment not in attendance</em>).</td>
</tr>
<tr>
<td>Repeat in part-time attendance</td>
<td>R3</td>
<td>Insufficient modules passed to allow students to proceed to the next year or in final year to complete the programme. Board of Examiners recommends that the student re-takes the year on a part-time basis; that is full time attendance for less than 105 credits. Although (except in certain cases) students are not obliged to re-attend and may decide against advice to re-enter examinations/assessment not in attendance).</td>
</tr>
<tr>
<td>Repeat not in attendance</td>
<td>R4</td>
<td>Insufficient modules passed to allow students to proceed to the next year or in the final year to complete the programme. Student required to re-enter failed assessments the following session without attending College.</td>
</tr>
<tr>
<td>Repeat - practical element</td>
<td>R5</td>
<td>Failed practical element (such as teaching practice). Must re-take in attendance.</td>
</tr>
<tr>
<td>Candidate ill at point of assessment</td>
<td>D</td>
<td>Missed examinations/assessment because of illness – to re-take at next occasion with no penalty not in attendance.</td>
</tr>
<tr>
<td>Skills test outstanding</td>
<td>DS</td>
<td>Deferred skills test.</td>
</tr>
<tr>
<td>Fail no more resits permitted</td>
<td>F1</td>
<td>Student dismissed because he/she has not passed sufficient modules to proceed or be awarded a degree and the regulations did not permit any further re-entries.</td>
</tr>
<tr>
<td>Fail - Extreme academic failure</td>
<td>F2</td>
<td>Student dismissed because of extreme academic failure and/or insufficient attendance.</td>
</tr>
<tr>
<td>Withdrawn did not complete assessments</td>
<td>W</td>
<td>Student has formally withdrawn or interrupted, completed appropriate documentation and did not complete examinations. <strong>Boards may not withdraw students.</strong></td>
</tr>
<tr>
<td>Taught units passed can proceed to submit Dissertation</td>
<td>T1</td>
<td>Taught modules passed, can proceed to submit dissertation in September.</td>
</tr>
<tr>
<td>Progression Decision Pending</td>
<td>X1</td>
<td>Progression decision pending (<em>student results are pending result of assessment misconduct</em>).</td>
</tr>
</tbody>
</table>
Codes required at module level where students were absent from the June exams are as follows:

<table>
<thead>
<tr>
<th>Result</th>
<th>Re-Sit Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>G</td>
<td>Fail – must re-take</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>Fail – must re-take with penalty</td>
</tr>
<tr>
<td>ABM</td>
<td>A</td>
<td>Deferred to re-sit in same session</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>Deferred to following occasion</td>
</tr>
</tbody>
</table>
9. FORMAT AND CONTENT OF BOARDS OF EXAMINERS REPORT (MINUTES)

9.1. Alongside the electronic student record, it is essential to keep appropriate records of procedures and decisions at a Board and highlight any unusual decisions, or occasions where discretion has been applied, making the reasons for any such decisions clear in the Board report.

9.2. Any special circumstances relating to individual students should be clearly noted, since the notes of the meeting may be open to scrutiny in the event of an appeal or similar. It is particularly important that clear reasons are stated where two students with superficially-similar profiles have been treated differently, where precedents have not been followed, or where the examiners’ discretion has been used, etc.

9.3. Standard formats for Board of Examiners’ records shall be provided by the Assessments Manager. Reports should include:

i. relevant information pertaining to individual students particularly where mitigation has been considered and where issues are contentious;

ii. clear reports of any decisions where the recommendation on the mark has been amended in light of discussion at the meeting and any other information that might later be relevant;

iii. clear reports of any decisions made concerning students at the borderlines between classes of honours;

iv. notification of failed candidates and any relevant background information;

v. comments made by External Examiners on the assessment process as a whole citing the nature of statistical information to which reference was made.

9.4. It is essential that the minutes of the Board are completed fully and correctly to prevent delays in the release of outcomes/results to the students. An example of a report of a Board of Examiners is given overleaf.
9.5. Example minutes – Board of Examiners meeting

GOLDSMITHS' COLLEGE
University of London
Report of the meeting of the Board of Examiners for BA Sanskrit

held on 9 June 2010

Present: Professor Yan Sen (Chair)
         Professor Sen Yan (External Examiner)
         Dr Joan Young
         Dr Peter Falk

Apologies: Dr Mark Smith

In attendance: Mr John Johnson (Assessments Manager – Regulatory Advisor)
               Ms Hilary White (Departmental Administrator)

1.1 OPENING ANNOUNCEMENTS

Standing Order 12

Noted 1 That, except as noted below all final year students were
       being considered under the G1 formula.

       2 That candidate number 2217933 (Ms Jade Smith) had
           been direct entrant into year 2 and therefore could only
           be considered on years 2 and 3.

1.2 FINAL YEAR STUDENTS FOR CONSIDERATION

Noted 1 That there were 49 students.

       2 That 22747474 (Mr Ray Yong) was not under
           consideration because of outstanding plagiarism
           investigations.

       3 That 227214172 (Ms Petra Smith) has had serious
           medical problems at the time of the examinations.

       4 That 22445478 (Mr Chen Day) had, because of a road
           accident missed SK4243
5. That 2219978 (Ms Daisy Jones) had submitted a late medical certificate relating to one written paper.

6. That 22121212 (Mr John Smiths) had failed SK2122 for a third time.

7. That, because of medical evidence 22425792 (Jane Maddins) had been given an extra week to submit an essay.

Agreed

1. That 22445478 (Mr Chen Day) be permitted deferred assessment to the late summer examinations.

2. That, after consideration, that the medical evidence submitted by 2219978 (Ms Daisy Jones) was not sufficient to have affected her result.

3. That as he had used up all resit opportunities 22121212 (Mr John Smiths) be dismissed.

Recommended

1. That 22721472 (Ms Petra Smith) because of mitigating circumstances, be awarded a Second Class Honours (Upper Division) degree despite only having three units in the upper range.

2. That all other successful students shown on the Mark Sheet (Appendix 1) be awarded the classification as shown.

1.3 CONTINUING STUDENTS

Noted

1. The following students, because of acceptable mitigating evidence be offered deferred assessment in late August for the units noted:
   22131256 (James Tule) SK 1072
   22908866 (Peter Sams) SK 1072, SK 1073
   22889998 (Rite Wong) SK 2208

2. That, because of mitigating reason, the following students who had failed units, not be penalised:
   22458877 (James Johns) SK102
   22778660 (Paul Sing) SK102
3 That the following students, who had not achieved enough units to proceed, be permitted to retake not in attendance
   22998874 (Robert Wang)
   22899876 (Kim Walters)

4 That the following student, who had failed all units and had not attended much of the year, be dismissed because of extreme academic failure. It was confirmed that the student has been warned on several occasions and there was paperwork in the file as verification that all the procedures that had been followed correctly
   2222286 (Robert Homewood)

5 That the following students be offered late summer retakes as noted on Mark Sheet. Cannot proceed with further attainment – the fall back position is noted in brackets
   33744482 (Jayne Dawkins) (R3)
   33644281 (Huw Morgan) (R4)
   32618749 (Errol Flynn) (R3X)
   Can proceed without further attainment
   26252492 (Peter Patel)

1.4 CONSIDERATION OF CLASSIFICATIONS

Received Statistics of previous and current final classifications

Noted
1 That the percentage of Second Class Honours had risen year on year but that there had been an increase this year of failure in students taking SK2208.

2 That the Co-ordinator for SK2208 had been on sick leave and that the Department had to take urgent measures to appoint a replacement.

1.5 EXTERNAL EXAMINER

Received from the External Examiner an oral report which included the following points:
that the internal Examiners were still not using the full range of marks
that the standard of some of the dissertations were of a very high standard
that he was concerned that some students did not appear to be able to reference properly
10. ANNEX A: DEFERRED ASSESSMENT AND EXTENUATING CIRCUMSTANCES – 2019 Boards

Deferred Assessment

The term ‘deferred assessment’ is used to refer to cases in which evidence of extenuating circumstances have been submitted by candidates in respect of an assessment/s that were deemed to be acceptable.

1. Where a student fails to submit any written assessment or fails to sit an examination and evidence of extenuating circumstances is subsequently accepted, a student may be offered the opportunity of submitting/sitting the assessment at a later date (also as if for the first time). The timing of such deferred assessments will depend on the nature of the student’s individual circumstances and the type of assessment missed.

2. In most cases of deferred assessments, the written assessment or written paper should normally be sat/submitted in late August/early September; otherwise they should be submitted/taken at the next time when the assessment is normally submitted/taken. Students offered a deferral in August but who are unable to attend or submit because of illness or other mitigation, must submit new evidence for the late August/September period. If a student enters for an assessment in late August/early September, but does not submit or sit a written paper, and does not submit further mitigating evidence, that student will be noted as absent. S/he will have used an attempt and may be charged the usual re-take fee.

3. Deferred assessments must be in the same format as the original assessment.

4. Full information regarding deferred assessment may be found here.

Extenuating Circumstances

1. Full information regarding extenuating circumstances may be found here.

2. The object of summative assessment is to measure achievement, not potential: what a candidate has done, not what they might have the potential to do (however where candidates submit acceptable extenuating circumstances potential may be considered);

3. The only extenuating circumstances which should be the concern of the Board of Examiners in relation to assessment or classification for Honours are those that might
be considered to have brought into question the validity of a particular assessment as a measure of a candidate’s achievement, and are outside the candidate’s control.

4. The following shall normally be considered acceptable extenuating circumstances in accordance with these procedures where it can be seen to have been current at the time of the assessment concerned:

   a) evidence of medical problems;
   b) evidence that the student has been the victim of a crime or similar action;
   c) evidence that the student has been the victim of a natural disaster or similar;
   d) evidence of severe adverse personal circumstances that have been such as to lead the student to seek professional advice about dealing with the consequences;

The following shall NOT normally be considered acceptable extenuating circumstances:

   a) circumstances which have had no direct bearing upon the assessment;
   b) circumstances which may have affected the assessment, but which are clearly the candidate’s responsibility e.g.:
      i. the normal pressures of paid employment;
      ii. financial difficulties;
      iii. misjudging how much time is needed in order to meet the deadline for submission published by the department;
      iv. misjudging how much preparation is necessary for a written examination
      v. misreading the timetable;
      vi. underestimating the time necessary to travel from home to the examination hall;
      vii. delays due to failures on the part of computers or other similar equipment, regardless of the ownership of such equipment;
      viii. transport difficulties;
      ix. failure to make alternative travel plans when disruptions are known in advance.

5. Board of Examiners should also ignore special pleading based on the timetabling of a candidate’s examinations in close succession: this problem is bound to occur given the number of examinations which have to be timetabled over a short period of time.

6. Chairs of Board of Examiners should ask to see originals of medical certificates, etc. and should feel able to seek further confirmation of the circumstances claimed by the student where there is reason for doubt. Falsification of evidence submitted in support of extenuating circumstances will render a student liable to disciplinary action.
7. Extenuating circumstances must be submitted in writing by the candidate as soon as possible after the assessment. Students must normally submit mitigating evidence no later than seven days after the deadline for submission of coursework or the date of the written examination.

8. Submission must be supported by documentary evidence; retrospective medical certificates and notes submitted seven days after the deadline will not normally be considered.

9. Submissions on behalf of a candidate who has not presented a written case themselves may be accepted in exceptional circumstances. Approval for this must be sought from the Associate Director (Student Support Services) or the Registrar & Secretary by the individual who wishes to submit the case.

10. Medical certificates/notes to support extenuating circumstances must:

- Relate specifically to the dates and duration of the illness
- Contain a clear medical diagnosis or opinion and not merely report a student’s claim to feel unwell. It may therefore be difficult for students to obtain a medical certificate where one is requested from a doctor after the illness is over.

Students should be aware that:

- Doctors are entitled to charge for any medical certificates or notes they provide
- Doctors do not always provide certificates for short periods of illness
- Doctors might not provide certificates after illness has ended, because after the student has recovered it might be impossible to know that he/she had been ill
- Documentary evidence used to support extenuating circumstances are the property of Goldsmiths, University of London and must be stored on file by the Secretary of the Board of Examiners.

**Process in Considering Extenuating Circumstances**

1. The assessment must be marked without allowance being made for extenuating circumstances by the Examiners, and the mark reported to the Board of Examiners.

2. As each Board is responsible for assessing the performance of candidates, only the Board is competent to decide whether any allowance for extenuating circumstances should be made. In the first instance, the Chair of each Board should consider extenuating circumstances in the light of the marks awarded, and

   a. Identify and reject any submissions which do not fall into the category of bringing into question the validity of a particular assessment as a measure of a candidate’s achievement, and are outside the candidate’s control (as indicated above) and so need not be referred to the Board;
b. Identify those which might have affected the validity of the assessment and should therefore be considered by the Board.

3. In reaching their decision, the Chair will need to consider the submission from the candidate, the supporting evidence, the provisional mark for the course concerned, the performance of the candidate in other units of assessment, the comments of the candidate’s personal tutor, etc. A record should be kept of all such submissions, and the decision taken by the Chair in each case.

4. Mitigating circumstances should only be taken into account where mitigation has not been previously applied to course marks or by accepting work late, or though alternative provision of missed content.

5. When the Board is considering the extenuating circumstances referred to it by the Chair, the Chair may request comments from individual Examiners. The Chair should rule out of order any special circumstances raised by members of the Board of Examiners which have not been properly documented.

6. In reaching its decision, the Board must bear in mind:

   a. The effect the extenuating circumstances might have had upon the validity of the candidate’s assessment(s), and
   b. The possible cumulative effect of the extenuating circumstances upon the candidate’s progression or classification for Honours.
   c. However, the candidate’s performance must always be seen in the context of the performance of the student cohort as a whole (see below).

**Circumstances Affecting Individual Units of Assessment**

   d. The Chair of the Board should consider the extenuating circumstances, and make one of the following recommendations to the Board in each case:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The circumstances appear to have had little or no effect upon the candidate’s performance, and the mark for the unit of assessment can therefore be confirmed</td>
<td>No further action is necessary</td>
</tr>
<tr>
<td>The circumstances appear to have affected the candidate’s performance (as evidenced by their performance in the particular unit of assessment when compared to their performance in other equivalent units of assessment).</td>
<td>If the marks awarded to the candidate for other units of assessment suggest that performance in the unit(s) of assessment deemed to have been affected by the extenuating circumstances is an aberration, the Board, with the agreement of the External examiners, may decide that the candidate should be awarded additional marks.</td>
</tr>
</tbody>
</table>
The circumstances appear to have been so significant as to bring into question the validity of the assessment as a measure of the candidate’s achievement in the particular unit of assessment.

Where the Board is satisfied that a candidate’s performance has been so affected by the extenuating circumstances that the assessment is not a valid measure of the student’s achievement, it may permit the candidate to set aside the performance, and allow the candidate to take the assessment at the next available opportunity, as if for the first time.

### Matters Affecting a Candidate’s Overall Degree Classification

If a candidate’s extenuating circumstances have been considered in the context of individual course/courses of assessment, there should be no outstanding issues for the Board to resolve. Chairs of Board should take care not to ‘double count’ extenuating circumstances, i.e. by compensating the candidate by accepting work late and then raising the mark for an individual unit of assessment, and possibly also compensating the candidate a second/third time when considering the degree classification. If the candidate’s final weighted average mark (for undergraduate credit framework degrees) falls within the discretionary range between two classes of degree or on the pass/fail borderline, the Board may take into account the candidate’s unfulfilled potential if this is deemed to have been affected by extenuating circumstances during the course of the programme of study, provided that this is clearly evidenced by the candidate’s performance in the majority of units of assessment, but only where that unfulfilled potential has not been met.