Code of Practice for Assessment and Academic-related Matters 2023-24

Est. 1841 | YORK ST JOHN UNIVERSITY

Section 2   Governing principles

2.1   Language of tuition and assessment

2.1.1   The language of instruction and assessment for all taught programmes of study of York St John University is English except where the subject content dictates that a part of the programme is delivered in a language other than English. Where this applies this is stated on the programme specification.

2.2   Principles underpinning the assessment of taught awards

2.2.1   This section sets out the key principles that underpin the University's programmes of study. More detail on the design principles for programmes at the University can be found in the Academic Framework.

2.2.2   From 1 September 2020 the University changed its assessment model and introduced a new 'compensation' assessment scheme (Scheme A) for most students commencing programmes from this date. Students who started their programme before this date will normally complete their studies under the 'condonement' assessment scheme (Scheme B). Full information about which rules apply to which students is found in section 35. Details of the assessment schemes are found in the following sections.

2.2.3   The maximum mark that can be achieved for a reassessed module is normally the pass mark, except for modules with qualifying marks where the original module mark is awarded on successful completion of the deficient work (see to section 36.1.15 Scheme A and section 42.1.14 Scheme B).

2.2.4   The University marking scales can be found in section 36 Scheme A and section 42 Scheme B.

2.2.5   'Generic Assessment Descriptors' have been designed at the University to meet the classification descriptors from the Office for Students (Sector Recognised Standards; Part B) along with student facing materials for self-evaluation. Additional knowledge, skills and competencies are expected to be included within programmes.

2.2.6   Marks will be recorded with grade annotators (see Appendix A).

2.2.7   Credits awarded or recognised by the University may count only once for the purpose of progression and award. Work submitted for one module may not be submitted for assessment in another module.

2.2.8   Students may not normally take more than the standard credit load for their programme. Any exceptions to this need approval from the Academic Registrar. Where it is approved that extra credits are taken, these are considered freestanding modules and do not contribute to progression or award requirements or to the programme transcript.

2.3   Abiding by announced assessment arrangements

2.3.1   All students are expected to undertake the assessment as outlined in module specification unless they have been formally notified otherwise by their programme team.

2.3.2   Students who complete a programme of study within the standard timeframe should be subject to the broad principles of assessment that were in place at the time they began the programme unless changes are considered and approved through the University's programme amendments procedures. Where students have returned from suspension of studies or have studied part time for part of the programme to retrieve failed modules, the broad principles of assessment may have changed.

2.4   Variations to announced assessment arrangements

2.4.1   Any variation in the assessment scheme described in module documentation available to students at the time module choices were made constitutes a 'minor' module modification and must be approved by the Programme Amendment Scrutiny Panel (PASP).

2.4.2   Requests for such modifications will normally be approved only if the School can provide evidence that no student on the module will be disadvantaged by the change.

2.4.3   Requests may have to be considered at a full meeting of the Quality and Standards Committee (QSC) and Schools are asked to allow for the timings of committee meetings if they wish to propose changes of this type.

2.4.4   The same principle applies to changes to assessment regulations for a programme of study for an existing cohort of students.

2.5 At validation

2.5.1   The University will ensure that each programme has an articulated rationale and strategy for assessment which will:

        a)   Be appropriate to the learning outcomes.

        b)   Deploy a range of modes of assessment appropriate to the subject matter.

        c)   Provide an appropriate load and scheduling of assessments to support student attainment.

        d)   Align with those of a professional or statutory body where applicable.

        e)   Be designed to ensure the work can be determined to be the student's own.

2.5.2   Information on assessment requirements will be notified to students through the relevant module documentation annually.

2.5.3   For each programme a substantial proportion of assessed work will be available to external examiners, whether written or oral, and be available to external examiners, whether written or oral. Consideration must be given for how all forms of assessed work can be made available to external examiners.

2.5.4   Assessment criteria for a new programme of study will be in place. These will be aligned to threshold standards and subject benchmarks. They may reflect different modes of assessment. Subject-area and programme assessment criteria will be set with reference to university marking guidelines.

2.6 Application of policies

2.6.1   The procedures contained in this Code shall be implemented with due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations. The procedure applies equally to all students irrespective of age, disability, gender identity, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

2.6.2   The University is committed to procedures that are fair and transparent, and decisions that are reasonable and have regard to law.