



# Senate Handbook

## Staff Handbook

### Managing Taught Courses

This Handbook supplements Regulations governed by Senate.

It includes policies, procedures, advice and/or guidance that Course Directors and other members of course teams (e.g. Programme Managers, Module Leaders, Examiners) are expected to follow in the proper conduct of University business.

Students have access to this Handbook to ensure transparency of policies, procedures, advice and/or guidance applicable to Taught Courses.

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**Changes since version 3.9 August 2024:**

- Addition of note that persons with RTS cannot act as nominee or sponsor for other recognised teachers (26.2)

**Changes since version 3.8 September 2023:**

- Change of reference from School to Faculty (throughout)
- Addition of statement on staff responsibilities (Introduction)
- Addition of statement defining working days (Introduction)
- Reference to Office for Students' expectations added (introduction)
- Removal of reference to Senate Reviews of Schools (6.1)
- Updated responsibilities for approval of course changes (7.2, Appendix A)
- Clarification added that markers should not act as sample moderators (17.2)
- Revised section on thesis corrections, including removal of second pathway (19.4, Appendix G)
- Note that external examiners review draft assessments (24.3)
- Removal of pass and resit criteria (previously Appendix E)
- Addition of appendix on taught degree characteristics (Appendix N)

# PREFACE

## 1 Introduction

This Handbook is designed to support course teams in the day-to-day management of their courses and their taught course students.

The purpose of this Handbook is to outline to all course teams and Course Directors the procedures that they are required to follow in the management of their courses and their ongoing development. These procedures have been approved by Education Committee and/or the Pro-Vice-Chancellor (Education) (on behalf of Senate) and reflect University Laws and the expectations of the Office for Students and their ongoing conditions of registration, their [Sector Recognised Standards](#)<sup>1</sup>, as well as the guidance provided in the Expectations and Practices of the Quality Assurance Agency's Quality Code for Higher Education<sup>2</sup>. As part of its role in ensuring robust course management, Education Committee expects all course teams to follow the Handbook in all respects.

This Handbook applies to a range of qualifications arising from postgraduate taught courses. These include:

- Master of Business Administration      MBA
- Master of Design                              MDes
- Master of Science                              MSc
- Postgraduate Diploma                      PgDip      (often as an exit route from a Master's)
- Postgraduate Certificate                    PgCert      (often as an exit route from a Master's)
- Postgraduate Award                          PgAward

Appendix N sets out the characteristics of each postgraduate taught award.

All courses of study associated with any of the degrees above are sponsored by a Faculty and approved both by Senate and the University Executive.

A separate Handbook, Managing Undergraduate Courses, sets out the procedures to be followed in the management of undergraduate courses and students.

In addition, a separate Handbook, Managing Non-Award Apprenticeship Courses, sets out the specific procedures and processes to be followed when managing apprenticeship courses which do not lead to an academic award.

This Handbook is supplemented by:

- a **Senate Guide on Assessment Design and Feedback**  
This Guide is not a prescriptive document of policies and processes, but provides good practice and other advice to course teams in the development and implementation of assessment, including mechanisms for providing feedback on assessed work.
- a **Senate Handbook on Changes to Registration (including suspension of study and early termination of registration)**  
This Handbook is written for students as the primary audience and outlines how they can request changes to their registration, and the circumstances under which the University will change their registration without their consent. It also outlines the right of appeal against the latter.

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<sup>1</sup> <https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf>

<sup>2</sup> [UK Quality Code \(qaa.ac.uk\)](https://www.qaa.ac.uk/quality-code)

- a **Senate Handbook on Assessment Rules (Postgraduate Taught Courses)**  
This Handbook is written for students as the primary audience and outlines the assessment rules for the courses listed above. It also outlines expectations on students registered on taught courses in the conduct and attendance of assessment, and includes information and guidance about the University's approach to the management of exceptional circumstances and the 'fit to sit' policy.

Throughout this Handbook timescales are referred to as measured in working days. Working days do not include any weekend days or days where the University is closed (public bank holidays or published University closure days).

This Handbook assigns responsibilities for various processes and decisions to particular postholders in the University. Where required for the operation of the University, specific responsibilities may be given to other members of the University by agreement between the relevant University Officers, such arrangements are to be recorded by the Secretary to Senate until such time as the Handbook is updated.

## 2 What exactly is a “course”?

Throughout this Handbook, the term “course” is used to describe a **discrete and defined combination of learning provision leading to a uniquely-named award of the University**. Each “course” may have a number of defined entry and exit routes associated with it (and therefore a number of associated awards). Entry and exit routes associated with any one course are outlined in the course specification document.

Across the University, a number of terms are used to represent a “course leading to an award of the University”. To describe a “course” to both staff and students, a number of models have been adopted across the two Faculties, particularly where there is content overlap between two or more “courses”. For example, there are:

- a) short courses (usually one or two weeks in duration, and offered either not for credit,<sup>3</sup> accredited in their own right, and/or offered as a module in a long course leading to an award of the University);

**Example:** “Chemical Hardening” is a two week course offered by Cranfield Defence and Security

- b) long courses (usually made up of a number of discrete taught modules, combined with group work and/or an individual project or other self-directed study and leading to a formal uniquely-named award of the University);

**Examples:** “Astronautics and Space Engineering” is a 200 credit MSc course, which is offered both full-time and part-time and has no lower exit awards.

“Applied Bioinformatics” is a 200 credit MSc course, which is offered in full-time and part-time mode and has a PgDip exit route (120 credits) and a PgCert exit route (60 credits).

- c) programmes, made up of a number of courses (which usually share one or more taught modules and/or group work, and where each of the courses leads to a uniquely-named award of the University);

**Example:** “Forensic Programme” is a programme, which leads to three possible separate named MSc awards (200 credits). Each of these has an associated PgDip exit route (120 credits). The programme also has two courses with a PgCert exit route (60 credits).

- d) courses, made up of a number of pathways (as in b) and c) above), and where each pathway shares a common named award, the pathway is often articulated in brackets alongside it – so, in essence, each pathway is a uniquely-named award of the University.

**Example:** “Master of Business Administration” is a 220 credit course which includes one pathway (Energy). The MBA Energy pathway has a PgDip exit route (120 credits) and a PgCert exit route (60 credits).

Consequently, any use of the terms “course”, “pathway” and “programme” can cause confusion in the local context. Throughout this Handbook, the term “course” shall be used to describe a **discrete and defined combination of learning provision leading to a uniquely-named award of the University**. (In this context, long courses, courses and pathways in the examples above are all considered to be “courses”.) Further guidance on the use of the terms course, programme and pathway are provided at Appendix M.

Each “course” may have a number of defined entry and exit routes associated with it (and therefore a number of associated awards). For example, we may have a course called “Advanced Galvanisation”, and for which students may apply to study for an MSc, a PgDip or a PgCert as their intended outcome. Equally and separately to those intentions, a student may leave with the award of an MSc, a PgDip or a PgCert (depending on their academic performance). Clarity over which entry and exit routes are associated with any one course is outlined in the course specification.

<sup>3</sup> Currently, where short courses are offered not for credit, there is no requirement for formal academic approval through Faculty committees or Senate: the Faculty, however, is still responsible for assuring that the short course represents an appropriate product for its intended audience. Non-Award-Bearing Apprenticeships do require full formal approval.



### 3 What exactly is a “Course Director”?

Once approved by the University Executive and Education Committee on behalf of Senate, the day-to-day management and responsibility of a taught course leading to a formal award of the University is allocated to a “**Course Director**” appointed by the Head of Faculty (or by somebody on their behalf).

Regulation 53 states that:

For each taught programme of study, the Head of Faculty appoints one or more persons to fulfil the role of Course Director, for which the primary responsibilities include:

- a) maintaining the quality of the academic provision for the taught programme of study and its constituent elements;
- b) ensuring the taught programme of study is functioning within University and Faculty-level regulations and policies, relating to admissions, course operation and delivery, assessment arrangements, and student learning support, information and guidance;
- c) overseeing the overall academic progress of students on the taught programme of study;
- d) reviewing the development and content of the taught programme of study (and its constituent elements) on a regular basis, including the production of any formal review documentation in line with University procedures;
- e) attending relevant Faculty committees as required;
- f) reporting to the relevant Director of Education as required.

The Head of Faculty may assign these duties between different people and/or assign additional duties to the role as they deem appropriate for the proper management of the course of study, taking account of changes of personnel over time.

Further description of the primary responsibilities of a Course Director is outlined in the Senate Handbook on Positions of Responsibilities in Learning, Teaching and Assessment. These cover both the management of the course(s) for which the Course Director is responsible, and the management of students registered on those course(s). The responsibilities are included in Parts A and B of this Handbook respectively.

It should be noted, however, that the term “Course Director” is not universally used across the University. A number of models have emerged such as:

- some Faculties have “Programme Directors” (*cf* “courses” and “programmes” – see Section 2) to cover a wide range of academic provision;
- some Faculties have different people to manage the course and its design and curriculum, separately from the day-to-day operation of the course and/or the students registered on it;
- some Faculties expect Course Directors to act as the first point of contact for advice to applicants and students: other Faculties expect administrative or professional staff to undertake that role.

In addition, Course Directors, in line with their duties, work collaboratively with a range of other staff: academic, professional and administrative. For example:

- delivery of individual modules, and the quality of that provision, is often delegated to individual Module Leaders (who may or may not work in the same department);
- administrative support (e.g. dissemination of course materials) is often delegated to Course Administrators (who work within Education Services);
- advice and guidance on individual learning needs is often provided by Learning Support Officers;
- assessment is undertaken formally by Examiners, appointed by the relevant Director of Education, but often on the recommendation of the Course Director;
- provision of feedback on assessed work within University guidelines is undertaken by individual Examiners and Markers.



Although the term “Course Director” is used throughout this document, Heads of Faculties should make it clear when appointing staff to undertake the leading roles, which of the responsibilities (course management and/or student management) rest with them.

Similarly, although much of the day-to-day course provision, and the support of students, may be dispersed, it remains the responsibility of the Course Director to ensure that the overall “student experience” of students registered on their course is appropriate and of the standard expected by Senate and its Education Committee (i.e. duties may be delegated to other staff but the responsibilities for monitoring and maintaining qualities and standards are not).

Where Course Directors have concerns about the contributions of individual members of staff in relation to standards and general expectations, they have a duty to raise these concerns with the appropriate line manager and/or the relevant Director of Education or Head of Faculty as appropriate.

All staff, therefore, who manage course provision and/or students are expected to be aware of the information in this Handbook and:

- be aware of University Laws, and particularly Senate Regulations and Senate Handbooks;
- be aware of, and engage with, other Education Services guidance documents and Faculty policies;
- be aware of the importance of their role in the quality assurance of their course;
- proactively consult with the relevant Director of Education and/or officers in Education Services over complex cases and interpretation of any of the above.

# PART A      MANAGEMENT OF COURSES

## 4      Essential course documentation

Every course has a number of key documents associated with it, which require regular review and revision. In most cases, these conform to a common template defined by Education Committee (on behalf of Senate).

They include, as a minimum:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• A <b>course concept and business case</b> (a high-level description of the origins and aims of the course, written at the time of initial approval).</li></ul>   | Compiled at course approval only   |
| <ul style="list-style-type: none"><li>• A <b>course specification</b> written to a national specification (and published partially on the University website), which outlines the aims of the course, and how it is delivered;<sup>4</sup>and describes in detail the structure (modules and other elements) of the course for a particular cohort intake, and what students must do to achieve any awards associated with the course.</li></ul> | Submitted <b>annually</b> (along with the annual reflective review) and integrated into the University's student records system (SITS) |
| <ul style="list-style-type: none"><li>• Individual <b>module descriptors</b> for all modules associated with the course.</li></ul>   | Kept under <b>constant review</b> by the course team and updated at least annually   |
| <ul style="list-style-type: none"><li>• A <b>course handbook</b> (or online equivalent).</li></ul>   |  |

Course Directors should ensure that there are mechanisms to review these documents on at least an annual basis, seeking advice from Education Services and the relevant Director of Education. Further detail on the structure and content of these documents is outlined in the Senate Handbook: Setting Up A New Taught Course, with templates on the Education Services intranet pages <https://intranet.cranfield.ac.uk/EducationServices/Pages/Registryforms.aspx> and specific guidance produced by the University Librarian on the creation and maintenance of taught course reading lists endorsed by Education Committee (See Appendix I).

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<sup>4</sup> In a number of cases, there is a single course specification document that covers a number of courses (i.e. a "programme specification") particularly where there is significant overlap between the taught modules offered on individual courses.

## 5 Gathering and responding to feedback

### 5.1 Student feedback

#### 5.1.1 Pan-University surveys

Cranfield is committed to providing a positive student experience and collects student feedback at a number of levels, through focus groups and surveys. Students' views are used by Faculties, Themes, Centres, and the central University services to identify strengths and areas for improvement.

At a University level, taught course students take part in the following internal and external surveys:

- **New Student Survey** All new students registering between August and October are invited to provide their initial comments on why they choose Cranfield and their first impressions of the University.
- **eTopic of the Month Survey** All taught course students due to complete their studies that academic year and all research students are invited to feedback on the university support services (e.g. careers, IT, accommodation) and overall student experience.
- **Postgraduate Taught Experience Survey** The PTES survey is run in partnership with Advance HE and aims to explore and enhance the experiences of postgraduate taught students across the UK.
- **Graduate Outcomes Survey** The Graduate Outcomes Survey is run 15 months after students have left the University. The percentage of students who have entered employment or further education (and where they have gone) is tracked in this national survey.

#### 5.1.2 Gathering feedback at a course and module level

Course teams should develop and promote mechanisms to gather feedback from students on the curriculum and content of the course, and on the quality of the teaching provision (including teaching delivery, the learning resources provided, and other learning facilities). Feedback is normally gathered for each element of a taught course (i.e. modules, group projects, practical classes) and for the course as a whole.

There is a Standard Module Feedback form which is available electronically through Evasys, which should be used by all Cranfield Campus courses. This feedback is available for Module Leaders and Course Directors to analyse through the online dashboard.

In addition to the standard module feedback form, course teams should consider the best method of gathering feedback from students depending on the size and nature of their cohort. Common additional mechanisms for gathering feedback include:

- tick-box surveys, with or without free text comments (either on paper or electronic);
- surveys run by a class-appointed student representative;
- focus groups;
- regular meetings of the Course Director with either student representative(s) or all students;

- feedback meetings with student representative(s) or all students, managed by a member of staff independent of course delivery;
- informal discussions of students with the External Examiner at the end of the course.

Whatever the mechanism, Course Directors (and/or Module Leaders) should ensure that feedback from students is recorded properly; summaries of the feedback and any actions arising should be made available to students.

It is also good practice to provide students with summaries of previous student feedback, and how this has impacted on the development of the course. It helps to highlight to students that their feedback is taken seriously and provides an incentive for them to provide constructive comments.

It is also expected that all cohorts of students are given the opportunity by the Course Director to elect or select one or more course representatives. The Cranfield Students' Association (CSA) provides advice, guidance and support for students who act in this capacity.

## 5.2 Industrial advisory panels (IAPs)

Cranfield expects all course teams to engage proactively with professional agencies and organisations to ensure strong links with relevant practitioner communities: it is therefore normally a requirement that each taught course has an industrial advisory panel (IAP) associated with it. Many of the representatives on these panels are either sponsors of programmes of research within the University (whether those programmes have students attached to them or not) and/or potential or current employers of University graduates and/or members of Court. This extensive matrix of interactions ensures that course teams and their IAPs are mutually well-informed of educational and business developments.

There are no standard terms of reference for IAPs across the University, as the precise nature, membership and remit of an IAP will depend on the course and the sector it is related to. The main aim of any IAP, however, should be to provide advice and input to the course team around the relevance and appropriateness of curriculum content and the stated intended learning outcomes of the awards associated with the course.

## 5.3 External Examiners

Further information is outlined in section 24.8: all External Examiners are required to submit a report on an annual basis, normally after the Board of Examiners meeting.

## 5.4 Feedback from others

Outside of the formal structures outlined above, there are a number of other formal and informal networks which may be used to inform course development. These include:

- accreditation with external professional, statutory or regulatory bodies (PSRBs);
- feedback from student (company) sponsors;
- feedback from prospective employers (e.g. at careers events);
- information provided from national surveys (as outlined above).

## 6 Reflective review of provision

### 6.1 Background and context

#### 6.1.1 Why should we review teaching provision?

Regular and periodic review of teaching provision is a well-established principle across the higher education sector. The Quality Assurance Agency for Higher Education (QAA) has worked with the sector to develop Guiding Principles, Expectations and Practices set out in the UK Quality Code for Higher Education, and provides advice and guidance on how these can be met.<sup>5</sup> Regular review of provision forms an important part of the University's compliance with the Office for Students' ongoing registration conditions.

The review of teaching provision should be at the core of the University's mission in delivering high-quality relevant education opportunities to its students. Review of teaching provision should take into account good practice in learning and teaching, the introduction of and experimentation with new teaching methods and pedagogic tools, and feedback from staff, students, industrial advisors, External Examiners, potential employers and other interested parties.

All review activities will involve the course team but should be scrutinised by the relevant Director of Education or a delegated group of academic staff in the Faculty, in order to pick up emerging concerns or issues (either particular to that course or more systemic across the University's provision) and to identify or highlight innovative or good practice for wider circulation.

#### 6.1.2 Regular review (Annual Reflective Review)

The purposes of regular monitoring are broadly:

- to provide course teams with a clear opportunity to assess the effectiveness of their courses;
- to review whether courses remain current and valid in the light of developing knowledge and application in the subject area;
- to evaluate whether students are achieving the stated intended learning outcomes;
- to evaluate the relevance of the curriculum and the modes of teaching and assessment; and
- to provide a clear structure for continuous enhancement of the provision, by identifying any shortcomings in provision or opportunities for improvement.

Routine monitoring is considered most effective when undertaken by those delivering the course, with input or scrutiny in a local setting. Section 6.2 outlines the template and provides guidance on the documentation to be submitted for the regular review.

#### 6.1.3 Periodic review (Partnerships, Courses and Focussed Reviews)

The purposes of more periodic monitoring of teaching provision (i.e. on a 3-10 year cycle) are:

- to assess the continuing quality, currency and relevance of educational provision in the context of the University's Education and Research strategies;
- to review student demand, employer expectations, and employment opportunities in the context of the educational provision and student support needs;
- to review the impact of changes since the last periodic review on the design and delivery of courses and the provision of student support;
- to ensure the continuing availability of staff and other educational and research student resources required for effective educational provision; and

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<sup>5</sup> <https://www.qaa.ac.uk/quality-code/advice-and-guidance>

- to reflect upon the impact of external changes and requirements, including the needs of employers, accrediting bodies or other stakeholders, and any sector developments in academic practice or educational technology.

Periodic monitoring takes a broader view of learning and teaching provision than is possible in the annual reflective review cycle and would normally include advice and input from external participants of high calibre and with academic and/or professional credibility.

The Senate Handbook on Senate Reviews outlines the periodic review mechanisms adopted by the University for all learning and teaching provision.

## 6.2 Annual reflective review

### 6.2.1 Content of annual reflective review

Regular reviews are undertaken on an annual basis, led by the Course Director, and in line with a standard template, sent out annually by Education Services. The focus of the template is to provide a series of headings and questions for Course Directors to provide a reflective commentary on the course as a whole.

The purpose of the exercise is not to provide an extensive description of the operation of the course, but to outline how recent experience has helped inform necessary developments or suitable enhancements to the provision to students. Under each heading on the form, Course Directors are asked to comment on major developments in course structure and delivery, and findings and/or recommendations arising from feedback, as well as any actions undertaken or proposed.

This annual exercise includes a prompt for Course Directors to review the currently-stored course specification document, and either confirm that no changes are needed for the next academic year, or take forward course amendments through the formal channels (see section 7).

In summary, Course Directors will be requested to:

- **update and revise** the course specification, to outline how the course will run in the next academic year and allow for timely approval of any changes through the committee structure;
- **complete** the annual reflective review template, to be received by the relevant Director of Education.

In most cases, it is expected that the course specification will not change significantly.

### 6.2.2 Consideration of annual reflective review reports

Once completed, reports should be submitted to the relevant Director of Education. They may delegate consideration and review of the report to other academic staff.

The relevant Director of Education (or staff on their behalf) consolidate issues or concerns that emerge, either relating to individual courses or relating to Faculty provision as a whole, and report these to Education Committee. Reports are also reviewed by Education Services, and Learning and Development, with a focus on identifying innovative or good practice for wider dissemination across the University.

### 6.2.3 Timing of the annual reflective review exercise

In order to provide a comprehensive review of a taught course, Course Directors need to take account of examination performance, feedback from students (received in course and in post-course satisfaction surveys) and from External Examiners (often received in December-

February after the course or beyond) and yet still make timely changes to the structure and/or content of their courses (reviewing and updating course specifications if necessary). Full reflection of the teaching provision may need to take into account experience from more than one cohort of students.

In order to accommodate the gathering of all this information, the annual reflective review exercise takes place annually between December and March, to allow for information to be collated as follows:

- **previously-completed academic years:** External Examiners' reports, completed student surveys (including the University's satisfaction survey and the national Postgraduate Taught Experience Survey (PTES));
- **the current academic year:** feedback from current students, staff and external advisors;
- **future years of the course:** ideas for changes to the course, impact for marketing.



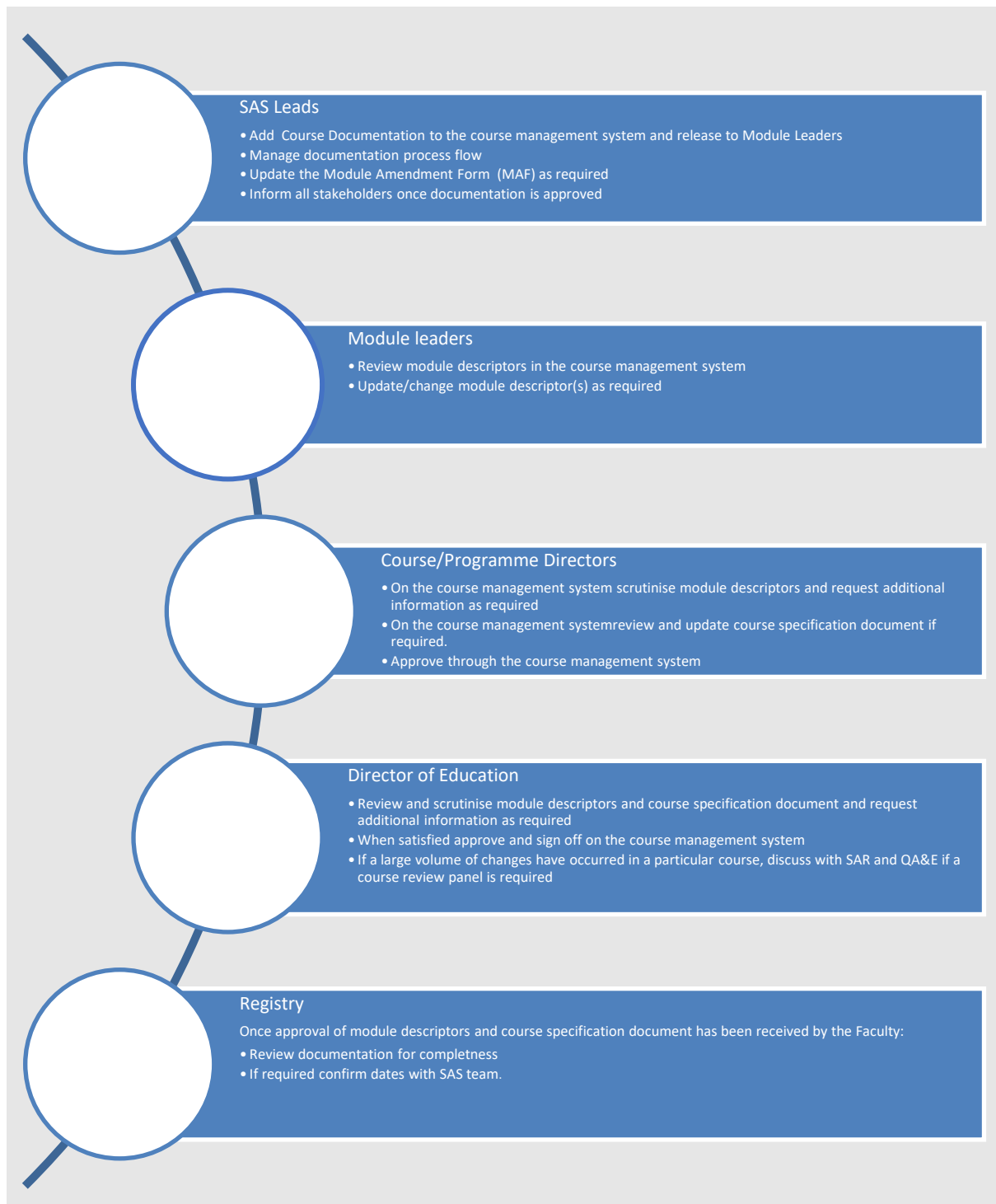
## 7 Management of changes to courses

### 7.1 Overview

All proposed changes to the structure and content of taught courses are approved by Senate. In practice, Senate delegates detailed consideration of such proposals to its Education Committee, or to individual Directors of Education.

This section of the Handbook outlines the current powers of delegated approval agreed by Senate. It also outlines the documentation that is required to evidence or support any proposal.

#### 7.1.1 Course change roles and responsibilities



### 7.1.2 Course Design Principles

When changes to existing courses are proposed, course teams must ensure that any changes are made in line with the mandatory Assessment and Feedback Principles as set out in Appendix H.

Where changes are made to taught modules, 10 credit modules should be re-designed so that they can be assessed by a single independent assessment. There should normally be no more than one, individual summative assessment per 10 credit module, and no more than one individual assessment per 10 credits in higher credit-rated modules. Where there is a clear andragogical reason for more than one assessment per 10 credits, these must be set as separate independent assessments and be approved by the relevant Director of Education.

Multipart assessments should not be included in any course. Directors of Education do not have discretion to approve multipart assessments.

There should normally be no more than five Intended Learning Outcomes (ILOs) per taught module (<40 credits).

The below table details the University's standard number of assessments and ILOs permissible in each module, determined by the credit value of the module.

	Credit Value	Number of permitted summative assessments	Number of ILOs per module
Taught Modules	5 credit modules (only exceptionally used, with approval of Director of Education)	1	Maximum 3 ILOs
	10-15 credit modules	1	Maximum 5 ILOs
	20-40 credit modules	1-2 independent assessments	Maximum 5 ILOs
Modules with Substantial assessment	≥40 credits	1-4 independent assessments	Up to 8 ILOs
Thesis Modules	≥60 credits	1-4 independent assessments*	Up to 8 ILOs**

\* The thesis itself must represent at least 30% of the total credits available for a course (i.e. 60 credits on a 200 credit Master's course), and therefore more than 1 independent assessment is only permissible where the thesis module is worth greater than 60 credits, and the thesis itself is worth at least 60 credits.

\*\* Due to the nature of the MBA course more ILOs may be appropriate

**Any deviations from the above should be exceptional, with a case made to and approved by the relevant Director of Education.**

All modules should include some form of formative feedback and this should be explicitly referred to in module descriptors. Formative feedback is defined in the Senate Guide to Assessment of Taught Courses: Design and Feedback.

When making changes to courses, course teams should give consideration to the mandatory University requirement to provide student marks within 20 working days, and the implications of the proposed changes to this requirement.

## 7.2 When does a change to a course make it a “new course”?

Changes to existing courses require the approval of the relevant Director of Education and/or Education Committee, whereas the introduction of new courses involves a two-stage process requiring the approval of the University Executive and Senate (see the Senate Handbook: Setting Up A New Taught Course for more details of the approval process for new courses). The University Executive has defined a number of circumstances where it would wish to see early sight of any proposal to change, expand or amend existing provision, and which would deem the proposal to be a “new course” requiring full consideration of the proposal.

If any of the following conditions apply to a proposed change to an existing course, a short proposal document, along with a (revised or new) course concept and business case<sup>6</sup> (where appropriate) needs to be approved by the Faculty Executive and forwarded to the earliest meeting of the University Executive or Education Committee, depending on the approval level. The University Executive/Education Committee will consider the Quality Assurance and Enhancement Unit (QA&E) recommendation on whether the proposal should be referred to a full Course Validation Panel or to a Course Review Panel.

Change of course title	proposal document only	University Executive approval
Additional entry and/or exit award routes	proposal document only	Education Committee approval
Addition of a new named pathway within an existing course	proposal document only <sup>7</sup>	University Executive approval
Merging of existing courses into a new named Programme	proposal document only	University Executive approval
Introduction of a new mode of course delivery novel to the Faculty	proposal document only	Education Committee approval
Delivery of existing (or modified) course in a new location <sup>^</sup>	proposal document and course concept and business case	Education Committee approval
Delivery of existing (or modified) course with a new or additional academic partner <sup>^</sup>	proposal document and course concept and business case	University Executive approval

<sup>^</sup> these changes should be approved by the Faculty Executive prior to University Executive/Education Committee consideration.

Where the delivery of an existing (or modified course) is proposed in a new location and/or with a new or additional academic partner, Quality Assurance and Enhancement should be contacted in the first instance for guidance on the correct approval process.

## 7.3 Requesting changes to existing courses

### 7.3.1 Andragogic and practical considerations for updating a course

Changes to courses may result from either pedagogic or practical reasons. Irrespective of the cause, consideration should be given to the overall structure and cohesion of the course, as well as to the mandatory Assessment and Feedback Principles set out in Appendix H. The impact of change on PSRB accreditation or apprenticeship standards may require additional

<sup>6</sup> Further details on the content of a course concept and business case are outlined in the Senate Handbook: Setting Up A New Taught Course.

<sup>7</sup> The introduction of a new pathway within an existing course will require a Course Review Panel

consideration. Readers are advised to review the Senate Handbook on Setting Up A New Taught Course, and particularly the appendices therein, for advice and guidance on course construction and on completing the required course documentation.

### 7.3.2 When can changes be proposed and implemented?

Changes to courses should only be made prior to students commencing the course. At the point of registration, the University, under CMA legislation, is essentially committed to delivering the advertised and published programme (usually as it is articulated in the course handbook).

Course teams should therefore plan to ensure that all proposed changes are considered and approved before the start of the academic year so that one-year full-time students are not affected by any changes.

In exceptional circumstances or cases of force majeure, the University's Education Committee may instruct or permit Faculties or course teams to make adaptations to their courses at short notice, or without following the normal process. Such changes should only be made with the explicit permission of and following any guidance issued by Education Committee, and be approved by the relevant Director of Education.

Approved courses are subject to change as a result of annual or periodic review. Such changes may be designed to improve the student learning experience or to respond to feedback from students, External Examiners, accreditation bodies and industrial advisory panels. Occasionally, changes are needed because of changes in the university's capacity and capability to offer a component of a course. Changes on an annual cycle are most likely to affect part-time or suspended students, although exceptionally within-year changes may be unavoidable and may affect full-time students.

If a change is proposed, it is a requirement that the course team consults with all registered students (including those in suspension) who will be impacted. The need for the change, the potential impact on the students and the way that the impact will be mitigated must be explained. Where necessary, individualised transition plans must be put in place for part-time or suspended students to ensure a feasible pathway to completion of the intended award under the new arrangements.

The consultation must provide the opportunity for students to raise concerns regarding the proposals. Student feedback must be taken into account before proceeding with the change and all reasonable steps must be taken by the course team to ensure that issues arising are dealt with where feasible. The course team must respond in writing to the student cohort(s) affected to communicate the final arrangements demonstrating due consideration of student feedback.

In-year or in-Registration changes require the approval of Education Committee, via the relevant Director of Education. Ultimately, Education Committee retains the right to approve the change if it believes these are reasonable and have given due consideration to the best interests of the student cohort in general.

Evidence of the consultation with and responses from students should be provided with the submission of the proposed changes.<sup>8</sup>

### 7.3.3 Documentation required

Any proposed change to a course requires a **Rationale for change**, which should include:

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<sup>8</sup> Common University assessment criteria were applied to all new and existing students in September 2014 and August 2015 on the understanding that in the case of a previously-enrolled student failing an award under the new criteria, the Board of Examiners will revert back to the previous pass criteria to ensure that the student is not disadvantaged by the change.

1. a clear outline of all of the changes being proposed;
2. an explanation of why *each* change is being proposed;
3. an explanation of why this *particular* solution or proposal satisfies the reasons for any change;
4. an explicit indication of when the proposed changes are to take effect;
5. any impact on current students (and in particular part-time students).

The rationale will be noted on the relevant University proforma.

The University process for Director of Education approval of changes is through Akari for all taught courses. This process is coordinated by the SAS team.

In addition to the change proposal, the course team should review and revise the implication of the changes on the course specification, and individual module descriptors. This review and revision will be carried out in Akari. Attention should also be given to revising the course handbook for future years of the course.

Course teams are reminded that all changes to courses will require amendments to course handbooks (or the online equivalent). Amended course handbooks are not required as part of the approval process, but course teams will need to consider carefully when such amendments are needed and published. Careful consideration will also be needed in the review of marketing materials (including prospectus information and public webpages) and the timing of changes and notifications to prospective students.

#### **7.3.4 Who is authorised to approve changes to courses?**

Senate has approved a range of delegatory powers for the approval of changes to existing courses.

Where a change represents entirely new areas of provision, changes to named awards, or the introduction or withdrawal of existing exit routes, Senate is notified of the changes after full consideration at Education Committee. These changes will normally be coordinated by QA&E.

Annual and in-year changes at module level are delegated down to individual Directors of Education for approval through Akari (although in all cases, Education Committee are to be notified of changes to maintain an oversight of the stability of the academic portfolio).

Complex or multiple course changes may require a Director of Education to instigate a Course Review Panel. Examples of when a Director of Education may request that a Course Review is undertaken include:

- a Course Team or Faculty wishing to make significant changes to a course or programme request that a review takes place;
- a Director of Education following receipt of requests for multiple and/or complex changes to a course or programme (even where those individual changes could have been approved by a Director of Education) requests a review to take place;
- a new Pathway of an existing course is proposed (noting that a new course within an existing programme requires validation through the formal University course validation process<sup>9</sup>);
- merging of existing courses into a new named Programme
- introduction of a new mode of course delivery novel to the Faculty
- changes to an existing course are proposed to meet an Apprenticeship Standard (particularly relevant for integrated degrees);
- changes to an existing course are proposed which may impact on accreditation of a course.

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<sup>9</sup> Further information can be found in the Senate Handbook on Setting up a New Taught Course.

Where the delivery of an existing (or modified course) is proposed in a new location and/or with a new or additional academic partner, Quality Assurance and Enhancement, should be contacted in the first instance for guidance on the correct approval process. The panel will act as a Course Validation Panel and as such will:

- review the paperwork and contribute to questions for the course team;
- ensure threshold standards are met and ensure the quality of the student experience;
- make a formal decision to approve (no conditions; subject to conditions; with/without recommendations) or fail to approve;
- ensure that there is a clear and sensible transition plan to enable existing registered students to complete their course where these students are impacted by the changes.

Full details of the overall process to include documentation requirements, review panel constitution and outcomes can be found in Section 6.1 of the Senate Handbook on Senate Reviews.

Appendix A provides a summary of change requirements, and the process to consider a change proposal.

## **7.4 Borrowed and Shared modules**

### **7.4.1 Borrowed modules**

It is important to establish clear ownership and oversight of all modules: all modules should be the clear responsibility of a single course, so that an individual Course Director manages all aspects of teaching and quality assurance associated with it. Modules, therefore, should always have a primary course – and other courses may then “borrow” that module from it. The module leader is then responsible to the Course Director of the primary course.

Where a course team chooses to borrow an existing module from another course, consideration should be given to:

- (a) whether the borrowed module represents a key element of the secondary course, and the implications if that module is withdrawn or changed by its “owner” (with or without notice);
- (b) how “remote” the module leader is from the course (same Department? same Faculty?) and what checks will then be necessary to ensure it meets – and continues to meet – the needs of the course;
- (c) what mechanisms are in place to ensure that any changes to the borrowed module will be notified to the course team (e.g. representation on the relevant “home” course committee).

Borrowed modules must be “lifted and dropped” directly into the secondary course: there must be no changes to the content, assessment or submission dates of the module. A change of minimum mark (providing this is the only change) does not constitute a new module, and should be treated as a borrowed module. The module must retain the same title across all courses that use it, as well as the same module code.

For the avoidance of doubt borrowed modules have a single Module Leader, a single title and a single module code, used by each course borrowing the module.

### **7.4.2 Shared modules**

Where a course team chooses to take some elements of an existing module and re-purpose it for their own course, the module should be viewed as a new and separate module (even though there are elements of shared teaching/assessment/ILOs). The module leaders will be required to provide separate module descriptors, as the aims, assessment and curriculum will necessarily be different. The course creating the new shared module is the owner of that new module.



As a new shared module is a different and separate module from the existing module, it must have a different title and module code. There is no requirement to align content, assessment or learning outcomes of the existing module to the new module. Where an assessment is being shared, the shared module should use the same assessment dates as the existing module.

For the avoidance of doubt shared modules have separate Module Leaders, separate titles and separate module codes, as defined by each course running the module.

## 7.5 Additional Course Intake request procedure

Additional intakes may be added to previously validated courses through agreement of the Head of Faculty following consideration and confirmation that they are satisfied as to resource availability to include academic staff resources.

Once a decision to approve an additional intake of a course is made by the Head of Faculty then it should be noted by Education Committee.

### The process

- The Course Director should consult with the relevant Assistant Registrar for the Faculty and complete the Additional Taught Course Intake Proposal Form which can be found on the Education Services intranet pages.  
<https://intranet.cranfield.ac.uk/EducationServices/Pages/Registryforms.aspx>
- Data should be gathered regarding:
  - anticipated numbers;
  - course delivery dependencies (i.e. which elements of the course are borrowed or share elements with other provision; which elements of the course are also offered as short courses);
  - contractual obligations relating to the course (e.g. formal partnerships).
- The Course Director should ensure that relevant Services (and Faculties if applicable) have been consulted where the proposed change impacts on additional resources in order to support the course.
- The completed form and a revised course timetable (where applicable) should be signed by the Head of Faculty to confirm that they are satisfied that sufficient resources are available to support the additional intake.
- The completed form and a revised course timetable (where applicable) should be sent to Quality Assurance and Enhancement who will ensure it is noted at Education Committee and the information is distributed to relevant parties.



## 8 Course Closure, Suspensions and Intake Deferrals

### 8.1 Overview

Withdrawing, suspending or deferring an intake of a course is a matter for careful consideration. The needs of existing learners and applicants must be catered for and any liabilities in respect of potential learners or partnerships involving academic provision thought through. Senate delegates detailed consideration of withdrawal or suspension proposals to Senate's Education Committee.

There are four categories:

Category	Definition
Intake Deferral (no impact)	<p>The course wishes to defer a particular intake.</p> <p>Continues to recruit for the next defined intake.</p> <p>Either the course has not previously run or there is no impact on delivery to registered students and/or formal constraints (i.e., contractual obligations to include formal partnerships / sponsorships).</p>
Intake Deferral (impact)	<p>The course wishes to defer a particular intake.</p> <p>Continues to recruit for the next defined intake.</p> <p>Continues to deliver the course for registered students to enable them to progress and complete the course but where changes will impact students and/or formal constraints (i.e., contractual obligations to include formal partnerships / sponsorships).</p>
Course Suspension	<p>Course ceases to recruit, there is no intake during the suspension period and there is an impact on delivery.</p> <p>Course suspension may or may not result in the suspension of related modules.</p> <p>Those students already registered on the course will continue to progress and complete the course ('teach out'), or where this is not possible, be offered transfer to an alternative course.</p>
Course Closure	<p>Permanent closure of a course with or without impact on registered students (for example, the closure of a course that has never run).</p> <p>Closure of a course means that there are no further intakes to the course and it will no longer be offered by the University.</p> <p>Course closure may or may not result in the closure of related modules.</p> <p>Those students already registered on the course will continue to progress and complete the course ('teach out'), or where this is not possible, be offered transfer to an alternative course.</p>

This section of the Handbook outlines the process and documentation that is required to evidence or support any proposal to permanently withdraw, temporarily suspend (for up to one year) or defer the intake (for up to one year) <sup>10</sup> of a course from the University's academic portfolio (which includes non-award bearing apprenticeship provision).

## 8.2 Course Closure, Suspension or Intake Deferral process

### 8.2.1 Practical considerations

The University is required to have an agreed and planned procedure for managing the closure of a course or programme, which includes protecting the academic interests of **all** students already studying on the programme (including those who have taken an agreed break from their studies) and those who have applied to study on it. The quality of the learning experience must be safeguarded during the period in which the programme is being withdrawn. The University is expected to take account of the effect on partners, delivery organisations and support providers with whom it works to offer the programme, and of the students studying with those organisations.

The University has outlined criteria to aid the consideration of the temporary or permanent closure of a course. It includes consideration of the student experience, as well as the financial and strategic sustainability of the course going forward.

In the case of a *force majeure*, the PVC (Education) and Quality Assurance and Enhancement can approve variations to this process.

### 8.2.2 When can the course closure, suspension or intake deferral process be implemented?

The process for course closure, suspension or intake deferral can be made at any point, however, it is recommended that the portfolio is reviewed regularly and that the course closure, suspension or intake deferral process is ideally started before any offers are made to students for the following academic year. At the point of offer, the University is considered to have made a contractual obligation to the student. Intake deferral, suspension or closure of the course after this point will need to consider how applicants can be compensated (which may include offering them an alternative cognate course or programme).

The Intake deferral, suspension and course closure process can be activated by a number of factors (relating to the financial, strategic or student experience sustainability of a course). The University has designed a process to inform participants in making the decision to close, suspend or defer intake of a course. The process should not be used as a post-rationalisation of any decision.

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<sup>10</sup> Academic provision may only be suspended or intake deferred for one year at a time: courses which are suspended for consecutive periods of more than two years will most likely be viewed as formally withdrawn. "Re-activation" of a course after this time will normally require undertaking the full new course approval process, as outlined in the Senate Handbook for Setting Up a New Taught Course.

### 8.2.3 Intake deferral request procedure

Intake deferral is defined either as:

Intake Deferral (no impact)	<p>The course wishes to defer a particular intake.</p> <p>Continues to recruit for the next defined intake.</p> <p>Either the course has not previously run or there is no impact on delivery to registered students.</p>
Intake Deferral (impact)	<p>The course wishes to defer a particular intake.</p> <p>Continues to recruit for the next defined intake.</p> <p>Continues to deliver the course for registered students to enable them to progress and complete the course but where changes will impact students.</p>

Once a decision to defer the intake of a course has been approved by the relevant Director of Education and Head of Faculty then it should be noted by Education Committee.

#### The process

The Course Director should consult with the relevant Assistant Registrar and complete either the:

- Taught Course Intake Deferral (**no impact**) Proposal Form, where there is no impact on registered students and/or formal constraints (i.e., contractual obligations to include formal partnerships / sponsorships).
- or
- Taught Course Intake Deferral (**impact**) Proposal Form, where there is an impact on registered students and/or formal constraints (i.e., contractual obligations to include formal partnerships / sponsorships).

Both Forms can be found on the Education Services intranet site

<https://intranet.cranfield.ac.uk/EducationServices/Pages/Registryforms.aspx>.

- Data should be gathered from Registry/relevant Assistant Registrar, (the level of data required being dependent on the level of impact) regarding:
  - student numbers (registered students (where there is impact), applicants, offers and acceptances);
  - course delivery dependencies (where there is impact), (i.e. which elements of the course are borrowed or share elements with other provision; which elements of the course are also offered as short courses);
  - contractual obligations relating to the course (where there is impact) (e.g. formal partnerships or sponsorships; intellectual property restrictions).

Full details of requirements can be found on the relevant Form.

- Where there are applicants, full details should be given regarding communication plans for those at different stages of the application process. Communications should be sent to applicants from the Admissions Office.
- Where there are registered students who are impacted, full details should be given regarding communication plans for those at different stages of their registration to include approved breaks in learning.

- The Course Director should ensure that relevant Services (and Faculties if applicable) have been consulted where the proposed change impacts on additional resources in order to support the course.
- The relevant completed form and a revised course timetable (where applicable) should be signed off by the relevant Director of Education to confirm that the measures in place to protect the student experience for applicants and students are sufficiently robust.
- The form should also be signed off by the Head of Faculty to confirm assent for the business decision to defer the start of the course.
- The completed form and a revised course timetable (where applicable) should be sent to Quality Assurance and Enhancement who will ensure it is noted at Education Committee and the information is distributed to relevant parties.

#### **8.2.4 Course Suspension or Course Closure Procedure**

There are a number of reasons why the University may suspend or close a course. These may include but are not limited to the following:

- The demand for the course is insufficient to cover the cost of delivery.
- External bodies (such as professional, statutory and regulatory bodies) require changes that result in significant change or a course being closed.
- Updating of the University's portfolio has led to a change in the range of courses the University wishes to provide.
- Staff involved in delivery of the course are temporarily or permanently unavailable and it is unduly difficult or impossible to replace them.
- Changes in location meaning that uneconomic new investment costs would be required to transfer the course to a new location.
- Changes in the mode of delivery meaning that the previous delivery approach is untenable.
- Replacing an existing course with a new one.
- Changing strategic priorities at Subject, Faculty or University level.
- Concerns about the quality and academic standards of the course.
- Closure/termination of collaborative partnership which results in the closure of a course.
- External funding changes.

*Note: Where the decision is taken to suspend or close a course which is also approved for delivery by a partner organisation the decision as to whether the course will continue to be delivered by the partner organisation will need to be considered.*

#### **Course Suspension is defined as:**

- Course ceases to recruit, there is no intake during the suspension period and there is an impact on delivery.
- Course suspension may or may not result in the suspension of related modules.
- Those students already registered on the course will continue to progress and complete the course ('teach out'), or where this is not possible, be offered transfer to an alternative course.

#### **Course Closure is defined as:**

- Permanent closure of a course with or without impact on registered students (for example, the closure of a course that has never run).
- Closure of a course means that there are no further intakes to the course and it will no longer be offered by the University.

- Course closure may or may not result in the closure of related modules.
- Those students already registered on the course will continue to progress and complete the course ('teach out'), or where this is not possible, be offered transfer to an alternative course.

## The process

The Course Director should consult with the relevant Assistant Registrar and complete the Course Suspension or Course Closure Proposal Form

The Form can be found on the Education Services intranet site

<https://intranet.cranfield.ac.uk/EducationServices/Pages/Registryforms.aspx>

- Data should be gathered from Registry/relevant Assistant Registrar regarding:
  - student numbers (registered students, applicants, offers and acceptances);
  - course delivery dependencies (i.e. which elements of the course are borrowed or share elements with other provision; which elements of the course are also offered as short courses);
  - contractual obligations relating to the course (e.g. formal partnerships or sponsorships; intellectual property restrictions).
- The Course Director must provide as part of the proposal:
  - the rationale for the request;
  - teach-out plans (where applicable);
  - communication plans for both registered students and applicants;
  - evidence of consultation in relation to course delivery dependencies and where there are contractual obligations.
- The relevant completed form and teach-out plans (where applicable) should be signed off by the relevant Director of Education to confirm that the measures in place to protect the student experience are sufficiently robust. The relevant Director of Education/ can instigate a meeting of relevant parties to discuss the proposal prior to signature at their discretion depending on the level of impact to the student experience.
- The form should also be signed off by the Head of Faculty on behalf of the Faculty Executive to confirm assent for the business decision to either suspend or permanently close the course.
- Once a decision to suspend or close a course has been approved by the relevant Faculty's Executive, the Form should be submitted for Education Committee approval who will either support the decision (and instruct Education Services to implement) or refer the decision and will report in either case to the University Executive. Where a referral takes place, the decision of the Faculty is put in abeyance until confirmation to proceed is confirmed by the Senate's Education Committee.
- The completed form and a teach-out plans (where applicable) should be sent to Quality Assurance and Enhancement who will ensure it is presented to Education Committee for consideration and approval and who will ensure that the outcome is distributed to relevant parties.

# **PART B            MANAGEMENT OF TAUGHT COURSE STUDENTS**

## **9       Responsibilities of Course Directors**

With specific reference to the management of students, Course Directors are responsible for overseeing the overall academic progress of students on the taught programme of study. In practice, this includes:

- ensuring on initial registration that students have all the information they need in order to begin their studies;
- monitoring their academic achievement (i.e. results obtained on assessed work during the course) and addressing any causes of concern relating to underperformance or the likelihood of them not being able to complete the intended award;
- ensuring students receive appropriate and timely feedback on their work;
- ensuring students receive formative feedback during each module;
- preparing the course's overall assessment and feedback strategy;
- managing requests for:
  - additional learning support, in consultation with a Learning Support Officer;
  - adjustments to the pattern of study (including changes of mode (PT/FT) and changes to elective modules or project titles), in consultation with SAS;
  - adjustments to the overall period of study (including interruptions of study, suspensions or extensions), in consultation with SAS.
- ensuring that, when students have successfully completed sufficient work, that their marks are considered and approved by the appropriate Board of Examiners;
- ensuring that, where further work is required by a Board of Examiners, that students are provided with sufficient information and support to complete that work for re-assessment;
- ensuring the appointment of appropriate thesis/dissertation Supervisors (if relevant) and providing this information to their SAS Lead as soon as possible.

# 10 Induction of students

## 10.1 Course Induction

Course Directors are responsible for ensuring that all students are aware of both their responsibilities, and the learning facilities and opportunities that are available to them.

Particular care and attention should be provided to part-time students or other students who do not register at the formal start of the course in that academic year and may miss formal University-wide events and inductions offered by the service departments. Course Directors should ensure that such students are appropriately inducted as necessary.

Induction should cover:

- responsibilities of students;
- course information;
- the course's assessment and feedback strategy;
- learning support.

Appendix B provides a detailed checklist of areas that should be covered at induction.

## 10.2 Project Induction

Course Directors are responsible for ensuring that appropriate Supervisors are appointed for both group and individual projects. Following approval of Supervisors, the Course Director will pass these on to the SAS Lead, who will update the student record. Typically Module Leaders are responsible for the allocation of projects to students, although the process may vary between Faculties. Methods of allocating projects should be outlined in course handbooks.

A risk assessment (and if necessary, a COSHH<sup>11</sup> assessment) should be completed for all projects, unless they are carried out at another organisation/institution (where the responsibility for completing risk assessments falls to that organisation/institution). Details of how to complete risk assessments can be found on the Health and Safety intranet pages.

To ensure that research undertaken at the University conforms with the appropriate ethical principles and standards all students must submit their project research proposals through the University's ethical approval system (CURES) for review prior to undertaking any research. This applies to both individual and group research projects. Confirmation of ethical approval must be included with the thesis upon submission. Should a student either not gain ethical approval or not provide confirmation of ethical approval their thesis will not be marked (potentially resulting in award failure), and the non-approval will be escalated to the Research and Innovation Office.

Project induction should cover:

- allocation of projects;
- project briefs;
- responsibilities and expectations of students and thesis Supervisors;<sup>12</sup>
- details of any risk assessment completed/required;
- details of the University's ethical approval process;
- how students will receive formative feedback;
- submission points and methods;
- Guidelines for the layout and submission of your thesis;
- health and safety and/or risk assessment requirements (as appropriate);
- codes of conduct for off-campus projects and/or statements of responsibilities (as appropriate);
- Cranfield's responsibilities and information provided to companies;
- financial charging (as appropriate);
- travel and subsistence (as appropriate).

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<sup>11</sup> Control of Substances Hazardous to Health

<sup>12</sup> As outlined in Appendix M of this Handbook and Appendix D of the Senate Handbook on Assessment Rules for Taught Courses



# 11 Monitoring academic progression

## 11.1 Capturing student intentions

The University is required to make a number of annual returns to a number of government agencies on the volume of student activity for each individual student. These returns are based on information provided by students and verified by their Course Director.

The Course Director is expected to advise students on the suitability and eligibility of combinations of taught modules in the context of the course structure approved by Senate, and Faculty policy on whether students may take additional taught course modules over and above those required for their intended award (with or without additional fees).

All student activity reported to government agencies is taken from the University's student record system (SITS), which is required to hold information on:

- personal information on each student (captured by them at the point of registration);
- their intended studies for each 12-month period following their initial registration;
- their completed studies at the end of each 12-month period.

This information is used to provide benchmarking information about the scale of Cranfield's educational activities, to calculate government funding, and to provide assurance that students are attending the University.

Course Directors are responsible for ensuring there are local mechanisms in place to ensure that the data held in SITS is both complete and accurate. These mechanisms include:

- ideally within the first week of a student registering, they should be registered in SITS with all modules they intend to study within their current year of instance (in most cases that will be the academic year<sup>13</sup>);
- at the final assessment point for each module, the receipt of student work or their attendance at the formal examination is recorded in SITS;<sup>14</sup>
- as soon as marks are confirmed by the markers for any piece of assessed work (for taught or group modules), the information is entered into SITS, and thereafter made available to students through EVE as an unconfirmed result;
- where changes to student intentions are communicated or agreed with the Course Director, this information is updated in SITS as soon as possible.

## 11.2 Providing feedback to students

### 11.2.1 General principles

Students should receive an appropriate level of general and/or individual written feedback on all assessed work to promote learning and facilitate improvement. Individual Faculties may provide standard forms or templates which Course Directors, Module Leaders and Markers should use.

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<sup>13</sup> For full-time students, Education Services automatically assumes all learning credits (for the intended award) will be completed within 12 months. Where full-time students have elective modules, it is helpful for planning purposes for them to indicate which modules they intend to study.

For part-time students, it is important that Course Directors (or staff on their behalf) at the start of their students' registrations (and on the anniversary of their registrations thereafter) confirm with students which modules they intend to take that year.

<sup>14</sup> Education Services staff record this information in SITS. Marks for the assessed work should be entered as soon as practicable after they have been generated (usually within 1 working day).

In addition, the Course Director should ensure that all student-focused course documentation (e.g. handbooks, VLE) is clear on:

- who is responsible for providing feedback to students;
- how and when this will happen, noting that feedback on assessed work should be provided to all students as soon as practicable and no later than 20 working days<sup>15</sup> after the submission deadline;<sup>16</sup>
- to whom students should raise concerns with about the timeliness or quality of feedback.

This information should be included in the Assessment and Feedback course-level Strategy and module-level Schedules.

Where individual students have underperformed (i.e. obtained <50% on any individual piece of work), it is important to provide feedback as soon as practicable on how to improve for future assessments, but also to highlight the potential risks of students failing to complete the course successfully overall. Course Directors (and Module Leaders), through their SAS Lead should ensure that students are provided with written confirmation that their underperformance may lead to failure of the course, or to them being removed from the course as a result of a lack of appropriate academic progress. Copies of such correspondence (which may be formal letters, emails, or notes of meetings) should be retained for future reference.

Final moderated marks must be made available to Registry for entry to SITS, and feedback made available to students, by no later than 20 working days from the date of the assessment (hand in or exam date)<sup>17</sup>. Moderated marks which have not been submitted within 20 working days are reported monthly to the Head of Faculty and relevant Director of Education, and twice a year to Education Committee.

In addition to formal feedback on assessed work all students should expect to receive some element of formative feedback during each module which will further their learning and/or help prepare them for the formal assessment(s).

Further guidance on types of feedback, and how assessments can be designed to facilitate feedback, can be found in the supplementary Senate Guide on Assessment Design and Feedback.

### 11.3 Feedback on Master's Theses

Supervisors are normally expected to read and review draft chapters or extracts of a student's thesis to help guide students to the standards required for their intended award.

Students are advised that Supervisors will:

- give general guidance on the nature and standard of the thesis required and discuss the analysis of results, details of methodology and outcomes of study;
- agree with the student:
  - the aims and objectives of the thesis;
  - the methodology, resource needs and safety risk assessment;
  - the thesis structure and contents list.

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<sup>15</sup> For taught and substantial pieces of assessment.

<sup>16</sup> Where an extension has been requested, feedback should, where possible be provided within 20 working days of the revised submission date. Where this is not possible feedback should be provided no later than 40 working days after the agreed submission date.

<sup>17</sup> For taught and substantial pieces of assessment.

Supervisors are not expected to extensively proof-read a thesis nor write any part of the thesis on a student's behalf.

A thesis must be the student's own work. Students may not employ or engage someone else to write their thesis on their behalf, even if their first language is not English.

Students may, however, seek editorial help from other students, friends or academic advisers to review their work and provide advice and guidance on its improvement. This advice and guidance should be limited to advice on:

- spelling, punctuation, grammar and syntax;
- formatting the document for consistency (e.g. numbering of footnotes, headings, references, page numbers; consistent font and text sizes; use of passive or active tenses);
- pointing out where plagiarism might exist;
- improving the layout of the thesis (e.g. moving tables and illustrations).

Advice and guidance should not include making or suggesting changes on their behalf in any of the following areas:

- major structural changes to the thesis;
- changes to the text that amend or edit ideas, arguments or discussion points;
- removal of plagiarism, or the development of better academic referencing;
- translation of passages into English;
- correction of information or data;
- reductions to the length of the thesis to meet the University guidelines.

Students must ensure that any third-party proof-reading does not compromise their authorship of the work submitted, and, in particular, that the substance of the work remains their own. Only final versions of any work should be submitted for proof-reading. Students are responsible for the work which they submit, and the use of a third party will not be accepted in mitigation of any deficiencies or misconduct identified in the work.

The University does not prohibit the use of commercial proof-reading services; however, students are advised to be particularly vigilant if engaging such services to ensure that the academic integrity of their work is maintained, in particular ensuring that any suggested edits made by a proof-reader fall only within the remit outlined above.

## 11.4 After the formal end of the course

Once the formal course has been completed and all work submitted, a decision on the student's academic achievement is confirmed by the Board of Examiners. Course Directors are, however, still responsible for ensuring that:

- students finalise their studies (including returning all University materials and ensuring facilities are handed back properly);
- learning support is provided in cases where further work is required (normally associated with further work [corrections or more extensive revisions] to the thesis associated with the research project element of the course).

## 11.5 Monitoring Academic Engagement

The University has a formal Student Engagement Policy which sets out the processes and expectations for monitoring, recording and reporting on student engagement.

The University expects students to engage with their studies and to attend the various learning opportunities provided by their course. The University believes this is key to successful course completion. Any student may have their registration suspended or terminated because of concerns about academic progress, lack of attendance/engagement or lack of contact with the

course or research team. In addition, the University has particular licence obligations with respect to students who hold a Tier 4 visa for monitoring, recording and reporting attendance.

For the purposes of attendance monitoring, the University treats formal face to face interaction with an Academic member of staff as a contact point.

#### **11.5.1 Taught Students**

The process differs slightly for the different stages of a Taught course.

#### **11.5.2 Contact Points**

For taught modules, students need to complete taught module registers, which are then recorded centrally by the SAS team.

For Group Projects students need to complete the group meeting attendance sign in sheet, which will then be recorded centrally by the SAS team.

At the Thesis stage, students and supervisors should meet at least once per month. These meetings should be supported by written evidence of actions/agreements between the student and the Supervisor. The student should inform SAS that a meeting has taken place.

#### **11.5.3 Interventions**

If a student misses a number of consecutive contact points within two calendar months (for taught modules and group projects) or a number of consecutive Supervisor meetings the SAS team, in liaison with the Course Director, will look into why meetings have been missed and what the next appropriate steps may be. For students on a Student/Tier 4 visa, the SAS team will notify the Student Immigration and Funding (SIF) team, who will contact the student requesting that they contact SIF as early as possible. If the student does not contact the SIF team, the withdrawal of the University's Student/Tier 4 visa sponsorship of that student would commence.

The full attendance policy for taught students can be found at Appendix F.

## 12 Managing changes to a student's registration

A change to registration is defined as any of the following:

- changes to the student's named programme of study (e.g. a transfer to a different course or final intended award);
- changes to the student's pattern of study (e.g. a change from full-time to part-time study or *vice versa*);
- changes to the length of time of study the student needs (e.g. a request for extension of time for the period of study, with or without the payment of additional tuition fees);
- request(s), for whatever reason, for either a temporary or permanent interruption to the student's period of study.

In most cases, requests are made to the Course Director by the student, and are then considered by the Academic Registrar or, more usually, by the Student Casework Team on their behalf. All requests from students require the explicit support of the Course Director (although students may appeal against the decision of a Course Director, as outlined in Section 5 of the Senate Student Handbook on Changes to Registration). Apprentice students should discuss any proposed changes to their registration with the Apprenticeships Office prior to making a formal request to their Course Director.

In some circumstances, the Course Director may require a student to halt their studies, on either a temporary (suspension of study) or permanent (termination of registration) basis. Sections 13 and 14 respectively cover these changes to registration in more detail. Where a student is an apprentice, Course Directors should discuss any proposed changes to registration with the Apprenticeships Office.

Generally, any request from a Course Director to Education Services to process a change to registration will require:

1. written confirmation (letter or email) of student consent for the proposed change, or where the student consent is inappropriate, a written statement by the Course Director of the rationale of the decision;
2. written confirmation (letter or email) from the budget holder (e.g. Head of Centre) for the course for any waived tuition fee or bursary request that may result from the proposed change to registration;
3. clear and unambiguous instructions of the change to registration (including, where appropriate, revised dates of study or registration and new course details);
4. a rationale for the requested changes, including supporting evidence;
5. clear and unambiguous support for the change to registration from the Course Director.

All requests should be made on the Registry-approved forms available from <https://intranet.cranfield.ac.uk/EducationServices/Pages/Registryforms.aspx>

In providing such support, Course Directors should recognise that sometimes the student's life circumstances can change to such a degree that it is necessary to consider a temporary halt to their study. There may be a number of potential causes, including:

- illness, either physical or mental (of the student, or of close family and friends);
- financial concerns, such that the student can't afford to maintain their living expenses while studying;
- personal relationships intruding upon their ability to study;
- other personal circumstances (e.g. a change to their living arrangements or employment).

Wherever possible, Course Directors should act to support the student continuing with their studies, and there are a number of support mechanisms available to all students, including Student Wellbeing and Disability Support, the face-to-face counselling services, Learning Support Officers, and the Cranfield Students' Association.

If a Course Director is approached by a student who believes their study is being affected, the Course Director should outline the various possibilities that might be open to the student to accommodate those changed personal circumstances. These are most commonly:

- recognising “exceptional circumstances” and allowing the student to submit work for assessment late in accordance with the process outlined in the Senate Student Handbook on Assessment Rules;
- reviewing possible future patterns of study to see if they can be adjusted, including the possibility of transferring from full-time to part-time study (or extending the period of part-time study);
- discussing with the student taking time out from active study, either through a formal period of suspension of study (where they would normally leave the course for a short period of time), or through recognising that the student will make little or no academic progress for a defined period of time. See Section 13.1: Voluntary suspensions for further information.

Where a defined period of suspension is agreed (for up to one year), a clear, documented “return to study plan” should be discussed and agreed, so both the Course Director and student are clear on what will be expected on re-engagement with the University. The “return to study plan” can be reviewed at any point, and further periods of suspension of study agreed. Please note it is extremely rare for students to be allowed successive suspensions of study for more than three years in total.

## 13 Interruptions of study

Course Directors should be aware that there are a number of reasons which may result in a student having to suspend their studies temporarily and spend time away from the University. These include:

- a) a student wanting to suspend because of their personal circumstances (voluntary suspension – see Section 13.1);
- b) a forced removal, with the agreement of the Academic Registrar, for a specific reason (see Section 13.2);
- c) as a result of a disciplinary investigation of such a nature that it is felt appropriate or necessary to remove the student from study, either while the matter is being investigated, or as a result of the investigation (see Section 13.3).

A suspension of studies results in the period of registration (i.e. course end date) being extended automatically. No additional fees are charged for this adjustment. Access to the University and its facilities may be withdrawn during any period of suspension of study at the discretion of the Academic Registrar, but this is not common; students in most cases remain able to access their CCNT account, EVE, and library and IT resources.

For those students with a 5-year-registration period (primarily at Shrivenham) suspensions will only be approved in exceptional circumstances. Students studying as part of the AP contract are required to provide evidence to support their suspension request within 20-working days of submitting the request.

In any of these circumstances, the Course Director needs to balance a number of factors, including:

- the ability or competency of the student to make academic progress;
- the wellbeing of the student (which may lend itself to either continuing studies or suspending);
- the wellbeing of other students and staff (i.e. the level of disruption to others with the student either continuing studies or suspending);
- whether the student is sponsored by the University on a student/Tier 4 visa.<sup>18</sup>

Any changes to registration for students studying as part of an apprenticeship should also be discussed with the Apprenticeships Office.

### 13.1 Voluntary suspension

Course Directors should be sympathetic to students' individual circumstances and recognise that sometimes life can change to such a degree that it is necessary to consider a temporary halt to studies. There may be a number of potential causes, including:

- illness, either physical or mental (of the student, or of close family and friends);
- financial concerns, such that the student can't afford to maintain their living expenses while studying;
- personal relationships intruding upon a student's ability to study;
- other personal circumstances (e.g. a change to a student's living arrangements or employment).

Wherever possible, Course Directors should act to support students in continuing with their studies, and should advise them as appropriate of the support mechanisms available to all

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<sup>18</sup> Students on Tier 4 visas are likely to be required to return to their home country if their study is suspended.



students, including Student Wellbeing and Disability Support, the counselling services, Learning Support Officers, and the Cranfield Students' Association.

Students have been advised that, if they find themselves in a position where they believe their study is being affected, they should discuss this as soon as possible with their Course Director. The University accepts that students are adults and are responsible for their own personal circumstances and their subsequent decisions, but guidance on the various possibilities that might be open to them to accommodate their personal circumstances should be provided. These are most commonly:

- recognising “exceptional circumstances” and allowing students to submit work for assessment late in accordance with the Senate Student Handbook on Assessment Rules;
- reviewing possible future patterns of study to see if they can be adjusted, including the possibility of transferring from full-time to part-time study (or extending the period of part-time study);
- discussing with the Course Director taking time out from active study, either through a formal period of suspension of study (where the student would normally remove themselves from the course for a short period of time), or through recognising that the student will make little or no academic progress for a defined period of time.

Where a student agrees with the Course Director that it is sensible and appropriate to have a suspension from study, the student should be asked to confirm this in writing to the Course Director. They should also discuss with the student a defined period of suspension (for up to one year) and a documented “return to study plan”, so that everyone is clear on what will be expected on the student’s re-engagement with the University. The “return to study plan” can be reviewed at any point, and further periods of suspension of study agreed. Please note it is extremely rare for students to be allowed a suspension of study for more than three years in total.

Depending on the structure of the course, and where a student has reached, a suspension of study may well mean leaving the current course and returning in the next running of the course (usually the next academic year). On the student’s return, consideration needs to be given by the Course Director to whether the course has changed in the intervening period and what impact that may have on the student’s studies. It is easier to accommodate short suspensions of study when the student is engaged in the individual research project.

Course Directors (or SAS Leads on their behalf) should then complete the necessary forms available from Registry in Education Services.

## **13.2 Forced removal: requests by the University to suspend studies**

There are a number of circumstances where a request for a forced suspension of study may occur:

- concerns over personal welfare and academic progress;
- lack of attendance or contact with the course team;
- inability to attend (possibly through no fault of the student) the specified location of study for the course;
- concerns over whether the student is a risk to the health and safety of themselves, or of other students or members of the University; or
- for apprentice students, where ESFA rules dictate that a suspension must be put in place.

### **13.2.1 Concerns over personal welfare and academic progress**

Occasionally, it may be the case that a Course Director (or another concerned member of staff) believe it is appropriate to raise with the student the prospect of having to suspend their studies. Most commonly, this is due to concerns about the personal welfare of the student and the impact on their academic progression: the student is reaching a point where they are at risk of

failing the course, and it is felt that a suspension of study may be helpful to allow them time to resolve any personal issues, in order to then focus more successfully on their study. The Student Wellbeing and Disability Support team should be involved in any case where forced removal of a student is under consideration.

In such circumstances, it is important to emphasise in any communication that a suspension of study is not intended as a penalty or punishment, but an attempt to ensure that the student can undertake and complete their study in the most effective and positive way possible.

The University cannot require a student to suspend their studies if they are failing to make academic progress, but it should be stressed that if the student continues their study and the progress continues to be insufficient, steps may be taken to terminate the student's registration instead (see Section 14).

In such circumstances, it is extremely important that the Course Director (or other staff involved) retain copies of all correspondence, which may be formal letters, emails, or notes of meetings.

### **13.2.2 Lack of attendance or contact with the course team**

In these circumstances, the Academic Registrar may authorise the suspension of study of a student without their permission.

As part of their conditions of registration, students should attend any compulsory classes and sessions, as outlined by the course team. More generally, if they are unable to attend other scheduled classes, sessions or meetings, they are expected to maintain contact with the course team (usually the Course Director, Module Leaders and SAS Lead) so that the University can verify that they are making appropriate academic progress.

Students are expected, where they find themselves unable to engage in study effectively (e.g. illness), to inform the course team as soon as possible, so that the course team can consider how best to support any continuation of study. It is the student's responsibility to ensure the course team is aware of any circumstances that are affecting their ability to study.

Where there has been no contact from a student, the Course Director (or other member of staff) should attempt to contact the student. Education Services can provide staff with alternative contact details over and above @cranfield.ac.uk email addresses. If no reply or contact is made, Course Directors should contact the SAS Lead, who will inform Student Immigration and Funding and Registry; at this point, Education Services will suspend the student for a period of up to two months and, during that time, make further attempts to re-establish contact. If no contact is made at that point, Education Services will take steps to terminate the registration permanently, on the grounds that the student has withdrawn from the course without giving the University formal notification.

### **13.2.3 Inability to attend the specified location of study for the course**

There are some circumstances, which may not be the student's fault, where they cannot attend the specified location of study for the course. (The most common examples of this are: lack of an appropriate visa to study in the UK, and lack of site security clearance for Shrivenham). In these circumstances, Course Directors should notify the Academic Registrar, through the SAS Lead who will discuss with the Course Director and the student the likelihood of those issues being resolved and the likely timescales. The Academic Registrar may authorise a suspension of study, with or without the student's consent, based on their ability to attend classes or sessions in the foreseeable future. If it appears likely that the student will not be able to attend on a long-term basis, the Academic Registrar may instead choose to terminate the registration on a permanent basis.

### **13.2.4 Concerns over health and safety of the student or others**

Cranfield University is committed fully to promoting a safe and harmonious environment.

The Academic Registrar may be required to act if they have received evidence to indicate that a student's current or potential future actions may represent a risk to the health and safety of any member of the University: this includes circumstances where the student has committed an act of violence or damage or where it is suspected or confirmed the student has a serious mental health illness. Wherever possible, the Academic Registrar will discuss this possibility with the student and the Course Director and explain the reasons and evidence for this decision. It must be noted, however, that the health and safety aspects will take precedence over the personal wishes of the student to continue their studies.

Such circumstances may in addition lead to a formal disciplinary investigation into the student's behaviour.

Where such a suspension of study is authorised, the Academic Registrar will discuss with the Course Director and the student any conditions which may apply in order for the student to return to study. This will be the result of a formal risk assessment of the potential return to study.

Where a Course Director has concerns, they should contact the Academic Registrar directly to discuss the particular circumstances.

### **13.2.5 Suspension due to ESFA funding rules**

Students who are studying as part of an apprenticeship course may have their studies suspended by the Academic Registrar should a change in circumstance of the student (or any other reason) mean that ESFA (Education and Skills Funding Agency) rules require the University to suspend a student's study.

## **13.3 Forced removal: disciplinary investigations**

Suspensions of study authorised by a Head of Faculty are strictly limited to those associated with a formal disciplinary investigation. Staff should refer for more detail to the Staff and Student Handbooks on Disciplinary Procedures.

Very rarely, suspensions may apply to a student if they have been alleged of committing a serious offence, or if they are the alleged victim of an offence and it is seen as appropriate to remove them from the University so that the circumstances around the allegation are not exacerbated. Any suspension of study will normally be limited to either the duration of the disciplinary investigation or, if it is a penalty as a result of a disciplinary investigation, a period deemed appropriate by the Head of Faculty: if this is longer than four weeks, there is a right of appeal (as outlined in the Handbooks on Disciplinary Procedures).

## **13.4 Returning to study**

Students are not normally allowed to recommence their studies unless a "return to study plan" has been agreed between them and the Course Director. Depending on the circumstances leading to the suspension of study, this may include a health and safety risk assessment and a requirement to put in place adjustments (by the University or by the student) to support such a return to study. The Academic Registrar retains the right to authorise a further suspension of study, or an early termination of registration, if such a plan cannot be devised and/or implemented in reasonable timescales.

The Course Director is responsible for constructing a documented "return to study plan" in consultation with the student, normally at the point the student suspends their studies. It should include:

- a list of courses or modules the student should attend on their re-registration;
- preparatory reading or other work the student should undertake before returning;
- where relevant, the student having to produce a study or research plan;

- where relevant, meeting with a Learning Support Officer to discuss the student's learning requirements;
- an indication of whether the student should provide a medical report on their fitness to study.

All returning students should be advised to re-register with Registry in Education Services, to enable renewal of Student ID and passes, and with the course team.

If a student has entered the UK on a visa specifically to study, they will probably need a new visa and should be advised request a Certificate of Acceptance of Studies from the International Office in Education Services.

## 14 Interruptions of study: early termination of registration

This section focusses on circumstances where a Course Director wishes to take forward a recommendation of excluding a student from the University on the grounds that they are not making academic progress or engaging appropriately with the course. There are a number of other specific circumstances which may lead to permanent exclusion: these are outlined in Appendix C.

### 14.1 Factors affecting a student's academic progress

When considering terminating a student's registration, Course Directors have a responsibility to ensure that all factors have been taken into account before making a decision. The following questions can be helpful as a guide to exploring the full context of any decision:

- a) Did the student arrive late for the course and miss key modules or information that has since affected their progress on the course?
- b) Does the student have circumstances that may affect academic progress e.g. financial hardship, personal relationship problems, accommodation problems?
- c) Has the student been recommended to use support networks within the University e.g. counsellors, medical centre?
- d) Is it appropriate for the student's registration to be suspended rather than terminated?
- e) Has the student been provided with opportunities to discuss their situation?
- f) Has the student been made formally aware that their registration may be terminated due to a lack of satisfactory academic progress or failure to demonstrate due diligence?
- g) Are there implications on the student's right to remain within the UK if their registration is terminated?
- h) As the Course Director, do you have documentation to support any case for termination?
  - Has due process been followed?
  - Was the student given appropriate notice of review meetings and deadlines for papers?
  - Has any apparent lack of engagement in a student's studies been fully investigated and documented?

Where a student is studying as part of an apprenticeship programme, Course Directors should liaise with the Apprenticeships Office whilst considering termination of a student's registration.

### 14.2 Taking forward a recommendation to terminate registration

Wherever possible, a student should be advised to withdraw from the course as an alternative to a forced termination taking place. When a student chooses to withdraw, the Course Director should review the student's eligibility to receive a lower award for the course (i.e. if the student is on a taught Master's course, passing some of the course may result in the award of a Postgraduate Diploma or Certificate).

Any recommendation for termination of registration is considered by the Academic Registrar or more usually a member of their staff.

Any case should be prepared by the SAS Lead with the Course Director, and must include:

- evidence demonstrating either a lack of engagement, failure of academic progress or both;
- evidence that the student has been warned about the likelihood of failure or exclusion, and has been given opportunities to redress any shortcomings;
- evidence that, where a student has provided evidence to support any requests for adjustments due to their circumstances, these have been considered fairly.

This evidence may include (but not be limited to) notes of meetings with the student, email correspondence, assessment marks or feedback.

A well-structured case should outline:

- a **timeline of major events** to support the recommendation, including key points of identification of failure and when students were unequivocally informed;
- a **list of members of staff** who have had significant interaction with the student, and their role/s in relation to this particular case;

*For example, Professor X may have taught the student and may have also written to the same student in their role as Course Director to inform them that their progress was not satisfactory. In such cases, duality of roles should be clarified.*

- a **clear and concise narrative** of the events leading to the decision to request the early termination of student registration;
- **details of the support** provided to the student:

*This may include standard provision (i.e. regular meetings with the Course Director or Module Leaders, writing skills support from the Library etc.) as well as any additional support offered to student (i.e. counselling, learning support, extra-curricular support or tuition);*

- a **summary detailing the primary reasons for the request** for early termination of registration.

*An example might read:*

*I am recommending that Student X's registration be terminated on the grounds of a failure to maintain satisfactory academic progress. This recommendation is supported by the interim Board of Examiners that met in February 2021 and reviewed Student X's progress on the MSc in XXX to date. Student X has failed five of the eight taught course modules due to poor performance, in both the examinations held in January 2021 and the assignments (submitted between November 2020 and January 2021). The Board of Examiners had confirmed that it was now impossible for Student X to pass the course and, as no exceptional circumstances had been presented, it was in Student X's best interest to exit the course at this stage.*

When writing a case, staff are advised to be careful to state facts objectively. Inappropriate statements may lead to allegations of discrimination or harassment.

<b><i>Examples of inappropriate statements</i></b>	<b><i>Alternative ways of stating these</i></b>
<i>The student is obviously mentally ill</i>	I have been concerned by some elements of the student's behaviour and have urged them to seek help/advice from the University's support networks.
<i>The student is not bright enough to do this degree</i>	The student has not made satisfactory academic progress.
<i>The student is lazy</i>	The student has not demonstrated due diligence in their studies.
<i>I do not like the student's attitude</i>	At times, working with the student has proved challenging for the following reasons...

Once a case has been prepared, it is advisable to circulate it to colleagues who have also been involved to ensure that your document reflects a shared understanding of events. Please be aware the student will see a copy of the case and accompanying evidence.



The case should then be sent by the SAS Lead to Registry in Education Services. Staff in Education Services may also request a statement or evidence from the student, and appraise the student of their right of appeal against the decision (see section 14.3 below and Section 5 of the Student Handbook on Changes to Registration). This request should be provided with a clear timetable for response and a full copy of the case (and any reference material). The student will be kept informed by Education Services of any delays in consideration of their case and made aware of appropriate support facilities available to them (i.e. the CSA, counselling services etc.).

After the case is considered, the outcome will be conveyed to both the Course Director and the student in writing.

### **14.3 Engagement with the student during the process**

If the University agrees to terminate a student's registration, the student is given four weeks in which to appeal to overturn the decision. Until this time has passed, the student is still registered.

During this time, it is important that they are still afforded the same rights as other students. In most cases this is fairly easily achieved; for example, a taught course student may still attend lectures and submit assessments.

A student may still expect the same level of support and interaction from staff, even if they are aware that a case for early termination of registration has or is being prepared. This support and interaction do need to continue, except in the rarest of occasions where relationships have broken down entirely. In these instances, the Course Director should work with other staff within the Faculty to ensure that alternative support mechanisms are made available.

Any member of staff meeting with a student during the termination process should ensure, where possible, that one other member of staff is present and that the outcome of each meeting is recorded in writing and agreed by the staff and the student.

Members of staff not directly involved in the early termination case should note that, however sympathetic they might be towards the student's situation, it is not appropriate to lobby other members of staff on behalf of the student, or to make unrealistic promises.

Early termination cases are rarely straightforward and the scenario as seen from the student's viewpoint may not necessarily reflect that of the Course Director involved in the case. On rare occasions, the intervention of well-meaning members of staff who have not been directly involved in the case has compromised University processes and ultimately hindered the student by inevitably delaying the case.



## 15 Student complaints and appeals

Course Directors should be aware that students have a right to complain or appeal on a range of different matters, and be able to advise students effectively on these rights. The table below highlights the rights of students, and where Senate Handbooks exist to provide further detailed guidance (for both students and staff).

	<b>Senate Handbooks</b>
General complaints, including: <ul style="list-style-type: none"><li>• complaints about academic provision</li><li>• complaints about academic quality and standards</li><li>• general University facilities</li></ul>	Student Complaints Handbook
Disciplinary matters or allegations	Student Disciplinary Procedures Handbook
Bullying, discrimination or harassment (Dignity at Study Policy)	Student Welfare Handbook
Academic misconduct allegations	Academic Misconduct
Appeals against the decisions of Examiners	Academic Appeals Handbook
Appeals against changes to registration	Changes to Registration Handbook
Rejection of request for assessment adjustment	Assessment Rules (Postgraduate Taught Courses)

# **PART C      GENERAL ASSESSMENT REQUIREMENTS FOR TAUGHT COURSES**

This Part outlines assessment requirements for taught programmes. Appendix B provides information on the Taught Course Induction List; Appendix D provides Qualitative Assessment Criteria.

Part C should be read in conjunction with the Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses), which outlines to students the University rules and procedures relating to assessment,<sup>19</sup> and the Senate Guide on Assessment Design and Feedback.

It should be noted that where a student has attended a module, but deferred the assessment, the pass criteria for that module which was in place when the module was attended will apply for that module's assessment(s), regardless of whether a different pass criteria is in place for that module when the assessment(s) are completed. For example, if a student attends a module at a time when the minimum mark is 50%, but completes the assessment at a later point, when the minimum mark for that module has changed to 40%, the student must still achieve the 50% minimum mark which was in place when the module was originally attended.

## **16 Examiners and Markers**

### **16.1 Appointment of Examiners, Markers and Invigilators**

For each taught programme of study, the relevant Director of Education approves annually a number of academic staff and Recognised Teachers to act as a "Board of Examiners", supplementing this board with one or more external persons (External Examiners) independent of the University.<sup>20</sup> A Board of Examiners may be appointed for a single course or for a number of courses under the Faculty's remit. Membership lists will be retained by the relevant Assistant Registrars in the Faculty. At any time, the relevant Director of Education retains the right to suspend or remove an Examiner who becomes incapable of fulfilling their role through illness or other circumstances, or if a Director of Education has received evidence to support a charge of conflict of interest, negligence or misconduct.

It is the duty of each Examiner to present to the Chair of the Board of Examiners (or relevant Director of Education) any potential conflict of interests in serving on the board. This includes declaring any personal, professional or familial relationship with any of the candidates.

Directors of Education should ensure that the Board of Examiners collectively covers the intellectual and practical scope of the taught programme(s) of study. The relevant Director of Education nominates one of the appointed Examiners to act as Chair of the Board of Examiners. The Board of Examiners will be supported by a professional-level member of Registry Staff in the role of Secretary to the Board of Examiners, who will be appointed by the Academic Registrar.

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<sup>19</sup> All parts of the Senate Handbook on Assessment Rules (Postgraduate Taught Courses) apply to all taught courses of the University, with the exception of the MBA. The pass criteria (as outlined in Section 4 of that Handbook, and Appendix E of this Handbook) do not apply to the MBA. Instead, specific pass criteria for the MBA are outlined in the MBA course information and Appendix C of the Senate Handbook on Assessment Rules (Postgraduate Taught Courses). All other parts of the Senate Handbook on Assessment Rules (Postgraduate Taught Courses) otherwise apply to the MBA.

<sup>20</sup> Part D of this Handbook outlines the conditions and criteria for the appointment of External Examiners, including the lengths of their terms of appointment.

Boards of Examiners may appoint Markers to support them in the conduct of the assessment process: Markers must normally be either members of academic staff or Recognised Teachers. Markers may review and assess work submitted for assessment, on behalf of the Examiners, and provide marks, comments and other indicators of achievement to the appointed Examiners; all marks and other information provided by Markers must be scrutinised or reviewed by one or more Examiners. Markers are not members of, and do not hold any voting rights on a Board of Examiners.

In addition to Markers appointed by the Board of Examiners, other persons may be allocated pieces of assessed work to provide comment or an initial evaluation based on clear criteria. This may include professional staff and students as part of their individual personal development. Under no circumstances, however, should such engagement lead to a formal mark of that piece of work without the explicit review and approval by a Marker or Examiner. Any person who provides such comments or initial evaluations may only be involved in the awarding or moderation of marks between individual candidates if they are a member of academic staff or a Recognised Teacher.

Registry staff organise for trained persons to act as invigilators at formal written examinations. The supervision of any formal examination requires at least two invigilators to be present<sup>21</sup>: an Examiner should be present (or otherwise immediately available) at the commencement of the examination, to answer any queries about the examination paper if they arise. Persons acting as scribes, readers or similar for students sitting an examination may not invigilate that same examination.

The roles and responsibilities of Examiners, Chair, Secretary, Markers and invigilators are outlined in more detail in the Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment. Those appointed to these positions should also refer to that Handbook.

## 16.2 Management of meetings of Boards of Examiners

Cranfield University holds consolidated formal exam board boards for each Faculty on an annual basis for the purpose of confirming the final outcomes of students. There may be two boards per year depending on the course timetables within each Faculty (generally Spring for part-time courses and Autumn for full-time courses). There are a few exceptions to this in cases such as Validated Partners and Apprenticeship courses where timely conferment of awards is linked to the End Point Assessment of the Apprenticeship. Any requests for a bespoke course board must be made in writing to Education Committee via the relevant Director of Education.

At the Board of Examiners the only students that will be presented to the Board will be Completing Students; those who have completed their studies, with a decision required on the outcome of their award – pass, fail, lower award, credit or deferred decision. The only students that will be ‘discussed’ will be those students classed as ‘borderline’.

The progression of students should be monitored closely throughout the year; the way in which this is achieved can vary between Faculties, for example; course theme or Faculty progression meetings.

The Board of Examiners meeting should normally only form one part of the Board of Examiners event, and Faculties should encourage their course teams to provide opportunities for External Examiners to meet the course team, review work and familiarise themselves with the University.

Meetings are called for, and arranged by, the Secretary of the Board of Examiners, supported by other colleagues in Education Services (Registry and SAS). Registry and SAS will be jointly

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<sup>21</sup> Where only one student is being examined only one invigilator is required.

responsible for inviting members, preparing papers and all other administrative tasks prior and post boards.

Much of the work of a board can be conducted by correspondence (e.g. the approval of questions, assignments and papers) but meetings should be held to confirm the final award outcomes of individual candidates, and to discuss those students with more complex cases.

### **16.2.1 Membership and voting rights**

Members of the Board of Examiners include those listed below. Those members with voting rights are denoted by an asterisk (\*).

- Chair\* (ideally independent to the Faculty/Theme/Programme, but at least with no conflict of interest) – to be a senior member of academic staff appointed by the relevant Director of Education in the Faculty
- Course/Programme Director(s) or their nominated deputy\*
- Director(s) of Education or their nominated deputy\*
- External Examiner(s)\* <sup>22</sup>
- Secretary – to be a professional-level member of Registry staff and appointed by the Academic Registrar
- Colleagues from partner institutions or organisations as permitted by contractual agreements
- SAS Lead

Where there are multiple courses that make up a 'programme' within a Faculty, only the Programme Director should attend the formal exam board.

As part of the conduct of any meeting, the Chair is responsible for ensuring that all Examiners have been provided with sufficient information and support to undertake their duties, for ensuring that moderation of marks has taken place and is fair and transparent, and for overseeing all academic aspects of the assessment process.

The Secretary is responsible for ensuring appropriate communications between the Examiners. The Secretary is also responsible for ensuring that formal records of all meetings and decisions are kept.

The ultimate responsibility for making recommendations lies with the Board of Examiners as a whole, however where a decision cannot be reached by those present at the meeting the Chair may make a final decision as informed by the discussion, or defer a decision in order to request further information.

### **16.2.2 Conflict of interests**

The Chair of the exam board should have no conflict of interest with any of the courses being presented (an example of a conflict of interest is where the Chair is also a Course Director in which case they would be responsible for both making recommendations to the Board and for overseeing a decision based on those recommendations). They should be a senior academic, normally Grade 7 or above, have at least 5 years' experience with Cranfield University and must be at least a Fellow of the HEA.

Where a conflict of interest arises, due to the number of courses being presented, it is permitted to 'double' chair the exam board, where a second chair covers any courses that may result in a possible conflict of interest for the first chair.

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<sup>22</sup> Where External Examiners are appointed to modules only, they are not invited to attend the Board of Examiners meeting but are expected to provide a report to the overall Course External Examiner.

A member of the Board of Examiners, including co-opted members, must inform the Chair and Secretary of any potential conflicts of interest if they are due to attend a Board of Examiners meeting, by email and at least one week prior to the Board.

Examples of potential conflicts of interest may include:

- personal interests or involvement with students;
- when a member of the Board of Examiners, included a co-opted member, is a student on a course being presented;
- where students/staff that are line managed by Board of Examiner members, or co-opted members, are being presented to the Board of Examiners.

Where conflicts of interest are identified they should be announced to the Board at the start of the meeting, and that member of the Board of Examiners may be excluded from any decision making for that particular course or student.

### **16.2.3 Quoracy**

All Examiners are expected to attend meetings of Boards of Examiners, unless prevented by good cause and agreed in advance with the Chair. The quorum for a meeting of a Board of Examiners is the attendance of two thirds of the voting members of the Board; however, the Chair and Secretary must be in attendance. (This may include Examiners attending by remote means e.g. Microsoft Teams, Teleconference, Zoom).

Where an External Examiner cannot attend a meeting, they should be asked by the Secretary to provide comments in advance of the meeting, and asked to approve formally all decisions made by the Board of Examiners in their absence.

### **16.2.4 Preparation meeting**

A Pre-Board preparatory meeting should take place at least 2 weeks prior to the formal Board of Examiners meeting. In order for this to be an effective meeting, all marks, including thesis marks must be provided to Registry at least 10 working days prior to the pre-board. This will allow time for mark entry and preparation of the board papers. Any Statement of Deficiencies should be made available at this time and uploaded to Student Lookup.

The constitution of Pre-Board meetings is at the discretion of the Faculty and can be either by course, theme or Faculty. At the Pre-Board preparatory meeting all marks and proposed outcomes for students will be reviewed and analysed. At this meeting those present will determine which students will be discussed in detail at the formal examination board meeting with an agreed recommendation (with guidance notes where necessary).

### **16.2.5 Formal Board of Examiners meetings**

At the formal meeting of the Board of Examiners the following students will be presented to the Board:

- *Awarding* - Students who have completed their studies, with a decision required on the outcome of their award – pass, fail, lower award, credit or deferred decision.

Following discussion at the Pre-Board preparatory meeting, the detailed discussions at a Board of Examiners will be only those students identified to have complex cases. For these students, individual mark and progress profiles will be provided to all attendees for full discussion and a formal decision.

All other Awarding students' outcomes will be noted. These outcomes can be passing or failing their intended award, passing a lower award, confirming credit for exit, deferred decisions or notification of Pre-Board of Examiners corrections.

Decisions made at a Board of Examiners meeting will be based solely on the achievements of the students.

- i. marks of  $\geq 50\%$  can be ratified as passed and credits confirmed;
- ii. providing the minimum mark has been met, marks between 40-49% can be ratified as compensated once the taught element of the course is complete, subject to the taught average being  $\geq 50\%$  as per the University's Pass Criteria;
- iii. where the minimum mark has not been met, and where re-sit opportunities (where applicable) have been taken, can be ratified as failed.

On the basis of the information presented to them, and as a result of discussions at the formal meeting of the Board of Examiners, the Board may exercise the discretionary powers afforded to them as detailed in section 21.2.

External Examiners may highlight areas of concern which the Board may wish to take action on, for example to request the re-mark of selected assessments for all students on that occurrence of the assessment. Requests cannot be made to re-mark an individual student's piece of work. Boards of Examiners do not have the power to change individual marks, nor to apply scaling or normalising to module marks.

Full, formal Board of Examiners meetings are usually held online, via Microsoft Teams or similar.

#### **16.2.6 Virtual Board of Examiners meetings**

A Virtual Board of Examiners meeting is a sub-meeting of a Board of Examiners, and is distinct from the full, formal Board of Examiners meeting (whether that meeting is held in person or by remote means). A Board of Examiners may use a Virtual Board meeting to conduct business outside of a formal Board of Examiners meeting in order to ensure the timely processing of student results, where too few students are to be discussed to convene a full Board of Examiners meeting or to make a decision which has been deferred from a formal Board of Examiners meeting. Virtual Board of Examiners meetings should be by exception only. A Virtual Board of Examiners meeting is usually undertaken through correspondence.

Any business conducted outside a formal Board of Examiners Meeting in a Virtual Board of Examiners Meeting must have the agreement of the Chair of the Board plus at least two Examiners, one being an External Examiner. Any decisions taken at a Virtual Board of Examiners meeting should be reported at the next formal Board of Examiners meeting.

#### **16.2.7 Chair's Action**

Chair's Actions may only be taken to confirm actions which have previously been agreed at the Board of Examiners. Any Chair's Actions should be reported at the next meeting of the Board of Examiners.

#### **16.2.8 Managing Exceptional Circumstances**

Exceptional circumstances for student cases are managed throughout the year by the Student Casework Team.

Should a student, in advance of the Board of Examiners, come forward with new information not previously disclosed within 20 working days of the assessment date, that may impact the previous decision made by the Student Casework Team, it should be managed as follows<sup>23</sup>:

- i. new evidence supplied to the Student Casework Team;
- ii. new evidence is considered by the Student Casework Team alongside the original case;
- iii. the recommendation is provided to the Board of Examiners via Education Services.

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<sup>23</sup> A full process flow for the management of exceptional circumstances can be found on the intranet: <https://intranet.cranfield.ac.uk/EducationServices/Pages/Process-flows.aspx>



Any new evidence for an exceptional circumstance case must be provided to the Student Casework Team at least 5 working days prior to the formal Board of Examiners meeting; any received thereafter will usually not be permitted.

**The University pass criteria for awards and individual assessments are specified in the Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses). Examiners should familiarise themselves with this Handbook, and in confirming award outcomes must ensure that they are made in accordance with the assessment rules.**

#### **16.2.9 Academic Misconduct**

Separate guidance and information about procedures relating to academic misconduct are available in a separate Senate Handbook on Academic Misconduct. Course teams and Examiners are encouraged to familiarise themselves with this additional guidance.

If a student is found guilty of committing academic misconduct as part of a formal academic misconduct investigation, a Board of Examiners does not have discretionary powers to overrule an academic misconduct verdict, but may consider whether the penalty recommended is most appropriate, and may apply a different penalty, for example where the proposed penalty may benefit the student (i.e. a revise and represent penalty where the student has already received an outright fail for that assessment).

#### **16.2.10 External Examiners**

External Examiners should be informed of the date of the formal Board of Examiners meeting in good time. Normally the next meeting date should be agreed at the end of the previous meeting.

In the cases of External Examiners coming to the end of their appointment, and/or a new External Examiner being appointed, the expectation is that the 'outgoing' Examiner will attend the Board of Examiners for the academic year just passed. If the 'incoming' Examiner wishes to attend as an observer in the manner of a handover then that is to be agreed within the Faculty although no 'fees' for attendance will be paid. In exceptional circumstances when the 'outgoing' Examiner is unable to attend e.g. due to ill health, then it is acceptable for the 'incoming' Examiner to be invited and fulfil the role of the External Examiner for that meeting.

Where possible, all work that the Examiner required sight of should be available to them prior to the day of the Board of Examiner meeting, ideally via the Virtual Learning Environment. Any highlighting of errors should be carried out prior to the day of the Board.

Where an External Examiner is appointed for a module rather than a course, samples of assessed work will be sent to them and a written statement for inclusion at the Board will be requested. They will not be expected to attend the formal Board of Examiners meeting for the course.



## 17 Anonymity of Candidates and Moderation of Assessed Work

### 17.1 Anonymity of candidates in the assessment process

Faculties and Boards of Examiners, wherever practicable, are encouraged to consider and implement mechanisms to allow for the anonymity of candidates during the marking process. This anonymity need not extend to consideration of the individual candidate's overall performance by Boards of Examiners (which is often precluded because of the need to consider exceptional circumstance recommendations from Education Committee), although it is open to Faculties to approve schemes for extending anonymity to consideration by Boards of Examiners if they see fit.

Across the University, it is common for written examination scripts to be identified by the University's student number (rather than candidate name). While this does not guarantee anonymity, it provides a reasonable barrier to unintended consideration of the candidate for reasons other than the quality of the completed assessment.

In considering mechanisms of anonymity for work submitted for assessment throughout the course, Faculties and Examiners need to consider the relevant benefits of providing assurance to students of objective assessment against the effectiveness of providing formative feedback and support to students in their ongoing learning.

### 17.2 Moderation of marking<sup>24</sup>

Faculties and Boards of Examiners are required to ensure that all elements of summative assessment in a course are subject to some form of moderation to ensure that Examiners and Markers are applying assessment criteria consistently.

Examiners and Markers are encouraged to use the full spectrum of marks available, avoiding wherever possible the allocation of borderline marks.

In order to facilitate moderation, it is common convention across the University for all pieces of work to be marked out of 100. Marks for individual assignments/examinations should be rounded to the nearest integer or to one decimal place before summing or averaging. Overall module marks will be rounded and recorded as integers on transcripts.

All pieces of summative assessment should be subject to moderation, normally using one of the methods outlined below. Where individual courses do not use sampling moderation (as prescribed in Section 17.2.1) or double-marking (as prescribed in Section 17.2.2), approval for alternative methods of moderation must be given by Education Committee.

Two forms of moderation are recommended; 'sampling moderation' or 'double-marking'. The below table sets out the appropriate uses for each type of moderation<sup>25</sup>.

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<sup>24</sup> The procedures outlined in section 17.2 have been approved across all courses of the University.

<sup>25</sup> Sample moderation is the minimum expected level, however courses may choose to use double-marking in any of the instances listed under sample moderation. Sample moderation cannot, without the permission of Education Committee, replace double-marking.

Sample Moderation	<ul style="list-style-type: none"> <li>• Assignments worth &lt;40 credits</li> <li>• Examinations worth &lt;40 credits</li> <li>• Live assessments (presentations etc.) worth &lt;40 credits (see 17.2.3)</li> <li>• Re-sit assessments worth &lt;40 credits (where a sample of at least 5 pieces of work is available)</li> </ul>
Double Marking	<ul style="list-style-type: none"> <li>• All assessed work worth ≥40 credits</li> <li>• All live assessments (presentations etc.) (see 17.2.3)</li> <li>• Individual, bespoke pieces of work</li> <li>• Re-sit assessments worth &lt;40 credits (where a sample of at least 5 pieces of work is not available)</li> <li>• Re-sit assignments worth ≥40 credits</li> </ul>

### 17.2.1 Sampling moderation

Sampling moderation is considered to be appropriate for most assessments associated with taught modules (e.g. examination scripts, assignments and other small pieces of coursework worth <40 credits), where students are expected to produce work against common or similar questions. Section 17.2.3 sets out the process for sample moderation of live assessments such as presentations.

Where sampling moderation is used, Examiners are expected to comply with the following minimum expectations:

- 1 The **first Marker** will apply their marks in accordance with the University's qualitative criteria (see Appendix D) and any model answers/marking schemes provided by the Examiners or the person appointed to set the assessment.
- 2 A **sample** of submitted pieces of assessed work should be selected. The sample should be selected to ensure the full range of marks awarded by the first Marker is represented, and account for at least 10% of the total number of assessments for the piece of work, or 5 pieces of work, whichever is the larger number. The sample should additionally include all pieces of work receiving 52% or less by the first Marker, to ensure that underperforming students' work has been scrutinised fully.<sup>26</sup>

Where the module is shared between courses, the sample should be taken from all students taking that assessment in a single sitting (i.e. separate samples for each course cohort need not be taken; it is advisable, however, to ensure any sample includes students from each cohort).

- 3 A **moderator** is appointed by the Examiners to review the sample of the work submitted for assessment. For examinations, the moderator should not have acted as a marker for any of the questions they are moderating (they may moderate questions they have not been involved in the setting or marking of). For all other assessments, the moderator may not have acted as a marker.
- 4 In addition to the sample of work, the moderator should receive:
  - access to all assignments so as to gauge the spread and distribution of marks;
  - the marks and comments made by the first Marker for all of the sample.

<sup>26</sup> Where, exceptionally, there are large numbers of assessments which receive a mark of ≤52%, an initial sample of at least 5 pieces of work may be used instead.

The moderator is not expected to re-mark the work independently, but should review the marks, range of marks and comments and answer the following questions:

**a) Is there an appropriate range of marks and comments as measured by the marking scheme?**

If the answer is “yes”, no further action is required (but comments may still be made).

If the answer is “no”, the moderator is required to submit detailed comments to an “arbitrator”,<sup>27</sup> along with a recommendation to increase or decrease the marks for all students by a fixed number. The arbitrator will then discuss the moderator’s comments and recommendation with the first Marker and the Chair of the Board of Examiners<sup>28</sup>, and either:

- i) accept the moderator’s recommendation;
- ii) reject the moderator’s recommendation;
- iii) arrange for the work in question of all students to be re-marked by a new Marker.

**b) Have the stated learning outcomes been assessed?**

If the answer is “yes”, no further action is required (but comments may still be made).

If the answer is “no”, the marks are permitted to stand, but the moderator is required to submit detailed comments to the relevant Course Director. They will then discuss the moderator’s comments with the Chair of the Board of Examiners, and decide whether any further remedial action is required and/or a formal report is required to the Board of Examiners.

**c) Was the quality and detail of feedback appropriate?**

If the answer is “yes”, no further action is required (but comments may still be made).

If the answer is “no”, the marks are permitted to stand, but the moderator is required to submit detailed comments to the relevant Course Director. They will then discuss the moderator’s comments with the Chair of the Board of Examiners, and decide whether any further remedial action is required and/or a formal report is required to the Board of Examiners.<sup>29</sup>

Where more than one first Marker is used, the Markers may act as each other’s moderators, using the sampling and questioning process outlined above.

### 17.2.2 Double-marking

Double-marking refers to at least two Examiners or Markers independently reviewing the work and providing a mark (and ideally without having reference to each other’s marks or comments on the work – usually referred to as “blind double-marking”). Double-marking is required for all Master’s theses and is considered to be appropriate also for large (≥40 credits) pieces of

<sup>27</sup> The “arbitrator” may be the Course Director, the chair of the Board of Examiners or a senior member of academic staff appointed by the Faculty for this specific purpose.

<sup>28 29</sup> In cases where a Marker or moderator is the Course Director or a suitable deputy to fulfil these roles for discussions with the arbitrator should be identified.

assessed work. Section 17.2.3 sets out the process for double-marking of live assessments such as presentations.

Where double-marking is used, the following rules are adopted to manage discrepancies between Markers<sup>30</sup> once all marks have been converted to a percentage:

- a) If the marks are  $\leq 10\%$  of the total available marks apart, and the marks do not fall either side of the pass/fail boundary, the final agreed mark is the average of the two marks.**
- b) If the marks are  $> 10\%$  of the total available marks apart or  $\leq 10\%$  of the total available marks apart where one mark is a pass ( $\geq 50\%$ ) and one mark a fail ( $< 50\%$ ):**
- i. The two Markers attempt to agree a mark between them.
  - ii. If they are unable to agree, a third Marker is appointed, who will blind double-mark the work.
  - iii. The final mark will be the average of:
    - a. the two closest marks, where all marks fall to one side of the pass/fail boundary (e.g. **58, 69, 62** – final mark of 60); or
    - b. all three marks, where all marks fall to one side of the pass/fail boundary and are equidistant from each other (e.g. **50, 62, 56** – final mark of 56); or
    - c. the two marks which fall to the same side of the pass/fail boundary, where the marks are split across the pass/fail boundary (e.g. 48, **50, 54** – final mark 52).

Where a third Marker is appointed and two or three marks are used to determine an average mark, these marks do not need to be within 10% of each other.

### 17.2.3 Moderation of live assessments

Where live assessments such as presentations form part of an assessment these should be moderated using an appropriate method of moderation as outlined in the table at 17.2.

Live assessments solely worth  $\geq 40$  credits **must** be double-marked. Live assessments worth  $< 40$  credits, or which form part of a larger assessment, but themselves are weighted as  $< 40$  credits may be sample moderated or double-marked.

#### 17.2.3.1 Sample Moderation

Where a live assessment is to be sample moderated, the Marker and moderator must agree in advance which assessments are to be sampled, based on the time the assessments are scheduled not on the expected performance of the student(s). This blind sample should account for at least 10% of the total number of assessments, or 5 pieces of work, whichever is greater.

As it is not possible for the moderator to agree with the marks without having seen the live assessments, the moderator should either be present for the sample assessments or be provided with a video recorded sample.

Live assessments should be moderated by the moderator viewing and marking, with comments, the assessment, without sight of the Marker's mark or comments. The moderator's marks and comments are then used to inform their moderation of all of the marks for the assessments.

Following the assessment the moderator should receive:

- an indication of the spread and distribution of marks across the piece of assessment;
- the marks and comments made by the first Marker for all of the sample assessments.

<sup>30</sup> For example: the following marks would fall into category A: marks of 50% and 59%; the following marks would fall into category B): marks of 48% and 52%, marks of 50% and 61%.

The moderator should review the marks of the sampled assessments, in comparison with their own grading, the range of marks and comments and answer the questions set out in 17.2.1. In addition, the moderator should also review the marks and feedback of all assessments.

Where more than one first Marker is used, the Markers may act as each other's moderators, using the sampling and questioning process outlined above.

#### 17.2.3.2 Double-Marking

Where double-marking is used for a live assessment all individual live assessment must be double-marked.<sup>31</sup>

Double-marking refers to at least two Markers independently reviewing the work and providing a mark (without having reference to each other's marks or comments on the work). Where double-marking is used, the following rules are adopted to manage discrepancies between Markers once all marks have been converted to a percentage<sup>32</sup>:

- a) **If the marks are  $\leq 10\%$  of the total available marks apart, and the marks do not fall either side of the pass/fail boundary**, the final agreed mark is the average of the two marks.
- b) **If the marks are  $> 10\%$  of the total available marks apart or  $\leq 10\%$  of the total available marks apart where one mark is a pass ( $\geq 50\%$ ) and one mark a fail ( $< 50\%$ ):**
  - i. The two Markers should agree a mark between them.
  - ii. If the two Markers cannot agree the final mark will be the average of the two marks.

### 17.3 Multiple Choice and Digital Examinations

Multiple choice examinations are examinations which allow students to select the correct answer(s) from several given options, where there is no subjectivity or academic judgement required on the answers given. These examinations (their questions and answers) are approved by External Examiners prior to being sat, as per the University's policy on examination papers.

As there is no academic judgement involved in their marking, these examinations do not require moderation, however, an administrative check should be carried out on an appropriate sample (5 assessments or 10% of the total assessments, whichever is greater) to ensure that the marks have been recorded correctly and that the final mark calculations have been correctly completed.

Where such examinations are completed digitally, and the marks automatically calculated, an administrative check should be undertaken on an appropriate sample size (5 assessments, or 5% of the total assessments, whichever is greater) to ensure that the digital marking and final mark calculation of these assessments has been performed correctly.

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<sup>31</sup> At least one Marker should be present for a live assessment; however one Marker may mark a video recording or attend remotely.

<sup>32</sup> For example, the following marks would fall into category A: marks of 50% and 59% .  
The following marks would fall into category B): marks of 48% and 52%, marks of 50% and 61%.

## 18 Management of written examinations

### 18.1 Guidance

The management of written examinations is governed by Registry who issue guidance on the following topics:

- guidance to course teams on the scheduling of examinations;
- instructions to Examiners on the preparation, production and approval of examination papers;
- instructions to Examiners on the conduct of examinations;
- instructions to Examiners and invigilators on the management of the examination, including adjustments for individual candidates, and the management of candidate absences;
- instructions to invigilators on how to manage and report examination incidents;
- procedures for the application to run examinations off-campus (for cohorts of students);
- arrangements for the sitting of an examination for an individual candidate off-campus.

Course teams and Examiners are encouraged to contact the relevant department of Education Services if they have any questions or queries about any of the above topics.

### 18.2 Re-use of examination questions

Examination papers from the previous two years will normally be uploaded to the VLE to aid the learning of current students. Therefore, questions used in formal examinations should not normally be reused within a three-year period.

### 18.3 Preparation of examination papers

Once an examination paper has been drafted the Module Leader should submit the paper to their SAS Lead at least 8 weeks prior to the assessment date (or earlier if previously agreed), in order to allow time for the paper to be checked and sent to the External Examiner.

The SAS Lead will then send the paper to the Course Director for the following checks/approval:

- Does the examination match the assessment type on the module descriptor?
- Is it M level?
- Does it test the M level ILO's?
- Check spelling and grammar
- Has this question been used in the last 3 years? (if applicable and regular question rotation is required)
- Is there sufficient stretch and challenge for more able students?
- Are the marking criteria specified?

Once checked, the Course Director will approve the examination and return it to the SAS Lead, who will forward it to Registry with the completed and signed assignment checklist

### 18.4 Examination paper security

Staff should ensure that Examination papers are handled securely at all stages of the examination process:

- Course Director sends securely to SAS Lead, who forwards to Registry;
- Registry securely store the paper and forward securely to the External Examiner;
- External Examiner reviews questions and securely returns the paper to Registry;
- Registry securely store papers and ensure these are securely given to the Invigilators;
- Invigilators ensure secure return to Registry;
- Registry ensure papers are transferred securely to Markers;
- Markers ensure secure transfer of papers to moderators;



- marks are securely returned to Registry, with papers securely returned to SAS.

In order to ensure the security of examination papers, staff should:

- password protect any electronic copies of a paper, and provide any password separately;
- store/transmit any physical copies of examination papers in envelopes marked 'Confidential' with no indication of the contents;
- ensure that physical copies of papers are not left unattended in unlocked offices;
- ensure that physical copies of papers are not left with anyone other than the intended recipient;
- in the event that Markers are unable to securely transmit papers to moderators, return them to SAS for SAS to transmit.

## **18.5 Other assessment rules relating specifically to written examinations**

Boards of Examiners are required to adhere to University regulations outlined by Senate as follows:

### **18.5.1 Failure to follow examination instructions**

Where a candidate fails to follow the rubric of a written examination, the Board of Examiners may at its discretion award a mark of zero for the whole examination, or discount one or more answers or apply any penalty outlined by the course team in advance in order for the examination to be considered valid.

In order to receive the credits for an assessment, students are required to demonstrate that they have made an attempt to follow the assessment instructions.

### **18.5.2 Absence from a written examination**

Where a candidate fails to attend an examination (without prior approval) this will result in a failure to complete the assessment being recorded.

Where a candidate is absent from a written examination due to exceptional circumstances, the candidate should submit an exceptional circumstances request in accordance with the process outlined in the Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses) for consideration by Education Services. Requests require a statement from the Course Director. If agreed, the candidate would be allowed to take the examination at the next available occasion as a first attempt (unless they are already taking the examination as a second attempt).

If exceptional circumstances are not submitted or not agreed, a failure to complete the assessment will be recorded (with or without the opportunity to resit the examination, with a capped mark).

### **18.5.3 Resit examinations**

A candidate who has satisfied the Examiners in a written examination may not enter again for that examination, unless required to do so as the outcome of a formal appeal.

Where students are required to resit an examination as a result of failure, they will be marked on the resit examination in accordance with the marking criteria, but the recorded result will be capped at 50%. Boards of Examiners may at their discretion over-ride this capped mark, but must record the exceptional rationale leading to this decision.



# 19 Management of work submitted for assessment

## 19.1 Confirmation of assignments

Work submitted for assessment includes all elements of assessment that are not formal written examinations – examples include assignments, tasks, reports, posters, group projects and individual theses (for Master's awards).

Course teams should ensure that all pieces of work required as part of the formal assessment of the course are outlined clearly in the course handbook (or online equivalent). Students should be provided with clear information of the general requirements and timing of submission and reassessment to enable them to plan their studies effectively. Submission times do not need to be within working hours, however students are advised that where possible they should submit during normal working hours. Should a student be unable to submit their work **due to technical difficulties only** immediately before a deadline outside of working hours they are instructed to email the work, an explanation of the issue and screenshots showing the problem faced to their Course Director, copied to their SAS Lead. Students are advised that all submission times are based on the UK time zone.

Senate permits full-time and part-time submission dates for the **same** assessment to be no more than 10 working days apart (to provide time for marking for all assessments so that feedback is not returned to some students prior to the submission of the work of others). Where this is not practicable, submission dates of more than 10 working days apart can be set, providing that **different** assessments be issued for full-time and part-time students.

The course handbook (or online equivalent) should also outline any and all instructions they will need to comply with. These instructions should include:

- how, when and to whom work should be submitted;
- the criteria against which the work will be marked (i.e. what is expected of the candidate);
- the penalties that may apply if work is submitted late without good cause in line with the policy in the Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses));
- the reassessment method (i.e. a new assessment or a revise and represent opportunity)
- whether or not the Examiners may either require or request an oral presentation (either private viva examination or public presentation) of the work, and whether the performance of the candidate will affect their mark.

Any advice on the requirements for theses should comply with the "[Guidelines for the layout and submission of your thesis](#)" issued by the Librarian.

## 19.2 Preparation of instructions for pieces of work for formal assessment

The following principles shall apply to the preparation of all pieces of work for formal assessment:

### 19.2.1 Creation and approval of the piece of work for formal assessment

- a) Where a piece of work is set in its entirety by one Examiner, they are responsible for:
- the production of the instructions and their accuracy and appropriateness;
  - the production of any outline solution, marking criteria and/or marking schemes;
  - retaining evidence that the instructions have been proof read.

Where a piece of work is set by several Examiners, the Course Director or Module Leader (as appropriate) will take on this responsibility.

- b) A complete list of members of staff responsible for the instructions for assessed pieces of work relating to a particular course will be held by the Course Director.

Once a piece of assessment has been drafted the Module Leader should submit the assessment to the Course Director at least 8 weeks prior to the assessment date (or earlier if agreed within).

The Course Director will consider:

- Does the assessment match the assessment type on the module descriptor?
- Is it M level?
- Does it test the M level ILO's?
- Check spelling and grammar
- Has this question been used in the last 3 years? (if applicable and regular question rotation is required)
- Is there sufficient stretch and challenge for more able students?
- Are the marking criteria specified?
- Is there evidence that the assessment design has taken into consideration the risks of academic misconduct?

Once checked, the Course Director will approve the assessment and return it to the SAS Lead, along with confirmation that the assessment has been approved and by whom, who will upload the assessment to the VLE for consideration by the External Examiner(s).

Registry will advise the External Examiner(s) that the draft assessment is available to view and, with an appropriate timeframe allowed for comments or feedback. The University will take no responses (within the appropriate time frame) as an endorsement of the assessment. As a general principle External Examiners should aim to return any comments or feedback within ten working days.

### **19.2.2 Assessment security**

Before preparing instructions for work to be submitted for assessment, the originators need to be clear on whether the drafting of these require confidentiality and security, to prevent candidates being aware of them. In order to ensure the security of assessments, staff should:

- Ensure that instructions and questions are not typed while students are likely to enter the office where the work is being carried out. Careful consideration should be given before asking temporary staff to type instructions.
- Password protect any electronic copies, and provide any password separately.
- Store/transmit any physical copies in envelopes marked 'Confidential' with no indication of the contents.
- Ensure that physical copies should not be left unattended in unlocked offices.
- Ensure that physical copies should not be left with anyone other than the intended recipient.
- Securely lock away all hard copy and disks containing instructions at all times except when being worked on.
- Ensure that all waste resulting from the production of instructions is shredded or otherwise securely destroyed.
- Not send draft instructions through the internal mail or by fax. If they have to be emailed, the documents should be password protected. The password should be communicated separately.

In order to ensure the security of assessments, the below process should be followed:

- Academic setting the assessment sends securely to Registry.
- Registry securely store the assessment and forward securely to the External Examiner.
- External Examiner reviews assessment and securely returns to Registry.
- Registry notify academic of any External Examiner comments.

## **19.3 Other assessment rules relating specifically to work submitted for assessment**

Boards of Examiners are required to adhere to University regulations outlined by Senate as follows:

### **19.3.1 Failure to follow assessment instructions**

Where a candidate fails to follow the instructions for a piece of work submitted for assessment, the Board of Examiners may at its discretion award a mark of zero for the piece of work, or apply any penalty outlined by either the course team or the Faculty in advance.

In order to receive the credits for an assessment, candidates will be required to demonstrate that they have made an attempt to follow the assignment specification. The Examiners should use their academic judgment to determine whether candidates have made sufficient attempt to be awarded the credit in order for their marks to be compensated by marks in other modules (where applicable).

### **19.3.2 Late submission of work**

Where a candidate fails to submit an assignment by the specified deadline (without prior approval) this will result in the mark being capped at 50% if submitted within one week of the specified deadline, and thereafter a failure to complete the assessment being recorded.

Where a candidate submits work late or fails to submit an assessment due to exceptional circumstances, the candidate should submit an exceptional circumstances request in accordance with the process outlined in the Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses) for consideration by Education Services. Requests require a statement from the Course Director. If agreed the student would be allowed to re-take the assignment at the next available occasion as a first attempt (unless they are already submitting as a second attempt) or the late submission penalty will be removed.

If exceptional circumstances are not submitted or not agreed, a mark of zero will be recorded (with or without the opportunity to re-take the assignment, with a capped mark).

### **19.3.3 Re-submission opportunities**

A candidate who has satisfied the Examiners in a particular piece of work may not re-submit it to improve their mark, unless required to do so as the outcome of a formal appeal.

Where students are required to re-submit a piece of work as a result of failure, they will be marked on the re-submission in accordance with the marking criteria, but the recorded result will be capped at 50%. Exceptionally, Boards of Examiners may at their discretion override this capped mark, but must record the rationale leading to this decision.

## **19.4 Master's theses**

In most cases, the award of a Master's degree resulting from a taught programme of study requires the student to submit a thesis based on a structured programme of research or design, development or management studies. As a piece of work submitted for assessment, the thesis marks constitute at least 30% of the total marks for the Master's award.

The thesis should satisfactorily set out the results of the structured programme and demonstrate the candidate's ability to conduct original investigations, to test ideas (whether the candidate's own or those of others) and to obtain appropriate conclusions from the work. In most cases, the results of the programme should be set in the context of related work previously published by others.

The University has approved marking guidance for Master's theses, which provides advice for Markers on the use of corrections and revise and represent as thesis outcomes (see Appendix G).

The possible outcomes of examination of a Master's thesis are:

- Outright pass
- Pass subject to corrections
- Revise and Represent
- Fail

### **Outright Pass, Revise and Represent and Fail outcomes**

If the outcome is an outright pass, revise and represent or fail, the mark for the work will be recorded on a Confirmed Mark Form (CMF) and sent to Registry. This is presented to the Board of Examiners as the mark, which will then confirm (or not) the thesis outcome. Registry will be informed in the normal way by the Board of Examiners and will write to the students confirming the outcome and any actions required by the student thereafter.

### **Pass subject to corrections**

Both Markers will need to agree that corrections are required to the thesis. Corrections should not be the norm, and if there is disagreement between the Markers the onus will be on the Marker who wishes the student to make corrections to gain the agreement of the other Marker.

A corrections outcome may only be given in situations in which a thesis has met the required standard for a Master's degree, but contains any of the below issues that must be rectified before a pass can be confirmed.

Corrections outcomes are given only where:

- amendments to a thesis are required for reasons of commercial sensitivity, security or other matters relating to restriction of information;
- a thesis contains ethical issues which require correction (e.g. relating to anonymity etc.);
- there is a significant risk that a key finding of the work may be misunderstood due to an error in presentation.

Corrections cannot be used to improve the general quality of a thesis which have achieved a pass mark, and the assignment of corrections is not expected to be the norm. The required work will require little or no input from the student's thesis supervisor other than to confirm the corrections have been completed satisfactorily.

If a Corrections outcome is agreed by the Markers, the CMF should be submitted to Registry showing the mark (with SAS informed of the corrections outcome), which will be considered by the Board of Examiners, with the formal corrections outcome confirmed to the student by Registry thereafter.

The result record in SITS will be pass subject to corrections, and then updated with the confirmed result once corrections have been completed post-Examination Board.

The University publishes [guidelines](#) for all students on the acceptable form and structure of Master's theses, which students are expected to follow. .

## 20 Formal outcomes for candidates

### 20.1 Decisions open to Boards of Examiners

Boards of Examiners have the delegated authority of Senate to confer distinctions on individual candidates in relation to the specific taught programmes of study, within the rules approved by Senate (as outlined in this Handbook and the Assessment Rules). This includes approving the candidates for the award they intended to achieve upon initial registration, or a lower award associated with the taught programme of study (i.e. a Postgraduate Diploma or Certificate – not accessible for all courses), providing that they demonstrate they have met the associated intended learning outcomes.

Boards of Examiners should refer closely to the annual course specification for the taught programme of study, to ensure that successful candidates have met the approved requirements of the course, within the pass criteria outlined by the University.

The management of Examination Boards is set out in Section 16 of this Handbook.

In the consideration of each individual candidate for awards, Boards of Examiners choose either to:

- a) confer a relevant academic distinction (Master's, Postgraduate Diploma or Certificate); or
- b) defer a decision on the outcome of assessment, requiring the candidate to undertake further work to demonstrate that they have met the intended learning outcomes of the course; or
- c) fail the candidate.

<b>PASS</b>	<b>LOWER AWARD</b>	<b>DEFER DECISION</b>	<b>FAIL</b>
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The further work may relate either to the taught element of the course, or to the standard of the Master's thesis, or to both. Where both apply, it is normally expected that the deficiencies relating to the taught part of the course should be addressed prior to deficiencies relating to the Master's thesis.

In coming to its decisions, a Board of Examiners, at its discretion, may request any candidate either to attend a meeting of the Board of Examiners for an oral examination or otherwise request further information to be presented, in order to clarify any questions over the quality, origin or completeness of written examination or work submitted for assessment.

Should the Board of Examiners fail to agree on an outcome for an individual candidate, it may submit a report to the relevant Director of Education. The report provides a summary of the reasons for being unable to agree on an outcome and a recommendation agreed by the majority of the Examiners. On receipt of a report, the Director of Education consults with the Head of Faculty or the PVC (Education) and either accepts the recommendation of the majority of the Examiners, or otherwise refers the case back to the Board of Examiners.

#### 20.1.1 Further work relating to the taught elements of the course

##### DEFER DECISION

Where candidates have failed to achieve the required standard in any of the taught parts of the course (including group projects, where relevant), the Examiners may decide either to:

- a) require the candidate to resit the necessary examination, or re-submit a piece of work for assessment,<sup>33</sup> or
- b) require the candidate to return to studies, involving a repeat of the learning associated with the course.

<sup>33</sup> Students may be offered a resit or opportunity to revise and represent. Both would be capped at 50%.

Examiners should take into account the Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses) and the External Examiners' Handbook.

RESIT ASSESSMENT	RETURN TO STUDIES (REPEAT PART OF THE COURSE)
No need to attend courses or have supervision	Required to attend courses
Continued access to learning facilities (remotely)	Continued access to learning facilities
Mark capped at 50%	Mark capped at 50%

Where only a resit or re-submission is required, the Examiners should identify the timescale on which this will happen (i.e. the date of the examination sitting, or a deadline for the revised or replaced piece of work).

Where a return to studies is required, the Examiners should inform the Course Director: they will then consult within the Faculty about any additional period of registration (and fees to be charged). While this would normally be permitted, the Faculty may choose to set aside the decision of the Examiners on the grounds that supporting the student further would not be in the best interests of either the student or the University; in this case, the student would be withdrawn from the University and deemed to have not completed the course (retaining their right to appeal against the decision under Regulation 46: Early Termination of Registration). Such a decision should be based on a written case from the supervisory team and supported by the Head of Faculty (or a member of staff on their behalf).

In both cases, the student is deemed to still be registered with the University, and will have continued access to learning facilities (Library and IT) but may not necessarily have an automatic right to University accommodation (laboratory, office or domestic). Where such accommodation is deemed to be necessary by both the student and the University, additional tuition fees or other charges may be applied.

## 20.1.2 Further work relating to the Master's thesis

### DEFER DECISION

#### 20.1.2.1 Initial outcome of the examination of the thesis considered by a Board of Examiners (Pass, Revise and Represent, Fail and Corrections)

Where a candidate has failed to achieve the required standard in their thesis, the thesis Examiners may decide to request further work on the thesis, choosing one of the following categories of outcome:<sup>34</sup>

Outcome	Used when the Examiners have concluded that...
Corrections	<ul style="list-style-type: none"> <li>The thesis is a "conditional pass" (≥50%): the research, analysis and discussion meet the required standard for a Master's degree;</li> </ul> <p>Corrections outcomes are given only where:</p> <ul style="list-style-type: none"> <li>amendments to a thesis are required for reasons of commercial sensitivity, security or other matters relating to restriction of information;</li> <li>a thesis contains ethical issues which require correction (e.g. relating to anonymity etc.);</li> <li>there is a significant risk that a key finding of the work may be misunderstood due to an error in presentation.</li> </ul> <p>Corrections cannot be used to improve the general quality of a thesis which have achieved a pass mark, and the assignment of corrections is not expected to be the norm. The required work will require little or no input from the student's thesis supervisor other than to confirm the corrections have been completed satisfactorily.</p>

<sup>34</sup> Further guidance on the marking of Masters' theses is provided at Appendix H.



	All thesis Markers will need to agree that corrections are required to the thesis. Corrections should not be the norm, and if there is disagreement between the Markers the onus will be on the Marker who wishes the student to make corrections to gain the agreement of the other Marker. The approval of corrections should be confirmed by the student's Supervisor.
Revise and represent	<ul style="list-style-type: none"> <li>the research, analysis and/or discussion does not meet the required standard for a Master's degree, but the Examiners have concluded that it has the potential to do so;</li> <li>substantial revision of one or more critical aspects of the research and/or the way it is presented is needed;</li> <li>the Examiners will need to re-examine the revised thesis in the context of the statement of deficiencies only once the further work has been completed (and marked in line with the double marking process set out in 17.2.2, and capped at 50%);</li> <li>the required further work will require significant input or support from the student's Supervisor(s), which may involve a return to formal registration.</li> </ul>

In both cases of a deferred decision:

- a clear statement of the corrections or deficiencies to be addressed should be compiled and provided to the candidate by the Examiners as soon as possible after the decision of the Examiners;<sup>35</sup>
- the student is deemed to still be registered with the University, and will have continued access to learning facilities (Library and IT);
- students do not have an automatic right to University accommodation (laboratory, office or domestic). Where such accommodation is deemed to be necessary by both the student and the University, additional tuition fees or other charges may be applied.

A "corrections" outcome represents a conditional pass: the mark awarded by the Examiners will not change as a result of the corrections being completed, and should represent the quality of the work on the initial submission.

For a "revise and represent" outcome, it is expected that the Faculty will support the student through to the re-submission of their thesis. University procedures relating to interruptions of study (i.e. suspension or early termination of registration) will continue to apply.

The following table outlines the differences between a conditional pass (corrections) and a required revision of the thesis:

<b>CORRECTIONS</b>	<b>REVISE AND REPRESENT</b>
Initial thesis mark $\geq 50\%$	Initial thesis mark $< 50\%$
Written statement of corrections produced	Statement of deficiencies outlined by agreement of all Markers
Minimal guidance provided by thesis Supervisor	Formal supervision to be continued
Continued access to learning facilities (remotely)	Continued access to learning facilities
Mark confirmed – but not changed – on receipt of corrections	Marked in line with the statement of deficiencies. Mark capped at 50% <sup>36</sup>

<sup>35</sup> Where the thesis Supervisor is not one of the Examiners, a copy of the written statement of corrections should also be provided to the thesis Supervisor.

<sup>36</sup> Where, following a revise and represent outcome a lower mark is awarded for the second submission the higher of the two marks will be recorded as the final mark.



### 20.1.2.2 Signing off corrections or conducting a re-examination

Where further work has been requested, it should be completed and re-examined by the Examiners according to the following:

Outcome	To be completed within no more than...	To be reviewed and deemed satisfactory by	Resulting in
Corrections	6 months*	One Internal Examiner or Supervisor**	Pass Fail***
Revise and represent	12 months*	At least two Examiners****	Pass Corrections Fail***

\* The timeframes specified above represent the maximum time to be allowed for students to submit a corrected or revised thesis. Examiners should set realistic and appropriate timescales, taking into account the next sitting of the Board of Examiners and the graduation timetable.

\*\* At the time of the initial examination, the Examiners will identify one of the Internal Examiners to sign off the corrections on their behalf. The other internal or External Examiners may request at that time to view and be involved in the approval of the corrected thesis.

\*\*\* If a student does not complete the required corrections within the specified timescale, or does not complete them to the satisfaction of the Examiner(s), the candidate should normally be failed for that element of the course. This may result in them still qualifying for a lower award where one exists (i.e. a Postgraduate Certificate or Diploma): the Board of Examiners must record this decision in formal minutes.

\*\*\*\* Where a "revise and represent" outcome was determined, the candidate is subject to a re-examination of their work in the context of the statement of deficiencies by at least two Examiners (noting that the outcome does not include a second opportunity to revise and represent the thesis).

The other internal or External Examiners may request at that time to view and be involved in the approval of the revised thesis.

### 20.1.3 Conferring a fail

**FAIL**

A result of a fail is most commonly issued when the student either fails to achieve sufficient marks and credits in the taught part of the course to qualify for any exit award and/or has produced a thesis where the volume and/or quality of the original research or analysis falls significantly short of the required standard.

For substantial pieces of assessment and theses, the Board of Examiners reserve the right to fail a mark of <40% without a second assessment opportunity.

## 20.2 Additional factors affecting those decisions

In conferring an award, the Board of Examiners is required to ensure that students have attained the appropriate number of learning credits and achieved the stated intended learning outcomes of the award. There are other factors which the Board of Examiners may take into consideration in order to deem that those learning credits and outcomes have been achieved.

### 20.2.1 Requests relating to assessment deadlines, completion or attendance

The University does not permit Boards of Examiners to adjust the marks under any circumstances: the marks recorded for formal awards of the University must always represent the evidenced academic achievements of the candidates for examination. Boards of

Examiners, under certain circumstances, may, however, permit candidates to re-take one or more assessments again to mitigate against award failure.

Candidates are expected to complete all assessments at the scheduled times, as outlined in course material. The University recognises, however, that personal circumstances may require a candidate to adjust their studies (including assessments) and operates a 'fit to sit' policy (i.e. if a candidate attends an examination, or submits work for assessment, they are declaring that they felt capable and competent to do so). It therefore permits candidates to request changes to their scheduled assessment, and strongly encourages them to do this in advance (i.e. as soon as the personal circumstances are known).

The procedures for managing such requests are outlined in the Student Handbook on Assessment Rules (Postgraduate Taught Courses) (Part C).

### **20.2.2 Accredited prior learning**

Where a candidate has presented evidence to support the approval of accredited prior learning, from previous study either at Cranfield University or another higher education institution, the Faculty may instruct the Board of Examiners to approve the recognition of learning credits accrued outside of the period of registration, in accordance with the approved structure of the taught programme of study and with guidance issued by Senate. Such instructions will be communicated to the Chair of the Board of Examiners.

Marks from modules undertaken at Cranfield University will normally count towards the calculations of average or total course marks for the taught element of the award; credits "imported" from other higher education institutions will normally not be included in such calculations.

### **20.2.3 Import of academic credit**

Students may, as an approved part of their course undertake modules at an agreed partner institution and import such credits to their Cranfield award.

Such modules are assessed under the partners' assessment regulations, with Cranfield importing both the marks and credits. These marks and modules should be used when calculating the standard Cranfield rules of compensation and maximum credit failure.

## **20.3 Communication of outcomes and marks**

Where the Board of Examiners recommends a formal and final outcome (i.e. the conferment of an award or a fail), the Secretary provides formal confirmation to Registry, whose staff take action to inform the individual candidates of the decision.

Result letters and transcripts will be sent to students who have successfully completed their award (or achieve the intended learning credits) within 20 working days of the Board of Examiners meeting.

### **Corrections Outcomes**

An email notification will be sent to the student informing them that they have corrections and the date by which they are due. They are advised to contact their Supervisor. Students are to email their corrected thesis to their Supervisor and SAS Lead. Once the corrections have been completed, confirmation of corrections sign off is uploaded to Student Lookup and students are sent their results letter and transcript.

### **Revise & Represent Outcomes**

An email notification is sent to the student informing them that they have a revise and represent opportunity and the date by which it is due, which will include their Statement of Deficiencies. The revised thesis is submitted to the VLE and marked against the Statement of Deficiencies by at least two Examiners. The outcome is then presented to a future Board of Examiners.

It is worth noting that if a candidate is indebted to the University for their course of study (i.e. only for their tuition fees), the decision of the Board of Examiners, and any formal confirmation of the result, is withheld until such debts have been cleared. In addition, such candidates are not entitled to graduate, or to have any award of the University conferred upon them until all debts relating to the course are discharged.

Otherwise, Course Directors may provide informal confirmation of results (including provisional marks for assessments taken throughout the period of registration), but these must be communicated as provisional marks (where appropriate) and may not be recognised by the University as the final, official or formal record of the award.

## 21 Awards made under unusual conditions

### 21.1 Aegrotat degrees

In the unfortunate situation where a student dies or becomes permanently incapacitated, course teams can apply to Senate to consider the award of an aegrotat degree (i.e. the award of a qualification without demonstrating the student has met the intended learning outcomes associated with the qualification). Such consideration is strictly limited to where there is conclusive evidence that there is no possibility that the student will be able to complete the course at any future time.

In considering the authorisation of an award under these circumstances, Senate reviews evidence including:

- i. the personal circumstances of the candidate;
- ii. where work has been submitted for assessment, the extent to which the candidate has satisfied the Examiners; and
- iii. any recommendation from the relevant Director of Education on whether the candidate, had they not been so prevented, would have satisfied the Examiners in the assessment of their work.

Senate only authorises an aegrotat award where the student has completed a significant period of their course of study, which is normally evidenced by work submitted for assessment. Only in very exceptional circumstances is an award made where no work has been submitted for assessment, and only where compelling evidence of the required academic standard has been provided.

Where such an award is considered by Senate due to the death of the student, the award is only made on the explicit request of the next of kin of the candidate. Course teams are advised to manage the next of kin extremely carefully and sensitively; it is not always appropriate to suggest or recommend such an award, and the university should be led by the wishes of the next of kin.

Where such an award is considered by Senate due to any other reason, including illness, the award is only made on the explicit request of the student or by their next of kin if evidence is presented to suggest that the student cannot reasonably submit such a request. If an award is made, the student will not be permitted to be considered for the same award on any future occasion.

The Academic Registrar should be consulted at the earliest opportunity if an aegrotat award is being considered.

### 21.2 Unavailability of provision required for an award

On rare occasions, the university finds itself having to change the structure of a course or programme on which students are already registered, and those changes significantly affect the ability of those students to complete their intended course.

Where a student is unable to accrue the required number of learning credits for a particular award as a result of changes to the course of study approved by Senate within their period of registration, the relevant Director of Education may instruct the Board of Examiners to authorise the award with no fewer than 90% of the required number of credits associated with the award, providing that the Director of Education has received evidence to demonstrate that the intended learning outcomes of the course of study have been met in full.

The relevant Director of Education and the relevant Assistant Registrar in the Faculty should be consulted at the earliest opportunity if such a course of action is proposed.

## **PART D      APPOINTMENT AND USE OF EXTERNAL EXAMINERS**

### **22    What are External Examiners, and why do we have them?**

External Examiners are a fundamental and central feature of assuring teaching and assessment quality in UK higher education. All universities are expected to employ persons external to the organisation to provide a touchpoint on the equivalence of standards in assessment with other higher education institutions.

The information in this part of the Handbook draws on the UK Quality Code for Higher Education, Advice and Guidance: External Expertise, provided by the Quality Assurance Agency (QAA).

External Examiners provide impartial and independent advice, as well as informative comment on the degree-awarding body's standards and on student achievement in relation to those standards. External Examiners confirm that the provider consistently and fairly implements their own policies and procedures to ensure the integrity and rigour of assessment practices. They also comment on the quality and standards of the courses in relation to the national standards and frameworks and comment on the reasonable comparability of standards achieved at other UK providers with whom the Examiner has experience. External Examiners also comment on good practice, and make recommendations for enhancement.

External Examiners will have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers, and where appropriate, professional peers. External Examiners do not contribute to delivery through teaching or any other direct capacity.

Awarding institutions expect their External Examiners to provide informative comment and recommendations upon whether or not the UK Quality Code for Higher Education, Expectations and Core Practices have been met.

This part of the Handbook is supplemented by a Handbook for External Examiners, which is provided to all External Examiners for taught programmes of study on appointment and is available to download from the University website. Course teams are particularly encouraged to acquaint themselves with the content of the Handbook for External Examiners to ensure they are abreast of External Examiners' expectations of the contact they will have with the course team.

## 23 Appointment of Examiners

### 23.1 Person specification and conflicts of interest

Cranfield has adopted the following personal specification for selecting its External Examiners: they are normally expected to be able to demonstrate:

- i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- ii) competence and experience of the fields covered by the taught programme of study, or parts thereof;
- iii) relevant academic and/or professional qualifications to at least UK Master's level, and/or extensive practitioner experience where appropriate;
- iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- v) sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
- vi) familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- vii) fluency in English;
- viii) for apprenticeship courses, knowledge of the relevant apprenticeship standard.

They will preferably also be able to demonstrate:

- ix) meeting applicable criteria set by professional, statutory or regulatory bodies;
- x) awareness of current developments in the design and delivery of relevant curricula;
- xi) competence and experience relating to the enhancement of the student learning experience.

Please note that all External Examiners will be expected to demonstrate that they have the legal right to work in the UK on appointment, and course teams are required to gather appropriate evidence of this. For this reason, it is highly recommended that using persons from outside of the EEA be avoided.

Cranfield recognises that an individual External Examiner may not be able to meet in full all of the above criteria, and the course team is expected to ensure that individual deficiencies are compensated by the appointment of other External Examiners who are strong in complementary areas.

Although Cranfield does not divide External Examiners into formal categories, the Examiners we appoint can broadly be defined as Academic or Practitioner Examiners. Academic Examiners have extensive experience of Higher Education in the UK or further afield and are expected to comment on all areas of provision. Practitioner Examiners are professionals who work in a sector relevant to the subject area of the course and are expected to comment on some or all areas of provision.

In addition, it is important to avoid potential conflicts of interest. Wherever possible, the course team should avoid appointments where the External Examiner is, or will become:

- i) a member of the Council of Cranfield University or a current employee of Cranfield;
- ii) someone with a close professional, contractual or personal relationship with a member of staff or student involved with the taught programme of study;
- iii) someone required to assess colleagues who have been recruited as students to the programme of study;
- iv) someone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

- v) someone involved in any recent or current substantive collaborative teaching or research activities related to the delivery, management or assessment of the programme(s) or modules in question, including having acted as a link tutor for or with an academic partner;
- vi) a former member of staff or student of Cranfield (unless a period of five years has elapsed);
- vii) someone who is directly connected to a Cranfield member of staff appointed as an External Examiner at their own institution;
- viii) someone where the immediately previous, or other current, External Examiners were or are colleagues from the same department in the same institution.

A conflict of interest may not necessarily preclude or curtail an appointment, but it is important that these are registered, reviewed and considered in full before a formal appointment request is made.

Appointed persons may act as External Examiners for both undergraduate and postgraduate courses.

## 23.2 Selecting an External Examiner “team”

The course team for a course, or for a “programme” incorporating a number of courses, is responsible for ensuring that a full cohort of External Examiners is in place by the start of each academic year.

Potential External Examiners are contacted informally by the course team in the first instance. External Examiners are usually appointed for a period of four years although in some cases a shorter term may be appropriate. The regulations do allow for an extension to the appointment after the four year term has ended for up to one year, however extensions for appointments are only approved (by the relevant Director of Education) in exceptional circumstances. Examples of where this might apply include:

- where the subject area is very narrow and the field of potential External Examiners is small;
- where the course may be coming to a natural end;
- where a proposed future appointment falls through unexpectedly; and/or
- where the course is a part-time course only and continuity of standards is required.

At least one External Examiner must be appointed for each taught course. Where only one External Examiner is appointed, they will normally be an academic External Examiner with significant subject and HE sector experience. It may be appropriate to appoint more than one External Examiner, to ensure that all areas of provision are covered adequately.

External Examiners are expected to comment on:

- a) whether or not the academic standards of the assessment processes and resulting assessed work are at Master’s level, as defined by national frameworks and related guidance issued by the University;
- b) whether or not the assessment processes measured student achievement rigorously and fairly against the intended learning outcomes of the course;
- c) whether or not the assessment processes were conducted in line with the policies, regulations and other guidance provided on appointment;
- d) the extent to which standards are comparable with similar programmes in other UK higher education institutions of which they have experience;
- e) any good practice and/or innovation relating to learning, teaching and assessment;
- f) any opportunities to enhance the quality of the learning opportunities provided to students.

Depending on their background and experience it is possible that some External Examiners may not be able to comment on some of these areas of provision. For example, practitioners may not have the appropriate experience to comment on comparable standards across the



Higher Education sector. Course teams should ensure that collectively External Examiners are able to cover all of the above areas for comment, and the number of appointments may reflect this.

If a course has a partnership with third parties involving academic provision, it may be appropriate for the course team to appoint an Examiner solely for a specific partnership. Alternatively, an Examiner's remit could cover courses both within and outwith a partnership arrangement. An overview of any partnership arrangements should be provided to potential Examiners at the point at which they are initially approached.

On occasion, a course team may wish to appoint an Examiner for a contained element of a course or suite of courses. The course team must submit a case to the relevant Director of Education for approval (detailing the rationale for this exceptional requirement) before approaching a potential external Examiner.

### 23.3 Appointment process

After the nominee has made an informal commitment to the Examiner role, the course team should complete the External Examiner's Appointment Form.

The form requires course teams to provide:

- full contact details for the Examiner, including an email address and telephone number;
- evidence that the Examiner has the right to work in the UK (although this can be confirmed on appointment);
- an up-to-date CV (unless either the required information is included in the appointment form or the Examiner has been previously appointed in the last three years and provided a CV at this point);
- a case for appointment detailing the nominee's previous experience and suitability for the role. Please note that a reference to the nominee's CV will not be accepted as a case for appointment;
- details of any current External Examiner roles held by the nominee at Cranfield University or any other academic institution. Please note that nominees should not normally hold more than two other external examinerships.

Before approving the nomination, the relevant Director of Education should ensure that any Faculty policies are taken into consideration. For instance, have resource implications been considered if the Examiner is based overseas and have the senior members of the Faculty approved the potential expense? If the relevant Director of Education approves the nomination, they should sign the form and send it to Education Services.

The nomination will be checked against the regulations by staff in Education Services. Once the nomination is approved by all necessary signatories, Education Services will write formally to the External Examiner and invite them to take up the appointment.

The letter will include links to key documentation on the website:

- Senate Regulations on Taught Programmes of Study (Chapter 5)
- Senate Handbook on Managing Taught Courses (i.e. this Handbook)
- Senate Handbook for External Examiners (Taught)
- Senate Student Handbook on Assessment Rules (Postgraduate Taught Courses)

## 24 Key Tasks for Course Teams

### 24.1 Evidence of the right to work in the UK

Course teams are required to collect, record and store evidence that the appointed External Examiner has the right to work in the UK. This is usually collected in the form of taking a copy of their passport (or birth certificate) and, for non-EU nationals, copies of the relevant visas. Further guidance can be provided by HR or by Education Services on request.

### 24.2 Documentation to provide to External Examiners

Education Services will send a copy of the formal appointment letter to the course team. As a matter of courtesy, the letter from Education Services asks the External Examiner to confirm that they will take up the appointment. On receipt of the copy of the letter from Education Services, course teams should assume that the Examiner intends to accept the appointment unless Education Services informs them otherwise.

At this stage, course teams should provide the following information to the newly appointed Examiner:

- aims and objectives of the course;
- details of the course curriculum;
- details of the course assessment methods;
- details of attendance requirements, including dates of examination boards;
- confirmation of the fee that will be paid to the Examiner and an indication of when this is likely to occur;
- key dates when the Examiner will be required to undertake specific tasks, i.e. approval of examination papers and sampling of assessments.

In cases where the Examiner is appointed for a course that has a partnership involving academic provision, the course team must ensure that the Examiner is fully briefed on the nature and extent of the partnership, and that their role in relation to third party providers is clearly defined.

Cranfield University's annual External Examiner fees were reviewed by Education Committee, with a revised fee structure for new appointments introduced from the academic year 2021-22 onwards. The previous fee structure, in place for any existing appointments, can be found at Appendix O.

Fees paid to Course-level External Examiners take into account all students registered on the course(s) that the External Examiner is responsible for. External Examiners will receive one payment per course or per programme (a defined group of courses) that they are responsible for, regardless of the number of different award types that may be associated with that course (i.e. an External Examiner would receive just the Master's fee for a course which had a Master's, PgDip and PgCert exit routes). External Examiners may receive multiple payments for acting as an External Examiner for different courses/programmes.

		Master's	PgDip	PgCert
Band 1	1 to 5 students	£250	£200	£100
Band 2	6 to 14 students	£365	£315	£160
Band 3	15 to 30 students	£480	£430	£215
Band 4	31 to 50 students	£615	£565	£285
Band 5	51 to 80 students	£730	£680	£340
Band 6	Over 80 students	£850	£800	£400

Part-time Master's courses where student numbers are >80 attract an additional fee of £500 per additional student intake over 80 students (£450 per additional intake over 80 students for PgDip courses, £225 per additional intake over 80 students for PgCert courses).

In addition, course teams may appoint External Examiners to specific modules to support the Course-level External Examiner(s). Where this is the case, External Examiners will be paid an annual appointment fee and a flat-fee for each 10 credits covered. No External Examiner appointed to modules for a course will be paid more than the maximum fee for a course External Examiner (£850, £800 or £400).

Appointment by Module:	Annual appointment fee	£50
	Fee per 10 credits-worth of modules 1-100 students	£50
	>100 students	£100

Overall Course External Examiner Fee: £150  
(only appointed where an entire course has module-only External Examiners)

Faculties are at liberty to make payments in excess of these levels at their own discretion. Faculties should also pay reasonable travelling expenses. It should be noted that, in line with HMRC guidance, tax will normally be deducted from travelling expenses for work carried out at the University, although travelling expenses for work elsewhere can be paid gross.

### 24.3 Review of draft assessments

All assessments will be sent to External Examiners prior to their release to students, with an appropriate timeframe allowed for them to provide comments or feedback. The University will take no responses (within the appropriate time frame) as an endorsement of the assessment. As a general principle External Examiners should aim to return any comments or feedback within ten working days

Registry will send all draft assessments to External Examiners together with model answers (or outline solutions) and marking schemes in good time for their consideration. Course teams may also be required to supply External Examiners with coursework specifications for review by accrediting bodies, or at the request of the External Examiner. Care should be taken to ensure the security of these documents at all times, through the use of secure delivery of material, or using appropriate encryption or password-protection of electronic documents.

Once appointed, the course team must confirm the times of the year when the Examiner can expect to receive draft assessments. If the Examiner informs the course team that they are not available during this period, alternative timings should be established through mutual agreement.

### 24.4 Exceptional assessment of individual examination candidates

Assessments are generally prepared for cohorts of students. A re-take is normally prepared at the same time as the original assessment and reviewed by the External Examiner; this helps ensure that, even where the re-take has to be delayed for some time, it should cover only those topics that were included at the time that you took the course. Alternative assessments (e.g. coursework instead of an examination) can only be approved in exceptional circumstances, including (but not limited to):

- **learning support reasons** following the creation of a Learning Support Agreement with a Learning Support Officer;
- **disruption to group project assessments** where alternative assessments are required for either individual candidates or a group of individual candidates to enable the assessment of a module to be completed.

A case for alternative assessments for individual students should be made by the relevant Course Director to the relevant Director of Education. The Director of Education will then either forward the request to Senate's Education Committee for formal approval, or reject the request.

Where an assessment is created for an individual candidate, the course team must alert the External Examiner, and provide them with the opportunity to comment on the equity of the proposed alternative assessment with that scheduled for the other candidates.

The alternative assessment should also be recorded in the minutes of the final examination board.

## 24.5 Sampling assessments

External Examiners have the right to see all examination scripts, coursework, project work and theses (hereby known as assessments).

In the first instance External Examiners should be provided with a representative sample that provides enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent. External Examiners will have been advised on appropriate privacy and security of such data, but course teams should provide advice on the storage and/or retention of such data after the completion of the assessment process.

At an early stage of the Examiner's appointment the course team should agree the number of samples the Examiner will normally receive. As a minimum the Examiner should be provided with a sample of scripts from the top, middle and bottom of the range, together with all assessments of borderline candidates and those assessed internally as failures.

For courses with a high volume of students it is reasonable for the course team to suggest that the Examiner visits the University in advance of the Board of Examiners meeting to sample assessments *in situ*.

External Examiners are not required to mark assessments that they sample. On occasion it may be appropriate for the course team to ask Examiners to mark a particular assessment, or even a suite of assessments (by prior agreement). However, the Examiner's primary role when sampling assessments is to make judgments about the comparability of Cranfield's standards with those of other universities and to check for the level, range and consistency in the internal marking of assessments.

## 24.6 Participation in oral examinations

Course teams may wish Examiners to participate in oral examinations. In such circumstances the External Examiner must be accompanied by at least one Internal Examiner. Where oral examinations are only held for a proportion of the candidates on a course, the principles for the selection of candidates will be agreed by the course team, the Internal Examiners and the External Examiner.

Cranfield University offers its External Examiners the right to meet with any candidates they so wish, assuming that the candidate is available and/or content to attend a meeting.

## 24.7 Attendance at Board of Examiners meetings

The course team is responsible for informing External Examiners of the dates of the Board of Examiners meeting they are required to attend at the start of each academic year. Attendance at the meetings is an important function of the External Examiner's role and assures the oversight of the function to enable the University to conduct fair and appropriate meetings.

Where External Examiners are appointed for modules only, they are not invited to attend the Board of Examiners meeting, but are expected to provide an examination board report to the overall Course External Examiner<sup>37</sup>.

External Examiners are equal members of the examination board to which they are appointed, with no additional or especial rights or powers. In the case of disagreement between internal and/or external Examiners, the Chair of the Board of Examiners will act as arbitrator.

On occasion, it may not be possible to make a decision on an individual student's progression or award, i.e. if marks are missing or if a case of academic misconduct is still in progress. In these circumstances, the Chair of the Board of Examiners, as outlined in section 16.2.7, will facilitate a discussion to agree the nature of the External Examiner's engagement with decisions for these students.

## 24.8 Annual Reports of External Examiners

### 24.8.1 Schedule

Reporting is a crucial part of an External Examiner's role and the University relies on the assurance the exercise provides for its taught course provision.

All External Examiners (including those appointed to modules only) are required to submit a report on an annual basis, normally after the Board of Examiners meeting. Course teams of part-time courses should note that Examiners are required to submit a report on an annual basis whether or not they have attended a meeting of the Board of Examiners. Within the academic year, the University would expect an External Examiner to have had some element of contact with the course team and therefore produce at least a brief report.

NB: If an External Examiner has not had contact with the course team during an academic year the course team should inform Education Services, in writing, as soon as possible to ensure that External Examiners are not chased for reports they cannot reasonably be expected to produce.

### 24.8.2 Submission of any reports

We ask that all reports are submitted no later than 6 weeks after the final examination board meeting for that academic year.

Chairs of Boards of Examiners are asked to remind External Examiners of the submission requirements at examination board meetings. If External Examiners are not due to attend an examination board meeting, course teams should remind them of the annual submission requirement and deadlines.

### 24.8.3 Process for obtaining outstanding reports from External Examiners

If reports are not submitted by the deadlines above, Education Services will ask the course team to contact the Examiner and request that a report be submitted as a matter of urgency.

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<sup>37</sup> This is in addition to the annual report submitted after a Board of Examiners meeting.

If the External Examiner does not respond to the request from the course team within four weeks Education Services will write formally to the Examiner to remind them of their obligation to submit an annual report.

If a report is not submitted within a further four weeks the relevant Director of Education will write to the External Examiner with a final request to submit a report.

If a report is not submitted within the time period requested by the Director of Education the External Examiner's appointment will be terminated on the grounds that they have not fulfilled a vital part of the role. At this point any payments to the External Examiner will cease and the course team will be tasked with appointing a replacement Examiner as soon as is possible. There may of course be occasions where it is reasonable for an Examiner not to submit a report, i.e. for personal reasons or valid work reasons. Therefore, the Director of Education will always use their discretion when deciding whether or not to terminate an appointment.

#### **24.8.4 Consideration of External Examiner reports**

External Examiners address their reports directly to the Vice-Chancellor, but the initial processing of the reports is managed by Education Services.

In the front sheet to the report External Examiners are asked to indicate whether they have any serious concerns about the quality of the course and whether they require a written response from the course team and/or the University.

If no serious concerns are raised and a response is not required, the course team, the relevant Director of Education and the Head of Faculty will then receive an electronic copy of the report both for their consideration and records. Course teams in particular should consider the feedback from the External Examiner and take action where required. They will also wish to highlight any areas of effective practice to their colleagues, most likely through the Annual Reflective Review exercise.

If a response to the External Examiner is requested (by the External Examiner), course teams will be asked to provide a copy of this to Education Services within a specified deadline. Where these deadlines are not met, the relevant Director of Education will be informed.

If an External Examiner raises "serious concerns" about the quality of the course, the Pro-Vice-Chancellor (Education) will be informed in the first instance and they will contact the course team and relevant Director of Education in order to respond personally to the Examiner concerned. Such reports and responses will be reviewed by Senate's Education Committee.

## 25 Contacts and Other Resources

### 25.1 Contacts

If you have any questions about the External Examiner process please contact Education Services:

Registry  
Education Services, Building 45  
Cranfield University  
Cranfield  
Bedfordshire  
MK43 0AL

Tel: 01234 750111

Tel: 01234 754055

Email: [registryexams@cranfield.ac.uk](mailto:registryexams@cranfield.ac.uk)

### 25.2 Useful links

The following links may be of interest:

<http://www.cranfield.ac.uk/about/governance-and-policies/quality-assurance>

UK Quality Code for Higher Education (QAA) Expectations and Practices for External Expertise

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise>



## 26 Recognised Teachers

### 26.1 What are Recognised Teachers?

Course teams may request that a number of functions be carried out by persons whose status with the University would not ordinarily allow them to do so, and who may or may not be employed by the University. In order to do so, that individual would require Recognised Teacher Status (RTS). Appendix B of the Positions of Responsibility in Learning, Teaching and Assessment Handbook sets out which functions may be appropriately carried out by a Recognised Teacher, including:

- invigilator;
- teacher;
- learning support;
- assessment or thesis Marker;
- Link Tutor;
- Examiner.

“Teacher” refers to people who deliver assessment, teaching or other learning sessions, but does not normally include guest lecturers. “Learning support” refers to people who co-lecture, coach or otherwise advise students on their learning, or provide academic or technical assistance to academic staff during teaching sessions. This latter category includes people who support and supervise MSc students on their group or individual research projects. It should be noted that Recognised Teacher Status is required for anyone marking an MSc thesis, and it is commonplace for MSc theses to be marked by the thesis Supervisor. Recognised Teacher Status is not required for persons (including students) engaged in occasional tutoring or lecturing.

The Positions of Responsibility in Learning, Teaching and Assessment Handbook provides further details of the roles listed above.

Recognised Teachers should not normally be appointed to manage teaching provision (i.e. appointed as a Director of Education, Director of Research, Examination Board Chair, Programme Director or Course Director.) Any such request must be supported by the Pro-Vice-Chancellor Education and Academic Registrar.

In order to be approved as a Recognised Teacher, a person must meet one or more of the following criteria:

- (a) a retired or former member of academic staff of Cranfield University in good standing with the University and who continues to engage actively in teaching and/or supervision of students;
- (b) a current member of staff of Cranfield University who is not an academic member of staff, but engages actively in teaching and/or supervision of students;
- (c) a member of academic staff at another university in good standing with their university and with Cranfield University, and who is engaged actively in the teaching and/or supervision of postgraduate students;
- (d) a person who is deemed to be “professionally qualified”, normally meaning that they:
  - i) hold a Master’s degree or equivalent professional qualification in the field in which they are to assess students; and
  - ii) have substantial business, professional or technical experience that is relevant to the field in which they are to assess students (normally, this would be 5 years of professional managerial experience); and
  - iii) regularly engage in postgraduate and/or executive education.

Students currently registered with Cranfield University cannot be appointed as Recognised Teachers, except in very exceptional circumstances, which must include an assurance that their

role in providing teaching is entirely distinct and unrelated to their studies (e.g. an MBA or DBA student who is a captain of industry may be appointed as an Examiner for a research student, where there is also a very limited field of appropriate candidates to act as an Examiner).

## 26.2 Appointment Process

Where a course team wish to appoint a Recognised Teacher to carry out a function for that course, the person must be nominated by the Course or Programme Director\* for approval as a Recognised Teacher. Recognised Teacher Status can only be approved by the relevant Director of Education in the Faculty. **Course or Programme Directors who themselves hold Recognised Teacher Status cannot act as the nominee or sponsor for any other recognised teacher appointment.** In such instances the nominee and sponsor should be an appropriate alternative member of the course, programme or Faculty team.

Upon being identified by a course team, the Course or Programme Director\* should be approached (if not involved in identifying the person in question) and be asked to act as the Recognised Teacher's sponsor. The sponsor should ask the person in question to complete Section 1 of the Recognised Teacher Appointment Form, ensuring that they discuss any potential development needs with the proposed recognised teacher, and is required to complete Section 2 themselves.

\* *In some Faculties nominations may be made by a Head of Centre. For existing Cranfield University employees for whom Recognised Teacher Status is sought, that employees' line manager may act as the nominator and sponsor if appropriate.*

Upon completion of the form, the appointment must be approved by the relevant Director of Education in the Faculty.

## 26.3 Term of appointment and renewal

Appointments are usually made for an initial 3-year period (or less, where appropriate). Where necessary a sponsor may request that a Recognised Teacher's appointment be renewed through the normal appointment process and as agreed by the relevant Director of Education in the Faculty.

## 26.4 Sponsor responsibilities

By nominating a person to become a Recognised Teacher, once a nomination has been approved by the relevant Director of Education in the Faculty, the nominator agrees to act as that Recognised Teacher's sponsor for the duration of their appointment. A nominator should not transfer sponsorship responsibility to another member of staff.

Sponsors have specific responsibilities with regards to the recognised teachers that they sponsor, including:

- (a) a commitment to the Recognised Teacher to provide the proper induction into the University, relevant Faculty and Centre;
- (b) provide ongoing support to allow the Recognised Teacher to carry out their duties;
- (c) a responsibility for ensuring that the conduct and quality of the activities of the Recognised Teacher are of an appropriate standard;
- (d) reporting to the Director of Education any reason why they may no longer act as a sponsor to the Recognised Teacher (i.e. long-term leave, leaving the University);
- (e) making requests to the Director of Education for a renewal of a Recognised Teacher's appointment, with a suitable case as to why this is appropriate.

## 26.5 Recognised Teacher induction

Sponsors should ensure that Recognised Teachers receive a proper induction, including:

- conveying to the Recognised Teacher the credentials provided by Information Services in advance of the start date;
- an introduction to the University and Faculty;
- an overview of the role they have been appointed to undertake as a Recognised Teacher;
- talking through the Senate Handbook for Recognised Teachers, and signposting to other Senate Handbooks relevant to their role;
- highlighting any applicable processes that the Recognised Teacher is expected to follow (e.g. thesis marking, appointment as a thesis Supervisor etc.);
- a local induction to the Centre, including the physical spaces;
- an induction to the IT systems the Recognised Teacher will have access to, including assisting with the setting up of a user account and email address when required, and details of the Multi-Factor Authentication;
- an induction to Canvas or other VLEs that will be used by the Recognised Teacher as part of their appointment;
- an introduction to the support teams relevant to their role (e.g. SAS, Registry, Doctoral Training Centres);
- training on the University's ethics policy and processes;
- where applicable, training for supervision of research students;
- how to access further training and development opportunities through the University;
- relevant intranet and website links that will be of use to the Recognised Teacher.

The induction should be appropriately tailored for Recognised Teachers who are existing Cranfield staff.

## 26.6 Director of Education's responsibilities

Directors of Education have responsibility for the oversight of all Recognised Teachers within their Faculties and will review these annually. Any proposed Recognised Teachers must be approved by the relevant Director of Education, following nomination by a sponsor.

In addition, Directors of Education are responsible for monitoring regularly the report provided by People and Culture on their Faculty's Recognised Teachers and their sponsors, assisting with the upkeep of correct records and reporting annually to Education Committee on their induction, training and development. A list of all of the Recognised Teachers within a Faculty may be obtained from People and Culture.

Directors of Education should be aware of any sponsors who have left the University (or are away from the University for a significant period) and ensure that an appropriate new sponsor is identified for that Recognised Teacher (usually the replacement Course Director).

Directors of Education should monitor whether inductions for Recognised Teachers are being carried out correctly within their Faculties and that Recognised Teachers are being offered, and accessing relevant development opportunities.

## Appendix A: Approval channels for changes to taught courses

The table below is an illustrative guide to the relevant approval channel depending on the nature of a proposed change, and the process required to consider the change proposal. For all changes, the relevant Director of Education (or the specified delegated authority)\* should ensure there is a clear audit trail of the changes, and the date of approval, and provide such information to Senate's Education Committee on request. Changes to module delivery dates and assignment hand-in/examination dates only require Course Director approval. Please consult with the relevant Assistant Registrar in your Faculty or Quality Assurance and Enhancement for further guidance.

LEVEL OF CHANGE in order of increasing impact on course	DOCUMENTATION REQUIRED	APPROVAL LEVEL
<b>Piece of assessment within an individual module</b>		
Change of length, format or style of examination Change of format of submitted work	Revised Module Descriptor (if changes need to be updated/reflected)	Not deemed to be a change in the course: approval to be sought from the Course Director
Change to minimum mark of an assessment	University Proforma Revised Module Descriptor Revised Course Specification	Relevant Director of Education* (reported to Education Committee)
<b>Change to module content</b>		
Change to module content/syllabus Change to module intended learning outcomes	University Proforma Revised Module Descriptor	Relevant Director of Education* (reported to Education Committee)
<b>Changes to module structure</b>		
Change to module duration Change to module contact hours	University Proforma Revised Module Descriptor Revised Course Specification	Relevant Director of Education* (reported to Education Committee)
Change to module title Change to module delivery mode (PT/FT/Distance Learning/TEL) Change of assessment method (e.g. from examination to written submission of work or <i>vice versa</i> ) Change of balance of assessment within a module Change to module credit value	University Proforma Revised Module Descriptor Revised Course Specification	Relevant Director of Education* (reported to Education Committee).
<b>Withdrawal of modules</b>		
Withdrawal of module Change of module type from compulsory to elective or vice versa	University Proforma Revised Module Descriptor Revised Course Specification	Relevant Director of Education* (reported to Education Committee)
<b>Introduction of new modules or new course elements</b>		
Addition of a new module Addition of borrowed module from another course	University Proforma Revised Module Descriptor Revised Course Specification	Relevant Director of Education* (reported to Education Committee)
Addition of a new course element (e.g. group project)	University Proforma New Element Descriptor Revised Course Specification	Relevant Director of Education* (reported to Education Committee)

\* or formal delegated authority, which may be a Faculty committee or another member of staff

LEVEL OF CHANGE in order of increasing impact on course	DOCUMENTATION REQUIRED	INDICATIVE APPROVAL LEVEL
Change to award intended learning outcomes	University Proforma Revised Course Specification	Relevant Director of Education* (reported to Education Committee)
Introduction of a new mode of delivery for the course (i.e. part-time variant of an existing full-time course, or <i>vice versa</i> )^	Written change proposal Revised course specification	Relevant Director of Education [ <i>no delegation</i> ] and then Education Committee
Change of course title Addition of a new pathway within an existing course Merging of existing courses Delivery with a new academic partner^	Written change proposal Revised course documentation	University Executive and then Relevant Director of Education [ <i>no delegation</i> ] and then Education Committee
Additional entry and/or exit award routes Introduction of a new mode of delivery (novel to the Faculty) Delivery in a new location	Written change proposal Revised course documentation	Relevant Director of Education [ <i>no delegation</i> ] and then Education Committee
Additional intakes added to previously validated courses	University Proforma Revised course timetable	Head of Faculty [ <i>no delegation</i> ] and then reported to Education Committee
Deferral of intake for a particular occurrence of the course	University Proforma Revised course timetable	Head of Faculty / relevant Director of Education [ <i>no delegation</i> ] and then reported to Education Committee
Suspension of a course	University Proforma Teach-out plans (where relevant)	Faculty Executive/Director of Education [ <i>no delegation</i> ] and then Education Committee
Permanent withdrawal of a course	University Proforma Teach-out plans (where relevant)	Faculty Executive/Director of Education [ <i>no delegation</i> ] and then Education Committee

^These changes will also require a business case, to be approved by the Faculty Executive.

Where the delivery of an existing (or modified course) is proposed in a new location and/or with a new or additional academic partner, Quality Assurance and Enhancement, should be contacted in the first instance for guidance on the correct approval process.

## Appendix B: Taught course induction checklist

The following should be included in any induction of taught course students:

### Responsibilities of students

- The expectation of Master's-level provision, and particularly the focus on self-directed learning.
- The requirement of maintaining regular contact with the course team, and proactively raising any concerns or impediments to learning.
- The requirement to use actively EVE and their @cranfield.ac.uk account, to monitor and manage University communications.
- Their contribution to good citizenship (including dignity at study, equality, health and safety).
- General and specific expectations relating to:
  - attendance at classes and other teaching sessions;
  - submission of assessment work and potential academic penalties (including academic misconduct);
  - complying with University Laws and local Faculty guidance;
  - the implications of bringing the University into disrepute by their actions or inactions.

### Course information

- Where and how the course team outline the requirements of the course (e.g. handbook, VLE), including teaching provision and assessment requirements.
- Where and how any unexpected changes to the course will be communicated.
- Where and how students can raise concerns about the quality of the provision, or complaints about the standards of the course or the contributions of staff to their learning.

### Learning support

- The range of information and supplementary courses available to students, including:
  - plagiarism and other forms of academic misconduct, and the use of Turnitin;
  - expected standards of academic writing and referencing;
  - identifying appropriate sources of research material;
  - careers information, advice and guidance;
  - personal development planning;
  - English language support;
  - the role of course administrators in supporting their learning and other matters;
  - the role of Learning Support Officers;
  - the role of student representatives, both for the course and more widely from the CSA.
- The use and availability of facilities more widely available to all students:
  - the intranet, the VLE and EVE;
  - IT services and support, including printing services and PC labs;
  - library services;
  - University-approved on-line survey tools;
  - the CSA;
  - the counselling services and community support;
  - advice and guidance from the International Office for students on Tier 4 visas.
- The use and availability of facilities relating specifically to the course, including:
  - specialist hardware and software, including the availability of licences;
  - laboratories (including relevant health, safety and fire training);
  - specialist research facilities, available to them on- or off-campus (including relevant health, safety and fire training).



## Appendix C: Non-academic reasons for early termination of registration

There are a number of circumstances which may result in a student having to leave the University before they have completed the course. These include:

- a) where a student wants to withdraw because of their personal circumstances;
- b) where the Academic Registrar acts to remove a student without their consent from the University permanently for a specific reason, as set out in Regulation 46.

Please note that where an early termination of studies is enforced on a student without their consent, the student retains a right to appeal against that decision; details of the appeals procedure are outlined in the Senate Handbook on Changes to Registration.

### **C.1 Voluntary withdrawal**

A student may choose to withdraw for a variety of reasons, including any or all of:

- recognition that the course is not the appropriate one for them;
- recognition that they are failing to make academic progress;
- illness, either physical or mental (of the student, or of close family and friends);
- financial concerns, such that the student can't afford to maintain their living expenses while studying;
- personal relationships intruding upon the student's ability to study;
- other personal circumstances (e.g. a change to the student's living arrangements).

Wherever possible, Course Directors should obtain a clear indication to withdraw from the course in writing, and provide this to Academic Services as evidence.

Where a Course Director has concerns about the progress of a student, they should discuss with the student the option of withdrawing (as well as other potential options of adjusting their study, either through a change of mode of study, a planned suspension or enhanced learning support).

When a student chooses to withdraw, Course Directors should review the student's eligibility to receive a lower award for the course (i.e. if the student is on a taught Master's course, passing some of the course may result in the award of a Postgraduate Diploma or Certificate)

### **C.2 Early termination authorised by the Academic Registrar**

In certain and very specific circumstances, the Academic Registrar may authorise the early termination of the registration of a student, without their permission. These are:

- a) being in debt to the University regarding tuition fees, provided that the student has been warned that non-payment will result in their registration being terminated;
- b) being found to have provided false or incomplete information during the application and admission processes, such that the Academic Registrar has concluded the admission to the University was obtained under false pretences;
- c) being co-registered on more than one course or programme of the University without the permission of the Academic Registrar;
- d) the student not replying to requests for making contact from the Academic Registrar, or other staff in Education Services, relating to their absence from the University;
- e) being prevented (possibly through no fault of the student) from attending the specified location of study for the course or programme, and this situation is unlikely to change in the foreseeable future;
- f) being considered, by nature or by actions, to represent a clear risk to the health and safety of themselves, or of other students or members of the University;



- g) a disciplinary procedure has ruled that the student be permanently excluded from the University, providing that they have been allowed to exercise their right of appeal (see the Student Handbook on Disciplinary Procedures);
- h) if the student was registered on a temporary basis, and the Academic Registrar has reason to conclude that registration on this basis is no longer acceptable;
- i) if the Academic Registrar has received evidence that supports the view that the student should be permanently excluded on the grounds of failure to maintain satisfactory academic progress or failure to show due diligence in their study;
- j) for apprentices, where ESFA funding rules dictate that they are no longer eligible to participate in the apprenticeship programme.

Some of these circumstances are expanded on below.

### **c) Co-registration of courses**

Where a student is registered on a full-time basis, it is expected that the majority of their time will be spent on study. Cranfield courses are intense and students are expected to work at a level of structured and private study of between 40-50 hours every week, about the same as a full-time employed job.

Where a student is registered on a part-time basis, this is usually on the understanding that they are employed in other activities outside of the University.

In both cases therefore, it is deemed to be inappropriate for students to be registered concurrently on two different courses leading to different awards of the University at the same time, and this is considered to be a breach of their terms and conditions of registration.

There is a small subset of exceptions to this, approved by the Academic Registrar. These are limited to:

- “PhD or EngD with Integrated Studies” – students apply for a single combined programme including a PhD registration with taught course modules leading to either a Postgraduate Diploma or Certificate, or, exceptionally, a Master’s degree. This joint registration is recognised at the outset by an extended period of study.
- Studying short courses for learning credits: the University permits a student to register for an award (a “registered student”) alongside studying short CPD modules for learning credits (as an “associate student”).
- Staff candidates – staff candidates may be co-registered for a PhD as well as attending courses in preparation for the submission of a Professional Postgraduate Certificate.

### **d) Lack of contact with the Academic Registrar**

As part of the conditions of registration, students are expected to maintain communications with the University, especially where the University contacts them through the contact details registered in EVE, and through a @cranfield.ac.uk email address. Students are also expected to keep their Course Director aware of any personal circumstances which may require an absence from the University.

Failure to do so will result in the Academic Registrar being informed of an unauthorised absence from the University. They will take steps to contact the student to determine whether they have left the University on a temporary or permanent basis. If the Academic Registrar is unable to reach the student, or if the student does not reply to the communications, the Academic Registrar will terminate the registration, on the grounds that the student has withdrawn from the University without notice. The student will normally be given between two and four weeks to respond to communications before such action is taken.

#### **e) Lack of attendance at classes, meetings and other teaching sessions**

The University has a Student Attendance Policy (Appendix F) that all students are expected to adhere to. Failure to attend classes or meet expected contact points with Supervisors can result in the University taking action to terminate a student's registration.

There are some circumstances, which may not be the student's fault, where they simply cannot attend the specified location of study for the course. (The most common examples of this are: lack of an appropriate visa to study in the UK, and lack of site security clearance at Shrivenham). In these circumstances, the Academic Registrar (or another member of staff in Education Services) will discuss the likelihood of those issues being resolved and the likely timescales. If it appears likely that the student will not be able to attend on a long-term basis, the Academic Registrar will terminate the registration on a permanent basis, whether or not the student agrees with this decision.

#### **f) Risk of health and safety to themselves or to others**

Cranfield University is committed fully to promoting a safe and harmonious environment.

The Academic Registrar may be required to act if they have received evidence to indicate that a student's current or potential future actions may represent a risk to the health and safety of the student or others, this includes circumstances where the student has committed an act of violence or damage or where it is suspected or confirmed they have a serious mental health illness (as outlined in the Student Handbook: Mental Health Implementation Procedure). Wherever possible, the Academic Registrar will discuss this possibility with the student and the Course Director and explain the reasons and evidence for this decision. It must be noted, however, that the health and safety aspects will take precedence over any personal wishes to continue studying.

Where a Course Director has concerns, they should contact the Academic Registrar directly to discuss the particular circumstances.

## Appendix D: Qualitative assessment criteria

(Replicated from the Senate Handbook on Assessment Rules (Postgraduate Taught Courses) Section 8)

Mark Range & Standard	Criteria / Descriptors (N.B. not all may apply for each piece of work or type of assessment)
80% - 100% Excellent	<p>Demonstrating a comprehensive knowledge and understanding of the subject and subfields. All stated intended learning outcomes exceeded. High capacity for critical evaluation. Novel application of the subject matter to a specific context. Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken extensive further reading.</li> <li>• Produced a well-structured piece of work.</li> <li>• Demonstrated excellent communication skills.</li> <li>• Exercised a high level of original thought.</li> </ul>
70% - 79% Very Good	<p>Demonstrating an extensive knowledge and understanding of the subject and subfields. All stated intended learning outcomes met, with many exceeded. Very good capacity for critical evaluation. Effective application of the subject matter to a specific context. Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken substantial further reading.</li> <li>• Produced a well-structured piece of work.</li> <li>• Demonstrated very good communication skills.</li> <li>• Exercised a significant level of original thought.</li> </ul>
60% - 69% Good	<p>Demonstrating a good knowledge and understanding of the subject and subfields. All stated intended learning outcomes met, with some exceeded. Good capacity for critical evaluation. Competent application of the subject matter to a specific context. Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken some further reading.</li> <li>• Produced a well-structured piece of work.</li> <li>• Demonstrated good communication skills.</li> </ul>
50% - 59% Satisfactory	<p>Demonstrating a satisfactory knowledge and understanding of the subject and subfields. All stated intended learning outcomes met. Standard critique of the subject matter. Adequate application of the subject matter to a specific context. Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken adequate further reading.</li> <li>• Produced an adequately-structured piece of work.</li> <li>• Demonstrated basic but satisfactory communication skills.</li> </ul>
40% - 49% Poor	<p>Demonstrating an inadequate knowledge and understanding of the subject and subfields. Most stated intended learning outcomes met. Lacking critique of the subject matter. Limited application of the subject matter to a specific context. Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken some relevant reading.</li> <li>• Produced a piece of work with a simple structure.</li> <li>• Demonstrated marginal communication skills.</li> </ul>
0% - 39% Very Poor	<p>Demonstrating a lack of knowledge and understanding of the subject and subfields. Many stated intended learning outcomes not met. Absence of critique of the subject matter. Lacking application of the subject matter to a specific context. Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken inadequate reading.</li> <li>• Produced a poorly-structured piece of work.</li> <li>• Demonstrated poor communication skills.</li> </ul>

## Appendix E: Contact Information

### Registry

[registrysr@cranfield.ac.uk](mailto:registrysr@cranfield.ac.uk)

### Education Committee

[educationcommittee@cranfield.ac.uk](mailto:educationcommittee@cranfield.ac.uk)

### Exceptional Circumstances

All exceptional circumstances requests should be submitted on the 'deferral', 'extension' or 'exceptional circumstances' form available on the VLE and intranet.

### For requests made both before and after the date of assessment

The deferral or exceptional circumstances form and supporting evidence (if relevant) should be sent to your SAS Lead

### External Examiners

For questions from or about External Examiners / processes, please contact:

Registry  
Education Services, Building 45  
Cranfield University  
Cranfield  
Bedfordshire  
MK43 0AL

Tel: 01234 750111 Extension 2122

Tel: 01234 754055

Email: [registryexams@cranfield.ac.uk](mailto:registryexams@cranfield.ac.uk)

# **Appendix F: Cranfield University Student Academic Engagement Policy**

## **Monitoring, Record Keeping & Reporting**

### **Engagement expectations**

The University expects students to engage with their studies and to attend the various learning opportunities provided by their course. The University believes this is key to successful course completion. Any student may have their registration suspended or terminated because of concerns about academic progress, lack of attendance/engagement, or lack of contact with the course or research team.

In addition, the University has particular licence obligations with respect to students who hold a Tier 4/Student visa for monitoring, recording and reporting engagement.

According to the UKVI's Student sponsor guidance, student sponsors should report to the UKVI any full or part-time student who stops academically engaging.

### **Academic Engagement**

The University treats formal face-to-face interaction with an Academic member of staff as academic engagement. Face-to-face interactions are measured through defined contact points.

### **Cranfield University guidance on face-to-face meetings**

The expectation is that supervisory meetings for research students, and taught students at the thesis stage, will normally be in person on University premises. If required, it is acceptable on occasion to conduct the meetings via skype (or similar), or telephone. Use of such media would not normally amount to more than 30% of expected contacts unless the student is located off campus. If the student is located off campus then the majority of meetings can be conducted via Skype (or similar) or telephone. In all cases, written evidence of the Supervisor/student meeting should be passed to the SAS team to be stored in the appropriate data storage area.

### **Audit**

Periodically the Student Immigration and Funding team will run audit checks on the engagement of students studying on a Tier 4 /Student visa.

### **Monitoring Procedure - Taught Students**

#### **Taught modules**

##### **Contact Point**

Student attendance at modules which is recorded in the form of register and stored centrally by the SAS team.

##### **Evidence**

Record of student module attendance stored centrally by the SAS team in the appropriate data storage area.

##### **Intervention**

If a student misses a number of consecutive contact points within two calendar months the SAS team in liaison with the Course Director will contact the student to establish why they were absent. If

no response is received from the student then as early as possible the SAS Lead, working with the Course Director will investigate the reason(s) for the absences and take appropriate action. If the student is studying on a Tier 4/Student visa, the action under Students on a Tier 4/Student visa - Taught applies.

## **Group projects (where applicable)**

### **Contact Point**

Students complete the formal group meeting attendance sheets.

### **Evidence**

A copy of the formal group attendance sheet stored centrally by the SAS team in the appropriate data storage area.

### **Intervention**

If a student misses a number of consecutive Group meetings, the Group Supervisor with support from the SAS team will contact the student to establish why they were absent. If no response is received from the student then as early as possible the Group Supervisor working with the SAS Lead will investigate the reason(s) for the absences and take appropriate action. If the student is studying on a Tier 4/Student visa, the action under Students on a Tier 4/Student visa - Taught applies.

## **Thesis**

### **Contact point**

Student and Supervisor meetings supported by written evidence of actions/agreements between student/Supervisor. To be held at least once a month.

### **Evidence**

Written evidence of the Supervisor/student meeting provided by the student, copied to the SAS Lead, and stored centrally by the SAS team in the appropriate data storage area.

### **Intervention**

If a student misses a number of consecutive Supervisor/student meetings the Supervisor will contact the student to establish why they were absent. If no response received from the student then as early as possible the Supervisor with support from the SAS Lead will investigate the reason(s) why meetings have been missed and take appropriate action. If the student is studying on a Tier 4/Student visa, the action under Students on a Tier 4/Student visa - Taught applies.

## **Students on a Tier 4/Student visa - Taught**

*Action:* When the Course Director/group Supervisor/Supervisor informs the SAS Lead of student non-engagement they will escalate the matter to the Student Immigration and Funding (SIF) team. Once SIF have been informed of the non-engagement of a student, the student will be contacted by SIF asking them to provide a satisfactory explanation for their non-engagement. The response should be received within an agreed time frame. If the student does not contact the SIF team withdrawal of the University's Tier 4/Student sponsorship of that student would commence. During this process the Course Director/group Supervisor/Supervisor will be kept informed of actions and outcomes.

## Appendix G: Master's Theses – Marking Guidance

### Outright Pass

In marking Master's theses Examiners should judge the overall academic merit of the work, in line with the University's Qualitative Assessment Criteria and any Faculty-level guidance/requirements. Minor errors in referencing, formatting and English grammar/spelling should be taken into account, and marks deducted from the overall thesis score as appropriate.

Due allowance (with mark deductions as appropriate) should also be made for theses where language is used in an incorrect context, or where there are sentences in which the student's point is not clear, but which in themselves do not obscure or detract from the overall argument of the thesis.

The majority of theses which receive a score of 50% or higher should receive an outright pass. Corrections should not be the norm and should only be required in the instances listed below.

There is no regulatory requirement for Master's theses to be deposited in the University Library, and there may be occasions where an Examiner feels that errors such as those above mean a thesis should not be added to the University's repository (which is publicly available). Therefore, Examiners may choose not to allow the deposit of any such thesis which achieves a score of <60% (60% is defined as 'Good' in the University's Qualitative Assessment Criteria). Examiners should have such a restriction approved by the Course Director using the Restriction of Thesis form. Course Directors may choose to make a decision to restrict theses achieving under 60% on an individual or cohort-wide basis.

### Pass – Subject to Corrections

The Board of Examiners may approve a pass mark subject to corrections to the thesis, to be made by the student before that mark can be confirmed. A thesis should be referred for corrections where it contains one or more clear deficiency which means an outright pass cannot be awarded, but where the overall quality of the thesis would otherwise merit the award of a pass mark (≥50%).

Corrections outcomes are given only where:

- amendments to a thesis are required for reasons of commercial sensitivity, security or other matters relating to restriction of information;
- a thesis contains ethical issues which require correction (e.g. relating to anonymity etc.);
- there is a significant risk that a key finding of the work may be misunderstood due to an error in presentation.

Corrections cannot be used to improve the general quality of theses which have achieved a pass mark, and the assignment of corrections is not expected to be the norm. The required work will require little or no input from the student's thesis supervisor other than to confirm the corrections have been completed satisfactorily.

Examiners must not use the assignment of corrections to produce a flawless thesis (in a case where an outright pass could be awarded) or to remedy significant deficiencies in the research or its representation (in a case where revise and represent would be appropriate).

### Fail - Revise and Represent

Students whose theses are not of sufficient quality to merit a pass (either outright or subject to corrections) should be offered an opportunity to revise and represent their theses for re-examination where the deficiencies could be addressed through further work. Examiners should provide a written 'Statement of Deficiencies' for the student, with the second opportunity assessed in line with this Statement and the final mark capped at 50%.



Theses containing the following deficiencies should be referred for revision:

- weaknesses in the underpinning research, approach or analysis of the thesis;
- insufficient or incoherent argument in the thesis;
- material and significant errors in the analysis;
- insufficient research or evidence presented to support an argument;
- large sections of the thesis that require rewriting.

### **Outright Fail**

A student should be given an outright fail if, without prior approval of an extension, they do not submit their thesis by the stated thesis-handing-in-date. A thesis submitted within one week following the deadline should be marked, with the final mark capped at 50%.

Failure to submit corrections or revisions to the original thesis by the stated handing-in date should also normally result in an intended award failure. There is no grace period for submission of corrections or revisions.

A student may also be given an outright fail for a submitted thesis which scores a mark of <40% if the Examiners do not feel the student will be able to achieve the pass mark for the thesis, or where the research underpinning the thesis is irredeemable.

### **Outright Pass, Revise and Represent and Fail outcomes**

If the outcome is an outright pass, revise and represent or fail, this will be recorded on a Confirmed Mark Form (CMF) and sent to Registry. This outcome is presented to the Board of Examiners as the proposed mark, which will then be confirmed (or not) by the Board. Registry will be informed in the normal way by the Board of Examiners and will write to the students confirming the outcome and any actions required by the student thereafter.

### **Pass subject to corrections**

Both Markers will need to agree that corrections are required to the thesis. Corrections should not be the norm, and if there is disagreement between the Markers the onus will be on the Marker who wishes the student to make corrections to gain the agreement of the other Marker.

The CMF should be submitted to Registry showing the mark (with SAS informed of the corrections outcome), which will be considered by the Board of Examiners, with the formal corrections outcome confirmed to the student by Registry thereafter.

The result record in SITS will be pass subject to corrections, and then updated with the confirmed result once corrections have been completed post-Examination Board.

## Appendix H: Mandatory Assessment and Feedback Principles

Upon the recommendation of the Assessment and Feedback Group, Education Committee has endorsed a set of Assessment and Feedback principles which are mandatory for all courses and should therefore be taken into consideration during by course teams when preparing their courses.

- 10 credit modules should be designed (or re-designed) so that they can be assessed by a single independent assessment.
- There should normally be no more than five ILOs per taught (<40 credit) module. It is not necessary for all ILOs to be assessed on every assessment instance but all ILOs should be assessable.
- There should normally be no more than one, independent summative assessment per 10 credit module (and no more than 1 independent assessment per 10 credits in higher credit-rated modules). Deviations from the norm should be exceptional and should be supported by a case approved by the relevant Director of Education in the Faculty.. Where there is concern about one summative assessment covering all ILOs, options such as reducing the number of module ILOs and formative assessment methods should be considered.
- Multipart assessments should not be included at any stage of a course. Where there is a clear andragogical reason for multiple assessments within a module as part of a continuous learning and assessment experience for students, these should be provided through separate independent assessments. All independent assessments must be shown on the course documentation.
- All modules should include some form of formative feedback and this should be explicitly referred to in module descriptors. Formative feedback is defined in the Senate Guide to Assessment of Taught Courses: Design and Feedback.
- Assessment and Feedback Schedules are mandatory for all courses. Feedback schedules should be provided for each stage of a course, within the Course Handbook. Feedback must be appropriate and timely and give the student opportunity to reflect.
- Each course, at induction, should share with students the course's Assessment and Feedback Strategy, with details of how they will be assessed and explain the ILOs. This should be reinforced at the beginning of each module, with further details given<sup>38</sup>. Any communication regarding assessment methods should explain how feedback will be provided.
- Each course should have a course level assessment strategy which includes a diverse range of assessments. A course level-assessment strategy paragraph should be added to course handbooks and potentially Course Specification documents.
- The twenty working day turnaround time for student marks is already a mandatory expectation, however course teams will be encouraged to consider the implications of this when designing or modifying their assessments.

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<sup>38</sup> Further details on Assessment and Feedback Strategies, and Assessment and Feedback in general can be found on the CAAS intranet pages:

<https://intranet.cranfield.ac.uk/ResearchLearnTeach/EdSupp/CAAS/Pages/Assessment%20and%20feedback.aspx>

# Appendix I: Guidance on the creation and maintenance of taught course reading lists

The provision of taught course reading lists is through the University's reading list system which provides visibility of reading lists to students through course / module VLE pages or through an embedded link directly to the reading list system.

## **Early and ongoing communication and timescales**

The first point of contact for all reading list discussions and advice is the Library Service's Librarian for your course(s)/module(s). Contact details can be found on the Library Service's webpages.

Contact your Librarian early so they can discuss how to meet your reading list requirements. Library Services staff will:

- check the current collection holdings and copy availability;
- advise on any new editions and formats;
- highlight any issues such as title availability conflicts with other courses;
- select the most appropriate loan period/electronic licences options to meet print demand or eBook access options;
- help you to review and update existing reading list content;
- purchase content as necessary (subject to budgetary limitations);
- advise when online copies are not available for remotely taught courses;
- arrange for digitisation / copyright clearance of journal articles / book chapters as appropriate;
- check licence restrictions for electronic versions (including accessibility from overseas).

Indicative reading lists may be subject to change, therefore please confirm the 'final' version with your Librarian, or within the Reading Lists system as soon as possible to avoid errors and gaps in availability.

Where a title is not already in the library collection, one copy of each 'Essential' title will be purchased initially. When student numbers have been confirmed (registration list), then additional copies may be purchased.

## **New reading list items / types of material**

Please flag new reading list titles well ahead of deadlines. Early engagement with your Librarian or input into the Reading List system, 6 months ahead, if possible, would allow time for Library Services to identify and source content particularly if this includes non-book material and older material which may be challenging to source.

Your Librarian can help you identify alternative reading list material either from within the Library collections, or available to purchase.

Consider book chapters or journal articles as an alternative to a whole book / journal issue. The Copyright Licence permits you to request a scan, and link to it on the VLE. However, this is not a suitable option for a whole book or journal or for provision to students of overseas partner organisations.

The Library Service Collection Management Policy prioritises online content (unless costs are prohibitive) as it increases availability (subject to licence conditions) and facilitates off-site access. Online versions can also be manipulated by screen readers. However, please discuss both the available options for your titles and your requirements with your Librarian.

## **Definitions of items on reading lists**

**Essential reading** – a list of books, periodicals, and other published (or unpublished) material deemed to be essential to understanding the topics in the module. Library Services will aim to purchase all essential reading list items.

**Additional reading** – a list of books, periodicals, and other published (or unpublished) material providing additional and more detailed coverage allowing a deeper understanding of topics in the module. Library Services will endeavour to purchase additional reading list items, but this will be dependent on the available budget.

## **Discoverability of reading list items**

Please do not publish or distribute a reading list to students other than through the Reading Lists system. This ensures the student only sees the final version and that Library Services and academic staff have jointly reviewed it, to ensure availability of content.

Include ALL required titles in the final reading list to your Librarian, including those recommended informally or in lectures.

Your Librarian can advise on the discovery of reading list content through embedded links and VLE course / module pages as required.

If you wish to recommend additional titles during module teaching that don't appear on reading lists, please ensure that these items are available from the Library.

Your Librarian can advise on licence restrictions affecting online content availability relating to students studying overseas. In some cases, it might not be possible to licence some items for use by students overseas, or they may incur an additional cost.

# Appendix J: Course-Level Assessment Strategy Advice and Guidance

In line with the new Assessment and Feedback Principles endorsed by Education Committee, it is a mandatory requirement that each taught course has a course-level assessment strategy which includes a diverse range of assessments and reflects summative and formative assessment and feedback.

This guide has been produced to aid colleagues who are writing or updating a course-level assessment strategy paragraph for inclusion in Course Handbooks and Course Specifications. It is not a definitive guide and other approaches are equally valid.

## Using this guide

The first part offers suggestions to help you frame thinking about assessment and feedback.

The second part provides an example paragraph of a Course-level Assessment Strategy.

## Part 1: Prompts to frame thinking

<b>What is the team's rationale for the chosen types of summative assessment?</b>	<p>Elements that might affect the type of assessments:</p> <ul style="list-style-type: none"><li>• The course team should state if the choice of assessment type is affected by methods intrinsic to the subject, the learning outcomes to be assessed, and Mastership and/or Professional, Statutory and Regulatory Bodies (PSRBs).</li><li>• All assessment tasks should align to the Intended Learning Outcomes (ILOs) and this may be an aspect you wish to discuss as part of your strategy.</li><li>• Cohort size should be considered and how this might impact on methods of assessment.</li><li>• Implications of the twenty working day turn around for feedback should be considered when designing or modifying assessment, as even when the assessment is summative, information on how students can build for their future development is important for growth.</li></ul>
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<p><b>How do you use formative and summative assessment and feedback to ensure the assessment strategy is integrative and holistic?</b></p>	<ul style="list-style-type: none"> <li>• The Course assessment and feedback strategy must be explained to students at induction. The course team may wish to include the purpose of induction in relation to assessment and feedback in the strategy.</li> <li>• Is there a diverse range of assessments across the course?</li> <li>• Does assessment include a range of communication skills in a manner appropriate to the subject?</li> <li>• How is assessment planned from a course-wide perspective?</li> <li>• What consideration is given to how assessments from different modules connect, for example are there pre-requisite modules?</li> <li>• Opportunities for integrating assessments across modules could be considered and the course team may identify new innovative models of assessment for inclusion.</li> <li>• Do module level-assessments help develop skills for larger credit components such as research projects?</li> </ul>
<p><b>Describe formative assessment. Teaching and learning methods should be designed to integrate as much formative assessment as possible.</b></p>	<p>Some guiding questions:</p> <ul style="list-style-type: none"> <li>• What types of formative assessment will be used in the course?</li> <li>• Who produces the feedback (tutor, peer, self, etc.) on formative tasks?</li> <li>• How frequently is feedback given and what are the strategies used to support students in applying this guidance? This will provide students with a clearer understanding of how they can progress.</li> <li>• Not all module ILOs have to be summatively assessed, can some ILOs be clearly achieved through in-module formative assessment without the need for summative assessment?</li> </ul>
<p><b>How do you ensure that assessment on your course is equitable and inclusive?</b></p>	<ul style="list-style-type: none"> <li>• The course team should ensure the strategy includes a diverse range of assessment methods, providing opportunities for the students to exploit the full range of skills and attributes acquired as part of their learning, allowing them to foster and demonstrate their strengths.</li> <li>• The course team may wish to clarify how group tasks will be assessed, if students will be given a group or individual mark and the benefits to learning.</li> <li>• A brief rationale for different approaches to assessment or recommended pathways for full and part-time students.</li> </ul>

<b>Assessment and Feedback schedules for each module are mandatory.</b>	<p>How the module assessment and feedback schedules could inform the Assessment and Feedback Strategy:</p> <ul style="list-style-type: none"> <li>• Module assessment and feedback schedules should allow for reflective self-evaluation, with submission deadlines planned to prevent bunching and address how the module ILOs are covered either formatively or summatively.</li> <li>• How each element of assessment forms part of the continuous assessment experience could be considered.</li> </ul>
<b>Additional considerations which may inform the Course Assessment Strategy.</b>	<p>If not included in the strategy, the course team may briefly outline:</p> <ul style="list-style-type: none"> <li>• How technology is employed to enhance the design of assessment or the delivery of feedback.</li> <li>• Is there a whole class approach, used to speed up feedback to large cohorts (such as sample marking followed by common mistakes / points done well)?</li> <li>• Consider how assessment is designed to support personal and professional development.</li> <li>• How assessment on the course is designed to reduce opportunities for plagiarism.</li> <li>• Are there multi-disciplinary assessments, opportunities for industry feedback or distance learning?</li> </ul>



## Part 2: Course-level Assessment Strategy Example

The Course-level Assessment Strategy is a living document and should be kept up-to-date and will indicate how the course team intends to shape plans in the year ahead. You may wish to consider:

- How assessment allows students to demonstrate achievement of programme learning outcomes.
- How formative assessment prepares students to succeed.
- What kind of feedback students can expect, and by when.

### Example paragraph of a Course-level Assessment Strategy

The assessment tasks are challenging and enable students to demonstrate a full range of skills and attributes. The pre-requisite modules [...] will introduce students to [...] and will be assessed through essays and reports. These will be of varying lengths, recognising that writing articles to a short length can be more challenging for some and can develop different skills relevant to professional practice. The length of each assessment task is clearly stated within the module descriptor. Students will write employability relevant policy briefing documents to equip them with the skills they require to succeed in [...] and to address the specific award ILOs [...]. Students then have opportunities to develop their communication skills, as they are required to give a group presentation and individual presentation. The ability to work effectively in groups is a highly desirable skill which has translated into ILOs [...]. Feedback is given immediately after the group presentation. Modules [...] are supported by a number of formative tasks including group discussion, case studies, oral presentations. Formative feedback is given verbally within the classroom following discussions, via a written summary for case studies from the module leader and oral feedback provided by the tutor and peers for presentations. Students will also engage with an interactive learning activity which incorporates formative feedback. For modules [...] peer review informs practice and tutorials guide progress, students are generally encouraged to support each other by asking and answering questions via the VLE. The taught components precede the research project, so assessment can be used to develop skills required for the individual research project. Students are generally expected to be more self-directed in their learning during this research project and guidance will be provided through [...]. The research project addresses ILOs [...] and takes the form of a Thesis accessed in [...].

## Appendix K: Standard Module Evaluation Questions

Education Committee has approved a standard set of questions to be used for module evaluation, prior to the assessment.

#	Module Questions	Notes
1a	How would you rate the quality of the content delivered by this tutor <sup>1</sup> on this module?	<ul style="list-style-type: none"> <li>Tutor-specific question which would be asked of each lecturer on a module</li> <li>Scored on a 5 point Likert scale of very good to very poor</li> </ul>
1b	Please expand on your answer with any comments	<ul style="list-style-type: none"> <li>Free text</li> </ul>
2a	How would you rate the teaching style of this tutor <sup>1</sup> on this module?	<ul style="list-style-type: none"> <li>Tutor-specific question which would be asked of each lecturer on a module</li> <li>Scored on a 5 point Likert scale of very good to very poor</li> </ul>
2b	Please expand on your answer with any comments	<ul style="list-style-type: none"> <li>Free text</li> </ul>
3	Which learning sessions <sup>2</sup> would you rate most highly on this module?	<ul style="list-style-type: none"> <li>Free text</li> </ul>
4	Which learning sessions <sup>2</sup> would you rate least highly on this module?	<ul style="list-style-type: none"> <li>Free text</li> </ul>
5	This module provided sufficient challenge and stimulation.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
6	The module positively contributed to my learning, development and knowledge of the subject area.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
7	I felt I contributed to and engaged with the module.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
8	The requirements and marking criteria for the assessment were made clear in advance.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
9	Interaction with staff (group or individual) during the module was helpful in the development of my learning.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
10	The administration for this module (timetabling & communication) has been good.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
11	The physical environment and resources (including the teaching rooms/equipment and library resources) were effective in aiding and supporting my learning.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
12	The digital environment and resources (including the IT equipment and VLE) were effective in aiding and supporting my learning.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
13	The Intended Learning Outcomes of the module/course were made clear at the beginning.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
14	Overall, I am satisfied with the quality of this module.	<ul style="list-style-type: none"> <li>Standard response on a 5 point Likert scale of strongly agree to- strongly disagree</li> </ul>
15	What ran well on this module?	<ul style="list-style-type: none"> <li>Free text</li> </ul>
16	What do you think could be improved on this module?	<ul style="list-style-type: none"> <li>Free text</li> </ul>

<sup>1</sup> The term tutor may apply to any person leading a learning session including a Cranfield academic, a non-academic member of Cranfield staff, a visiting academic, a visiting industrial speaker etc.

<sup>2</sup> The term learning session may apply to any directed learning activity on a module including lectures, tutorials, group learning sessions, practicals etc.

## Appendix L: Responsibilities and Expectations of Students and Thesis Supervisors

The completion of a Master's degree at Cranfield usually involves a student undertaking a thesis project. All students completing a Master's thesis will be assigned a Supervisor. The below sets out the various expectations and responsibilities of academic staff supervising a Master's thesis, as well as those of the student undertaking such a thesis.

At the start of the thesis project, the Supervisor and student jointly agree plans to cover:

- the initial objectives of the research, taking account of any sponsor or industrial partner's requirements;
- any developmental or general educational needs of the student;
- the means by which the Supervisor and student will communicate and how they will arrange regular meetings (including who will book the meetings);
- the frequency of the meetings (which should be at least once every four weeks);
- the means of monitoring progress on the thesis (e.g. regular sharing of work, use of electronic lab book).

Students' ongoing responsibilities include:

- their own personal and professional development, including, where possible, recognising when they need help and seeking it in a timely manner;
- maintaining regular contact with the Supervisor, and preparing adequately for meetings with them;
- a commitment to understand and abide by the assessment rules for the completion and submission of their thesis, as set out in the Senate Handbook on Assessment Rules (Postgraduate Taught Courses);
- keeping to agreed timetables and deadlines (including the planning and submitting of work) and generally maintaining satisfactory progress with their thesis;
- maintaining records of research and meetings in such a way that they can be accessed and understood by anyone with a legitimate need to see them;
- raising awareness of any specific needs or circumstances likely to affect their work;
- attending any development opportunities (research-related or other) that have been identified when agreeing their development needs with their supervisor;
- being familiar with the regulations and policies that affect them, including those relating to their award, health and safety, intellectual property, electronic repositories, data management and ethical research;
- ensuring that they complete the necessary application(s) for ethical approval of their research.

Supervisors' ongoing responsibilities include:

- establishing and maintaining regular contact with the student;
- being reasonably accessible to the student to give advice (by whatever means is most suitable, given the student's location and mode of study);
- providing satisfactory and accurate guidance and advice;
- providing timely, constructive and effective feedback on the student's work and overall progress on their thesis;
- ensuring that the student is aware of the need to exercise probity and conduct their research according to ethical principles, including intellectual property rights, and of the implications of research misconduct;
- ensuring that the student completes the necessary application(s) for ethical approval of their research;
- ensuring that the student is aware of sources of advice and, where appropriate, referring the student to other sources of support;
- helping students understand health and safety responsibilities.

## Appendix M: Course, Programme and Pathway Definitions

### A Course:

- Provides a distinct and coherent learning experience and normally leads towards a formal uniquely-named award of the University.
- Is distinguished in terms of learning outcomes set at the course level (Course Level Learning Outcomes – CLILOs).
- Is comprised of a defined set of modules (which may be core only or may include electives) and there is clear link between module outcomes and the achievement of the CLILOs.
- Includes an assessment strategy which clearly sets out how CLILOs will be achieved.
- May comprise pathways (defined subsets of modules) which allow CLILOs to be achieved as well as subordinate pathway-specific ILOs.
- Requires University-level approval via a Course Validation Panel.
- Is managed by a Course Director.
- Is described by a Course Specification.

### A Pathway:

- Is a defined subset of modules within a course which allow CLILOs to be achieved as well as subordinate pathway-specific ILOs.
- May be included within a course to formalise options and specialisation.
- Must be coherent with the course in terms of its title, learning outcomes and subject matter coverage (including module sharing).
- Title may be included on formal documents (e.g. degree transcript) in parentheses to the course title.
- May be managed by a Pathway Lead who reports to the Course Director.
- Requires University Executive approval in principle followed by approval through a Faculty-level Course Review which reports to Education Committee.

### A Programme:

- Refers to two or more related courses for which integration and co-management confers advantages in terms of marketing, recruitment, leadership, administration and student experience.
- Has no regulatory or academic meaning in the context of the Quality Code, Senate rules, approvals or awards of the University. Their creation, modification and withdrawal are matters for Faculties.
- May be led by a Programme Director, but the fundamental regulatory responsibilities remain at the level of the course and with a Course Director. The Programme Director may also be a Course Director of a course within that programme.
- Must ensure that the students enrolled on its constituent courses are aware of the named award for which they are registered.

## Appendix N: Taught Degree Characteristics

### Characteristics of Taught Degrees at Cranfield

The below table sets out the common characteristics of taught degrees at Cranfield. Awards have been created with reference to the [Office for Students' Sector Recognised Standards](#), and its descriptors for Level 7 awards.

	<b>MSc</b>	<b>MDes</b>	<b>MBA</b>	<b>PgDip</b>	<b>PgCert</b>	<b>PgAward</b>
<b>Full Name</b>	Master of Science	Master of Design	Master of Business Administration	Postgraduate Diploma	Postgraduate Certificate	Postgraduate Award
<b>FT/PT</b>	FT and PT	FT and PT	FT and PT	FT and PT	FT and PT	PT only
<b>Associated Learning Credits</b>	200 <sup>39</sup> or 180 (some integrated apprenticeships)	200 <sup>1</sup>	220 <sup>1</sup>	120	60	20
<b>Standard minimum duration<sup>40</sup></b>	FT: 10 months PT: 13 months	FT: 10 months PT: 12 months	FT: 10 months PT: 18 months	FT: 6 months PT: 10 months	FT: 3 months PT: 6 months	PT: 1 month
<b>Standard maximum duration<sup>2</sup></b>	FT: 13 months PT: 5 years	FT: 12 months PT: 5 years	FT: 18 months PT: 5 years	FT: 12 months PT: 4 years	FT: 12 months PT: 3 years	PT: 12 months
<b>Award definition</b>	<p><i>An MSc involves specialist study at Level 7 in a particular subject or subjects. Cranfield masters courses are typically distinguished by a sectoral focus and emphasis on developing actionable specialist and transferable professional skills.</i></p> <p><i>All MSc courses would normally include an individual project of ≥60 credits.</i></p>	<p><i>An MDes involves the undertaking of creative research and development at level 7.</i></p> <p><i>An MDes has an emphasis on practice-based learning and problem solving using creative tools and techniques.</i></p> <p><i>An MDes would normally include close engagement with industry and professional expertise to solve a real-world challenge or problem.</i></p> <p><i>An MDes course would normally include an individual project of ≥60 credits.</i></p>	<p><i>An MBA is a Level 7 Programme designed for practicing senior and middle managers and provides both theoretical and practical training in a broad range of management functions. The emphasis is on practice-based and experiential learning to develop strategic and interdisciplinary skills, innovation, ethical leadership, impact and ESG awareness.</i></p> <p><i>An MBA would normally include an international element and an opportunity for work-based assessment (project or internship).</i></p>	<p><i>A PgDip involves specialist study at Level 7 in a particular subject or subjects.</i></p> <p><i>A PgDip does not require a thesis or other independent major project to be completed.</i></p>	<p><i>A PgCert involves specialist study at Level 7 in a particular subject or subjects.</i></p> <p><i>A PgCert does not require a thesis or other independent major project to be completed.</i></p>	<p><i>A PgAward involves specialist study at Level 7 of a particular subject or subjects.</i></p>

<sup>39</sup> M-level award credits under review by Senate's Degree Classification & Credit Framework Working Group

<sup>40</sup> These durations are the standard expected course durations, exceptions may exist.

<b>Possible assessment types</b>	Independent Assessments, examinations, group assessment, independent project assessments <sup>41</sup>	Independent Assessments, examinations, group assessment, independent project assessments <sup>3</sup>	Independent assessments, written assessed cases, examinations, group assessment, evidence-based portfolios	Independent Assessments, examinations, group assessment	Independent Assessments, examinations, group assessment	Independent Assessments, examinations
<b>Possible Lower Exit awards<sup>42 43</sup></b>	PgDip, PgCert	PgDip, PgCert	PgDip, PgCert	PgCert	None	None
<b>Entry or Lower Exit award</b>	Entry award	Entry award	Entry award	Entry or lower exit award	Entry of lower exit award	Entry award only – not available as a lower exit award

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<sup>41</sup> The terminology around independent projects is currently under review by Senate's Degree Classification & Credit Framework Working Group

<sup>42</sup> All courses should be designed with lower exit awards available for students (i.e. PgDip and PgCert for Master's courses, PgCert for PgDip courses), unless not possible due to the design of the courses, as approved by a Director of Education or relevant course review or validation panel.

<sup>43</sup> Each exit award should have separately defined course-level intended learning outcomes (ILOs), which relate to (and may be subsets of) the intended award ILOs.

## Appendix O Previous External Examiner Fee Structure

The below fee structure was in place for all External Examiner appointments made prior to the academic year 2021-22, and any External Examiners appointed prior to 2021-22 will continue to receive payments as below:

Annual fee levels for appointments made prior to 2021-22 are:

1 to 5 students:	£250
6 to 14 students:	£365
15 to 24 students:	£480
25 to 40 students:	£615
Over 40 students:	£730

Part-time courses at Cranfield Defence and Security, where student numbers are >70, attract a fee of £730 per student intake over 70 students.

<b>Owner</b>	Academic Registrar
<b>Department</b>	Education Services
<b>Implementation date</b>	September 2024
<b>Approval by and date</b>	Academic Registrar, September 2024
<b>Version number and date of last review</b>	Version 3.9.1; September 2024
<b>Next review by</b>	August 2025