

**UNIVERSITY of
STIRLING**



ASSESSMENT AND MARKING POLICY AND PROCEDURE

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Purpose

1. The purpose of this policy and procedure is to support a consistent, equitable and reliable approach to assessment, marking and assessment quality processes at University of Stirling.
2. The policy and procedure operates in conjunction with the University's Academic Regulations both in broad terms and specifically relating to assessment. In particular, the policy and procedure support and operationalise regulations.
3. The policy and procedure exists within a suite of policies and guidance relevant to assessment comprising:
 - Academic Integrity Policy and Academic Misconduct Procedure
 - Examination and Degree Classification Policy
 - Assessment Feedback Policy
 - Guidance on Artificial Intelligence use in Assessments
 - Learning Support Policy
 - Proofreading Policy
 - Religious Observance in Learning & Teaching Policy
 - Student Attendance and Engagement Policy and Procedure
4. This policy and procedure aligns to the requirements of the UK Quality Code for Higher Education.

Definitions

5. **Acceptable Grounds.** A potentially acceptable reason for a student to seek a mitigation under the Mitigations Policy and Procedure.
6. **ARUAA.** An ARUAA is an Agreed Record of University Access Adjustments. Where a student is identified as requiring additional support, details of agreed reasonable adjustments are made in the student's ARUAA.
7. **Assessment.** Assessment is a fundamental aspect of the student learning experience that enables learning, both as part of the task and through review of performance. It is a vehicle for obtaining feedback and ultimately, it determines whether a student has achieved learning outcomes.
8. **Blind.** Where a second marker will not have access to the first marker's comments or marks while they are marking an assessment.
9. **Canvas.** The University's Virtual Learning Environment.
10. **Class.** A class includes teaching sessions, tutorials, seminars, workshop or laboratory sessions.
11. **Clear Fail.** A clear fail is one where a mark for the module is 29 or less for undergraduate modules, 39 or less for postgraduate taught modules or where attainment falls within the descriptor of "clear fail" in the Common Marking Scheme for pass/fail modules.
12. **Compulsory Assessment.** An assessment element may be designated as compulsory, where passing the assessment element is a precondition for successfully meeting the

- relevant learning outcome, completing and receiving credit for the module. This is an example of a compulsory module requirement.
13. **Compulsory Class or Activity.** A class or an activity may be designated as compulsory where attendance at the class/participation in the activity is a precondition for successfully completing the relevant learning outcome and receiving credit for the module, normally based on a statutory or professional requirement. This is an example of a compulsory module requirement. Further details are set out in the [Student Attendance and Engagement Policy and Procedure](#).
 14. **Compulsory Module Requirement.** A requirement that is a precondition for the successful completion and award of credit for a module or programme. The process for design and approval of compulsory module requirement is set out in the [Curriculum Development and Management Policy and Procedure](#).
 15. **Days.** References in the policy to days, such as the length of extensions, are to calendar days unless otherwise specified.
 16. **Dissertation.** This can describe a traditional academic dissertation/independent study/project.
 17. **Element of Assessment.** A module is assessed by one or more assessment activities (e.g. examination, coursework, or practical). These activities are referred to as elements of assessment and contribute to the overall assessment for the module.
 18. **External Examiner.** The role of External Examiners is to ensure that the standards of awards from the University of Stirling are comparable with similar programmes in other UK higher education institutions, are appropriate in relation to the SCQF and national subject benchmark statements, and that the processes for assessment, examination and awards are sound and fair. External Examiners are also asked to comment on the standard of student attainment. Further details can be found in the [External Examiner Policy](#).
 19. **Formative assessment:** Formative assessment is an essential part of a student learning experience and should be part of any programme assessment strategy. Formative assessments do not contribute to the module grade, and therefore are not compulsory, but provide opportunities for learning and feedback to encourage students to reflect and adjust their approach, to maximise their success in subsequent summative assessments. They also inform tutors on levels of understanding and skills development in the cohort. Formative assessment can include class exercises as well as formally submitted work.
 20. **Inclusive.** Inclusive assessment design proactively minimises the likelihood of students being excluded or disadvantaged through the ways they are assessed. It provides all students with equal opportunities to demonstrate their learning and reduces the need for individual adjustments in assessment. Guidance and examples of ways to make assessment more inclusive can be found on the [Learning and Teaching SharePoint site](#).
 21. **Marginal Fail.** A marginal fail is one where a mark for the module is in the range 30 to 39 for undergraduate modules or 40 to 49 for postgraduate taught modules, or where

- attainment falls within the descriptor of “marginal fail” in the Common Marking Scheme for pass/fail modules.
22. **Moderation.** A separate process from marking, which provides assurance that assessment criteria are designed and applied appropriately.
 23. **Penalties.** Penalties may be applied to reduce the final grade for an element of assessment or overall module grade to reflect late submission (paragraph 56); failure to follow assessment instructions or as a penalty for academic misconduct ([Academic Integrity Policy](#)).
 24. **Post-Assessment Moderation.** The process by which the University ensures that summative assessments have been marked in an academically rigorous manner and that assessment criteria have been applied appropriately. It is not a mechanism to resolve differences between markers on individual pieces of work nor to make changes to individual student’s marks.
 25. **Pre-Assessment Moderation.** The process by which summative assessment is reviewed prior to it being provided to students to ensure it has been rigorously and appropriately designed, taking account of the agreed module learning outcomes, marking criteria and the importance of clarity for students.
 26. **Proctored online examination.** A proctored online examination is one where students undertaking an online examination are subject to a range of online security measures to ensure their identity and supervision during the examination.
 27. **Reliable.** The reliability of an element of assessment is the extent to which it consistently measures learning, recognising that assessment can lack precision. A reliable marking process is consistent and fair, relying on professional judgment developed through sharing standards within and between academic, disciplinary and professional communities.
 28. **Second Marking.** The process which facilitates consistency in marking practice through a student’s work being marked for a second time and the final mark of a summative assessment is determined prior to consideration by the Module Board.
 29. **Summative Assessment.** Summative assessments contribute toward module grades and are used to indicate the extent to which a learner has met the learning outcomes of a module or programme.

Scope

30. This policy and procedure apply to all the University’s taught programmes, at both undergraduate and postgraduate levels.
31. All assessments must be conducted in line with this policy and procedure, and more broadly with relevant University regulation, policy and procedure, as referenced in paragraph 3.

Points of policy and procedure

General

32. No practice or procedure may be adopted that either conflicts with or undermines this policy.
33. All staff undertaking assessment activities including the designing of assessment, marking and feedback are trained in the use of the Common Marking Schemes (CMS) and the institution's assessment regulations and policy. The Learning and Teaching Enhancement team will design and provide this training and development activity on an ongoing basis.
34. We will maintain the highest standards of quality and integrity, and promote ethical conduct amongst our students.

Faculty roles

35. Each Faculty shall appoint a Faculty Chief Examiner who has overall responsibility for the assessment and examination process for the Faculty along with Subject Examiners who have responsibility for assessment and the examination process in their division/area; a Faculty Assessment Officer who is responsible for operational matters and liaison with Academic Registry; and Assessment Officers to subject areas/divisions as appropriate, who are responsible for operational matters and liaison with Academic Registry in their area.
36. Further details of the roles and policy and procedure relevant to examinations boards can be found in the Boards of Examiners Policy.

Part 1: Pre-assessment

Assessment design

37. Assessment is a fundamental aspect of the student learning experience that enables learning, both as part of the task and through review of performance. It is an opportunity to receive feedback and ultimately, it determines whether a student has achieved learning outcomes. At Stirling, assessment is used to develop students' knowledge and graduate attributes while enhancing their confidence and development as autonomous learners.
38. Assessment will be designed based on the Stirling Assessment strategy. Guidance is also available in Appendix 1 on developing inclusive assessments.
39. Modules and assessments should be designed to ensure reassessment can take place as required, in line with this policy and procedure. If exceptionally, professional accreditations or practice-based scenarios make reassessment impossible, module information provided by the relevant Faculty must alert students to this at the outset in module enrolment information and in assessment details on Canvas.

Compulsory Module Requirements

40. Generally, performance on a module is represented by the aggregated performance across all assessment elements, which are weighted and aligned to learning outcomes. However, failure to meet compulsory module requirements will result in failure of the module irrespective of aggregated performance.
41. Failure to pass a compulsory assessment, following both first and second attempts, will result in failure of the module overall and an X grade being awarded. For the avoidance of doubt, the opportunity for deferral of examination or resit/resubmission is available for compulsory assessments in line with the overall policy arrangements for reassessment.
42. Failure to attend or participate as required in a compulsory class or activity, will result in failure of the module overall and an X grade being awarded at first attempt, unless the University decides to disregard an instance of absence based on the mitigations set out in the Student Attendance and Engagement Policy.

Artificial Intelligence (AI) and proofreading

43. AI may be used by students in assessments unless it breaches the terms of the Academic Integrity Policy or is used in a way that is expressly prohibited in the relevant assessment instructions, due to the nature of the assessment or learning outcomes. Further details are available in the [current AI guidance](#). A student guide can be found [here](#).
44. Students may use proofreaders within parameters set out in the [Proofreading Policy](#).
45. Students are required to cite and acknowledge the use of AI and proofreading in their work. Templates for use on modules and assessments are provided in Appendix 5.
46. Staff may use AI to help design assessments, mark and provide feedback within the parameters set out in the current AI guidance.

Pre-assessment moderation

47. The purpose of pre-assessment moderation is to ensure that summative assessment is appropriately designed, in an academically rigorous manner with reference to the agreed module learning outcomes and marking criteria; the assessment question(s) and instructions are clear and unambiguous; and students can be provided with assurance in relation to the design of their assessments.
48. Pre-assessment moderation takes place *before* the summative assessment is released to students.
49. Pre-assessment moderators are expected to have experience of teaching and learning and have relevant subject knowledge. Moderators may be staff teaching on the module.
50. Pre-assessment moderation process should consider whether:
 - a. the assessment(s) design is appropriate and tests the stated module learning outcomes at the appropriate level;

- b. marking criteria align to the relevant common marking scheme;
- c. the assessment's question(s) and instructions are clear and unambiguous.

Assessment information to be provided for students

51. Faculties will provide information on their approach to assessments and specific assessment instructions on Canvas, to all students. Some of this information may be automatically populated in the Canvas module template and from information held on the Curriculum Management system.

Module information

52. Module information provided by the Faculty must specify:
- a. the elements of assessment in relation to the module learning outcomes, their relative weight as part of the overall module grade. The weights should be expressed in percentages;
 - b. the relevant CMS against which they will be marked;
 - c. any compulsory module requirements together with details of the consequences of failure/non-submission of these requirements, and arrangements (if any) for those unable to meet the compulsory module requirements on acceptable grounds to recover the position.

Assessment instructions

53. Assessment instructions and information provided by the Faculty in advance of any assessment must clearly specify:
- a. clear instructions on the task to be undertaken;
 - b. the process by which assessments are to be submitted; the submission date for coursework and link to the examination timetable as appropriate;
 - c. format of examinations (online; on campus; etc);
 - d. specific instructions on the form the submission should take and details of any penalties which will apply if such instructions are not followed. For example, where students have failed to follow assessment instructions, formatting, word count, referencing style or where a handwritten script is illegible;
 - e. the learning outcomes being tested and assessment criteria, usually by providing a clear marking rubric;
 - f. how and when feedback on submitted work is returned to students;
 - g. where an assessment is compulsory module requirement and the consequences of failure or non-submission of these requirements. Arrangements for those unable to meet the compulsory module requirements due to acceptable grounds to recover the position;
 - h. where an assessment is a group assignment and if and how a group mark will be attributed;
 - i. if no reassessment option is available for this assessment due to professional accreditations or the nature the assessment (Paragraph 91);

- j. if written assignments are to be marked in part on presentation, spelling, grammar, punctuation, or observation of scholarly conventions, this must be explicitly stated. It should not be assumed that this is implicitly understood.
- k. if there are restrictions on materials permitted to be accessed during the assessment;
- l. guidance on how Generative Artificial Intelligence and [proofreaders](#) may or may not be used in the assessment.

Part 2: Assessment Process

Submission of assessed work

- 54. Coursework is generally submitted and marked via Speedgrader, Canvas or other assessment platforms, which offer similarity checking via Turnitin. Students will be given the opportunity to pass their coursework through similarity software where appropriate, before submission.
- 55. Materials submitted for assessment must be identified only by the student's registration number or username.
- 56. Coursework will be accepted up to seven calendar days after the submission date (or expiry of any agreed extension) but the mark for the late item of coursework will be lowered by a late submission penalty of three marks on the common marking scheme per day or part thereof. After seven calendar days, the piece of work will be deemed a non-submission and will be given 0. For the avoidance of doubt, Saturday and Sunday each count as one calendar day.
- 57. Students should retain a digital copy of the final version of all work submitted.
- 58. Coursework submission should not be scheduled for submission after the last day of teaching unless no examinations are scheduled in the examination period for the relevant students (e.g. a PGT programme where all assessment is coursework). In this case, submission can be scheduled during the relevant examination period.

Examinations

- 59. Examination arrangements and the examination timetable will be published at least one month in advance of the examination diet. Examination diet dates can be found on the [website](#) and information for students and staff on arrangements can be found on the [website](#).
- 60. Where examinations take place on campus or proctored online, invigilation is the responsibility of the Faculty. Guidance on invigilation is available on the [Exams Webpages](#).
- 61. The Timetabling, Examination and Graduation team will arrange support and accommodation for students with ARUAA requirements for in-person examinations during the examination period. For class tests out with this period, it is the Faculty's responsibility to make these arrangements.

62. All online examinations must be designed and delivered in a [digitally accessible way](#). Consideration should also be given to ensuring that, when assessment is delivered online, students have access to WiFi, equipment and appropriate software. Bookable space will be made available on campus during examination diets for students who choose to undertake online assessments using University facilities.
63. For the avoidance of doubt, students undertaking online examinations will not routinely be provided with the facility to check their work through Turnitin similarity checker before submission.

Part 3: Marking and Assessment Feedback

64. All undergraduate and taught postgraduate assessments will be marked based on the level of achievement of the module learning outcomes, as described by the Common Marking Schemes (CMS). The undergraduate, pass/fail and postgraduate taught CMSs are provided in Appendix 2, 3 and 4 respectively.
65. For all purposes, only CMS grades are to be used to denote the levels of student achievement. Where assessments are numerically marked (such as with multiple choice tests) the design and weighting of assessments and marking on a module should reflect the CMS grading descriptors.
66. A student registered on a module will be given a grade for each element of summative assessment. In addition, they will be provided with an explanation of that grade in relation to the assessment criteria. A clear marking rubric should be provided for this purpose, unless inappropriate due to the nature of the assessment.
67. Where a student fails to attend an examination or submit a coursework a grade of 0 should be awarded for the assessment/examination.
68. Anonymous marking will be used for all assessed work contributing to module grades. Where that is impractical due to the nature of the assessment, the reason(s) must be explained clearly in module information, and appropriate steps taken to safeguard the impartiality of the assessment process. The sections within this policy on moderation and second marking are relevant to this point.
69. Where grade penalties are to be applied for late submission, other breaches of assessment instructions, or academic integrity issues these should be applied after marking has taken place and be clearly identified in the feedback to the student and in recording the grade.
70. Academic staff may decide the approach to marking for formative assessment, which does not contribute to the module mark.
71. The [Assessment Feedback Policy](#) sets out detail on the provision of feedback to students on their completed formative and summative assessments.
72. Marking is a matter of academic judgment and there is no right of review or academic appeal against this judgment when judgment has been applied according to established procedures.

Part 4: Post-assessment quality processes

Moderation and second marking

Second Marking

73. When required, second marking should take place before moderation. Second marking is *only* required to ensure that appropriate standards have been applied in limited circumstances:
 - a. when marking a summative assessment which accounts for more than 10% of the module grade *and* anonymity cannot be achieved during marking (e.g. most dissertations/projects); *and/or*
 - b. where the marker is new to the University approach to marking. e.g. a new member of staff.
74. Second markers are expected to have sufficient subject knowledge to assess a student's performance in the assessment. They may have been involved in the design or delivery of the module.
75. Where second marking is taking place because it has not been possible to anonymise a student's work, the second marking should be:
 - a. blind marked and individual records of the markers' conclusions should be kept.
 - b. at least 20% of all relevant pieces of submitted work should be second marked. 100% of dissertations/projects where anonymity cannot be achieved should be second marked.
 - c. the second marker will choose the scripts for second marking, but the first marker may request that additional scripts are added to the sample. The Divisional Chief Examiner has oversight of the process.
 - d. the percentage of scripts that have been second marked should be advised to the relevant Module Board of Examiners and noted in the minutes of the meeting.
76. Where second marking is taking place to calibrate the first marker to the University of Stirling approach to marking and feedback, it is expected that the second marking will not be carried out blind. Marking, review and feedback will take place in small batches until the second marker is confident that the first marker's approach is appropriately calibrated to University of Stirling standards.
77. A record of both marker's decisions should be kept by the relevant division or Faculty. Feedback from both markers may be shared with the student, if appropriate, though only the final mark should normally be communicated to the student.
78. Where there are conflicting marks arising between first and second marker on an assessment, in the first instance both markers should discuss the differences and agree a final mark. Where agreement cannot be reached, the Divisional Chief Examiner must be informed and must then appoint a third marker who is independent, in that they have not previously been involved in the marking process. The results of all three assessments must then be considered by the

Divisional Chief Examiner to arrive at a final decision. All such decisions should be reported to the relevant Module or Award Board of Examiners.

Post-assessment moderation

79. The post-assessment moderation process applies to all summative assessments and ensures that marks are calibrated across markers, marking is consistently reliable and undertaken appropriately in line with assessment criteria on a module and the relevant Common Marking Scheme. It provides assurance for students of fairness and equality of grading and provide peer review on the quality of feedback provided. A form along the lines of the one set out in Appendix 8 should be used to capture feedback, share with module board and retain records.
80. Moderators should have experience of teaching and learning and some directly relevant subject knowledge.
81. Moderators undertake a review of the students' completed assessments and the marks awarded to determine if, overall, the marks are fair and consistent across the sample provided. They also consider the quality of feedback provided.
82. Post-assessment moderation must take place prior to the meeting of the Module Board. Marks which are released before moderation and/or confirmation by the Module Boards for elements of assessment should indicate that they are provisional marks.
83. A post-assessment moderation sample should be chosen by the moderator and will comprise a random sample of work across all elements of assessment being moderated, including examples across the full range of marks for each marker.
84. The post-assessment moderation of oral and/or practical assessments can be undertaken via the use of video/audio recordings and/or the review of assessment records completed by the first and second markers.
85. In undertaking post-assessment moderation, the moderator is not permitted to suggest amendments to any individual student mark, they may only make recommendations on the sample as a whole or parts thereof. They will provide reasons for their recommendation.
86. A recommendation to change the assessment marks or final module grades, should in the first instance be discussed and agreed with the Module Coordinator. Where agreement cannot be reached, the relevant Module or Award Board of Examiners will consider the recommendation and reach a final decision.
87. Following moderation, assessment marks and module grades are reviewed by the External Examiner and approved by the Module Board, and in line with the provisions of the Boards of Examiners Policy.

Role of the External Examiner

88. The role of the External Examiner is set out in the [External Examiners Policy](#) in relation to post marking quality checks and taking part in the Module Board.

Part 5: Module Outcomes

Module mark

89. The module mark represents a summary of performance on that module. Subject to paragraph 90 and 91, a pass is not required in each element of assessment and performance on a module is represented by the aggregated performance across all assessment elements, which are weighted and aligned to learning outcomes. The overall mark for a module is calculated from the sum of weighted marks for each of the elements of assessment rounded to the nearest whole number.
90. Failure to pass a compulsory assessment will result in a failing the module, despite positive performance on other assessments and weighting of assessments within the module. The student will have access a resit/resubmission opportunity in accordance with this policy.
91. Failure to attend or participate in a Compulsory Class or Activity will result in failure of the module overall and an X grade being awarded at first diet, as there is no option to recover this position at this stage. No resubmission/resit opportunity will be offered.
92. These grades will be recommended to the relevant Module Board for discussion and approval. Any relevant Extenuating Circumstances will be considered by the Extenuating Circumstances Sub-Board who will make recommendations to the Module Board as necessary. See the [Boards of Examiners Policy](#) for details. Following confirmation by the relevant Module Board, module grades will be uploaded to the student record and will be made visible on the portal.
93. See Appendix 6 for a flow chart summarising this process.

Access to Resit or Resubmission Opportunities

94. A student who, on completion of a module, has passed the module, is not allowed to repeat or be re-assessed on that module. However, where a student has failed the module, they will be advised of their module grade and access to reassessment opportunities via codes used on the student portal (noted below in point 96 and 97) and the Faculty will provide fuller guidance on their next steps.
95. A student who fails a module will only be re-assessed on the elements of assessment which they have failed.
96. Subject to paragraph 91 and 97, students are automatically entitled to be reassessed on elements of assessment (including a dissertation) that they have failed or not completed in the first instance and are not required to take any further steps to be eligible to do so. Faculties will indicate the next steps by uploading the following codes into the student record system during the module grades upload:
 - 'Reassess Exam' (RE);
 - 'Reassess Coursework' (RC);
 - 'Reassess All' (RA).

These codes will be visible on the student record when the module grades are released.

97. Where a student has not submitted any of the elements of assessments within a module, the student will not have an automatic opportunity to undertake reassessment but may apply for a discretionary resit. The Faculty will indicate this option by uploading the following codes into the student record system during the module grades upload:
- XE (Discretionary reassessment of exam);
 - XC (Discretionary reassessment of coursework);
 - XA (Discretionary reassessment of all elements of assessment).

These codes will be visible on the student record when the module grades are released. The Faculty will advise students that they have an opportunity to request a discretionary resit, as soon as practical following the Module Board. Students should make any such request in writing to the Faculty within seven days of being notified of the opportunity to request a further attempt. If the student does not make such a request, no reassessment opportunity will be offered to them, and an X grade should be awarded as the final module grade.

98. A student found, through the Academic Misconduct procedure, to have performed academic misconduct, may be precluded from reassessment opportunities as a result of a penalty applied through the procedure.

Part 6: Reassessment Arrangements

99. Where reassessment is to take place, relevant academic staff will determine the nature of the re-assessment required. It will be equivalent to the original in terms of difficulty, learning outcomes addressed and educational benefit.

Resit Examinations

100. Any examination reassessment attempt must be taken within the next scheduled examination period or reassessment period as appropriate. The assessment periods are available on the [semester dates webpage](#).
101. Where a student requires a reassessment exam or deferred exam but will be absent from the University at the relevant time due to an approved study abroad arrangement, the Faculty may liaise with the partner institution or set an alternative assessment, as appropriate. All other students must make themselves available for the resit/deferred examination period as required. The resit/deferred examination periods are available on the [website](#).

Coursework resubmission

102. Where a student requires a coursework reassessment, they may be set the same piece of coursework that was originally set, as a re-assessment, unless it is pedagogically inappropriate to do so.
103. The student should be given a minimum of two weeks to complete the resubmission of coursework. Academic judgement and practical considerations should be considered in setting deadlines for submission. Consideration should be given to student's overall workload. If the student has an ARUAA which recommends extended deadlines, or the student requests a discretionary extension on acceptable grounds, then academic judgement should be used to ensure the student is treated fairly.
104. Re-submitted coursework and resit examinations will be marked on the level of achievement of the learning outcomes as described by the relevant CMS, against the assessment criteria. It should not be marked on whether the student has engaged with any feedback provided.
105. Where a student fails a module on first attempt due to the application of late penalties to coursework, they will be automatically awarded the appropriate resubmission pass mark (40/50/pass) without reassessment, as the learning outcomes of the module will have been met.

Dissertation resubmission

106. A dissertation which is to be reassessed, must be resubmitted within six weeks from confirmation of failure, and by the deadline set for resubmission in the relevant semester, as set by the University. The support students should be given is feedback and one meeting with their supervisor (or an appropriate alternative member of staff if the supervisor is not available).

Resit or Resubmission Outcomes

107. On completion of marking and post marking quality processes in the resubmissions/resit diet, the following process should be adopted to reach the module outcome:
 - a. The higher of either a) the original mark at first sitting or b) the reassessment attempt for each element of assessment should be used to calculate the overall final module mark.
 - b. If an element of assessment remains outstanding, then the mark of 0 will be awarded for the outstanding element.
 - c. The overall mark for a module is then calculated from the sum of weighted marks for each of the elements of assessment rounded to the nearest whole number. This module mark represents a summary of performance on that module.

- d. The overall final module mark will then be limited to maximum mark for the module that can be awarded for a second attempt which is the pass mark (40/50/pass) unless:
 - i. across all assessment attempts, a student has not engaged with any assessment, then an grade X should be used as the final grade for the module; or
 - ii. a Compulsory Assessment has not been successfully passed across all sittings, then the grade X should be used as the final grade for the module.
108. The final module mark or outcome will determine the grade. Grade codes are set out in Appendices 2, 3 and 4.
109. These grades will be recommended to the relevant Module Board, for consideration and approval. See the [Boards of Examiners Policy](#) for details. Following confirmation by the relevant Module Board, module grades will be uploaded to the student record and will be made visible on the portal.
110. See Appendix 7 for a flowchart summarising this process.

Part 7: Post-module options and adjustments

Repeating a Module

111. If a student has failed a module they may repeat the module in its entirety on one further occasion, including all relevant assessment opportunities. They should discuss their study options with their Advisor of Studies and any financial, visa or other implications with Student Support Services through the Student Hub.
112. A student may repeat the module at the next scheduled offering. Not every module is delivered each academic year, and even where a module continues to be offered, learning outcomes and other aspects may change and therefore it may be appropriate or necessary for a student to select a different module.
113. A student repeating the module is subject to the same attendance and other requirements as a student taking the module for the first time in that academic year.
114. There are no restrictions to the full range of marks or assessment opportunities available on a repeated module.

Compensation

115. Compensation is the formal awarding of credit for a module despite the module mark achieved being just below the pass mark, and where the following conditions are met.
116. Compensation can only be applied at the end of the academic year in question, once module marks have been finalised.
117. Compensation cannot be applied to a module which is:
 - a compulsory module;

- a module which must be passed as a prerequisite to another module to be taken later in the programme of study;
 - a dissertation module;
 - or a module which must be passed for professional or accreditation purposes in a programme of study.
118. Where more than one module is eligible for compensation in the year, the module with the higher/highest mark will be compensated.
119. Where a student has marginally failed a module, and the module is eligible for compensation to be applied, the student may still choose to re-take the module assessment(s) to prove academic ability and achieve a mark. Where more than one module has been failed, the University's strong recommendation would be for a student to undertake reassessment.

Undergraduate Programmes

120. Only optional modules in undergraduate programmes are eligible for compensation. Whether compensation is appropriate is dependent upon the module type, the student's year of study and a student having passed a certain number of credits each year:

Year 1 of a full-time programme of study, and part-time equivalence

A student may have compensation applied for a marginal fail in 20 credits of the first 120 credits, provided that at least 80 of the 120 credits have been passed.

Year 2 of a full-time programme of study, and part-time equivalence

A student may have compensation applied for a marginal fail in 20 credits of the second 120 credits, provided that at least 80 of the 120 credits have been passed.

Years 3 and 4 of a full-time programme of study, and part-time equivalence

A student may have compensation applied for a marginal fail in 20 credits of the final 240 credits (i.e. across both Year 3 and 4), provided that the remaining 220 credits have been passed.

121. The result of a pass by compensation will appear as 'PC' with a mark on a transcript.

Postgraduate Programmes

122. In respect of postgraduate programmes, compensation can only be applied where a student marginally fails a module(s) which accounts for up to a maximum of 20 credits towards a Masters, Postgraduate Diploma or Postgraduate Certificate. Compensation cannot be applied to a dissertation or equivalent project.
123. Where a student has up to 20 credits that have been marginally failed, compensation will be automatically applied at SCQF level 10.
124. Where a student has more than 20 credits eligible for compensation, it will be automatically applied to the module(s) with higher/highest mark.
125. The result of a pass by compensation will appear as 'PQ' with the mark at SCQF level 10 on a transcript.

126. Where the maximum available compensation has been applied, and a student has failed to achieve the necessary learning outcomes for outstanding module credit, students will be permitted to undertake reassessment as outlined in the postgraduate taught regulations.

Part 8: Miscellaneous provisions

Study Abroad

127. All students who undertake a period of study abroad and receive credit at another institution, will be awarded block credit. Grade translation is not undertaken.

Privacy and Records

128. The University is committed to preserving the confidentiality of personal information and therefore in all discussions of student performance and public notices of achievement it seeks to avoid the identification of individual students. In all records and public notices of marks and awards students will be identified only by registration number or username.

Appendix 1: Guidance on an inclusive approach to standard forms of assessments and the relevant approach to ARUAA

Staff are asked to follow the guidance below when designing assessment. For further guidance they should consult the Academic Development or Accessibility & Inclusion. Bookable space and devices are made available on campus for students during examination periods to undertake online examinations. Students should be advised in advance that if they choose to undertake online examinations elsewhere, they should contact the Faculty immediately, if they experience technical difficulties during the examination and provided with details of the IS help desk, who they should contact for technical support.

1. **Examinations and class test taken without strict time pressure:** Examinations and class tests, which are taken within a set period but are not under strict time pressure and are delivered online, offer an equitable approach for all students and removes the barrier of time pressure.
2. They are designed to be completed in a standard timescale (i.e. up to 3 hours but usually 2 hours for an end of semester examination). Then, a generous “reading and checking time” of the same length is added to the overall assessment time limit for all students (e.g. a 2-hour examination should be completed in 4 hours).
3. This formula offers more than the usual ARUAA allowances for extra time.
4. The maximum period in which an examination or class test can be completed is 24 hours, to manage the examination timetable. Exceptions to the 24-hour limit are:
5. Where the module is a 60-credit module taken over one semester- so no clash will take place for students.
6. All students undertaking the module are taking the same 3 modules so timings of assessments can be designed and controlled to avoid clashes.
7. “Seen” exams are available to offer students a longer period to respond to an exam. The paper/a pool of questions can be issued in advance, but submission should take place within the timetabled 24-hour period.
8. Normally, no further extra time will be provided to students who hold an ARUAA if assessment is delivered in this way. However, academic staff should consider the nature of the assessment and the equity of this approach and discuss the matter with a Disability Needs Assessor in Student Support as required.
9. To support students undertaking such assessments they should be advised in advance of the assessment how long the assessment should take them within the period and expectations around word count, referencing and format should be made explicit.
10. **Examinations and class test that are taken under strict time pressure:** these are examinations and class tests which take place under time pressure, either on or off campus and are carried out under examination conditions (e.g. professional examinations, some language tests; Multiple Choice Questions/short answers).

11. Canvas and other assessment platforms can offer a window in which students may take a time pressured exam. e.g., a 3 hours exam within 24-hour period. This allows students access to the exam at a time that suits them, to take account of carer responsibilities; quiet times/place to student/connectivity. Canvas and other assessment platforms do not allow for the exam to be paused once started.
12. Students with an appropriate ARUAA should be offered extra time in line with their ARUAA, in addition to the standard examination/test duration. Where a student requires adjustments, which cannot be provided for through offering extra time or other arrangement during the standard sitting, then an alternative to examination may be offered.
13. **Oral or observed exams (OSCE) and presentations:** Oral or observed examinations and presentations can be particularly stressful for students and may exacerbate mental health conditions such as anxiety. They can also disadvantage students with some disabilities such as autism or speech impairments. Staff should consider whether it is required to deliver the assessment in this format to meet the learning outcomes of the module i.e., are presentation or oral skills a learning outcome? If not, other alternative formats can be offered to students such as asynchronous, recorded responses and presentations. Asynchronous delivery offers benefits when considering double marking. Adjustments should be made for students as set out in their ARUAA.
14. **On campus, invigilated online examinations and class tests:** Digital examinations can also be offered on campus via Canvas and Inspira platform, subject to licences, appropriate space and approval of the Deputy Principal (Education & Students). This offers a range of options including locked down browsers and whitelisted access to restricted materials accessible to the students during the assessment. Students who require accessibility software may do so without requiring separate accommodation. Extra time would be available to students in line with their ARUAA. Approval for such arrangements should be sought, with justification, through the Timetabling, Examination and Graduation team.
15. **On campus, invigilated handwritten examination and class tests:** These may be appropriate for very limited range of examinations and are generally not recommended.
16. **Professional examinations which require proctoring for online examinations:** Where required, please contact Timetabling, Examination and Graduation team as early soon as possible for this to be arranged. This form of examination should only be considered when invigilation is required and on campus facilities are unavailable. Students will be entitled to adjustments in line with their ARUAA statements and may have additional requirements due to the nature of proctoring. The Needs Assessor in Accessibility & Inclusion should be consulted.

Appendix 2: Undergraduate Common Marking Scheme

Undergraduate Common Marking Scheme information

Column one lists the mark out of 100, column two lists the equivalent grade, column three describes the result as pass or fail, and column four describes the attainment of the learning outcome

Mark	Equivalent Grade	Result	Descriptor of Attainment of Learning Outcomes
90+	1st	Pass	Meets all the requirements to attain 80 – 89 but in addition demonstrates an exceptional degree of originality and exceptional analytical, problem-solving and/or creative skills.
80 - 89			Meets all the requirements to attain 70 – 79 but in addition demonstrates outstanding quality evidenced by an ability to engage critically and analytically with source material, exhibits independent lines of argument, is highly original and uses an extremely wide range of relevant sources where appropriate.
70 - 79			Excellent range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts or procedures
60 - 69	2:1	Pass	Attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal an appreciable depth of understanding.
50 – 59	2:2	Pass	Attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.
40 – 49	3 rd	Pass	Acceptable attainment of most intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which are generally reasonable, albeit insecure.
30 - 39	Fail - Marginal	Fail	Appreciable deficiencies in the attainment of intended learning outcomes, perhaps lacking a secure basis in relevant factual or analytical dimensions.
0 - 29	Fail - Clear	Fail	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary.
X	Fail	Fail	Failure to comply with Compulsory Module Requirements or engage with the module, leading to no automatic right to reassessment.

Appendix 3: Pass/Fail Common Marking Scheme

Result	Descriptor of Attainment of Learning Outcomes
Pass	The intended learning outcomes have been met.
Marginal fail	Some deficiencies in the attainment of intended learning outcomes, perhaps lacking a secure basis in relevant factual or analytical dimensions; or required skills and/or competencies partially demonstrated, with marginal deficiencies; or skills and/or competencies demonstrated across the range required but to a marginally lower standard than required to fully meet the learning outcome.
Fail	Minimal or no convincing evidence of attainment of intended learning outcomes demonstrated by treatment of the subject, as is in evidence, is directionless and fragmentary; or knowledge, skills and/or competencies demonstrated to an inadequate level or absent.
Fail (x)	Failure to comply with Compulsory Module Requirements or engage with the module, leading to no automatic right to reassessment.

Appendix 4: Postgraduate Taught Common Marking Scheme

Mark	Equivalent grade	Descriptor of attainment of learning outcomes
90+	Distinction	Meets all the requirements to attain 80 – 89 but in addition demonstrates an exceptional degree of originality and exceptional analytical, problem-solving and/or creative skills.
80 - 89		Meets all the requirements to attain 70 – 79 but in addition demonstrates outstanding quality evidenced by an ability to engage critically and analytically with source material, exhibits independent lines of argument, is highly original and uses an extremely wide range of relevant sources where appropriate.
70 - 79		Excellent range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts or procedures.
60 - 69	Merit	Attainment of virtually all intended learning outcomes, clearly grounded on close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.
50 – 59	Pass	Attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.
40 – 49	Fail -Marginal	Appreciable deficiencies in the attainment of intended learning outcomes, perhaps lacking a secure basis in relevant factual or analytical dimensions.
0 - 39	Fail -Clear	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary.
X	Fail	Failure to comply with Compulsory Module Requirements or engage with the module, leading to no automatic right to reassessment.

Appendix 5: Templates for Acknowledgement of Generative Artificial Intelligence and proofreading in Assessment

See the [staff guide](#)/ student guide for more information

Programme Statement

Generative Artificial Intelligence (AI) such as ChatGPT, Jasper or Grammarly is rapidly developing the ability to assist us all in the way we work, including the way we research digital sources and present information. This has implications for the way you study and learn, and the skills you will need for your future life and career. Though the tools are rapidly developing, at present, some of the key implications for the study and skills related to [subject e.g. history] are: [brief overview]

In this programme, we will encourage and teach you to use AI in an effective, critical and ethical way, to enhance your learning and skills. Each module will provide you with specific guidance on how AI may be used to assist your study and how it may/or may not be used in module assessments [*subject areas may wish to make general guidance here on study if it is consistent across modules, in other areas specific information will be required, module by module*]. As each module tests different skills and competencies, the guidance and ability to use AI may vary from module to module.

Whenever you use AI in assignments remember to **cite** it and **acknowledge** you used it. More information is available in the current [university student guide](#) on the use of AI and in your module assignment guidance.

Module template

Coursework and open book assignments

For assignments on this module, the ethical and intentional use of Generative Artificial Intelligence Tools (AI) is permitted (*with the exception of the use of AI for the specific purpose of [e.g. translation], which is **not permitted** as this assignment tests your ability to ...), [delete/amend as required]*).

Whenever AI tools are used you should:

- **Cite** as a source, any AI tool used in completing your assignment. The [library referencing guide](#) should be followed.
- **Acknowledge** how you have used AI in your work.

Using AI without citation or against assessment guidelines falls within the definition of plagiarism or cheating, depending on the circumstances, under the current [Academic Integrity Policy](#), and will be treated accordingly. Making false or misleading statements as to the extent, and how AI was used, is also an example of “dishonest practice” under the policy.

AI tools that might be relevant for this assignment include: [complete to help guide students if appropriate]

Please contact your tutor/module co-ordinator for specific guidance.

The following template should be completed and attached to the front of your work:

Use of AI generated content

I acknowledge that :

1. No content knowingly generated by AI technology has been presented as my own work in this submission; *or*
2. I used <insert AI tool(s)/link/date of access> to generate materials used for background research and self-study in the drafting of this submission;
3. I used <insert AI tool(s)/link/date of access> to generate materials that are included within my submission. (delete as required).

Presentation, structure and proofreading

I acknowledge that:

1. I did not use AI technology to assist in structuring or presenting my submission; **or**
2. I used <insert AI tool(s)/link/date of access> in structuring or presenting my submission.
3. My final submission has been proofread by (tick all that apply):
 - Me
 - Somebody else (*please specify*)
 - Dedicated proofreading software or AI tool (*please specify*)

(If asking students to describe the AI use-delete if not)

Use this section to **describe** or “show your workings”. You should briefly describe how you generated each piece of information or material (including the prompts used) using AI, what the output was and how you changed the output to reach your final submission.

Example steps are:

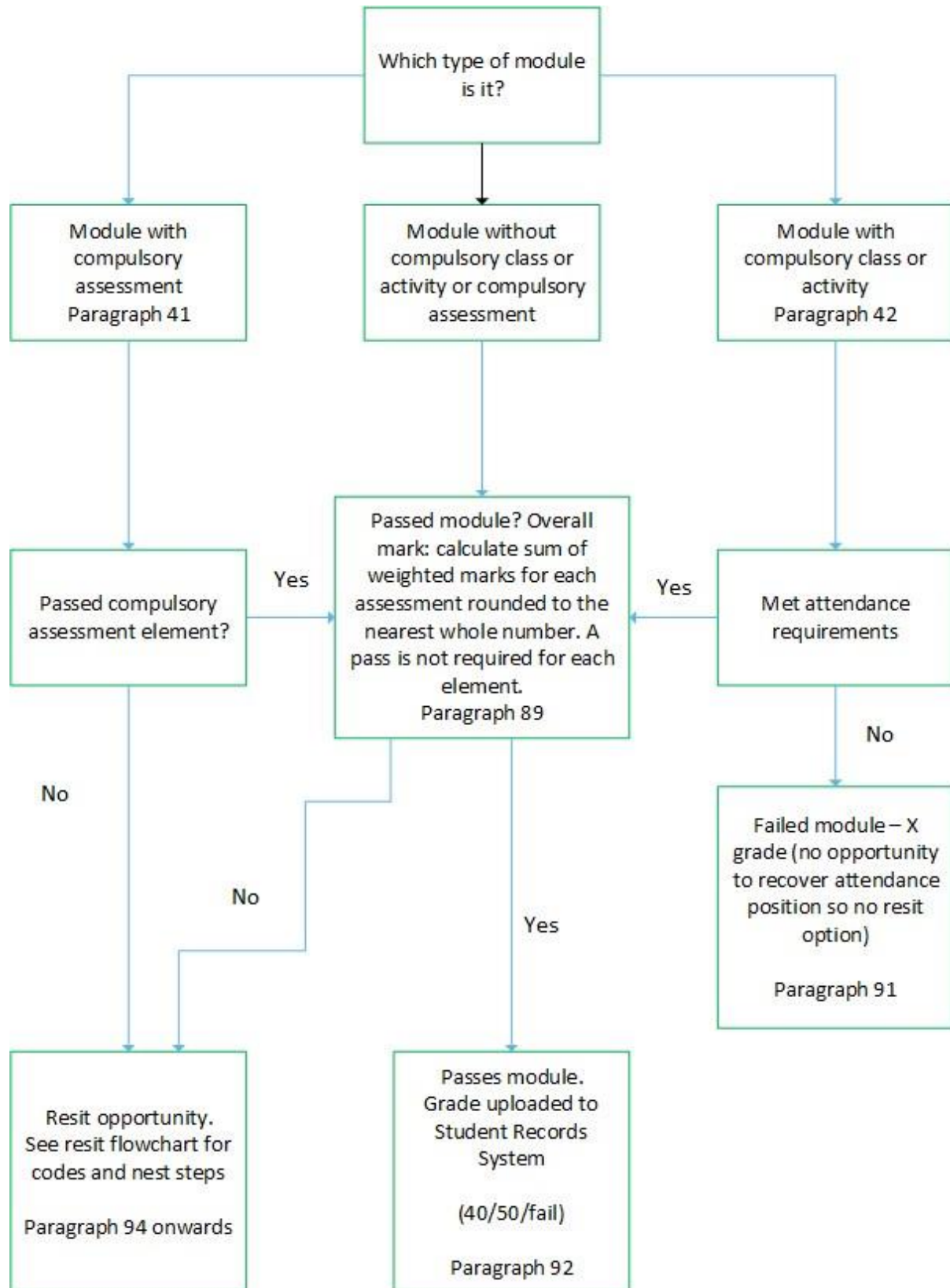
- The following prompts were input into <AI system>: <List prompt(s)>
- The output obtained was: <Paste the output generated by the AI system>
- The output was changed by me in the following ways: <explain the actions taken>

Closed book Examinations

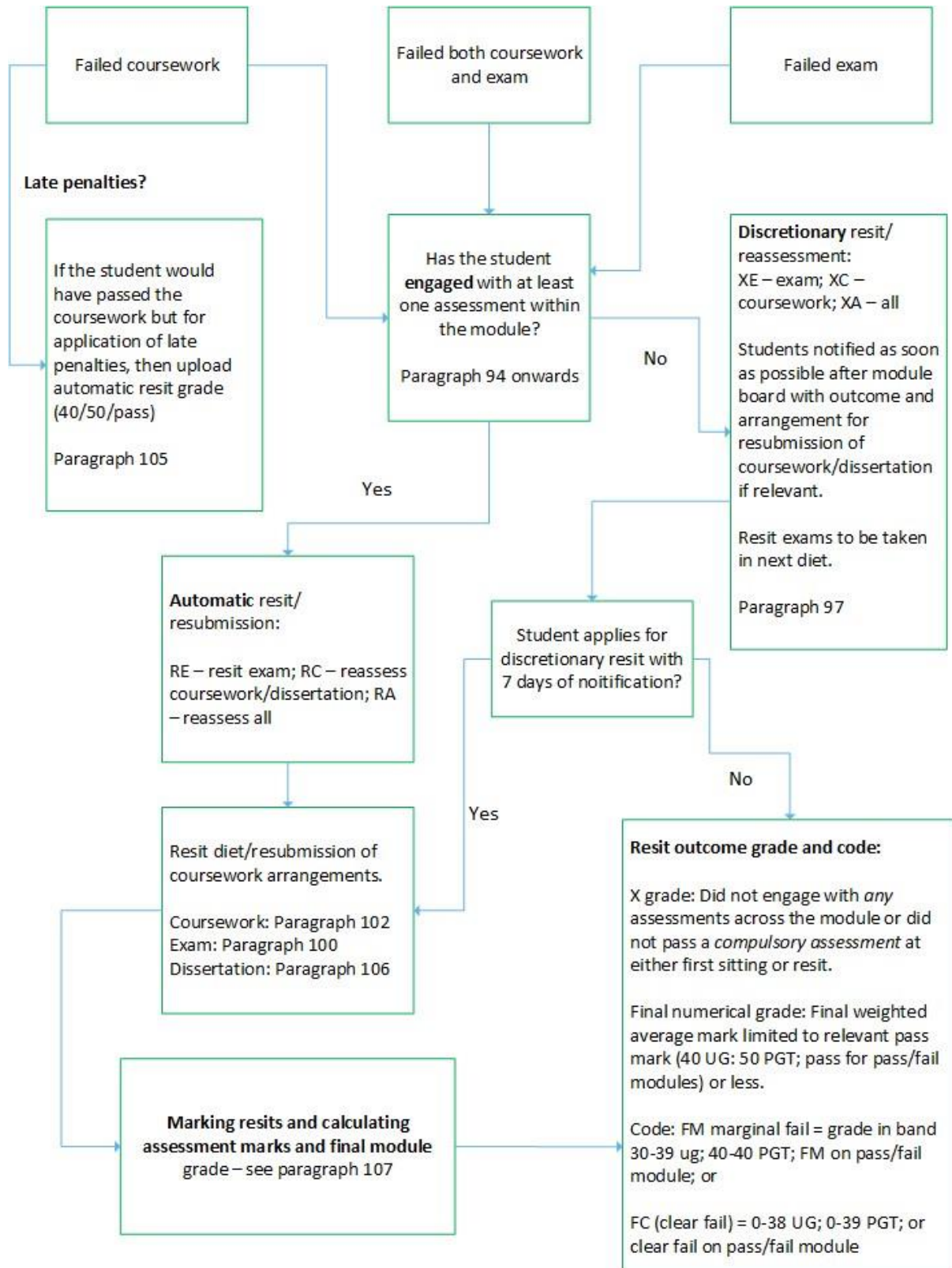
The use of Generative Artificial Intelligence Tools (AI) is not permitted in an examination.

Using AI tools in this context falls within the definition of cheating, under the current [Academic Integrity Policy](#) and will be treated accordingly.

Appendix 6: First sitting module outcomes



Appendix 7: Resit process



Appendix 8: Moderation form



University of Stirling

[subject area]

Moderation & Quality Comment template

Please review the Marking and Assessment Policy & Procedure, paragraphs 73-87 as well as the relevant Common Marking Scheme. Moderators are not a second marker and cannot suggest changes to individual grades. However, they can recommend that the marker reviews all or a group of marks awarded if they feel that the initial marking was not fair or consistent.

We require all comments prior to our upcoming Module Board, which will take place on [date]

Please return any completed forms to [x@stir.ac.uk.]

Module Code:	
Module Title:	
Module Coordinator:	
Assessment 1:	
Assessment 2:	
Markers:	

Internal Moderator:	
External Examiner:	

Assessment 1 moderation sample:

(complete with details of number of assessments reviewed in each classification)

Assessment classifications	Number in sample
1 st class	
2:1	
2:2	
3rd	
Marginal fail	
fail	
Total	

Internal Moderation Comment:

Range of Marks:

Consistency & Quality of Feedback:

General Observations:

Signature:	Date:

Module Coordinator:

Response to Comment/Feedback:

Signature:	Date:

Assessment 2 moderation sample:

(complete with details of number of assessments reviewed in each classification)

Assessment classifications	Number in sample
1 st class	
2:1	
2:2	
3rd	
Marginal fail	
fail	
Total	

Internal Moderation Comment:

Range of Marks:

Consistency & Quality of Feedback:

General Observations:

Signature:	Date:

Module Coordinator:

Response to Comment/Feedback:

Signature:	Date:

External Examiner Comment:

Range of Marks:

Consistency & Quality of Feedback:

General Observations:

Signature:	Date:

Confirmation of Grades – Module Coordinator:

Response to Grades:

Signature:	Date: