

## Code of Assessment

### POLICY DETAILS:

|                                  |                                                                                                                                                                                                                                                                                   |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose of this policy           | Establishes expectations, information, and guidance to staff and students regarding assessment and feedback processes and standards.                                                                                                                                              |
| Date of approval                 | April 2026                                                                                                                                                                                                                                                                        |
| Approving body                   | Academic Council                                                                                                                                                                                                                                                                  |
| Supersedes                       | Code of Assessment, November 2025                                                                                                                                                                                                                                                 |
| Date of EIA                      | Updated October 2024                                                                                                                                                                                                                                                              |
| Date of next review              | May 2030                                                                                                                                                                                                                                                                          |
| Author                           | Head of Learning and Teaching                                                                                                                                                                                                                                                     |
| Responsible Executive Group area | Academic Quality Office                                                                                                                                                                                                                                                           |
| Related policies and documents   | GSA's Examination Board Policy<br>GSA's External Examiner Policy                                                                                                                                                                                                                  |
| Benchmarking                     | QAA UK Quality Code and Assessment Advice & Guidance<br>GCU Moderation Policy<br>UCA Assessment Feedback Policy<br>UCA Assessment Policy<br>UAL Assessment Policy<br>UoG Code of Assessment<br>UoG Moderation and Second Marking Guidance<br>UoS Assessment Policy and Procedures |

# THE GLASGOW SCHOOL OF ART

## CODE OF ASSESSMENT

### Contents

|                                                                                |           |
|--------------------------------------------------------------------------------|-----------|
| <b>1. Introduction.....</b>                                                    | <b>3</b>  |
| 1.1 Scope.....                                                                 | 3         |
| 1.2 Definitions.....                                                           | 3         |
| 1.3 Principles of Assessment.....                                              | 5         |
| 1.4 Equality, Diversity and Inclusion .....                                    | 5         |
| 1.4.1 Reasonable Adjustment .....                                              | 6         |
| 1.4.2 Temporary Impairment.....                                                | 6         |
| 1.4.3 Pregnancy and Maternity.....                                             | 7         |
| <b>2. Management of Assessment.....</b>                                        | <b>7</b>  |
| 2.1 Assessment Scheme.....                                                     | 7         |
| 2.2 Information to Students.....                                               | 7         |
| 2.3 Assessment Methods.....                                                    | 8         |
| 2.3.1 Formative Assessment .....                                               | 8         |
| 2.3.2 Summative Assessment .....                                               | 9         |
| 2.4 Professional, Statutory and Regulatory Bodies (PSRB).....                  | 9         |
| 2.5 Assessment and Grading of Student Learning.....                            | 9         |
| 2.6 Assessment Criteria.....                                                   | 10        |
| 2.7 Internal Moderation.....                                                   | 10        |
| 2.8 Double Marking.....                                                        | 11        |
| 2.9 GSA Grading Scheme .....                                                   | 11        |
| 2.10 Feedback to Students.....                                                 | 14        |
| 2.10.1 Good Feedback Principles.....                                           | 14        |
| 2.11 Roles and Responsibilities.....                                           | 15        |
| 2.11.1 Students .....                                                          | 15        |
| 2.11.2 Heads of School.....                                                    | 15        |
| 2.11.3 Programme Leaders.....                                                  | 15        |
| 2.11.4 Course Leaders.....                                                     | 16        |
| 2.11.5 Registry .....                                                          | 16        |
| 2.12 Minimum Requirements for the Award of Credit.....                         | 16        |
| 2.12.1 Undergraduate Programmes .....                                          | 16        |
| 2.12.2 Postgraduate Taught Programmes .....                                    | 16        |
| 2.13 Minimum Requirements for progression .....                                | 17        |
| 2.14 Grade Aggregation and Degree Classification .....                         | 17        |
| 2.14.1 Aggregation for Degree Classification.....                              | 17        |
| 2.14.2 Aggregation for Courses with more than one component of assessment..... | 18        |
| <b>3. Assurance of Standards .....</b>                                         | <b>19</b> |
| 3.1 Pre-Assessment Quality Assurance.....                                      | 19        |
| 3.2 Internal Moderation.....                                                   | 20        |
| 3.3 External Moderation .....                                                  | 20        |
| 3.4 GSA Examination Boards.....                                                | 22        |

|                                                                       |           |
|-----------------------------------------------------------------------|-----------|
| 3.5 Programme Monitoring and Annual Reporting .....                   | 22        |
| 3.6 Periodic Review and Revalidation.....                             | 22        |
| <b>4. Extensions and Penalties for Late Submission .....</b>          | <b>22</b> |
| 4.1 Requesting an Extension .....                                     | 22        |
| 4.2 Penalties for Late Submission .....                               | 23        |
| <b>5. Good Cause.....</b>                                             | <b>24</b> |
| 5.1 Making a Claim of Good Cause .....                                | 24        |
| 5.2 Marking Work Subject to a Claim of Good Cause .....               | 25        |
| 5.3 Procedures for Considering Claims of Good Cause .....             | 25        |
| 5.4 Outcome of Good Cause .....                                       | 26        |
| 5.4.1 Good Cause Upheld .....                                         | 26        |
| 5.4.2 Good Cause Not Upheld.....                                      | 26        |
| 5.5 Communication to Students .....                                   | 26        |
| 5.6 Professional Standards and Regulatory Bodies .....                | 26        |
| 5.7 Rescinding a Claim of Good Cause .....                            | 27        |
| <b>6. Reassessment .....</b>                                          | <b>27</b> |
| 6.1 Reassessment of Coursework .....                                  | 27        |
| 6.2 Reassessment of Examination .....                                 | 28        |
| 6.3 Postgraduate Taught Reassessment.....                             | 29        |
| 6.4 Calculating Final Grades Following Reassessment.....              | 29        |
| 6.5 Repeating a Course .....                                          | 29        |
| <b>7. Assessment of Outgoing Exchange and Visiting Students .....</b> | <b>30</b> |
| 7.1 Assessment of Outgoing Exchange .....                             | 30        |
| 7.2 Assessment of Visiting Students .....                             | 32        |
| <b>8. Examinations .....</b>                                          | <b>32</b> |
| 8.1 Timing and Duration of Written Examinations .....                 | 32        |
| 8.2 Instructions to Students on their conduct in Examinations.....    | 33        |
| 8.3 Use of a Computer in an Examination .....                         | 34        |
| 8.4 Use of Dictionaries in Examinations.....                          | 35        |
| 8.5 Use of Electronic Calculators in Examinations.....                | 35        |

## 1. Introduction

1. The Code of Assessment aims to provide clear and transparent information and guidance to staff and students regarding assessment and feedback. The Code sets out GSA's expectations as to the quality of assessment and feedback practices as well as the processes by which assurance of quality and standards is monitored and maintained.
2. GSA takes a deliberate and systematic approach to assessment and feedback ensuring that processes, standards and the application of assessment criteria are applied consistently and equitably, with reliability, validity and fairness.
3. The Code has been developed to meet expectations set out within the UK Quality Code and associated advice and guidance, as well as benchmarked to a range of external higher education providers. The Code is approved by the University of Glasgow (UofG) and aligns with their policy and regulations on assessment and feedback. Where there is divergence from UofG policy, this has been approved by them as our validating body.

### 1.1 Scope

4. Unless specified otherwise by the relevant Degree Regulations, the Code of Assessment applies to assessment and feedback undertaken as part of Undergraduate and Taught Postgraduate programmes and courses only.

### 1.2 Definitions

5. The following terminology is used to describe key features of GSA's approach to assessment and feedback and is presented to provide greater clarity as to their meaning and function within the Code and wider GSA policy and programme documentation.
  - **Assessment Criteria:** assessment criteria are used to assess a student's learning and performance against the intended learning outcomes.
  - **Assessment Period:** this term refers to a specific period in the academic session in which assessment occurs.
  - **Academic Session:** a term used to describe the academic year which runs three semesters from September to September.
  - **Assessment Scheme:** a term used to describe all formative and summative assessments within an academic course.
  - **Components of assessment:** a term used to describe all summative assessments within a course and which contribute to the final grade of the course. Where more than one component of assessment is set, each component is given a percentage weighting outlined in the course specification.
  - **Coursework:** Summative or formative assessment components, excluding examinations, completed by a student as part of their studies.
  - **Credit volume:** a term used to describe the total credit associated with a course. Notional learning hours are used to determine credit volume.
  - **Double Marking:** where an assessment submission is marked by two Internal Examiners. Double marking can take two forms, firstly where an Examiner has access to the first

Examiner's grade and feedback (double marking), and second where an Examiner does not (blind double marking).

- **Internal Examiners:** are members of GSA staff responsible for marking work for assessment and providing feedback to students.
- **External Examiners:** are academic staff external to GSA who review assessment material and processes on a programme of study to ensure they are fit for purpose. External Examiners also review samples of student work to ensure standards are comparable with other higher education providers.
- **Feedback:** all feedback is formative and provides both staff and students the opportunity to identify the strengths and weaknesses of a student's work and inform future learning. Feedback may be given as a result of a formative or summative assessment, or through a range of ongoing teaching activities including, but not limited to, tutorials, reviews, and in class discussions.
- **Formative Assessment:** assessments which are designed purely to inform both staff and students of the students' progress, allowing the students to reflect upon and improve their work in time for summative assessment. Formative assessment does not contribute to the final grade of a course.
- **Good Cause:** a term used to describe a situation in which a student assessment has been negatively impacted by sudden or acute illness or other adverse personal circumstances.
- **Indicative Grade:** a grade provided during formative assessment which indicates a student's indicative level of performance at that point within a course of study. Where provided, an indicative grade would normally be given as a Primary Grade, as set out in the GSA Grading Scheme (see Section 2.9).
- **Intended Learning Outcomes:** also known as ILOs, define the learning a student will acquire and be able to demonstrate upon successful completion of a period of learning, a course or a programme.
- **Method of Assessment:** a term used to describe the different types of assessment used to assess a student's learning. For example, portfolios, presentations and examinations are methods of assessment.
- **Provisional Grade:** a grade provided to a student following summative assessment and moderation but subject to ratification by a GSA Final Examination Board.
- **SCQF Level:** refers to the level of a course as described within the Scottish Credit and Qualifications framework.
- **Single Marking:** where an assessment submission is marked by a single Internal Examiner.
- **Summative Assessment:** Assessments which are used to determine a student's performance in relation to the course intended learning outcomes. Summative assessment contributes towards a student's overall course grade; however, it also has a formative purpose, providing feedback to the student to support reflection and improvement in their future learning.

### **1.3 Principles of Assessment**

6. The Code of Assessment is informed and guided by the following core principles which establish GSA's guiding philosophy to assessment and feedback;
  - a. To maintain our high academic standards all students are assessed in relation to course intended learning outcomes and published assessment criteria.
  - b. Assessment and feedback are an integral part of the learning process.
  - c. Students are provided with clear and accurate information on all aspects of assessment and feedback.
  - d. Assessment schemes are explicit, transparent, fit for purpose and ensure fairness of treatment for all students.
  - e. Assessment schemes are designed to be inclusive and equitable, and to directly assess the intended learning outcomes.
  - f. Assessment schemes provide an appropriate combination of formative and summative assessment to support the learning process;
  - g. An appropriate range of assessment methods are used across a programme to enable students to develop a range of assessment related skills and capabilities, and demonstrate their learning and achievement of the intended learning outcomes.
  - h. All summative assessment is separate from the end of year degree show, or any showcase events, which play no part in the assessment of students' learning.
  - i. Assessment judgements are a matter of academic judgement.
  - j. Feedback is provided on all assessed work, it is timely, purposeful and supports the learning process.
  - k. Assessment design, assessment judgements and feedback practices are quality assured.
  - l. Staff involved in assessment and feedback are supported in the implementation of this Code through information and guidance, regular staff development, and the sharing of good practice.

### **1.4 Equality, Diversity and Inclusion**

7. Equality, diversity and inclusion are considered during the design of programme and course intended learning outcomes, and assessment and feedback methods to identify and address any barriers to participation or potential for discriminatory practice.
8. Intended learning outcomes and assessment schemes are scrutinised through programme and course approvals to ensure that they are legitimate and necessary in meeting the aims of the programme of study.
9. To maintain academic standards all students are assessed in relation to course intended learning outcomes and published assessment criteria. Academic standards are not subject to reasonable adjustment.

#### **1.4.1 Reasonable Adjustment**

10. Where, as a consequence of disability, a student may be disadvantaged by an assessment method, reasonable adjustment can be made to the assessment method or to the way in which the student undertakes that assessment.
11. GSA employs a range of assessment methods that offer students the opportunity to demonstrate their learning in different ways. Reasonable adjustments will be determined for each assessment method and will not transfer automatically across other assessment methods.
12. Care will be taken when determining the nature of reasonable adjustments to ensure that they do not compromise academic standards or the opportunity of the student to demonstrate their learning.
13. Students are responsible for ensuring that any disability related need for reasonable adjustment to an assessment method is communicated through the Reasonable Adjustment Report (RAR) process as soon as possible. RAR is supported through the Disability and Learning Development Service and should be a student's first point of contact or referral for disability related needs assessment.
14. Where a reasonable adjustment is identified this will be communicated by the Disability and Learning Development Service to the relevant Programme Leader via their Academic Support Manager.
15. In cases where students request support prior to the needs assessment, departmental staff should put interim "reasonable adjustments" in place. An adjustment is considered "reasonable" if it is fair, practical, and proportionate for GSA to implement in order to remove or reduce disadvantages experienced by a disabled student. In most cases, adjustments previously implemented for other students with a RAR would also be considered "reasonable" in these circumstances.
16. Where possible, reasonable adjustments should be put in place immediately, however, there may be occasions when this is not possible due to reliance on third parties. For example, the University of Glasgow require advance notice of any reasonable adjustments to examinations that are facilitated by them. Some alternative format documents (e.g., documents in braille) may require time for production, as they cannot be produced by GSA. Access to some types of non-medical help (e.g., readers and scribes) may be delayed due to the time needed to recruit staff.
17. If the student discloses a medical issue which is likely to constitute a disability (i.e. a physical or mental impairment which has a substantial and long-term adverse impact on their ability to carry out normal day to day activities) then by law (the Equality Act 2010) GSA is 'deemed to know' of the disability. The staff member must then inform the Disability and Learning Development team (via [learningsupport@gsa.ac.uk](mailto:learningsupport@gsa.ac.uk)) who will meet with the student and offer a needs assessment.

#### **1.4.2 Temporary Impairment**

18. Students who are diagnosed with a temporary impairment which may cause difficulty undertaking assessment or examination should, as soon as possible after diagnosis notify their Programme Leader and the Learning Support and Development Service to determine appropriate adjustments. All arrangements must be approved in advance of the assessment or examination by the Programme Leader.

### **1.4.3 Pregnancy and Maternity**

19. GSA recognises that each student's circumstances are different and that the process of supporting students that are pregnant or have children under the age of 6 months may require reasonable adjustment to support their engagement with assessment.
20. The Student Pregnancy and Maternity Support Policy sets out GSA's procedures for supporting such students, and should be followed to ensure appropriate support is in place regarding assessment.

## **2. Management of Assessment**

21. Overall responsibility for the management of assessment rests with the relevant Programme Leader and Head of School. Roles and responsibilities of all staff involved in the assessment process (Heads of School, Programme Leaders, Course Leader, Internal Examiners, External Examiners, Academic Registry and other School Officers) are clearly outlined within this Code (see Section 2.11).
22. Reference is made in this Section to the Examination Board Policy and External Examiner Policy which should be read in conjunction with this Code.

### **2.1 Assessment Scheme**

23. Each course taught by GSA and contributing to an award of the University of Glasgow shall incorporate an assessment scheme which ensures:
  - a. each student's learning is assessed against the stated intended learning outcomes of the course.
  - b. an appropriate range of assessment methods are utilised to effectively assess the intended learning outcomes of the course.
  - c. an appropriate combination of formative and summative assessment points to support the learning process, determine each student's performance and guide subsequent learning.
  - d. assessment methods are designed to take account of the course SCQF level and credit volume.
24. Assessment schemes are approved by the Academic Council of GSA and any amendments to a scheme would require the approval of Council as outlined within the Programme and Course Amendment policies.
25. Any and all proposed changes to an assessment scheme shall require Equality Impact Assessment (EIA). This should be completed prior to submission of amended programme and course specifications for approval, and recorded within an updated programme EIA report.

### **2.2 Information to Students**

26. Programme Leaders are responsible for the production of course specifications and other supporting documentation which will contain a full description of the assessment scheme to students. Such information will be available to all students enrolled on the course at the beginning, or as soon as practicable thereafter, of the academic session and should include:

- a. dates and submission deadlines for all components of assessment;
- b. dates, deadlines and locations of assessment events, including where relevant examinations;
- c. the format, selection and display of work(s) to be included for each component of assessment;
- d. the weighting of components of the assessment scheme;
- e. the assessment criteria used to determine each student's performance;
- f. method of marking (e.g. single marking, double marking);
- g. method of moderation (e.g. sample moderation, double marking);
- h. procedures for informing students of results and the return of work;
- i. provisions for appeal.

27. In addition to the above course documentation, Programme Leaders are responsible for ensuring students receive an induction to assessment at the beginning of the academic session. Inductions can be held at the programme or course level and should include information on the assessment scheme, procedures and requirements for submission, deadlines, assessment criteria and GSA Grading Scheme (see Section 2.9). The induction should cover both formative and summative assessment, with clear information as to how feedback to students will be provided.

## **2.3 Assessment Methods**

28. There are two main types of assessment: formative assessment and summative assessment.

### **2.3.1 Formative Assessment**

29. Formative assessments are assessment tasks designed purely to inform both staff and students of the student's progress, allowing the student to reflect on and improve their work in time for summative assessment.

30. Formative assessment does not contribute to the final grade of a course but is intended to support learning and development. Formative assessment should:

- a. be a constructive and supportive review point;
- b. identify areas of strength and weakness;
- c. give helpful advice and guidance to inform future learning and direction;
- d. involve student self-evaluation and reflection;
- e. help identify and support students at risk of failure.

31. All GSA courses should include at least one formative activity in which students receive feedback. Formative feedback methods are not prescribed and can include a range of approaches (see Section 2.10).

32. Where a course is taught over two semesters the course must also include at least one additional formative assessment point in which a student submits formative work. This should be marked, with feedback and an indicative grade recorded, and made available to the student.

### **2.3.2 Summative Assessment**

33. Summative assessments are those which are used to determine a student's performance in relation to the course intended learning outcomes and assessment criteria. Summative assessment contributes towards a student's overall course grade; however, it also has a formative purpose, providing feedback to the student to support reflection and improvement in their future learning.
34. Summative assessment:
- a. is a constructive and supportive assessment point;
  - b. involves self-assessment and reflection;
  - c. identifies areas of strength and weakness;
  - d. gives helpful advice and guidance to inform future learning and direction.
35. Grades awarded for summative assessment will be ratified by a GSA Final Examination Board and issued by Academic Registry. These grades are used to determine each student's ability to progress to the next stage of their academic programme.

### **2.4 Professional, Statutory and Regulatory Bodies (PSRB)**

36. Where a programme or course is accredited by a PSRB there may be specific assessment requirements or criteria that must be met to fulfil the accreditation. These requirements should be clearly articulated in the assessment scheme and the relevant programme and course documentation.

### **2.5 Assessment and Grading of Student Learning**

37. Overall responsibility for managing assessment procedures at course level rests with the relevant Course Leader, with oversight by the Programme Leader and Head of School.
38. Assessment of student learning is undertaken at the course level with each student's learning assessed against course intended learning outcomes and published assessment criteria.
39. Examiners assess student learning for each assessment scheme and comprise Internal Examiners and External Examiners.
40. At least one External Examiner is appointed per programme in accordance with the procedures outlined within the External Examiner Policy and scrutinise the assessment process through External Moderation (see Section 3.3).
41. Internal Examiners, normally will be selected from:
- a. members of academic or professional service staff who teach on the programme or course.
  - b. other members of academic staff.

42. Internal Examiners will determine the performance of each student on a course based upon the generic criteria outlined within the GSA Grading Scheme (see Section 2.9).
43. All summative assessment processes must involve more than one Internal Examiner through processes of moderation or double marking (see Sections 2.7 & 2.8).
44. All Examination Boards will be conducted in accordance with the GSA's Examination Board Policy.

## **2.6 Assessment Criteria**

45. Each course will identify and publish assessment criteria which shall be used to determine the performance of each student on the course.
46. Assessment criteria can be the intended learning outcomes for the course or specific criteria aligned to the intended learning outcomes.
47. Where specific assessment criteria are in use they should ensure that performance of intended learning outcomes can be determined in relation to the GSA Grading Scheme (see Section 2.9).
48. Assessment criteria should be clearly stated within assessment information provided to students and explained as part of course induction processes (see Section 2.2).

## **2.7 Internal Moderation**

49. Internal moderation is a process separate from marking and provides assurance that assessment criteria have been applied appropriately. Moderation is concerned with reliability of assessment judgements, meaning that as far as possible Examiners acting independently of each other, but using the same assessment criteria, would reach the same judgement on a piece of work.
50. Assessed work will be subject to internal moderation to ensure that the standard of marking is consistent and that the grade awarded is appropriate. Internal moderation may take several forms, but is most often carried out on a sample of assessed work or double marking.
51. The process for moderation must be explained and included within programme and/or course documentation and made available to students at the start of the academic year.
52. Following initial marking a sample of all assessed work, with the exception of assessments which contribute towards the degree classification, will be subject to double marking.
53. All assessments which contribute towards an undergraduate degree classification, and all assessments in Stage 3 of a postgraduate taught degree, should be double marked.
54. Where moderation is undertaken by sample the following process should be followed:
  - a. The course leader shall arrange a sample of assessment to be selected for internal moderation.
  - b. Samples are normally at least 10% of work submitted (minimum sample size of 6) and should include work from each grading band, and all fails.

- c. Internal moderators are asked to review assessed works and ensure standards of marking are consistent across a course, and that grades awarded are appropriate and in line with the GSA Grading Scheme (see Section 2.9).
- d. In cases where the internal moderator is unable to agree the consistency or appropriateness of grades the Course Leader shall liaise with the relevant Programme Leader and organise further moderation of the marking or a full re-mark of the cohort.
- e. The internal moderation process will not result in a change to the grade of any individual student unless it occurs in the context of the outcomes detailed in provision d. above.

## **2.8 Double Marking**

- 55. In cases where double marking has occurred and Examiners are unable to agree a mark, it shall be the responsibility of the Programme Leader to organise further consideration of the work by a third Examiner. In such cases the third examiner will determine the final grade to be awarded.

## **2.9 GSA Grading Scheme**

- 56. The GSA Grading Scheme sets out generic criteria by which a student's performance and final grade can be determined.

### GSA Grading Scheme

| All Courses   |                |                  |             | SCHEDULE A<br>Primary verbal descriptors for attainment of Intended Learning Outcomes                                                                                                                                                                           |
|---------------|----------------|------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary Grade | Gloss*         | Secondary Band** | Grade Point |                                                                                                                                                                                                                                                                 |
| A             | Excellent      | A1               | 22          | Exemplary 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 and procedures |
|               |                | A2               | 21          |                                                                                                                                                                                                                                                                 |
|               |                | A3               | 20          |                                                                                                                                                                                                                                                                 |
|               |                | A4               | 19          |                                                                                                                                                                                                                                                                 |
|               |                | A5               | 18          |                                                                                                                                                                                                                                                                 |
| B             | Very Good      | B1               | 17          | Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding                                       |
|               |                | B2               | 16          |                                                                                                                                                                                                                                                                 |
|               |                | B3               | 15          |                                                                                                                                                                                                                                                                 |
| C             | Good           | C1               | 14          | Clear 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                                                               |
|               |                | C2               | 13          |                                                                                                                                                                                                                                                                 |
|               |                | C3               | 12          |                                                                                                                                                                                                                                                                 |
| D             | Satisfactory   | D1               | 11          | Acceptable attainment of 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 is generally reasonable, albeit insecure               |
|               |                | D2               | 10          |                                                                                                                                                                                                                                                                 |
|               |                | D3               | 9           |                                                                                                                                                                                                                                                                 |
| E             | Weak           | E1               | 8           | Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations                                                                            |
|               |                | E2               | 7           |                                                                                                                                                                                                                                                                 |
|               |                | E3               | 6           |                                                                                                                                                                                                                                                                 |
| F             | Poor           | F1               | 5           | Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions                                                                                                         |
|               |                | F2               | 4           |                                                                                                                                                                                                                                                                 |
|               |                | F3               | 3           |                                                                                                                                                                                                                                                                 |
| G             | Very Poor      | G1               | 2           | Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation                                                                         |
|               |                | G2               | 1           |                                                                                                                                                                                                                                                                 |
| H             |                | H                | 0           | No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary                                                                                                         |
| CR            | Credit Refused | CR               | -           | Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations                                                                                                             |

\*This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award. Postgraduate students should be aware, however, that an average of at least grade C in taught courses is required for progress to the dissertation at Masters level, and students should consult the appropriate degree regulations and programme handbook for the grade they may require to progress to specific awards.

\*\* The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descript

## 57. Grades Used in Addition to Schedule A

Overall course results will appear on a student's record and should be recorded using the grades set out in Schedule A. The additional grades listed below may only be used in the specific circumstances described. No grades other than those defined in Schedule A and the additional grades should appear on a student's record.

| Code | Description                                                                                                                                                                                                                                                                                                                                    |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GC   | <p><b>Good Cause- incomplete assessment due to extenuating circumstances.</b></p> <p><b>In most cases the assessment will be completed at a later date, this will be considered the first submission and the GC grade will be replaced.</b></p> <p><b>GC can be present on a graduating transcript.</b></p>                                    |
| DFR  | <p><b>Deferred result- at the time of the Examination Board some information was not available. This includes marking that has been paused due to an ongoing conduct case.</b></p> <p><b>The DFR will be replaced by the course grade once the information is available.</b></p> <p><b>Must not be present on a graduating transcript.</b></p> |

### 2.10 Feedback to Students

58. Feedback is essential to the learning process. Feedback motivates and supports reflection, especially when valid criticism is accompanied by appropriate positive commentary.
59. Feedback should be provided to all students on all assessed work, whether formative or summative. GSA does not prescribe the mechanism for formative feedback, which can take several forms (e.g. written, verbal, audio, video), and can come from other students (peer review), external visitors from industry, as well as from academic staff.
60. In the case of summative assessments, feedback must be provided on each component of assessment. It must comprise both a grade indicating the level of performance (as outlined in the GSA Grading Scheme 2.9), and commentary, in accordance with the good feedback principles outline below.

#### 2.10.1 Good Feedback Principles

61. All feedback to students, both formative and summative, should:
- enable students to reflect on their learning and to take action in order to improve;
  - illustrate to students their current level of achievement and what they might do to improve;
  - directly address the assessment criteria that have been defined for the course;

- d. comment on the learning demonstrated through the work and its production;
- e. be clear and constructive and where appropriate use language consistent with the GSA Grading Scheme descriptors (see Section 2.9);
- f. balance verbal and documented feedback to allow students to refer back to, and reflect upon feedback for future learning;
- g. be timely, provided to students as soon as possible after the assessment has been completed, and in advance of subsequent summative assessment to support reflection and action to improve performance.
- h. be supported through curriculum design to enable students to develop appropriate feedback literacies and support future learning.

## **2.11 Roles and Responsibilities**

### **2.11.1 Students**

62. Students are responsible for ensuring that they:

- a. are familiar with each assessment scheme for the courses they are studying;
- b. are aware of assessment requirements including submission formats and deadlines;
- c. complete assessment tasks and maintain appropriate academic and professional practices e.g. health and safety, ethics and academic integrity;
- d. make GSA aware of any disability related requirements in line with RAR processes (see Section 1.4.1);
- e. raise any issues or challenges they are experiencing with assessment or study with their Course Leader or Programme Leader at the earliest opportunity.

### **2.11.2 Heads of School**

63. The Head of School is responsible for ensuring:

- a. all programmes and courses have appropriate assessment schemes in place, approved in line with validation processes and policies;
- b. appropriate oversight of assessment and feedback through Boards of Study, External Examiners and School Examination Boards.

### **2.11.3 Programme Leaders**

64. The Programme Leader is responsible for ensuring:

- a. Internal Examiners are familiar with the Code of Assessment and GSA Grading Scheme (see Section 2.9), and participate in relevant training and other preparations relevant to their role in the assessment process;
- b. each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on the assessment process, and has the opportunity to attend oral examinations and presentations where practicable.

- c. the assessment schemes utilised across a programme and their operation are monitored and evaluated through the Programme Annual Monitoring and Reporting process.
- d. the GSA Final Examination Board is assured of the conduct of the assessment procedure, in particular drawing to its attention relevant information pertaining to the circumstances and conduct of individual students and any alleged deficiencies in respect of the operation of the procedure.

#### **2.11.4 Course Leaders**

65. The Course Leader is responsible for ensuring:

- a. all Internal Examiners are conversant with the intended learning outcomes and assessment criteria of the course, and the purpose of the methods of assessment;
- b. all Internal Examiners are supplied with marking pro-formas;
- c. arrangements for the submission of students' work for assessment and allocation of work(s) to appropriate Internal Examiners;
- d. arrangements for the assessment procedure including, the preparation of lists of students entitled to be assessed, and any arrangements for students with reasonable adjustments are met;
- e. maintenance of appropriate records of assessment, collation of grades and results of the assessment procedure and taking all steps necessary to ensure their accurate reporting to the GSA Final Examination Board;

#### **2.11.5 Registry**

66. The Head of Academic Registry is responsible for the publication of results. Appeals against the outcomes of assessment are considered in accordance with the relevant provision of the prevailing Code of Procedure for Appeals by the Academic Quality Office.

### **2.12 Minimum Requirements for the Award of Credit**

67. Minimum requirements for the award of credit for undergraduate and postgraduate taught programmes governed by generic regulations are set out below. Minimum requirements for the award of credit for programmes not governed by generic regulations are set out within each programme's specific regulations.

#### **2.12.1 Undergraduate Programmes**

- 68. The minimum requirement for the award of credit for an undergraduate course is the submission of at least 75%, by weight, of all summative assessment components.
- 69. All requirements for the award of credit will be specified in writing within programme and course documentation and shall be available to students at the beginning of the academic year.

#### **2.12.2 Postgraduate Taught Programmes**

- 70. The minimum requirement for the award of credit for a postgraduate course is the submission of at least 75%, by weight, of all summative assessment components.
- 71. All requirements for the award of credit will be specified in writing within programme and course documentation and shall be available to students at the beginning of the academic year.

### 2.13 Minimum Requirements for progression

72. Progression requirements are set out within programme regulations and define the minimum number of credits, grade point average, and grades required for progression to the next stage of a programme.
73. Should a student not achieve the minimum credit requirements for progression they are permitted to carry a credit deficit of up to 20 credits into the following academic session/stage of the programme. Students are expected to successfully complete the associated course(s), to resolve the credit deficit, in order to then progress further or be awarded the degree. Undergraduate students may not carry a credit deficit into the honours year and may not repeat honours level courses, see Section 6 for regulations relating to reassessment and the repeating of courses.

### 2.14 Grade Aggregation and Degree Classification

74. GSA employs a process of aggregation to determine:
- a. Degree Classification;
  - b. the overall grade for courses which have more than one component of assessment.
75. Aggregation utilises grade points as set out in the GSA Grading Scheme (see Section 2.9) calculating a weighted average based upon:
- a. **Degree Classification:** course credit volume for all courses contributing to the final award.
  - b. **Courses with more than one component of assessment:** component weighting for all components of assessment set out in the assessment scheme within the course specification.

#### 2.14.1 Aggregation for Degree Classification

76. When determining a student's degree classification, a grade point average of all appropriate courses is calculated based upon the course credit volume and overall grade.
77. Aggregation to establish the degree classification is calculated as follows:
- a. The final grade for each course contributing to the overall classification is converted to its corresponding grade point as outlined within the GSA Grading Scheme (see Section 2.9). This number is then multiplied by the associated credit volume to give a weighted grade.
  - b. All weighted grades are then totalled, with the sum divided by the total amount of credit contributing to the classification resulting in a final grade point average.
78. Where the grade point average is not an integer the following rounding shall apply to determine the degree classification:

***Table 1. Grade point average ranges to be applied to award of undergraduate degree classifications***

| Grade Point Average | Undergraduate |
|---------------------|---------------|
|---------------------|---------------|

|              |                            |
|--------------|----------------------------|
| 17.5 to 22.0 | First class honours        |
| 14.5 to 17.4 | Upper second-class honours |
| 11.5 to 14.4 | Lower second-class honours |
| 8.5 to 11.4  | Third class honours        |
| 0.0 to 8.4   | Fail                       |

79. Full requirements for determining the classification of postgraduate taught programmes are set out in full within specific programme regulations which should be read in conjunction with this Section of the code.

#### Aggregation for Degree Classification Worked Example

| Component    | Credits | Grade | Grade Point | Weighted Grades | Total Weighted Grade | Total Credits | Classification Grade Point | Degree Classification |
|--------------|---------|-------|-------------|-----------------|----------------------|---------------|----------------------------|-----------------------|
| Studio 4     | 80      | B1    | 17          | 1360            | 2240                 | 120           | 18.7                       | First class honours   |
| Dissertation | 40      | A1    | 22          | 880             |                      |               |                            |                       |

##### Course 1 Studio 4

Credits = 80

Course grade = B1

Grade point B1 = 17

Course weighed grade =  $80 \times 17 = 1360$

##### Course 2 Dissertation

Credits = 40

Course grade = A1

Grade point A1 = 22

Course weighed grade =  $40 \times 22 = 880$

##### Degree Classification

Studio 4 weighed grade = 1360

Dissertation weighed grade = 880

Grade Point Average =  $1360 + 880 = 2240 / 120 = 18.66$

Grade Point Average = 18.7

Degree classification = First class honours

#### 2.14.2 Aggregation for Courses with more than one component of assessment

80. Aggregation to establish the overall grade for a course with more than one component of assessment is calculated as follows:

- Performance in each component of assessment is articulated as a primary grade and secondary band using the GSA Grading Scheme (see Section 2.9, e.g. A1, B3) which can be converted to a grade point (e.g. 22, 15).
- Each component of assessment is weighted as a percentage of the total assessment as outlined within the associated course specification.
- The grade point for each component is multiplied by the percentage weighting as outlined in the course specification.
- The overall grade is then calculated by adding each of the weighted components together, rounding to an integer value and mapping this value to the associated primary grade and secondary band using the Grading Scheme (see Section 2.9). Rounding should utilise the following conventions,

- Below 0.5 the lower grade point is awarded,
- 0.5 and above the higher grade point is awarded.

81. The result for the course will be reported as the primary grade and secondary band in the GSA Grading Scheme (see Section 2.9).

#### Aggregation for courses with more than one component of assessment worked example

| Component    | Weighting | Grade | Grade Point | Weighted Grading | Total Weighted Grade | Rounded Grade Point | Final Grade |
|--------------|-----------|-------|-------------|------------------|----------------------|---------------------|-------------|
| Portfolio    | 80%       | B1    | 17          | 13.6             | 16.2                 | 16                  | B2          |
| Presentation | 20%       | C2    | 13          | 2.6              |                      |                     |             |

##### Component 1 Portfolio

Component grade = B1  
 Grade point B1 = 17  
 Weighting = 80% (0.8)  
 Component weighed grade =  $17 \times 0.8 = 13.6$

##### Component 2 Presentation

Component grade = C2  
 Grade point C2 = 13  
 Weighting = 20% (0.2)  
 Component weighed grade =  $13 \times 0.2 = 2.6$

##### Final Course Grade

Component 1 weighted grade = 13.6  
 Component 2 weighted grade = 2.6  
 Total weighted grade point = 16.2  
 Rounded grade point = 16  
 Final grade = B2

### 3. Assurance of Standards

82. GSA takes a deliberate and systematic approach to assessment and feedback ensuring that processes, standards and the application of assessment criteria are applied consistently and equitably, with reliability, validity and fairness.
83. To achieve this GSA utilises a range of quality assurance processes to monitor the quality of assessment schemes, processes and judgements. The following Sections explain how each of these processes contribute to the quality assurance and maintenance of academic standards in assessment and feedback.

#### 3.1 Pre-Assessment Quality Assurance

84. Pre-assessment quality assurance is the process by which summative assessment is reviewed prior to the start of a course, to ensure it has been rigorously and appropriately designed, taking account of the agreed course intended learning outcomes, assessment criteria and the importance of clarity for students. Where a course is assessed by examination pre-assessment

quality assurance of exam papers should be completed at least six weeks prior to the date of the examination.

85. All summative assessment should be subject to pre-assessment quality assurance annually.
86. Pre-assessment quality assurance should consider the assessment scheme, assessment brief, and assessment criteria in relation to the course specification, including the intended learning outcomes.
87. Pre-assessment quality assurance should provide Programme Leaders assurance that:
  - a. assessment design is appropriate and tests the stated course intended learning outcomes at the appropriate SCQF level;
  - b. the assessment brief and instructions are clear and unambiguous.

### **3.2 Internal Moderation**

88. Internal moderation ensures that the standards of marking are consistent across a course and that the grades awarded are appropriate and aligned to GSA's Grading Scheme. Details of internal moderation are provided in Section 2.7.

### **3.3 External Moderation**

89. External Examiners acts as an external moderator to support the Internal Examiners and ensure that assessment is well designed, and has been fair, rigorous and conducted with integrity. External Examiners also provide assurance that student performance is appropriate and comparable with other higher education institutions, ensuring the maintenance of academic standards.
90. Procedures for the selection, induction and ongoing support of External Examiners is provided within the External Examiners policy which should be read in conjunction with this Code. External Examiners are provided with an induction which includes an overview and introduction to this Code.
91. External Examiners provide assurance of standards and quality in assessment and feedback through annual consideration of:
  - a. intended learning outcomes, curriculum design, teaching methods, assessment schemes and feedback practices in the light of their experiences of comparable courses and awards elsewhere;
  - b. developments within the discipline or field and national subject benchmark statements.
  - c. proposals for the introduction or modification of a programme or courses in respect to assessment and feedback.
  - d. overall standards achieved by students and the comparability of these standards with those of students on similar programmes in other UK Higher Education institutions.
92. External moderation is normally undertaken by sampling assessed work which contributes towards the final award in line with the following process:
  - a. Prior to the commencement of External Moderation, External Examiners will be given the

results of the internal moderation process for the programme for which they are responsible.

- b. External Examiners, with the Programme Leader, will agree the size and profile of the sample of student work to be moderated and provided with associated assessment records.
- c. The sample should include a selection of work that has been internally moderated and provides enough information for the External Examiner to make a judgment on how the assessment process has operated. The following table is provided as a guide to help Programme Leaders make judgements as to the appropriate size sample for External Examiners to consider.

**Table 2. Guidance on Sample Size for External Examiner moderation**

| Number of students in cohort | Under 12 students | 12 – 20 students | 30 – 60 students | 60 – 100 students | 100+ students |
|------------------------------|-------------------|------------------|------------------|-------------------|---------------|
| A1 - A5                      | All               | All              | 6-10             | 6 – 10            | 6 - 10        |
| B1 – B3                      | All               | 3                | 4 – 5            | 6                 | 10            |
| C1 – C3                      | All               | 3                | 4 – 5            | 6                 | 10            |
| D1 – D3                      | All               | 3                | 4 – 5            | 6                 | 10            |
| E1 and below.                | All               | All              | All              | All               | All           |

- d. The External Examiner has the right to amend the selection of students who make up the sample.
  - e. The External Examiner may, by arrangement with the appropriate Programme Leader, meet with students in order to assist in judging the overall quality and standards of the programme. Such meetings should not take the form of an oral examination of students.
  - f. Should a School wish the External Examiner to review all work or specific categories, this should be arranged between the School and the External Examiner.
  - g. External moderation is concerned with overall standards and consistency of marking rather than on the individual marks awarded to students. This can include; consideration of whether the standards identified and applied by Internal Examiners are consistent with those prevailing in the level and discipline nationally, investigation of borderline work, and identification of benchmark standards at each classification.
93. Depending on the Programme, External Examiners may be expected to work in teams, either across a multi-pathway degree programme, across a group of cognate programmes, or where the extensive nature of the syllabus requires it. The assessment team normally includes Examiners of both practical and theoretical components of each programme.
94. The timetable for External Examiners' access to work and visitations will be organised by GSA to enable them to coordinate their work and assure standards across the programme.

### **3.4 GSA Examination Boards**

95. GSA Examination Boards are delegated authority and responsibility by GSA's Academic Council to ratify the award of grades and make decisions on student progress and final degree awards.
96. GSA Examination Boards provide institutional oversight for quality and standards of assessment processes and judgements, and provide assurance that student performance is appropriate and comparable across degree programmes.
97. Meetings of GSA Examination Boards are conducted in accordance with the Examination Board Policy, which should be read in conjunction with this Code of Assessment.

### **3.5 Programme Monitoring and Annual Reporting**

98. Programme Monitoring and Annual Reporting (PMAR) requires Programme Leaders and programme teams to reflect upon the quality and standards of assessment schemes, processes and judgements, as well as the quality of feedback provided to students.
99. Further information on PMAR can be found in the Programme Monitoring and Annual Reporting policy.

### **3.6 Periodic Review and Revalidation**

100. Periodic Review and Revalidation is undertaken on a six-yearly cycle for all academic programmes and considers the quality and standards of learning, teaching and assessment.
101. For further information on Periodic Review and Revalidation see the Periodic Review and Revalidation policy.

## **4. Extensions and Penalties for Late Submission**

102. Deadlines for the submission of work to be assessed shall be published in course documentation and made available to students at the beginning of the semester.
103. GSA recognises that from time to time circumstances may be such that students, due to no fault of their own, are unable to submit work prior to a deadline and as such may request an extension.
104. Where work is submitted after a published deadline and where no extension has been granted, grading of work will be subject to penalty.

### **4.1 Requesting an Extension**

105. Where a student is unable to submit work by the published deadline, for good reason, they may apply for an extension. Processes for extension as described within this document only relate to summative assessment. Where a student is unable to meet a formative assessment deadline they should discuss this with their Programme or Course Leader.
106. To request an extension the student should complete the Extension Request Form (available on the Student Intranet) and submit this to their Programme and Course Leader at the earliest possible opportunity.
107. Requests for extension should normally be submitted prior to the submission deadline.
108. Where the request has not been made until after the submission deadline, extensions will normally only be granted where the circumstances preventing the students from submitting

work on time have also prevented them from submitting an Extension Request Form prior to the deadline for submission.

109. Requests for an extension will be considered by the Programme, or where delegated the Course Leader, who shall take account of the following:

- a. That the student has, through no fault of their own, been prevented from submitting their work on time;
- b. That the extension requested be commensurate with the duration of the circumstances causing the late submission.

110. Programme Leaders are able to grant an extension of up to five working days. Should a student require an extension beyond five working days they should submit an application for Good Cause (see Section 5).

111. A request for extension does not guarantee that a deadline will be extended.

112. In circumstances where an extension may not be appropriate or possible, for example an exhibition, this will be made clear at the beginning of the course.

113. Programme Leaders are required to maintain oversight of all extensions on their programme in order to identify potential students at risk of failure and implement support interventions as appropriate.

#### **4.2 Penalties for Late Submission**

114. Where work has been submitted after a published deadline and where no extension has been granted grades awarded for the work will be subject to penalty.

115. Penalties are applied as follows:

- a. Work submitted for assessment shall be marked and moderated as normal in line with Sections 2.5 and 2.7.
- b. Penalties for late submission shall be applied following Internal Moderation and recorded as such on assessment pro-formas. This should include the grade awarded and the grade with the late penalty applied.
- c. In respect of work submitted not more than five working days after the submission deadline, or extended deadline, the final grade for the work will be reduced by one secondary band for each working day (or part of a working day) that the work was submitted late.

#### ***Worked examples***

*Work which was graded as a B1 but which was submitted two days late without extension would be awarded after penalties a final grade of B3.*

*Deadline Friday 5pm, work submitted Monday at 4pm, graded as B1 would be reduced by 1 secondary band, therefore a B2.*

116. In respect of work submitted more than five working days after the submission deadline the final grade awarded shall be grade H(0). Assessments submitted after grades and feedback have been released to the cohort will be deemed a non-submission.

## **5. Good Cause**

117. Where a student has been impacted by illness or other adverse personal circumstances affecting their ability to satisfy the requirements of the scheme of assessment, or their performance has been negatively impacted, they have the right to submit a claim of Good Cause.
118. Good Cause describes a situation in which a student has been negatively impacted by sudden or acute illness or other adverse personal circumstances resulting in either:
- a. the student's failure to:
    - i. submit coursework at or by the submission deadline
    - ii. attend an assessment event or examination
  - b. the student's performance in assessment being negatively impacted.
119. Good Cause is not intended to apply to chronic or persistent illness or disability, see procedures for reasonable adjustment (see Section 1.4.1), nor to long-term adverse personal circumstances. Students are reminded that they can seek advice and support from the Student Support and Development Service.
120. Claims of Good Cause should be supported by evidence. Evidence will normally mean an independent report descriptive of the impact of the adverse personal circumstances or medical condition, which are at the centre of a claim of Good Cause. Where the report refers to a medical condition the report must be completed by an appropriate medical practitioner.

### **5.1 Making a Claim of Good Cause**

121. It is the responsibility of the student to make a claim of Good Cause and to provide appropriate evidence in support of such a claim.
122. Claims for Good Cause must be submitted using a standard form available from Academic Registry. Guidance and forms are available to students on the Student Intranet.
123. Claims of Good Cause should be submitted as and when circumstances arise in order that students Good Cause applications be reviewed in a timely manner and appropriate measures put in place.
124. Claims of Good Cause should normally be submitted prior to the assessment deadline, and no later than one week after the assessment deadline. Where a student has, for good reason, been unable to submit a claim of Good Cause within this timeframe they have the right to submit an appeal as set out within the Code of Procedure for Appeals. Exceptionally and where a student can provide evidence that circumstances have prevented them from submitting a claim for Good Cause more than one week after the assessment submission deadline the Head of Academic Registry can advise the Good Cause Panel to consider the claim.

125. No claim of Good Cause may be submitted on a student's behalf by a member of staff, except where, in the judgement of the Head of Academic Registry, a student has been unable to report the Good Cause.

126. Academic Registry will acknowledge receipt of all claims for Good Cause by email.

127. Any claim of Good Cause or presentation of evidence which is found to be false or which in any way misleads, or could mislead, a Good Cause Panel is regarded by GSA as academic misconduct and will be dealt with under the Student Conduct Policy and Misconduct Procedure.

## **5.2 Marking Work Subject to a Claim of Good Cause**

128. Should a student submit work that is subject to a claim of Good Cause, such a claim should not affect the marking of the student's work. The work should be marked according to established academic standards and no assumptions should be made about what a student might have achieved under different circumstances. This principle should also be adhered to by internal moderators and External Examiners during the moderation process.

## **5.3 Procedures for Considering Claims of Good Cause**

129. The primary responsibility for determining claims of Good Cause will lie with the appropriate GSA Final Examination Board which delegates responsibility for consideration of Good Cause to a Good Cause Panel.

130. Good Cause claims will be considered at a Good Cause Panel prior to a GSA Final Examination Board as follows:

- a. Upon receipt of a claim for Good Cause, Academic Registry will review the claim to ensure the submission has appropriate supporting evidence. Academic Registry may request the student resubmit the claim requesting additional information or additional evidence. Once satisfied Academic Registry will convene a Good Cause Panel within two weeks, excluding GSA closure periods.
- b. The Good Cause Panel will comprise the following members, where no conflict of interest exists:
  - i. A Senior Academic, Programme Leader or Head of Department (Convenor)
  - ii. Head of Academic Registry or their Nominee (Secretary)
- c. Where appropriate the Good Cause Panel may consult other relevant members of staff about the claim in order to inform decisions. The Good Cause Panel may brief such staff on the nature of the claim and the dates to which it applies, but may not copy or circulate the supporting documentation or evidence.
- d. The Good Cause Panel may take a decision, where relevant, to postpone decisions as to the outcome of Good Cause pending receipt of further information or professional advice on the likely impact of particular circumstances and medical conditions on academic performance. Decisions should normally be postponed until the next meeting of the Good Cause Panel and the student informed by Academic Registry of the reason and time period of the delay.
- e. Outcomes of the Good Cause Panel shall be recorded and reported by the Academic Registry for noting at the next available GSA Final Examination Board.

- f. There will be no further discussion of Good Cause at the GSA Final Examination Board itself. The recommendations of the Good Cause Panel will be binding and will be reported only for noting.

131. In considering a claim of Good Cause the Good Cause Panel should take account of:

- a. the evidence provided by the student claiming Good Cause, and any relevant and available material submitted by them for consideration;
- b. the principle that fairness to the individual student claiming Good Cause must be balanced with fairness to other students and the integrity of the assessment as a whole.

#### **5.4 Outcome of Good Cause**

132. Following consideration of a Good Cause claim the Good Cause Panel shall agree the outcome in line with the following:

##### **5.4.1 Good Cause Upheld**

133. In the event of Good Cause being established the student will normally be expected to complete their assessment by submitting outstanding coursework or attending the examination at the next assessment period, which shall be treated as a first attempt. Where the student has submitted work and has Good Cause upheld this will be disregarded and the student will be provided the opportunity to submit work for assessment at first attempt.

134. Students should normally be given a minimum of six weeks to complete their assessment from the date of the Good Cause decision.

135. Timeframes for examinations should be agreed by the Programme Leader and communicated to Academic Registry.

##### **5.4.2 Good Cause Not Upheld**

136. Where it is determined that the evidence presented does not support the student's claim of Good Cause any work submitted for assessment should be marked as normal and grades reported to the GSA Final Examination Board and any assessment not completed will be treated as a non-submission.

137. Appeals against outcomes of the Good Cause Panel may be made in accordance with the GSA Code of Procedure for Appeals.

#### **5.5 Communication to Students**

138. Outcomes from a claim of Good Cause will normally be communicated to students in writing by Academic Registry within four weeks of submission of the original claim.

139. Where a student has submitted a claim for Good Cause, the outcome of the Good Cause Panel will be ratified by the relevant GSA Final Examination Board and will be confirmed in the published results.

#### **5.6 Professional Standards and Regulatory Bodies**

140. Regulations relating to Good Cause are subject to Professional, Statutory and Regulatory Body requirements.

## **5.7 Rescinding a Claim of Good Cause**

141. Where a student wishes to rescind a claim of Good Cause in order to allow their submitted work to be marked and ratified by the GSA Final Exam Board, they have the right to do so. Student should submit a Good Cause Withdrawal Form to their Programme Leader and Academic Registry by the submission deadline, or extended deadline, to allow the work to be marked and moderated as normal. No request to rescind their Good Cause will be accepted after this point.

## **6. Reassessment**

142. A student on an undergraduate programme who achieves an overall course grade of E1 or below, or a student on a postgraduate programme who achieves an overall course grade of D1 or below shall be granted the reassessment opportunity described in paragraph 141. This shall apply to all courses with the exception of those which contribute to undergraduate honours classification, where no reassessment is available.
143. A student who is eligible for reassessment will only be reassessed on the components of assessment within the course in which they achieved a grade of E1 or below on undergraduate programmes or a grade of D1 or below on postgraduate programmes.
144. Grades awarded for each component of reassessment are not capped, however, the maximum overall grade awarded for the course when aggregating all components of assessment for the course is capped as set out in Section 6.4.
145. Where reassessment is to take place, the Programme Leader will determine the nature of the reassessment required. Reassessment should normally be a resubmission of coursework, or where assessment is by examination a new exam produced and approved for reassessment.
146. Exceptionally, the opportunity to resubmit coursework for reassessment provided for above (paragraph 140) may not be available to a student. This will only be the case where it is not possible to replicate the coursework for the purpose of reassessment. This situation may arise from the nature of the coursework, the context in which it may be generated, and/or the integrity of the assessment as a whole. The decision that it is not possible to replicate coursework must be approved by the Programme Leader and Head of School and the student be required to repeat the course the following academic session as set out in Section 6.5.
147. Where it is considered to be impossible to generate a reassessment for a course this must be clearly set out in the course specification and clearly stated to students at the beginning of the course.
148. Where, following reassessment, a student on an undergraduate programme has not achieved an overall course grade of D3 or above, they may repeat the course in its entirety one further time. However, in relation to a course that contributes to the honours classification, there is no entitlement to reassessment or to repeat the course. On a postgraduate programme there is no entitlement to repeat a course.

### **6.1 Reassessment of Coursework**

149. Where a student has not achieved the grades required for progression due to the application of penalties for late submission of coursework (section 4.2), the overall course graded should be automatically awarded D3 for undergraduate course, or C3 for a postgraduate course, and

recorded as a second attempt. This applies only where the original mark, prior to the application of the penalties, meets progression requirements. It does not apply to assessments submitted more than five working days after the deadline, which will receive an H.

150. Where a component of assessment that requires to be reassessed is a piece of coursework that the student did not submit at the first attempt, the student should normally be required to submit the piece of coursework that was originally set, as a reassessment, with the grade that can be awarded being capped at D3 for undergraduate courses, and C3 for postgraduate courses.
151. The student should normally be given a minimum of six weeks to complete the reassessment of coursework following publication of grades from Academic Registry and provided with at least one feedback tutorial to support completion of reassessment.
152. Academic judgement and practical considerations should be considered in setting deadlines for submission. Consideration should be given to student's overall workload and other assessment commitments. If the student has an Individual Requirement Form in place which recommends extended deadlines, or the student requests an extension or Good Cause, then academic judgement should be used to ensure the student is treated fairly and relevant procedures followed as outlined in this Code.
153. Re-submitted coursework should be marked in line with the provisions of this code relevant to the assessment of student learning, see Section 2.5, and on the basis of achievement of the intended learning outcomes.
154. Students should be provided with feedback on re-submitted coursework as outlined in 2.10, however, this may be minimal where the coursework is a development of the original submission and feedback has been provided at first attempt.
155. Where the dissertation (or equivalent) on a Postgraduate Taught programme is required to be reassessed, it must be resubmitted within three months from publication of grades from Academic Registry and students provided with at least one meeting with their supervisor (or an appropriate alternative member of staff if the supervisor is not available).
156. The outcome of the reassessment attempt will be ratified at the next scheduled GSA Examination Board.

## **6.2 Reassessment of Examination**

157. Where a student requires a reassessment of examination, this should be offered at either the next available assessment period, or where practicable as determined by the School.
158. Academic judgement and practical considerations should be given in scheduling examinations. Consideration should also be given to student's overall workload and other assessment commitments when determining the timing of the re-examination.
159. Where a student requires a reassessment of examination, but will be absent from the institution at the relevant time due to an approved study abroad arrangement, the School may liaise with the partner institution to host the examination or advise on timing of examination upon the students return.

### **6.3 Postgraduate Taught Reassessment**

160. A Postgraduate Taught student who achieves a grade of G1 or less in any course will be required to undertake a reassessment of that course.
161. Where a Postgraduate Taught student at the end of Stage 1 has achieved a course grade between D1 and F3, they will have the opportunity to undertake an optional reassessment in that course in order to improve their grade point average to meet progression requirements at the end of Stage 2.
162. Where a Postgraduate Taught student at the end of Stage 2 has achieved a grade for a Stage 2 course of between D1 and F3, and has not met the grade point average required to progress, they can undertake an optional assessment in that course in order to meet progression requirements.
163. A Postgraduate Taught student who decides not to undertake an optional reassessment of a Stage 1 course, will not normally be permitted to be reassessed in that course at the end of Stage 2.
164. Procedures for reassessment will follow processes as outlined in Sections 6.1 and 6.2.

### **6.4 Calculating Final Grades Following Reassessment**

165. Unless otherwise specified in the regulations for a particular programme, the final grade awarded for a course following reassessment will be calculated in line with the following:
- a. The grades achieved for each component of assessment will be used to calculate the overall grade;
  - b. Where a student has achieved a lower grade following reassessment in a component than at first attempt, the grade at first attempt shall stand.
  - c. Where any coursework cannot be replicated, the original grade for that component will be used in the calculation;
  - d. The overall grade for the course shall be capped at a D3 for undergraduate courses, and C3 for postgraduate courses;

### **6.5 Repeating a Course**

166. Where an undergraduate student has failed to achieve a grade D3 or above on a course following reassessment, they may repeat the course in its entirety one further time except where the course contributes to the undergraduate honours classification, in which case there is no right to repeat the course. On a taught postgraduate programme there is no right to repeat courses.
167. Repeating a course may have financial, visa and progression implications. Programme Leaders should therefore discuss these with students.
168. A student must repeat the course at the next scheduled offering. Not every course is delivered each academic year, and where a course 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 course.

169. Normally, a student repeating a course is subject to the same attendance and participation requirements as a student taking the course for the first time. A student may be offered the option to repeat a course without attendance. However, this must be agreed with the Programme Leader and ratified by the GSA Final Examination Board.
170. A course can be repeated on one occasion only; normal reassessment provisions will apply as set out in Sections 6.1 – 6.4.
171. The full range of grades is available for the first attempt of a repeated course (i.e. there is no capping of grades).

## **7. Assessment of Outgoing Exchange and Visiting Students**

172. GSA operates a range of exchange opportunities for students as part of their degree programme as well as opportunities for visiting students to study at GSA. These opportunities are defined as follows:
- a. **Outgoing Exchange:** A student who undertakes a period of study at a partner institution as part of their degree programme.
  - b. **Visiting Students:** A student undertaking a period of study at GSA, as part of their degree programme at a partner institution.
173. The following procedures are in place for the assessment of outgoing exchange and visiting students.

### **7.1 Assessment of Outgoing Exchange**

174. A student may undertake a period of study at a partner institution as part of their degree programme provided that this has been approved in line with the International Partnerships Policy and is detailed within the Programme Specification.
175. The period of exchange may be a partial academic session or full academic session dependent on the mobility window identified in the programme specification for which the study abroad is taken.
176. Assessed work completed and assessed at a partner institution must not be reassessed at the Glasgow School of Art.
177. Students should receive full recognition for any credit awarded during a period of exchange.
178. As detailed in the Programme Specification, credit will be received as credit only, or with grade conversion where otherwise specified.

#### **7.1.1 Credit Only**

179. Following receipt of the student's transcript from the partner institution the appropriate Programme Leader or their nominee charged with responsibility for exchange shall review the transcript in line with the student's Learning Agreement and make recommendation as to the award of credit to the next available Examination Board.

#### **7.1.2 Grade Conversion**

180. Where grades are to be converted, a grade conversion table shall be developed by the programme team and the partner institution. Grades achieved at, and reported by, the partner institution must be converted into grades as set out in the GSA Grading Scheme (see Section 2.9). Grade conversion tables must be approved by the appropriate Validations and Modifications Group prior to the commencement of any exchange and reviewed annually by the Programme Leader.
181. Students must be informed of the process by which their grades from the partner institution will be converted prior to commencing a period of study at the partner institution. Students should be provided with the conversion table showing the equivalences between grades awarded at the partner institution and the grades set out in the GSA Grading Scheme (see Section 2.9).
182. Following receipt of the transcript from the partner institution, grades will be converted by the relevant Programme Leader or their nominee charged with converting grades. The process must normally incorporate the possibility of the student making representations to the relevant Programme Leader or their nominee charged with converting grades.
183. In carrying out the conversion of grades the conversion table may, in exceptional circumstances, be departed from in light of additional relevant information available to the relevant Programme Leader or their nominee who performs the conversion.
184. The converted grades must be ratified by the next appropriate GSA Final Examination Board.

#### **7.1.3 Overall aggregate grade for the year of study**

185. For partial-year exchange the overall aggregate grade for the year of study will be the aggregate of courses undertaken at the Glasgow School of Art only.
186. For full-year exchange the overall aggregate grade for the year of study will be a conversion of the grades achieved at the host institution in line with 7.1.2.

#### **7.1.4 Reassessment of Outgoing Exchange**

187. Reassessment arrangements should be clearly stated within the Partnership Agreement with the partner institution.
188. Where a student has failed to successfully complete a course at the partner institution they must undertake the reassessment process in line with the partner institutions regulations for reassessment.
189. Results from reassessment must be reported at the next available Examination Board to determine progression.
190. If the student is unable to retake an assessment at the partner institution they shall be required to undertake additional courses from their programme to make up any credits required for progression. Alternate courses would normally be courses taken in place of exchange.
191. Where a student has been deemed to have failed a course whilst on exchange following reassessment they shall be required to undertake additional courses from their programme at GSA to make up any credits required for progression. Alternate courses would normally be courses taken in place of exchange.

### **7.1.5 Examination Board**

192. Results for exchange students will be submitted to the next available Examination Board.
193. Appeals against assessment decisions for outgoing exchange must be made in accordance with the partner institution's Code of Appeals and regulations, except where the appeal relates to the conversion of grades where the GSA Code of Procedure for Appeals shall apply. This should be clearly communicated with the students prior undertaking exchange.

### **7.2 Assessment of Visiting Students**

194. A visiting student is a student undertaking a period of study at GSA, as part of their degree programme at a partner institution.
195. A visiting student will normally be permitted to take any course at GSA, including those which contribute to an honours programme. For partial-year exchange specific courses will be identified within the programme specification which can be taken by visiting students.
196. The scheme of assessment for a course will be the same for a visiting student as for a GSA student, though this scheme may be varied in the event that the visiting student is required to return to their home institution before all course assessment has been completed. In considering variation of the scheme of assessment and the components of a varied scheme of assessment for a visiting student:
- a. requirements of the visiting student's home institution will be taken into account;
  - b. a visiting student may be required to complete an alternative component or components of assessment before leaving GSA or may be required to complete outstanding components of assessment at their home institution.
  - c. where a course's scheme of assessment includes a component taken under examination conditions, the varied scheme will normally include a component of assessment under examination conditions.
197. A visiting student who attends GSA for less than the full duration of a course will be awarded credit in accordance with the Visiting Student Course Specification.
198. Results for a visiting student must be confirmed by a GSA Final Examination Board. Where a visiting student finishes their studies before the scheduled meeting of the GSA Final Examination Board, provisional grades must be provided to the visiting student as soon as practicable. Where the visiting student's home institution requires a confirmed result prior to the scheduled meeting of the GSA Final Examination Board, an interim Board must be convened by the relevant School in conjunction with Academic Registry.

## **8. Examinations**

### **8.1 Timing and Duration of Written Examinations**

199. Where a course's scheme of assessment includes an examination, that examination will normally be held within the academic session in which the course has been taught.
200. The duration of an examination which occurs within the main examination diets, and which forms all or part of a course's summative assessment, is subject to a limit determined by the

level at which the course is taught, its credit rating, and the extent to which the examination contributes to the summative assessment of the course as a whole.

201. Where an examination contributes 100% of the course's summative assessment the examination may not exceed the number of minutes prescribed in Table 3 below<sup>1</sup>.

**Table 3. Examination time maximums for courses where an examination constitutes 100% of the course assessment scheme**

| Credits | SCQF Levels 7 and 8 | SCQF Levels 9, 10 and 11 |
|---------|---------------------|--------------------------|
| 10      | 90 minutes          | 120 minutes              |
| 15      | 120 minutes         | 150 minutes              |
| 20      | 150 minutes         | 180 minutes              |
| 30      | 240 minutes         | 240 minutes              |
| 40      | 330 minutes         | 330 minutes              |
| 60      | 480 minutes         | 480 minutes              |

202. Where an examination accounts for less than 100% of the course's summative assessment, the maximum duration of such an examination will be determined by the product of that percentage (expressed as a decimal fraction) and the number of minutes appropriate to credits and level indicated in Table 2 above. Where the result of this calculation is less than 60 minutes, the maximum duration will be rounded up to 60 minutes, otherwise the result will be rounded to the nearest multiple of 30 minutes.
203. Where the calculated maximum duration is 60 minutes or 90 minutes, the relevant School in which responsibility for the examination lies may approve an extension of 30 minutes where such an extension is justified by the nature and content of the examination.

## **8.2 Instructions to Students on their conduct in Examinations**

204. Exam conditions are in place from the moment the student enters the examination room.
205. Students are required to obey the instructions of the invigilator. It is the duty of the invigilator to prevent any behaviour likely to cause disturbance to other students. Students needing to leave the room for any purpose must first ask permission of the invigilator, who may accompany the student.
206. Every student will display for the invigilator's inspection a valid Student ID card.
207. Students must not use mobile telephones and other electronic devices such as personal music players during examinations. Students must switch off and remove all such items (including headphones) prior to the start of the examination and place them with other personal possessions in a closed bag or container which will be kept under their seat or in a designated location in the exam room for the duration of the examination.

---

<sup>1</sup> Provisions set out in Section 8.1 relates to timed examinations taking place in exam halls on-campus or at other approved venues. While the provisions do not directly apply to online examinations, in determining the duration of the latter note should be taken of the principles set out in these provisions.

208. Other than examination materials provided by GSA, students will not have access to any paper or book for the duration of the examination unless with the express written permission of the appropriate Programme Leader<sup>2</sup>.
209. Prior to the start of the examination, unless permitted by the Programme Leader, students must place all material in a closed bag or container which will normally be kept in a designated location in the exam hall for the duration of the examination.
210. Unless with the express written permission of the appropriate Programme Leader<sup>3</sup>, students will not give or receive any assistance, or communicate by any means with one another or with any person other than an invigilator at any time during the examination period.
211. If examination scripts are found to be illegible to a substantial degree, students will be required to come to GSA to dictate their script(s) in the presence of an invigilator and a charge will normally be levied.
212. Students may not begin writing before the invigilator announces the start of the examination period and must cease writing when the invigilator announces the end of the period.
213. No part of any answer book will be torn out or removed from the examination room.
214. In examinations of at least two hours duration, no student will be allowed to enter the examination room after the first hour has expired, or to leave it within the first hour or the last half-hour. Except that an invigilator may, at their discretion, allow a student to enter after the first hour if no other student has left the examination.
215. In examinations of less than two hours, no student will be permitted to exit during the exam.
216. Both entry and exit to the examination room will be at the absolute discretion of the invigilator.
217. In no case will a student leave until an invigilator has collected their scripts or other examinable material.
218. These arrangements will apply to all in-person/on-campus examinations held in GSA.
219. Any student who contravenes any of these instructions will be liable to penalties, which may include expulsion from GSA as set out in the Student Conduct Policy and Misconduct Procedure.
220. Any change in these regulations requires the prior agreement of Academic Council.

### **8.3 Use of a Computer in an Examination**

221. Where the Programme Leader has given permission for a student to use a computer in an examination, the Programme Leader will ensure that the computer has been inspected and authorised for examination use.

---

<sup>2</sup> This permission will normally be in the form of a set of arrangements for an open-book or other non-traditional style of examination and will form part of the information provided to students at the beginning of the course that is being examined. Details should also be included in the rubric of the exam paper, for the attention of the invigilator(s).

<sup>3</sup> The extent to which collaboration may be allowed will form part of the information provided to students at the beginning of the course.

#### **8.4 Use of Dictionaries in Examinations**

222. Programme Leaders may, at their discretion, permit students to employ an appropriate dictionary in a class or degree examination. Such permission should not be granted where the language, or its literature, is the subject under examination.
223. Programme Leaders should keep a record of all cases where permission has been granted, and deliver that information to the appropriate invigilator(s).
224. Dictionaries to be authorised for use in an examination should be lodged by the student with the Programme Leader at least 24 hours prior to the start of the examination. Following inspection by the Programme Leader, the authorised dictionaries should be handed to the student(s) by the invigilator at the start of the examination<sup>4</sup>.

#### **8.5 Use of Electronic Calculators in Examinations**

225. No calculator, nor any other portable electronic device, may be used by a student in an examination unless this is expressly authorised by the Programme Leader responsible for the examination. This authorisation will specify the type of calculator or other device authorised. Students will normally be notified of the terms of this authorisation by published notice on Canvas, and by other means as appropriate, confirmed by a statement in the instructions to students in the examination concerned.
226. In determining whether to authorise the use of calculators or other devices and the specification and/or make(s) and model(s) to be authorised, the Programme Leader will take account of the object and design of the examination in question, and of an overarching requirement to safeguard the integrity of the examination and ensure that no student derives unfair advantage, nor is unfairly disadvantaged, as a consequence.

---

<sup>4</sup> Alternative arrangements may be made, with the agreement with the Head of School, in cases where more than 25 students require use of a dictionary during an examination.