



# **REFERENCE GUIDE TO ASSESSMENT AND EXAMINATIONS**

## **Postgraduate Diplomas by Distance Learning**

Valid for the Class of 2017 onwards

Effective 1 September 2016

Revised 6 December 2016

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Programmes of Study and Awards Rules

Examination and Assessment Rules

This booklet has been produced to provide students and staff with a reference guide for the whole assessment and examination process. The first section contains guidelines and explanations of how the processes work in practice, and examples of some of the associated documents. At the end of this booklet are the Rules on which the Guidelines are based.

# 1. EXAMINATION AND ASSESSMENT GUIDELINES

## ***Examinations and Assignments***

Examinations and assignments are moderated and evaluated by the Curriculum and Assessment Committee (CAC), the terms of reference of which follow later in this booklet.

- the assignment topic and the question papers for examinations (and the associated paper for the re-sit examination) are submitted to the CAC for approval before the examination/ assignment.
- the examination scripts and assignments are marked by the examiner(s).
- the results are submitted to the CAC for approval before being released to students.
- examination scripts and assignments may be retained by WMU, and/or copied for possible evaluation by the University's appointed External Examiners.
- students are informed of their results by the Programme Coordinator

## ***Reporting of Grades***

All grades approved by the CAC are reported to the Registrar, who enters them into the University's records, and issues transcripts of grades at the end of the programme.

## ***Plagiarism in Assignments***

Plagiarism in assignments is strictly forbidden. Candidates who breach this injunction are guilty of misconduct and are liable under the rules concerning student conduct. Guidelines on Academic Dishonesty and Plagiarism follow later in this booklet.

## ***Examination Standards***

Standards are set for examinations, and are printed on the cover sheet of the question paper. The following type of information is included:

- materials students are allowed to use, or not allowed to use, during an examination (calculators, dictionaries, books, etc.)
- the amount of time for the examination
- the number of questions to be answered
- the number of marks allocated to each question

## ***Re-sit Examinations and Re-submission of Assignments***

Students who obtain a subject grade of C+, C, C-, D or F for a subject are given the option of taking a re-sit examination or re-submitting the assignment, as appropriate, on at least two occasions during their period of enrolment. (This option does not apply to individual results that may make up subject grades.) If the student obtains a lower mark in a re-sit, the last mark obtained stands. The schedule for registering for re-assessment and the dates by which it must be completed will be indicated to students.

**This option does not apply in the case of D or F grades awarded as a result of cheating or cases of plagiarism.**

A student who fails an assessment for a third time may re-enrol for that subject or module, and then undergo the assessment as though for the first time.

## ***Late submission of Assignments***

The date by which each assignment must be submitted is approved by CAC. Failure to submit an assignment will be treated in the same way as absence from a written examination, and will result in a mark of zero. Students are deemed to have failed to submit if they have not submitted their work within a week of the original deadline and have not made a request for an exemption or extension of time.

An assignment submitted after the deadline set for the submission of that work, without good cause, shall be penalized as follows:

Delay after submission deadline	Penalty
Up to 1 day (24 hours)	5% of the total marks available in the assignment
From 1 day to 7 days (24 to 168 hours)	10% of the total marks available in the assignment
More than 7 days (168 hours)	F grade - referred to CAC

“Good cause” for late submission is a non-academic reason specifically affecting an individual student, such as illness or serious family problems. An application for an extension of time must be made in advance of the deadline, unless it is unavoidable (for example, a student is a hospital in-patient). When the request for an extension is made after the deadline, the student should offer a satisfactory explanation as to why it was not possible to make the request before the deadline.

A report of such good cause should be made by the student to the Programme Coordinator, along with any documentary evidence to support the case. The Programme Coordinator may grant an extension of time of up to two weeks, and this extension is reported to CAC. Requests for longer extensions of time can be granted only by CAC.

### ***Suspension of Studies***

All Postgraduate Diploma programmes have an established period within which completion is expected. However, a student may request a suspension of studies; this allows the student to return to the programme a year after the date of suspension. The maximum period permitted for completion is three times the normal time allowance. The request must be submitted to the Programme Coordinator, along with the reason for the request.

### ***Changes of Grades***

All changes to subject grades are made by the examiner and must be approved by the CAC. The Registry will then enter the new grade into the student’s record and if necessary, issue a revised transcript.

### ***Awards***

A list detailing those students who have completed the programme requirements and are thus considered eligible to receive an award is considered by CAC, and then approved by the Academic Council.

## 2. THE CREDIT AND GRADE-POINT AVERAGE (GPA) SYSTEMS

WMU's standard means of measuring academic work is based on the credit system. Each subject is allotted a specific number of credit hours. Academic performance is evaluated by the use of letter grades. In general, grades are given on a five-letter (+/-) scale from A to F. Transcripts also show an ECTS grade equivalent to the WMU grade.

40 to 45 credits measure the workload of a part-time student during one academic year, around 1,000 hours per year. One credit represents 25 working hours. Student workload consists of all planned learning activities, including prescribed reading, independent study, preparation of assignments and examinations. Credits in ECTS can only be obtained after successful completion of the work required, and appropriate assessment demonstrates that the learning outcomes - sets of competences - have been achieved.

At graduation, each student receives a certificate, a diploma supplement and a full transcript of grades.

### **Grade Point Averages**

The credit system provides a method of evaluating a student's academic performance by calculating term and cumulative grade point averages. These averages are computed as follows:

- **Cumulative Grade-Point Average (CGPA)** is calculated by adding all grade points for the units that make up the programme, and dividing this total by the number of credits
- **Grade Points** are calculated by multiplying the number of GPA credits by the grade point value for each grade received in a term. The Grading System Table gives a breakdown of the grade-point values assigned to each WMU letter grade. It also shows the percentage and the equivalent ECTS letter grade.

### **Award Rules**

#### **Cumulative GPA:**

2.67 or above	Award of Postgraduate Diploma, provided no F grades
2.66 or less	No award

Should a student's CGPA drop below 1.0 at any point during the programme, his/her enrolment will be terminated immediately.

## TRANSCRIPT of GRADES - MARINE INSURANCE



Name: **HAMILTON, Lewis Mr**

Country: United Kingdom

ID Number: F1111

Specialization: Marine Insurance

Award: **Postgraduate Diploma in Marine Insurance**

Awarded: 1 November 2015

### Module: 1 2014

Code:	Module:	ECTS Credits:	GPA Credits:	Grade Points:	WMU Grade:	ECTS Grade:
MI 101	PRINCIPLES of MARINE INSURANCE LAW	2.0	2.0	7.66	<b>A</b>	<b>A</b>
<b>Module GPA:</b> 3.83		<b>2.0</b>	<b>2.0</b>	<b>7.66</b>		

### Module: 2 2015

Code:	Module:	ECTS Credits:	GPA Credits:	Grade Points:	WMU Grade:	ECTS Grade:
MI 201	SPECIAL CATAGORIES of MARINE INSURANCE COVER	5.0	5.0	15.00	<b>B</b>	<b>C</b>
<b>Module GPA:</b> 3.00		<b>5.0</b>	<b>5.0</b>	<b>15.00</b>		

### Module: 3 2015

Code:	Module:	ECTS Credits:	GPA Credits:	Grade Points:	WMU Grade:	ECTS Grade:
MI 301	P & I CLUBS & MUTUAL INSURANCE	5.0	5.0	13.35	<b>B-</b>	<b>C</b>
<b>Module GPA:</b> 2.67		<b>5.0</b>	<b>5.0</b>	<b>13.35</b>		

### Module: 4 2015

Code:	Module:	ECTS Credits:	GPA Credits:	Grade Points:	WMU Grade:	ECTS Grade:
MI 401	MARINE REINSURANCE	5.0	5.0	13.35	<b>B-</b>	<b>C</b>
<b>Module GPA:</b> 2.67		<b>5.0</b>	<b>5.0</b>	<b>13.35</b>		

### Module: 5 2015

Code:	Module:	ECTS Credits:	GPA Credits:	Grade Points:	WMU Grade:	ECTS Grade:
MI 501	CLAIMS	3.0	3.0	8.01	<b>B-</b>	<b>C</b>
<b>Module GPA:</b> 2.67		<b>3.0</b>	<b>3.0</b>	<b>8.01</b>		



## TRANSCRIPT of GRADES - MARINE INSURANCE

Name: **HAMILTON, Lewis Mr**

Country: United Kingdom ID Number: F1111

Specialization: Marine Insurance

Award: **Postgraduate Diploma in Marine Insurance** Awarded: 1 November 2015

### SUMMARY

	ECTS Credits Attempted:	ECTS Credits Earned:	Degree Credits:	Grade Points:	Module GPA:	Cum GPA:
Module 1	2.0	2.0	2.0	7.66	<b>3.83</b>	
Module 2	5.0	5.0	5.0	15.00	<b>3.00</b>	
Module 3	5.0	5.0	5.0	13.35	<b>2.67</b>	
Module 4	5.0	5.0	5.0	13.35	<b>2.67</b>	
Module 5	3.0	3.0	3.0	8.01	<b>2.67</b>	
<b>Totals:</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>57.37</b>		<b>2.87</b>

### KEY to the TRANSCRIPT

	WMU Grade	Grade Points	Percentage	ECTS Grade
<i>Distinction:</i>	A+	4.0	90 -100%	<i>A: Excellent: outstanding performance with only minor errors</i>
<i>Excellent grades:</i>	A	3.83	85 <90%	<i>B: Very good: above the average standard but with some errors</i>
	A-	3.67	80 <85%	
<i>Good grades:</i>	B+	3.33	75 <80%	<i>C: Good: generally sound work with a number of notable errors</i>
	B	3.0	70 <75%	
	B-	2.67	65 <70%	
<i>Pass grades:</i>	C+	2.33	60 <65%	<i>D: Satisfactory: fair but with significant shortcomings</i>
	C	2.0	55 <60%	
	C-	1.67	50 <55%	
<i>Poor grade:</i>	D	1.0	40 <50%	<i>Fx: Fail-some more work required</i>
<i>Fail grade:</i>	F	0.0	< 40%	<i>F: Fail-considerable further work required</i>
<b>Other Grades &amp; Comments</b>				
I	<i>Incomplete:</i>	the requirements for the module have yet to be completed		
IP	<i>In Progress:</i>	the module is yet to be graded, as it is taken over two semesters		
NA	<i>Not Assessed:</i>	a module that is not assessed		
P	<i>Pass:</i>	a pass grade in a module not included in grade point averages		
	<i>Non-Degree:</i>	a non-degree module not included in grade point averages		
<i>A 2.67 Cumulative Grade Point Average (GPA) or higher is required to qualify for a Postgraduate Diploma</i>				

*This transcript is not official unless it bears a signature and stamp of the University*

Signature: \_\_\_\_\_

Stamp: \_\_\_\_\_

### 3. MARKING DESCRIPTORS

In order to make the criteria for assessment as transparent as possible, descriptors for each letter grade in WMU's grading system have been developed. These descriptors indicate the standard of work that is expected of students at each grade. There are separate sets of descriptors for examinations and for assignments. The weighting assigned to each criterion will vary between assessments. The descriptors given below are an example; examiners may, with the approval of CAC, develop variant versions.

#### ASSIGNMENTS

WMU Grade	F, D <i>Failure/Poor</i> 0<50	C-, C, C+ <i>Pass</i> 50<65	B-, B, B+ <i>Good</i> 65<80	A-, A <i>Excellent</i> 80<90	A+ <i>Distinction</i> 90-100%
Analysis and evaluation of issues (Typical weighting: 50%)	Practically no understanding of issues. Descriptive with practically no evaluation or analysis, lack of evidence to support arguments.	Minimal understanding of key issues. Largely descriptive, but with a little analysis. Qualitative or quantitative data analysis inaccurate. Some evidence to support arguments but uncritical acceptance of material, unjustified conclusions.	Main issues largely identified, but some lack of focus. Some critical analysis of central issues, but some inaccuracies. Appropriate evidence, generally assessed critically; weak interpretation of qualitative aspects; some gaps in linkages between evidence and conclusions.	All issues clearly understood, with some differentiation in terms of importance. Relevant and full analysis. Full, critical assessment of discriminatingly selected evidence, reasonable arguments and logical conclusions with some evidence of independent thought.	Issues clearly understood and differentiated in terms of importance. Comprehensive and critical analysis of central issues. Full critical assessment of discriminatingly selected evidence; comprehensive and logical flow of arguments and definitive conclusions, evidence of independent thought, substantial individual insights evident.
Evidence of research, reading and / or choice of appropriate concepts (Typical weighting: 30%)	Little evidence of research, reading or use of material from the module, important work un-cited or key concepts ignored, very poor, or no, referencing.	Evidence of limited research, reading or limited/inappropriate use of module material; unclear theoretical framework, poor or incomplete citation.	Evidence of research, reading or appropriate use of module material but some gaps. Literature / concepts adequately but not critically reviewed.	Good research, critical literature review or well-justified choice of module material. Theoretical framework supports study.	Demonstrates high level of scholarship.
Presentation (Typical weighting: 20%)	Deficient or no structure. Only rudimentary writing skills, serious lack of clarity of expression.	Poor focus on aims of assignment, poor writing skills. Overall presentation less than clear and poorly structured.	Well focused, reasonably good writing skills, answer reasonably clear and structured.	Context well defined, very good writing skills, answer clear, well-structured and presented.	Excellent structure. Superior writing skills, answer very well organized, excellent presentation overall.



## EXAMINATIONS

WMU Grade	F, D <i>Failure/Poor</i> 0<50	C-, C, C+ <i>Pass</i> 50<65	B-, B, B+ <i>Good</i> 65<80	A-, A <i>Excellent</i> 80<90	A+ <i>Distinction</i> 90-100%
Knowledge of subject matter from study of relevant material and recognition and understanding of key issues, principles and concepts indicating degree to which learning objectives have been attained	Insufficient knowledge of subject matter, unable to adequately identify issues, little or no understanding of issues and principles, few or none of the learning objectives attained.	Knowledge sufficient but at minimal level; some issues identified, basic understanding of principles and concepts is evident, some learning objectives attained.	Knowledge level more than adequate but not in depth; issues properly identified; reasonably good understanding of principles and concepts is evident; majority of learning objectives attained.	Knowledge of subject matter at a high level; appreciation and understanding of issues, principles and concepts demonstrably high and focused; learning objectives attained to a very substantial degree.	Knowledge of subject matter thorough and comprehensive, clear and in-depth appreciation and understanding of issues, principles and concepts is evident, almost all learning objectives attained.
Evaluation and analytical treatment /Numerical work/ Applying theory to case studies	Descriptive with practically no evaluation or analysis. Major difficulties or gaps in logic, methods or context, hardly any appreciation of theories or context. A few valid points from theory but poorly applied, hardly any appreciation of theories or context.	Little analysis is evident but still largely descriptive and conclusions not accurate, clear or logical. Use of sensible methods but substantial errors or oversights / Some errors in theory or application but some useful ideas.	Some analysis is evident but conclusions not quite focused although some logical flow of arguments is evident. Generally logical but marred by misuse of method, errors in calculation or lack of appreciation of context. Reasonable grasp of theory but relevance not always explicit, some errors in understanding or logic.	Relevant and good analysis is evident; reasonable arguments and logical conclusions. Generally clear and accurate numerical work with only small errors or oversights, appropriate methods. Clear description and use of relevant theories explicitly related to context, but small omissions or flaws, good application but leaving some unexplained issues	Excellent critical analysis is evident; clear, comprehensive and logical flow of arguments and definitive conclusions. Accurate computation using appropriate methods taking context into account. Logical arguments soundly based in theory, relation to context clear and explicit.
Presentation	Only rudimentary writing skills, serious lack of clarity of expression.	Poor writing skills, overall presentation less than clear and poorly structured..	Reasonably good writing skills, answer reasonably clear and structured.	Very good writing skills, answer clear and well presented.	Superior writing skills, answer very well organized, excellent presentation overall.

## 4. GUIDELINES FOR THE CONDUCT OF EXAMINATIONS

### STUDENTS

1. Students should arrive outside the examination room at least 10 minutes before the start of the examination.
2. You may not enter the examination room until the invigilator gives them permission to do so.
3. Students may not at any time attempt to communicate by any means with any other person other than the invigilator or an examiner.
4. Students must not cheat nor attempt to cheat during an examination, or attempt to assist another candidate to cheat.
5. Students may not bring unauthorised material into the examination room, or attempt to access such materials during the examination.
6. In those examinations that permit the use of an English language dictionary, the University will provide a limited number of dictionaries for student use. You are not allowed to bring your own dictionary (paper or electronic) to examinations.
7. Calculators are permitted only if they are not programmable. No calculators with alpha keyboards are permitted at any time.
8. Mobile phones must be turned off and left in your bag at the front of the room.
9. Answer books will be provided. You should bring your own pen; answers may not be written in pencil.
10. You may not leave the examination room except with the express permission of the invigilator.
11. During the examination, the answer book(s) must be collected by the invigilator before students are permitted to leave the examination room.
12. Any infringement of these instructions may lead to disciplinary procedures being taken.

### INVIGILATORS

Invigilation ensures that all students are examined under the same conditions. In order to ensure that invigilators implement the same standards in every examination and with every group of students, they should be familiar with the guidelines that are outlined below.

#### ***Before the start of an examination:***

1. Invigilators should be aware of the section outlining the *Powers of the Invigilator* in the *Examination and Assessment Rules*.
2. Invigilators should have a copy of the **Examination Instructions for Students** with them during all examinations in order to know what behaviour is expected of students.
3. Invigilators must be aware of the standards that have been set for the examination they are invigilating. These standards can be found on the cover sheet attached to each examination paper. The following type of information is included:
  - materials students are allowed, or not allowed to use during an examination - dictionaries, books, or other items, etc.
  - the amount of time for the examination
  - the number of questions to be answered
  - the number of marks allocated to each question

4. Invigilators should bring with them the following examination materials:
  - answer books
  - the examination
  - University-issued dictionaries, if permitted
  - any other special material required for the examination
5. Invigilators should check the examination room at least 30 minutes before the start of an examination to make sure the room is in proper order:
  - tables and chairs should be arranged in an order to eliminate as far as possible the ability of students to communicate during an exam.
  - make sure a working clock is available in the classroom
6. Invigilators should not let students enter the examination room until they are ready to conduct the examination.

***During the examination:***

7. Invigilators should:
  - ensure that students' bags and other belongings are placed in a suitable area at the front of the room.
  - not undertake other activities in the examination room that would reduce the primary role of monitoring the conduct of the examination.
  - walk around periodically to ensure that all students are aware that their activities are being closely monitored.
  - make sure that students do not attempt to communicate with any other person other than the invigilator or an examiner.
  - make sure students do not cheat or attempt to cheat during an examination, or attempt to assist another candidate to cheat.
  - tell students that if they need any assistance from an invigilator during the course of an examination, they must raise their hand.
8. Students may not leave the examination room without permission. The only reason a student should be allowed to leave the room is to go to the toilet:
  - only one student at a time should be permitted to leave the room.
  - the maximum amount of time a student is allowed to be absent from the exam room is five minutes.
  - for those examinations that are less than one and a half hours in length, students should usually not be given permission to leave the room.
9. Ensure that when a student completes an examination early and leaves the room, the other students are not disturbed. For those examinations that take place in more than one room, students should be asked to leave the examination area entirely so that no communication is possible with students who leave a room temporarily.

***After the completion of an examination:***

10. Collect the answer book(s) from the student(s) before they are allowed to leave the examination room.
11. Once the examination has been completed, give the answer books to the examiner who will be responsible for marking the examination.

## 5. GUIDELINES FOR STUDENTS WITH DISABILITIES

1. As an institution within the UN system, WMU is committed to equality of access for all, including access to programmes of teaching and research, and access to appropriate materials, techniques and forms of communication.
2. Key global instruments include the World Programme of Action concerning Disabled Persons (1982), the Standard Rules on Equalization of Opportunities for Persons with Disabilities (1994) and the Convention on the Rights of Persons with Disabilities (2006), as well as other relevant human rights and development instruments.
3. Students can be admitted to our programmes as long as they can be insured under the United Nations health insurance plan, or have equivalent insurance coverage from another source.
4. In each case of the admission of a student with disabilities, an individual programme will be drawn up by the Registry, if necessary covering physical access to the building and access to facilities within the building.
5. The Library will obtain any technical assistance necessary, such as audio study material.
6. Individual arrangements will be made as necessary for assessment (whether by examination, assignments or presentations) by the Programme Coordinator to ensure that a student with disabilities is not disadvantaged.
7. These Guidelines will apply to students who have temporary, as well as permanent, disabilities.

## 6. GUIDELINES FOR STUDENTS WHOSE ASSESSMENT IS DISRUPTED BY ILLNESS

The procedures to be followed in the case of a student becoming ill are as follows:

- A student who cannot take an examination on the due date because of illness or disability should provide documentary evidence as soon as possible to the member of staff responsible for setting and marking the examination. The student may then be able to take a special examination on a later occasion.
- If a student becomes ill during an examination, the invigilator should confirm this, and, if necessary a medical certificate should be submitted to the member of staff responsible for setting and marking the examination. The student may then be able to take a special examination on a later occasion.
- If a student is diagnosed as having an underlying medical condition, which may have affected his/ her earlier examination performance, medical evidence must be submitted to the Curriculum and Assessment Committee. The Committee may choose to make various arrangements: for example, the student may re-take an assessment, take an alternative form of assessment, or the grade awarded may simply be varied.

The documentary evidence necessary to demonstrate illness can be a medical certificate provided by a doctor, or in the case of minor ailments, by an official of the University.

## 7. GUIDELINES ON ACADEMIC DISHONESTY AND PLAGIARISM

### ***WMU policy on cheating***

WMU does not tolerate any form of cheating. Cheating is defined in the Examination and Assessment Rules as an act or attempted act of deceit to gain academic credit. A student who breaches those Rules is deemed guilty of misconduct and liable under the “Rules for Student Conduct”. Cheating shall lead to disciplinary actions, which may include reprimand, failure in a unit or subject, ineligibility for an award and possible suspension or expulsion from the University. All course work submitted for assessment must be the student’s own work.

### ***Definitions***

#### *Academic dishonesty:*

- Knowingly providing answers in any format to another student
- Deliberately falsifying evidence/data
- Using unauthorized aids in examinations
- Colluding with others when producing an individual assignment

#### *Plagiarism:*

- Copying the exact words of another author without using quotation marks and without referencing the source
- Using the ideas of another author without referencing the source (even when the author’s words are not directly quoted)
- Copying another student’s work (current or previous) in any format

### ***Descriptions***

- Every quotation, from any source (including required reading), must be expressly identified as a quotation in the text and referenced appropriately.
- Even if a part of a text is paraphrased (reworded), the idea or concept must be recognized with a reference and the source identified.
- It is not enough to include the source in the list of references – the particular passage that has been used must be identified.
- A student’s work (finished or unfinished) must not be made available for copying by others (with or without permission).
- While students can discuss the materials they are studying among themselves, they must not become involved in the writing of another student’s assessed course work.
- A student who breaches these Guidelines is deemed guilty of misconduct and liable to disciplinary action under the Rules for Student Conduct

### ***Procedures***

- All written assignment and research papers, and dissertations will be subject to an external plagiarism review; currently the online *Turnitin* database is utilized by WMU.
- The assessor who has detected any misconduct described in these Guidelines shall report in writing to the Curriculum and Assessment Committee (CAC) with the nature of the offence indicated and relevant evidence provided.
- CAC shall examine the case and make a decision.

**The types of behaviour that constitute academic dishonesty, collusion or plagiarism are described and illustrated in the table that follows. This table also indicates the range of possible penalties.**

	<b>NATURE OF THE OFFENCE</b>	<b>ILLUSTRATIVE EXAMPLES</b>	<b>RANGE OF PENALTIES</b>
<b>1. SEVERE CASES</b>	<ul style="list-style-type: none"> <li>Repeated serious offence</li> <li>Clear intention to deceive and to secure an advantage; and</li> <li>Conduct likely to produce a substantial advantage if undetected.</li> </ul>	<ul style="list-style-type: none"> <li>Consulting unauthorised material in an examination room.</li> <li>Interfering with another's assessed work by gaining unauthorised access to a file on the University's computer.</li> <li>Stealing work from a fellow student.</li> <li>Soliciting work from another and presenting it as one's own.</li> </ul>	<ul style="list-style-type: none"> <li>Expulsion from the University and failure (i.e. no marks and no re-sit) in the affected subject. No re-enrolment permitted.</li> </ul>
<b>2. SERIOUS CASES</b>	<ul style="list-style-type: none"> <li>Intention to deceive is the most reasonable interpretation of the available evidence; and</li> <li>The advantage if undetected would have been significant.</li> </ul>	<ul style="list-style-type: none"> <li>Copying the course work of another candidate without permission.</li> <li>Passing off substantial parts of another student's work as one's own by collusion or by deception.</li> </ul>	<ul style="list-style-type: none"> <li>Suspension from the University for a defined period of time and failure (i.e. no marks and no re-sit) in the affected subject</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>Failure (i.e. no marks and no re-sit) in the affected subject;</li> </ul>
<b>3. MAJOR CASES</b>	<ul style="list-style-type: none"> <li>The balance of evidence suggests no deliberate intention to deceive but rather incompetence or failure to appreciate the requirements; and</li> <li>The advantage if undetected would not have been trivial.</li> </ul>	<ul style="list-style-type: none"> <li>Copying the course work of another candidate with permission.</li> <li>Copying without acknowledgement a substantial amount of text from a published source or an existing dissertation or report.</li> <li>Widespread but intermittent use of unacknowledged material from a published source or sources.</li> </ul>	<ul style="list-style-type: none"> <li>Failure (i.e. no marks) in the affected subject;</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>Failure (i.e. no marks) in the affected part(s) of a subject separately assessed.</li> </ul>
<b>4. MINOR CASES</b>	<ul style="list-style-type: none"> <li>The balance of evidence suggests no deliberate intention to deceive but rather incompetence or failure to appreciate the requirements; and</li> <li>The advantage if undetected would have been modest.</li> <li>Careless rather than deceitful conduct, perhaps the result of inexperience or incompetence, or conduct, which is of less significance than that listed above, which should not be ignored but which does not warrant any substantive penalty.</li> </ul>	<ul style="list-style-type: none"> <li>Consulting or being found with unauthorised material in an examination where the material would not, in fact, have been of significant assistance.</li> <li>Failure, clearly, to acknowledge sources affecting only a minor part of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Failure (i.e. no marks) in the unit; or the question – of assessment affected;</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>Marks deducted from the unit of assessment affected;</li> </ul> <p><i>and/or</i></p> <p>Written warning</p>

## 8. GUIDELINES FOR STUDENT APPEALS FOR CHANGES OF GRADES

A student may appeal against the grade awarded for an assessment if he or she believes that the marks were miscalculated, or that there was a demonstrable error in grading, or that there were extenuating circumstances which affected his/her performance which have not been taken into account. A student may choose to make an appeal on academic grounds and/or on non-academic grounds. If the grade indicates that the student should re-sit the examination, this should be done in parallel with the appeal process.

### APPEALS ON ACADEMIC GROUNDS

1. A student who believes that they have been awarded a different grade should first discuss this with the examiner.
2. A student cannot appeal against a grade simply to obtain a second opinion, or on the grounds of a general belief that she/he deserved a higher mark for an examination or assignment. Appeals which simply question the academic judgement of an examiner are not admissible.
3. The results of making an appeal may be that the grade remains unchanged, that the grade may be increased, or that the grade may be lowered.
4. The student may seek a formal review of the grade, by making a request in writing to the Programme Coordinator within seven days of the discussion with the examiner. If the Programme Coordinator is the examiner, then the Curriculum and Assessment Committee should nominate an alternative professor to carry out the formal review process.
5. The request should contain, as appropriate:
  - the student's name
  - the name of the subject and the examiner
  - a copy of the assignment topic or examination questions
  - a copy of the examination script or the assignment
  - a clear written explanation of the error that the student believes has occurred
6. If the Programme Coordinator does not believe that there is evidence of a demonstrable error in grading, then he may reject the student's appeal. At this point, the student has exhausted the grounds for appeal on academic grounds.
7. If the Programme Coordinator believes that there is sufficient evidence of a demonstrable error in grading, he may first return the assessment to the examiner to consider the student's case. He may go on to select another member of staff to re-mark the assessment; this member of staff may not discuss the appeal or consult with colleagues about the re-marking process. The Programme Coordinator must provide a clean copy of the student's assignment or examination script and the examiner's marking scheme.
8. The alternate marker must return the re-marked paper and the new grade to the Programme Coordinator within 14 days for approval by CAC and communication to the student by the Programme Coordinator. The original marker may not play any part in the discussion of the Committee.
8. The grade awarded after the assessment is re-marked replaces the first grade awarded; it may be higher or lower or the same as the original grade.
9. At the end of this stage, the student has exhausted the grounds for appeal on academic grounds.

## APPEALS ON NON-ACADEMIC GROUNDS

If a student wishes to appeal on non-academic grounds, this must be on the basis that particular circumstances or events have uniquely disadvantaged the student.

1. The student must inform the Registrar or her deputy as soon as the particular circumstances arise, even if no unit of assessment has yet been affected.
2. If the student believes that a specific grade has been affected by these circumstances, the student must appeal within seven days of receiving the grade. This must be made in writing, be supported by any necessary documentation, and lodged with the Registrar or her deputy.
3. The Registrar will investigate the circumstances on which the appeal is based and collect evidence as necessary. She will then furnish the Programme Coordinator with the student's appeal and her own report, along with any additional documentary evidence.
4. The Programme Coordinator will consider the student's appeal and the Registrar's report; he may also choose to consult with other people, both inside and outside the University, and/or form an advisory group to review the matter further.
5. The Programme Coordinator may reject or uphold the student's appeal.
6. If the appeal is rejected, the Registrar or her deputy will report the final decision to the student.
7. If the appeal is upheld, the decision will be communicated to the Curriculum and Assessment Committee, which will then re-consider the student's grade, in the light of the Programme Coordinator's decision. The Committee may choose to make various arrangements: for example, the student may re-take an assessment, take an alternative form of assessment, or the grade awarded may simply be varied.
8. If the student has already initiated an appeal on academic grounds, members of the Curriculum and Assessment Committee who have already been involved may not take part in the Committee's deliberations, but the Committee may co-opt additional members as it sees fit.
9. The Programme Coordinator will then communicate the final result to the student within fourteen days.



## 9. TERMS OF REFERENCE OF THE CURRICULUM AND ASSESSMENT COMMITTEE

The Curriculum and Assessment Committee makes recommendations to the Academic Council regarding the planning, development and evaluation of academic programmes and operations, with specific reference to the harmonisation of academic standards across the University's programmes. Under the chairmanship of the Vice-President (Academic), it also monitors academic activities in the faculty on a regular basis.

In particular, the Committee:

- examines and makes recommendations on issues relating to the administration, operation and delivery of academic programmes
- examines and makes recommendations on subject and specialization assessment standards
- examines proposals for structural changes in the specialization design and new developments in the specializations
- communicates and liaises with the Quality Assurance Committee (QAC) to ensure that standards are being met
- ensures that planned teaching programmes and other academic activities are being delivered and carried out effectively and efficiently.

### ***Membership***

- Vice-President (Academic) (Chairman)
- Associate Academic Dean
- Professors in charge of the specializations (including the Programme Coordinators)
- one lecturer, assistant professor or associate professor
- one lecturer, assistant professor or associate professor
- Registrar
- Secretary (Senior Faculty Assistant)

Other members of staff may be seconded as members by the CAC, or may be invited to attend specific meetings.

## 11. TERMS OF REFERENCE OF THE QUALITY ASSURANCE COMMITTEE

The Quality Assurance Committee reports to the President, Vice-President Academic and the Academic Council regarding the development, administration and monitoring of quality standards at the University.

In particular, the Committee:

- measures the University's quality standards and systems against comparable postgraduate programmes offered in other universities, recommending where necessary initiatives to align the University with international standards in quality and methods of monitoring quality standards
- monitors that the University's quality standards and systems are properly supported by clear documentation, producing such documentation where appropriate
- administers the student evaluation of the delivery of the University's academic programmes
- provides summaries of student evaluations to staff and students, at meetings and through the use of the University's Intranet
- analyses student evaluation of the delivery of the academic programme and makes recommendations on issues relating to the delivery of the University's programmes and its support facilities. These reports are presented to the President, Vice-President Academic and to the Academic Council
- provides continuing communication with students regarding the University's academic standards and support facilities, through regular feedback on student evaluations and by ad hoc meetings with the student body
- provides support, information and documentation for other audits of the University's quality system, for example by external examiners or international quality audit bodies.

### ***Membership:***

- Registrar (Chair)
- three members of academic staff
- secretary

### ***In attendance:***

Other members of staff may be seconded as members by the Quality Assurance Committee, or may be invited to attend specific meetings.

## 12. GUIDELINES ON THE RESPONSIBILITIES OF EXTERNAL EXAMINERS

The responsibilities of External Examiners are as follows:

- to determine whether students have demonstrated the achievement of the learning objectives of their programme and reached the required standards.
- to ensure that assessments are conducted in accordance with WMU's Examination and Assessment Rules.
- to contribute to the form and content of the assessment process to ensure students are assessed fairly in relation to the course syllabus and regulations.
- to advise on any proposed changes to the assessment processes that would directly affect students currently enrolled at the University.
- to examine random samples of student assessments to ensure that students are fairly placed in relation to the rest of the cohort.
- to moderate marks awarded by the internal examiners.
- to compare the performance of students with that of their peers in comparable MSc/MA courses offered in other universities.
- to submit a written report to the President and Vice-President (Academic) on the appropriateness, effectiveness and standard of assessments as specified by the rules of the University at the end of each visit.
- to attend selected meetings of WMU committees to ensure that recommendations for awards are reached in accordance with the Programmes of Study and Awards Rules and with normal practice in higher education.
- to participate, as required, in reviews of decisions about individual students' awards.

### ***Period of Appointment***

Examiners to the World Maritime University should be appointed for a three-year period. Appointments are renewable.

## **PROGRAMMES OF STUDY AND AWARDS RULES**

### **Citation**

1. These rules are made pursuant to Clause 3 of the Programmes and Awards Statute and may be cited as the “Programmes of Study and Awards Rules”.

### **Interpretation of Expressions**

2. For the purposes of these rules, unless some other meaning is clearly intended, the expression:

- “delegate” means a person within the University to whom the President has delegated authority to undertake a task or function which the President would have authority to undertake under the powers conferred on him by the Charter or any rule.
- “enrolment” means the formal engagement of a student in a programme of study following acceptance of an offer of admission to the course and confirmation that there is no impediment to such participation.
- “graduate” means a person who has been admitted to a degree or award of the University.
- “programme of study” means the aggregate of studies the completion of which will result in an award of the University;
- “term” means a period of the teaching year of the University as may be defined from time to time by the Academic Council.

### **Programmes of Study**

3. The University shall give instruction in the English language in programmes of study leading to the award of the degree of Doctor of Philosophy, **Master of Philosophy**, Master of Science, **Master of Laws**, **Master of Business Administration**, or Postgraduate Diploma, or such other degrees that may be approved by the Academic Council.

4. The University may also give theoretical and practical instruction in other programmes of study where such programmes are deemed by the Academic Council to be compatible with the aims of the University, and where funding and facilities are available to allow them to be mounted. The University may issue certification in a form approved by the President to the persons who have attended such programmes.

5. The contents of the programmes of study specified in Sections 3 and 4 and the other requirements necessary to qualify for an award of the University shall be those prescribed from time to time by the Academic Council. All students shall be notified of such subjects of study and other requirements at the commencement of their programmes of study.

### **Admission and Enrolment**

6. The Academic Council has delegated authority in the area of admissions and enrolment to the Admissions Boards.

7. The appropriate Admissions Board shall prescribe particular minimum qualifications the possession of which will satisfy it that an applicant has reached a sufficient level of education and professional competence to be able to apply to pursue a proposed course of study. These shall be published by the University in the Academic Handbook.

8. The appropriate Admissions Board shall consider applications from those who meet the minimum standards laid down, as described in paragraph 7 above. The Board shall then select for the offer of admission those candidates who are best equipped, educationally and professionally, to pursue their proposed studies successfully.

9. The appropriate Admissions Board may recognise qualifications gained elsewhere for the purpose of granting applicants advanced standing, thus exempting them from a period of enrolment at the University. Such credit granted by way of recognition of previous studies shall not, in general, exceed fifty per cent of the coursework required for the programme to which the applicant seeks admission.

10. The Admissions Boards may refuse admission to any applicant.
11. Applicants who are granted admission may enrol only if the financial means are available to them to undertake their studies successfully for the whole period of their proposed enrolment.
12. The Board of Governors may control and limit the admission and enrolment of students as it deems necessary, having regard, for example, to the accommodation and teaching facilities available.

### **Progress in a Programme**

13. The progress of students through the programmes may be reviewed by the Academic Council at such intervals and in terms of such criteria as may be determined from time to time by the Academic Council.
14. A student who has been found by the Academic Council to have made unsatisfactory progress in a programme of study as a consequence of not having met the criteria determined by the Academic Council may have her/his enrolment terminated by the Academic Council.
15. A student whose enrolment has been terminated by the Academic Council under the provisions of Section 15 may apply for re-admission to the University after the expiration of one calendar year. If the student is permitted to re-enrol, the Admissions Board may put in place whatever conditions it deems necessary.

### **Withdrawal from a Programme**

16. A student may withdraw from a programme of study at any time by notifying the President or delegate in writing of his/her intention to do so.
17. Such a student may be issued with a transcript of grades by the Registrar showing their academic record between enrolment and withdrawal.
18. A student who has withdrawn from a programme of study may apply for re-admission to the University to undertake the same or another programme of study.

### **Leave of Absence**

19. At any time in the duration of a programme of study, a student may seek approval to take a leave of absence. Such requests shall be made in writing to the Vice-President (Academic) or delegate.
20. The Vice-President (Academic) or delegate shall determine whether such an application shall be granted and may impose such conditions as she/he thinks fit on the applicant.

### **Absences Resulting from Illness**

21. Absences of three days or more resulting from illness shall be reported by students to the Vice-President (Academic) or delegate. Where an absence resulting from illness is likely to exceed three days, the Vice-President (Academic) or delegate may treat the case as a request for leave of absence in which case the provisions of Sections 19 and 20 shall apply.

### **Requirements for Admission to the Degrees awarded by the University**

22. To be admitted to a degree awarded by the University all candidates shall:
  - 22.1 complete to the satisfaction of the Academic Council the programme of study that has been prescribed by the Academic Council;
  - 22.2 obtain at least the appropriate level required for research degrees, or obtain the appropriate aggregate grade in taught degrees and diplomas, as prescribed by the Academic Council; and
  - 22.3 be deemed by the President or delegate to have discharged all financial and other obligations to the University.

### **Conferring of Degrees**

23. Subject to certification by the Academic Council that they have complied with the requirements specified, students shall be admitted to their degrees. The University shall provide to each person so admitted a certificate issued under the seal of the University attesting to the person's admission to the degree.

24. Candidates may be admitted to the degree either in person or in absentia by the Chancellor or the President, or in the absence of both, by the Vice-Chairman of the Board of Governors.

25. The form of the presentation of candidates and admission to the degree shall be as determined by the Board of Governors from time to time.

26. If a candidate who has met the requirements for an award should die before admission to it, she/he may, by leave of the Board of Governors, be admitted posthumously to the award, with the form of certification and admission to be determined by the President.

### **Revocation of a Degree or Award**

27. Where a graduate of the University or other person to whom an award of the University has been made is thought to have gained such degree or award by fraudulent or other improper means, the Academic Council shall investigate the case, giving the accused party an opportunity of presenting his explanation of the circumstances.

28. In the case that the Academic Council determines the case to be proved, the graduate or award holder may within three calendar months of the date of notification of the findings of the Academic Council appeal against the decision to the Chancellor. The Chancellor may, if he deems that there are grounds for review, remit the case to the Board of Governors for a final decision.

29. If the case is found to be proved, the Chancellor may revoke the degree or award and require the return of any certificate issued by the University.

### **Honorary Degrees and Distinctions**

30. The University may admit any person, without examination, to a degree which the University has power to confer, or confer such title or distinction as the Board of Governors may determine upon any person deemed eligible for such an award by the Board of Governors.

31. Such nomination of any person for admission to a degree or for the award of a title or distinction may be made by any person or group of persons within or without the University and shall be submitted to the President together with written justification for the nomination.

32. The President shall refer the nomination to the Academic Council for advice and shall subsequently submit the nomination with his recommendation in regard to the justification for the person so nominated to receive a degree, title or distinction of the University, to the Board of Governors.

33. The Board of Governors shall consider any recommendation made by the President and if the recommendation is deemed worthy of support, and subject to the consent of the person nominated, shall determine the degree, or title, or distinction to be conferred and the form of presentation of the candidate for admission to such degree or for the award of such title or distinction.

34. In the case that a recommendation of the President is not deemed by the Board of Governors worthy of support, no further action shall be taken in respect of the nomination.

### **Power to Suspend or Vary Rules**

35. If the President is of the opinion that any of these rules should be waived in a particular instance, he may permit such departure from the rule in question as seems necessary or desirable and record his reasons for doing so.

*Made November 1991  
Last amended 13 November 2015*

## **EXAMINATION AND ASSESSMENT RULES**

### **Citation**

1. These Rules are made pursuant to Clause 3 of the Programmes and Awards Statute and may be cited as the “Examination and Assessment Rules”.

### **Interpretation of Expressions**

2. For the purposes of these Rules, unless some other meaning is clearly intended, the expression:

- “academic staff” means a member of the academic personnel of the University ;
- “assessment” means the evaluation of the academic performance of a student in a component of the programme or in the programme as a whole which contributes towards subject, semester and final grades;
- “candidate” means any student presenting himself/herself, or required to present himself/herself for assessment conducted by or on behalf of the University;
- “cheating” means an act or attempted act of deceit to gain academic credit;
- “class” means the group of students who will graduate in the same year;
- “Curriculum and Assessment Committee” means the sub-committee of the Academic Council responsible for curriculum and assessment related matters;
- “delegate” means a person within the University to whom the President has delegated authority to undertake a task or function, which the President would have authority to undertake under the powers conferred on him by the Charter or any rule;
- “examination” means a form of assessment that tests of the knowledge or ability of a student, conducted within such framework as the Academic Council may specify from time to time;
- “examiner” means the person, normally a member of the academic staff, responsible for setting the assignment, examination questions or other exercise on which the performance of a student in a component of a course is assessed;
- “invigilator” means a person, usually a member of staff, nominated by the Vice-President (Academic) or delegate to supervise and direct an examination;
- “term” means a period of the teaching year of the University as may be defined from time to time by the Academic Council.

### **Assessment of Students**

3. Students may be assessed by any method deemed suitable by the Vice-President (Academic), subject to such guidelines and policies as may be established by the President or delegate from time to time. Appropriate methods include examination (whether written, oral, take-home or other form), written assignment, oral presentation or doctoral progression seminar.

4. Formal assessment contributes towards subject, term and final grades.

5. The method, pattern and proportion of assessment of each programme component shall be communicated to students in writing at the commencement of the teaching of that component. Any variation of assessment during the period of teaching of the component shall also be communicated to students in writing.

6. M.Sc. assessment may be specific to a specialisation or common to two or more specialisations and may be conducted at any time during the programme.

7. Students’ work will be assessed in line with the University’s grading system, and each term the overall position of each student will be assessed in line with the University’s progression rules. The Registrar will issue information to all students about the grading system and progression rules in use.

8. The Registrar shall provide each student with a Transcript of Grades at appropriate points during the M.Sc. programme on the receipt of the grades from the Curriculum and Assessment Committee. The final Transcript of Grades for the programme shall be provided to each student only

after the Academic Council has certified compliance with all the requirements of the Programmes of Study and Awards Rules.

9. The Registrar shall issue Examination and Assessment Guidelines and shall ensure these are distributed to students.

### **Written Assignments**

10. Students may be assessed by written assignment. Work on such assignments may be spread over whatever period is deemed suitable by the Vice-President (Academic).

11. Plagiarism in assignments is strictly forbidden. Candidates who breach this injunction are guilty of misconduct and are liable under the rules concerning student conduct.

12. The University will issue Guidelines for Written Assignments and Dissertations, and students must ensure their written assignments comply with these Guidelines.

### **Examinations**

13. Students may be assessed by formal, written examinations. Candidates shall receive reasonable notice from the Vice-President (Academic) or delegate of the date, time, duration and venue of any examination. Candidates shall also be informed of materials, which are required for the examination or which may be used in the examination.

### **Special Examination Arrangements**

14. Candidates who, as a result of exceptional circumstances (medical or other), are unable to sit for an examination at the place or on the date appointed may apply to the Vice-President (Academic) or delegate for special arrangements to be made.

15. These may involve an alternative venue, or a special examination to be taken on another date.

16. A student who has already taken an examination shall not be granted a special examination except on the ground of illness arising at the time of the examination as testified by an official of the University, or by a qualified medical practitioner, to the satisfaction of the Vice-President (Academic) or delegate.

### **Further (Re-sit) Examinations**

17. A student may, under such conditions as may be prescribed by the Academic Council from time to time, be permitted to undertake a further examination in a subject, or subjects, of study where the initial examination performance of the student was deemed by the Curriculum and Assessment Committee not to be satisfactory.

### **Conduct and Invigilation of Examinations**

18. A person admitted to an examination room, whether a candidate or not, shall comply with the instructions and requirements of the invigilator and with all written instructions regarding an examination.

19. No person, other than a candidate, an invigilator, or other authorized person may enter an examination room. The invigilator must give permission to candidates to enter and to leave an examination room.

20. A candidate shall not, except with the explicit permission of the examiner as indicated in the examination paper, bring into the examination room any material whatsoever which conveys or is capable of conveying information concerning any subject.

21. A candidate having entered the examination room shall not communicate with any person



other than the invigilator or an examiner, nor cheat or attempt to cheat during an examination, or attempt to do anything intended to assist another candidate to cheat.

22. An invigilator may:

22.1 require any person in the examination room to show by such means as the invigilator may specify and as are appropriate to the circumstances, that the person does not have any unauthorized material in his possession, or that the person is attempting to commit, or has committed, a breach of the examination rules;

22.2 confiscate any material brought into the examination room, which is considered to be unauthorized; the confiscated material, with a statement of the circumstances, shall be handed to the Vice-President (Academic);

22.3 ask any person any question related to the person's behaviour in the examination room;

22.4 require any person, whether a candidate or not, to leave the examination room if in the opinion of the invigilator the person's behaviour is such as to disturb or distract any other candidate.

23. Specific guidelines on the conduct and invigilation of examinations shall be issued and updated by the Registrar. It is the responsibility of invigilators and candidates to ensure adherence to these instructions.

### **Appeals**

24. Students may appeal on certain specified grounds to the Vice-President (Academic) or delegate that a form of assessment to be re-marked. The guidelines for the handling Student Appeals for Changes of Grades should be followed.

### **Candidates Who Have Completed Award Requirements**

25. The Curriculum and Assessment Committee shall provide to the Academic Council a list of those candidates who, by virtue of their academic performance have been deemed to have completed all requirements and so are eligible to receive an award of the University.

### **Breach of Rules**

26. A candidate who breaches any of the provisions of these Rules shall be deemed guilty of misconduct for the purposes of the rules concerning student conduct and shall be liable accordingly.

### **Power to Suspend or Vary Rules**

27. If the President is of the opinion that compliance with any of these rules should be waived in a particular instance, the President may permit such departure from the rule in question as seems necessary or desirable and record his reasons for doing so.

*Made November 1991  
Last amended May 2014*



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