



ELC ACADEMIC GOVERNANCE POLICY FOR PRESESSIONAL COURSES

Version 1.0 (April 2020)

A guide to the academic policies and procedures relating to the Preessional courses.

Directorate of Student Experience & Enhancement

CONTENTS

Section 1 – Purpose	4
Introduction	4
University Policy on Assessment.....	4
English Language Centre Local Practices and Contexts	4
Section 2 – Module and Course Assessment.....	7
Approval of Assessment Methods	7
Preparation of Assessments.....	7
Formative Assessment	7
Summative Assessment	7
Face-to-Face, Online and Blended Assessments.....	8
Feedback on Assessment to Students.....	8
Timing of Assessments.....	9
Archiving of Assessments.....	9
Section 3 – Examinations, Practical Assessments, Coursework and Groupwork	10
Examination Conduct	10
Practical Assessment Conduct	12
Coursework Conduct.....	12
Groupwork Conduct.....	12
Assessment Security	13
Extenuating Circumstances.....	13
Reasonable Adjustments	14
Re-sits and Resubmissions	14
Section 4 - Module Marking & Moderation	15
Assessment Criteria and Grading Rubrics	15
Marking Procedures.....	15
Standardisation of markers.....	16
External Advisors.....	16
Section 5 - Progression, Awards and Failures.....	17
Pre-Sessional Progression	17
Failures.....	19
Section 6 - Appeals and Complaints	19
Appeals Procedure	19
Complaints procedure.....	19
Appendices	21

INTRODUCTION

The English Language Centre (ELC) Academic Governance Policy for Pre-sessional Courses has been written as a statement of the philosophy and principles underlying the ELC's activities in the delivery of our Pre-sessional (PSE) courses. The focus is largely on a range of assessment-related matters but also covers related teaching and learning activities and administrative procedures.

The Policy is intended to inform both staff and students as well as individuals outside the ELC such as external advisors and accrediting reviewers such as BALEAP (British Association of Lecturers of English for Academic Purposes) or the British Council. As such, it has been informed by not only the University of Liverpool Code of Practice on Assessment (CoPA), but also by assessment guidelines from a range of external professional bodies, including QAA, British Council, BALEAP, Cambridge & Trinity language assessment and more.

This Policy applies from the current date through to the end of the 2020/21 Academic Year. It is updated and considered annually at the ELC Board of Studies, with oversight provided by the University's Academic Quality and Standards Committee (AQSC). If alterations or exemptions to procedures outlined in this document are required to respond to unforeseen changes in circumstances and at such a time that it is not possible to await the convening of a full Board of Studies, these alterations and exemptions may be approved by Chair's action.

Should you have any queries about this Policy, please contact:

Lisa Brennan – Lisa.Brennan@liverpool.ac.uk

UNIVERSITY POLICY ON ASSESSMENT

The University of Liverpool has a comprehensive Code of Practice on Assessment which underlies and informs this ELC-specific Policy. Details of the University's CoPA, and all related appendices, can be found online at:

<https://www.liverpool.ac.uk/aqsd/academic-codes-of-practice/code-of-practice-on-assessment/>

The ELC owns a number of credit-bearing modules, which are subject to the UoL CoPA. However, the PSE courses which the ELC runs are not credit-bearing and so do not fall under the remit of the UoL CoPA. These courses are specifically designed to prepare international students for study at a UK university through the medium of English. Many PSE students will hold a conditional offer from their chosen programme, requiring them to satisfactorily pass the PSE assessments.

Due to the unique nature of the Pre-sessional courses, and the high-stakes assessments which students must take, the decision was taken to create a specific Academic Governance Policy for the ELC to supplement and clarify areas where the UoL CoPA does not cover the specific circumstances of the PSE courses.

ENGLISH LANGUAGE CENTRE LOCAL PRACTICES AND CONTEXTS

A brief outline of relevant terms and how they are used within the context of the English Language Centre, and within this document. Related documents and policies will give further details for each, such as the terms of reference or membership lists for various bodies.

English Language Centre (ELC)

The ELC does not sit within an academic faculty, but rather in the Directorate of Student Experience and Enhancement (SEE). Teachers within the ELC are on academic teaching contracts and hold English language teaching qualifications recognised by external accrediting bodies, such as the British Council and BALEAP. The ELC has teaching and learning activity taking place year-round, with our busiest period falling in the summer.

The ELC is responsible for the following **courses** and **modules**:

- In-sessional English support courses,
 - Pre-Sessional English courses,
 - International Summer School modules
 - a small selection of English language related modules.
-

Courses are non-credit-bearing and generally subject only to internal scrutiny, moderation and approval within the ELC, whereas **modules** are credit-bearing and subject to the more formal procedures which apply to all University accredited modules.

Courses will have a Director, Coordinator(s) and teachers. **Modules** will have a module leader, who is often, though not always the teacher and assessor for the module as well. Further details of the specifics of the various courses and modules run by the ELC can be found in an additional document. This Academic Governance Policy focuses specifically on the Pre-sessional Course.

Pre-sessional Course (PSE)

A course specifically designed to prepare international students for study at university level in the UK. Many students who have not obtained the English language level (e.g. IELTS score) required for direct entry to their chosen programme may receive an offer conditional on their passing the PSE course. The PSE course is not credit-bearing, but is benchmarked to the B2 level on the Common European Framework of Reference (CEFR) for language levels. Assessments on the PSE course also function as gate-keeping assessments for entry onto University programmes, to ensure that those students accepted have the level of English required by the specific department or school they wish to study at. Language level is typically tied to the skills of listening, speaking, reading and writing.

The PSE course runs throughout the academic year, with a selection of entry points at which students may join. Minimum language level requirements are set for each entry point, increasing throughout the year, and linked to the language requirements of the student's destination programme. For example, a student requiring an IELTS level of 7.0 for entry to their programme will need an IELTS score of 5.0 with no band below 4.5 to join the 40 week course, or a score of 6.5 with no band below 6.5 to join the 6 week course. Further information on these requirements can be found on the ELC website: <https://www.liverpool.ac.uk/english-language-centre/pre-sessional-english-courses/entry-requirements/>

The entry points are as follows:

- 40 week course (Stage 1) – beginning of academic year
- 30 week course (Stage 2)
- 20 week course (Stage 3) – first set of gate-keeping assessments
- 12 week course (Stage 3.5)
- 10 week course (Stage 4)
- 6 week course (Stage 5) – final set of gate-keeping assessments

The final set of assessment results are provided to the university admissions team and used to determine entry to programmes.

International English Language Testing System (IELTS)

One of the Secure English Language Tests (SELT) approved by the UK government for visa and immigration purposes and the most common reference for language requirements for UK universities.

Board of Studies (BoS)

The ELC BoS meets quarterly, roughly October, January, April, and July. It is the body charged with the ultimate responsibility within the ELC for assuring and enhancing the quality of teaching, learning and assessment for all taught provision delivered by the Centre. The BoS constitutes ELC directors and coordinators, teaching staff, student representatives and invited members from other faculties and departments within the University. The BoS is a forward-looking body, primarily concerned with maintaining and enhancing the teaching, learning and assessment standards of the ELC, maintaining and enhancing the mechanisms allowing the scrutiny of those standards, and with scrutinising and approving action plans for ELC activity, such as the development of new modules, or significant changes to existing assessments.

Course Committee

These consist of the coordinators and teachers on any specific course running (e.g. PSE 20 week) and other invited stakeholders. The course committee will meet at least once per iteration of the course, but may meet more frequently, as determined by its members. The primary function of the course committee is to review the teaching, learning and assessment on that course, and to use data collected to propose action plans or changes to improve or enhance the standards on that course. These will then be taken forward to the next BoS for scrutiny and approval.

Board of Examiners

A Board of Examiners (BoE) will be convened to consider and approve marks from each ELC specific assessment period, usually within one week of the final assessment of the period. Currently, this includes:

- 20 week PSE gatekeeping assessments (June)
- ISS 3 and 6 weeks (August)
- Final PSE gatekeeping assessments (early September)

Additional BoE may be convened as necessary for assessments on other modules and courses. The BoE for PSE assessments will consist of course directors, coordinators, module leads, teaching staff and an external advisor. As the PSE is not credit-bearing, it is exempt from the requirement for an external examiner. However, to ensure that our standards are stringently upheld, the ELC will instead appoint an advisor from outside of the ELC in the capacity of a 'critical friend'.

The BoE will consider marks and progression results for the cohort of students, taking into account any reports or recommendations from the Extenuating Circumstances Committee (ECC) and/or Academic Integrity Committee (AIC) as appropriate. If the BoE is satisfied that the standards have been upheld they should then approve the examiners' recommended marks.

Extenuating Circumstances Committee (ECC)

In the event of any student submitting an extenuating circumstances claim, an ECC meeting will take place before the relevant BoE; usually less than 24 hours in advance. The ECC will consider any extenuating circumstances claims submitted by students in relation to the specific assessments covered by the BoE. It will consist of 2-4 members of ELC staff, and at least one academic external to the ELC; where possible not the same members who will sit on the upcoming BoE. They will consider the claims and evidence submitted by students and make decisions as to whether to uphold the claim. When a claim is upheld, the ECC will then make a recommendation for action to the BoE.

Academic Integrity Committee (AIC)

Similar to the ECC the AIC will also meet if necessary before a BoE, within the same period, and just after the ECC if one is also held. The AIC will usually consist of the same members of staff as the ECC, and will consider any issues of academic misconduct. They will consider evidence submitted, ensure that standards are being applied fairly, and make recommendations for penalties to the BoE.

Both the ECC and AIC will be convened ahead of Boards of Examiners for Pre-sessional courses, as well as for credit-bearing modules, where necessary.

APPROVAL OF ASSESSMENT METHODS

The ELC adopts both formative and summative assessments where appropriate. A range of assessment techniques are used and they aim to allow students the opportunity to demonstrate the achievement of the specified intended learning outcomes (ILOs). The methods adopted aim to be rigorous, reliable and equitable facilitating differentiation between achievement at the threshold and other levels. Despite the short nature of the courses at the ELC, care is taken to ensure that adequate time is provided for students to reflect and act on the feedback given. Efforts are also made not to over-assess the students.

PSE courses are assessed using methods appropriate for the level of study, the subject material, the method of delivery and the intended learning outcomes. There is a formal process through which the form of assessment for each course is agreed and approved in advance, which includes discussion and approval by the Course Committee.

At the ELC we follow the principle of constructive alignment, meaning that each course of study is carefully designed to support the students in achieving the stated ILOs. The assessment methods will also be closely aligned to the content of the course and its ILOs. A key consideration in this is the use of assessment practices which promote, encourage and support effective and active learning on the part of our students.

PREPARATION OF ASSESSMENTS.

The particular questions and tasks set in coursework and examinations each year are agreed through a process of internal scrutiny. Exams, assessments and coursework tasks are written by the assessment team, where they will be scrutinised, checked and piloted where required. Assessments are informed by subject benchmarks and the standards and frameworks of external accrediting bodies where appropriate. Additional checks come through approval by the course coordinator(s) and director, with a meeting of the Course Committee. Proposals for new or substantially changed assessments on the PSE courses must also be presented to the Board of Studies for approval at least 6 months before the proposed assessment is to take place. Where this is not possible, they must be submitted for chair's action.

FORMATIVE ASSESSMENT

Formative assessment is intended to monitor and enhance students' learning. It may take a variety of forms; teachers' verbal comments on class participation, written comments or suggestions on an assignment draft, or a score or grade from a practice test or exam. Formative assessment does not contribute to the overall mark or grade, but students are encouraged to reflect and act upon formative assessment opportunities and feedback to help improve their performance.

SUMMATIVE ASSESSMENT

Summative assessment is intended to consolidate and evaluate students' learning, and contributes to the overall course or module mark. A range of different types of summative assessment is used within the ELC, and is clearly communicated to the students prior to the assessment.

1) Centre examinations

A test or assessment exercise which is timetabled and invigilated locally by the ELC. These may include but are not limited to:

- Written exams / timed essay writing
- Multiple Choice Question tests
- Timed tests of reading and listening language skills, which may include a variety of tasks such as MCQs, note-taking, sequencing, labelling.

2) Assessed coursework

A piece of work or task completed individually outside of formal timetabled sessions. These may include but are not limited to essays, projects and reports.

3) Assessed groupwork

A piece of work or task completed as part of a group or team outside of formal timetabled sessions. These may include but are not limited to essays, projects, reports and presentations.

4) Presentations

These are an important part of the learning process and regularly form part of the assessments at the ELC. Assessed presentations may take the form of either an individual or group presentation, usually to an audience including peers. Under certain circumstances, presentations may be recorded and submitted electronically for assessment.

5) Practical assessments of skills

The form of these assessments will depend on the skills to be assessed. At the ELC the most common are assessments of spoken language skills, which often include interviews and guided group discussions.

FACE-TO-FACE, ONLINE AND BLENDED ASSESSMENTS

For face-to-face courses, assessments are often conducted similarly, with exams taking place on the University campus, face-to-face presentations and interviews with examiners and other students.

Increasingly, assessments are also submitted online, usually through Turnitin, providing an additional layer of back-up for data, ease of marking and moderating for staff, and transparency and ease of access to marks and feedback for students. Where students submit a hard copy of coursework, or take a face-to-face assessment, they may also be required to submit a digital copy of the assignment or related files through the online platform as well.

Assessment on some courses and modules may also be entirely online, with students only required to submit digital files for assessment, and even practical skills assessments and presentations may take place online through University approved conferencing software, such as Microsoft Teams.

Students who attend courses or modules on the University campus will have ample access to University provided computers and internet access to allow them to undertake and submit assessments online as necessary or required.

Students who enrol on a distance learning course or module will be asked to confirm that they have the necessary technology and reliable internet access to allow them to undertake both their daily studies, and their assessments online.

FEEDBACK ON ASSESSMENT TO STUDENTS

The ELC has a number of principles relating to academic feedback with the aim that students are provided with:

- Feedback that is individualised to the student and their work;
- Feedback that is constructive and helps students understand how it relates to assessment criteria; and
- Feedback that is specific and designed to help students see their strengths and areas for improvement.

At times, individual feedback will be supplemented with generic feedback that can be provided more quickly. Generic feedback is given to all students about general performance in a particular assessment.

Feedback on both formative and summative assessments is a crucial part of the learning process. At the ELC, careful consideration is given to the type, frequency and amount of feedback given to students over the duration of a course or module. Students will receive written and oral formative feedback from their teacher, indicating clearly how to improve their performance in a particular task or assessment. In addition, students are regularly encouraged to provide some level of guided peer feedback to each other on tasks or activities, to maximise learning opportunities.

On PSE courses, students have regular tutorial meetings with their teachers. These are frequent opportunities for teachers to provide tailored feedback to individual students, and for students to request feedback on specific areas.

As far as possible, opportunities for feedback are included during the course design. Formative feedback to support learning may be given on in-class activities, drafts and proposals, and on summative assessments. Where mid-course assessments are planned, they are scheduled to allow for students to receive timely feedback before the next or final assessments are due. Whenever assessments are set, students will be told when and how they will receive feedback; usually no later than 5 working days after submission. The purpose of providing feedback will also be explained and students will be informed of who to contact should they want to discuss the feedback they receive.

Teachers on PSE courses are given specific guidance as to the feedback which should be given to students. In many cases, this takes the form of a formalised schedule outlining various pieces of work which should be submitted by students during the course of study, along with the type, amount and focus of the feedback required for each, as well as the dates by which feedback should be returned. This information is disseminated during teacher induction periods, and may also be included in staff handbooks, to ensure that teachers are aware of and follow the same guidelines.

TIMING OF ASSESSMENTS

The scheduling of assessments endeavours to balance the need to provide learning opportunities and feedback to students without unduly increasing the assessment burden. Care is taken to spread assessments out, to avoid all assessments falling in the final week of the course, particularly where there are a number of different assessments, as on the Pre-session course. As these courses are often much shorter and more intensive than typical university modules or programmes, this also allows students multiple opportunities to demonstrate the ILOs. This is particularly important, as the time-scales involved in PSE courses means that there are no re-sit opportunities.

The timing of assessments is determined by the assessment team in collaboration with the course committee as appropriate, and also takes into consideration issues such as the time needed to input results and convene a BoE before the end of the PSE course, teacher and student workloads, and issues of security, including the timed release of questions or topics to prevent students from recording or sharing questions.

ARCHIVING OF ASSESSMENTS

Assessment tasks and papers are archived for at least 5 years after their use. Where tasks or papers are re-used or re-purposed, care is taken to ensure that the same tasks or questions are never used in consecutive years.

Assessed student work, including exam papers, submitted coursework and audio/video recordings of presentations etc. are all archived for at least one year after the student has completed their studies with the ELC. This allows for external advisors and other external accrediting bodies to check and verify our standards and procedures.

Additionally, we may request students' permission to use their anonymised work for teacher training or standardisation, or to develop learning materials for students in the future. When we do so, we use a standard permission form – see Appendix 1.

All archived material is stored securely on the University's server, in a folder with limited access, in accordance with GDPR.

This section sets out the specifics of the various different types of assessment employed by the ELC, and the policies and procedures relating to how each assessment type is conducted. Students will receive similar information in their student handbooks, tailored to the particular assessments they will take, including the learning outcomes to be assessed, the assessment format(s), submission or exam dates, and assessment criteria and/or rubrics as appropriate. This information is normally provided at the beginning of the period of study, with students also encouraged to ask questions of their teachers and/or course coordinators.

EXAMINATION CONDUCT

Examinations are timetabled within the course or module. Students will be provided with all the relevant information, including date, time, location, permitted items, procedure, rules and regulations prior to the exam. This information is usually disseminated in multiple formats, including: detailed briefings or handouts given to students in class, Q&A sessions with teacher, practice test(s) to familiarise students with procedures, information on exam conduct in student handbook, and on cover page of exam papers. Appendix 2 is a copy of ELC exam rules which are included in student handbooks and/or assessment handbooks for all courses making use of this type of assessment.

Written exams typically take place in a classroom or lecture theatre on the University campus under normal University examination conditions. (See Section 7 and Appendix D of the UoL CoPA). Students must arrive to the specified location on their timetable in good time, bringing with them their Student ID card and only those items requested or permitted; e.g. clear water bottle, clear pencil case containing pens & pencils. Any unauthorised items must be submitted to the exam invigilator for safekeeping during the exam.

Exams are usually invigilated by one member of staff in the case of small groups (< 20), or by at least two staff members for larger groups. Invigilators will be given clear detailed instructions by the assessment team and/or coordinator on their duties and relevant policies and procedures. Invigilators are required to pay close attention to the conduct of examinees, and are not permitted to undertake any other work or activity such as marking, reading or using a smartphone during the exam. Students may not take any notes or papers from the exam hall. Exam scripts and notes will be collected by the invigilators and retained by the ELC.

During assessment periods, there will always be a member of staff on call for issues and queries, and if needed to allow individual invigilators to take comfort breaks. These Assessment Leads will be course coordinators / directors, and/or members of the assessment team. Teachers/invigilators will be briefed as to how to contact them as needed, e.g. by phone or Teams chat. The decision as to whether to permit late-arriving students to enter the exam room will depend on the type of exam and be arrived at jointly between the invigilator(s) and the available Assessment Lead on the day.

General guidance for late arrivals and early finishers:

- No late arrivals or early departures should be permitted in listening examinations, due to disruption for other candidates.
- Spoken interviews or presentations can be delayed for up to 5 minutes at the examiner's discretion, as long as this will not prevent them from adhering to ongoing time slots for other candidates. For students whose lateness was due to unforeseen circumstances or IT issues (for online assessments) the assessment team will endeavour to reschedule to a later slot within the same 24 hour period, with some questions or topics reserved for such issues.
- Reading, writing and MCQ tests or exams: Students may be permitted to enter up to 15 minutes late, but will not be given any additional time in the exam. Early finishers may leave before the last 15 minutes of the exam, provided they have completed the exam to the best of their ability and handed in all exam materials/papers/notes to the invigilator.

Attendance to an examination is taken as a declaration that a student is 'fit to sit'; that is, by presenting themselves for the examination, the student is agreeing that they are well and able to undertake the assessment. The ELC will not accept any declarations after an examination that the student was unwell, or unfit to take the exam. Any student taken ill before the examination should contact the ELC / their tutor as soon as possible to let them know, and will need to complete an extenuating circumstances form, providing documentary evidence of their illness.

Sudden illness

In the unlikely event of a student being suddenly taken ill during an examination, they should notify the invigilator(s) immediately. They will usually need to leave the exam for their own health and safety, and to minimise disruption for other candidates. A student who has to leave an exam before finishing due to sudden illness, must leave the exam paper and other materials behind. The invigilator will note the incident on their exam paper. The student will be contacted by a member of the assessment team, usually within 24 hours, to check on their well-being and to arrange for an alternative assessment as soon as possible.

Where feasible, the student will be offered an alternative exam, consisting of a new/different question or topic, or using resit options from previous years' assessments. If these alternative assessments would fall beyond the end of the course or module, mid-stage exam/assessment scores for that module/skill will be used to calculate the final score.

Suspected cheating in an exam

The invigilator notes the potential issue along with candidate number/seat number and time. Where a second invigilator is available both should attempt to observe the suspicious behaviour.

If both invigilators are satisfied that there seems to be a case of suspected cheating, they should both note it as above. In the case of suspected cheating with one student in possession of unauthorised material, e.g. smartphone/watch, notes, the main invigilator should then ask the student to accompany them outside the venue, taking with them everything from the student's desk, including coat, bag and anything on the floor nearby. If possible, another invigilator should also accompany them.

The main invigilator then informs the student what was observed, and that it will be reported to the BoE. The student is asked to cooperate and informed that refusal to do so will also be reported to the BoE. The main invigilator can ask the student to hand over any material they were observed using, including asking them to turn out their pockets, or roll up their sleeves. Photographic evidence should be taken if possible, but only with the student's consent. The main invigilator should also check the items removed from the student's desk for unauthorised material. Any such material found, or handed over by the student, should be kept as evidence by the main invigilator. The student can request its return from the BoE after its submission as evidence. Once this interview is complete, whether or not the student cooperates, they can be permitted to return to complete the exam. The invigilator should mark their exam script to note the point the student was spoken to about suspected cheating. The student will not be allowed any extra time as a result of this investigation.

The invigilator should write a report, detailing the incident, for submission to the BoE. If they are satisfied that the student provided a valid explanation or evidence to show they were not cheating during the interview, they should note that in their report, and the BoE should take into consideration that the student, if innocent of cheating, was disturbed during the examination.

If two invigilators have not clearly been able to observe cheating, a student should not be removed from the exam room. At the end of the examination, if the second invigilator has not been able to observe cheating, but is satisfied that the student is behaving suspiciously, the invigilators may ask the student to remain behind at the end of the exam to discuss what was observed, and follow up as above. If there is not enough evidence to challenge a student during or at the end of the examination, but the invigilator believes there was suspicious behaviour, they should note this on the student's exam sheet and submit a written report detailing what was observed. This may be the best course of action in the case of suspected cheating/ collusion between a number of students, where it is difficult to determine the level of involvement.

When the exam papers are marked, the markers will identify any additional evidence of cheating/copying between students to flag up. If the invigilators' reports are substantiated, the student may be asked to attend a meeting, prior to the Academic Integrity Committee, with at least two members of senior ELC staff and asked to account for their behaviour. If all the members of staff involved, from the invigilators and markers to the coordinators and directors, are satisfied that the student committed a deliberate act of cheating, then a report will be submitted by the AIC to the BoE along with any evidence collected. The BoE, if they uphold the judgement, will have the power to apply the agreed penalty; normally a mark of 0% for the affected exam.

PRACTICAL ASSESSMENT CONDUCT

Practical assessments, such as interviews and guided discussions, will usually take place in a suitable location on the University campus. In some circumstances, they may also be conducted online through a video-conferencing platform, such as Microsoft Teams. In either case, they will also be timetabled, and students informed in advance.

Students must have their Student ID card, or other photo ID if permitted, ready to present to the examiner / interlocutor. If the assessment is taking place online they will also be asked to confirm that there is no one else in the room, that they are not recording the assessment on their end, and that they are not receiving any help from another source. As for formal examinations, the 'fit to sit' policy applies to practical skills assessments also.

Practical assessments will be recorded wherever practicable for marking and moderation purposes. There will usually be either one or two examiners per assessment. Where only one examiner, they will act as both interlocutor and first examiner. Where two examiners, the interlocutor will be the second examiner. It is generally not possible for all students in a module or course to undertake a practical assessment simultaneously. For this reason, a pool of tasks, texts, questions or prompts are developed, of equivalent status to prevent any student gaining an unfair advantage. The schedule of their use throughout the assessment period will be released to the examiners, and assessment time slots will be strictly adhered to. Students who arrive late to their assessment may be allocated an alternate slot at a later time, and a reserve question or task from the pool. This provision will be at the discretion of the examiner and course coordinator or module leader jointly.

COURSEWORK CONDUCT

Students are required to submit assessed coursework (formative and summative) by the deadline set. Submission deadlines are chosen carefully to allow students enough time to complete the coursework following reasonable time-management strategies, and for the work to be marked and feedback given before the next assessment is due, or by the end of the course or module.

Late submission of coursework may be permitted, unless it would allow the student to benefit from feedback given to other students. If late submissions are allowed, the following standards are usually applied:

- 5% of the total marks available for the assessment will be deducted from the assessment mark for each 24 hour period following the submission deadline, up to a maximum of 120 hours.
- Work assessed below the pass mark will not be penalised for late submission of up to 120 hours.
- Coursework submitted more than 120 hours after the submission deadline will receive a mark of zero.
- Students may request exemption from late penalties for any coursework that has the opportunity for late submission using the Extenuating Circumstances Form, which must be submitted before the original deadline. Exemption from late penalties may be granted, but only up to the point when feedback to other students would benefit the late-submitting student.

Whether students submit coursework electronically or by hard copy, they **must** complete a Declaration of Academic Integrity, confirming that they are aware of and understand the Academic Integrity Policy, and that they have acted honestly, without plagiarism, collusion or other unethical behaviour. All work submitted by students must be their own work. It is strictly prohibited to pay or ask another person or service to write or create essays, projects or any other type of assessed work. For more information, see the Academic Integrity Policy.

GROUPWORK CONDUCT

The same submission and academic integrity rules apply to the submission of groupwork as to individual coursework. It should be made clear to the students that officially sanctioned groupwork for assessment does not fall under the definition of collusion.

Students will be provided with clear detailed information about any assigned groupwork assessments during their course or module, including:

- How students will be assigned to groups and whether/how they can request a change
- General assessment information such as assignment rubric and assessment criteria, contribution of the group assignment to the overall mark, due date and submission details.
- How the assessment will be marked (anonymously or not, and why), moderated, and feedback given
- Students' responsibilities as part of the group, and what support and procedures are in place if there are issues

For further information and guidance, see Appendix G of the UoL CoPA.

ASSESSMENT SECURITY

Every effort is made to ensure the security of assessment. Students must present their University student ID card (or other photographic ID where permitted) for identification at exams, presentations and practical assessments. Assessment will be anonymous, with students only identified by their student number, wherever feasible. Assessment questions, tasks and texts are stored in an encrypted folder on the University database, with limited access among staff. The release of assessments is strictly timed and controlled as far as possible to prevent any unauthorised sharing or dissemination to students. Examiners and invigilators are given guidance and training to ensure they are fully competent to conduct the assessments.

EXTENUATING CIRCUMSTANCES

The English Language Centre's approach to Extenuating Circumstances in Relation to Assessments and Examinations is based on the University's guidelines which can be found here: https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_M_cop_assess.pdf For the PSE courses, the procedures and guidelines laid out in this Academic Governance Policy will be followed in the first instance. In the event of a situation arising in relation to extenuating circumstances on the PSE courses that is not covered within this document, the UoL guidelines will be followed. The ELC Extenuating Circumstances Committee (ECC) consists of between two and four members of ELC staff; usually including a member of staff with student welfare responsibility and the course coordinator.

Absence from examination / submission of assessment

A student who is unable to attend an exam or submit an assignment by the deadline **MUST** inform the Course Coordinator or Module Leader who will provide assistance or advice on applying for extenuating circumstances. The forms are available online. Students should send their extenuating circumstances application form to elcstudentadmin@liverpool.ac.uk **before** the examination or assessment deadline in order for the application to be considered by the Extenuating Circumstances Committee.

For extenuating circumstances to be considered, students are required to submit evidence of 'good cause' such as a medical note. In line with wider University policy, it is not possible for students to self-certify sickness absence from assessments.

Extenuating Circumstances may include:

- Illness affecting the student.
- Bereavement.
- Serious illness affecting a close family member.
- Unforeseeable or unpreventable events.

The following are examples of issues/events which **will not** be regarded as extenuating circumstances:

- Failure to attend an exam / submit an assessment due to misreading the instructions.
- Events such as holidays and weddings.
- Attending an external exam such as IELTS.
- Inadequate planning and time management.
- Any event that could reasonably have been expected or anticipated such as sporting events, pressures from paid employment, or other study commitments.

If the ECC judges that the absence or non-submission is authorised, then arrangements will be made for a later or alternative assessment within the assessment period for the module or course (including deadline extension where judged appropriate). If this is not feasible, the marks from one assessment can represent the mark for the skill or module overall. The recommendations will be passed to the relevant BoE for approval.

Performance in examinations / assessed work

The ELC operates a 'fit-to-sit' policy, meaning that if a student attends an exam or submits an assessed piece of work on the required day, that is taken as a declaration that they are fit to be assessed. All work is marked on merit and existing problems that were not notified to the course coordinator or module leader **before** the exam or assessment are normally not taken into account.

If a student's performance in an exam or assignment is unexpectedly affected by illness or other unforeseen events **during** an assessment, this could be considered Extenuating Circumstances.

However, in exceptional circumstances, where the ECC judges that it was not feasible for a student to apply before the deadline or examination, the Committee will consider requests for extenuating circumstances without the student informing the ELC in advance.

The deadline for the submission of extenuating circumstances claims is 24 hours after the end of the final assessment of the course the student is taking.

REASONABLE ADJUSTMENTS

Students with an ongoing medical condition or a disability that may affect their ability to study or their performance in assessments, are advised to notify their teacher and/or course coordinator or module leader as soon as possible. They may also contact the Disability Support Team directly disteam@liverpool.ac.uk so that the appropriate support can be put in place.

More information about support available to international disabled students is available here:

<http://www.liverpool.ac.uk/studentssupport/disability/internationaldisabledstudents/>

RE-SITS AND RESUBMISSIONS

For the majority of PSE courses, the timeframes involved are such that it is not possible to provide opportunities to re-sit or resubmit assessment. Students will be clearly informed at the start of their studies whether or not there is the possibility to re-sit or resubmit work in the event of either extenuating circumstances or failure. On the PSE course, gate-keeping assessments determine progression to the next phase of study, or onto University courses or programmes, usually within one or two weeks of final assessments.

To compensate for this, ELC courses typically offer at least two opportunities for assessment in each module, strand or skill. Should a student miss the earlier of the assessments this allows time for the assessment to be rescheduled to a later date within that period. Where a student misses the final assessment, if their extenuating circumstances claim is upheld, the ECC may recommend that the mark from the earlier assessment is scaled to represent the overall mark for that module or skill. The ELC also takes extra precautions to identify and support students who may be at risk of failing to ameliorate the lack of re-sit/resubmission opportunity. These measures include: tracking attendance and following up with habitually absent students, regular tutorials, support meetings with course coordinator if necessary, and individual learning plans for additional support.

The ELC takes the marking and moderation of our Pre-sessional assessments very seriously. This section outlines the procedures and standards followed to ensure our assessments are both rigorous and fair, maintaining academic standards and judging student performance against those standards and subject benchmarks.

ASSESSMENT CRITERIA AND GRADING RUBRICS

Assessment tasks are clearly defined and related to the intended learning outcomes. For each individual assessment, the following are clearly defined:

- Purpose of the assessment
- Marking criteria
- Qualitative marking descriptors
- Proportion of total marks
- Whether failure in one assessment may be compensated by higher marks in other components
- Any penalties for failing to meet or exceeding the word count
- Expectations of what is necessary to pass at the threshold and obtain higher marks

Marking schemes and model answers are provided where appropriate, to staff only, or in some instances to both staff and students. Subject benchmarks are also used where relevant, particular in respect of language levels, where the Common European Framework of Reference (CEFR) is directly linked to marks and informs the assessment criteria.

MARKING PROCEDURES

Where possible, marking will be anonymous, with students identified only by their student number. If anonymous marking is not possible, a clear rationale should be provided for this in the assessment information. Common reasons include the use of presentations or interviews as a mode of assessment, or a requirement for the teacher who gave feedback on a draft assignment to also mark the final submission.

For every assessment there must be one or more internal examiners/markers appointed from the academic team. Where there are two markers, the first marker has responsibility for the marking as a whole. These examiners are responsible for the marking of the assessment in relation to the specified criteria, marking scheme, descriptors and marks scale. A member of the ELC Assessment Team is responsible along with the course coordinators/ directors for the assessment as a whole.

Moderation

Moderation, the examination of selected pieces of work from an assessment task, takes place to verify the level and consistency of the marking. Suitably qualified academic staff, course or module coordinators, leaders, convenors, assessment team member or their equivalent and/or ELC academic directors can all act as moderators. Moderation of the marking of the internal examiner(s) is undertaken according to the following rules:

- Any assessment component which contributes to 20% or more to the overall module mark must be moderated.
- Where the number of students is less than or equal to 149, at least 25% of all assessment items should be moderated.
- When student numbers are 150-299, at least 15% of assessment items should be moderated.
- When student numbers exceed 300, at least 10% of assessment items should be moderated.
- When there are fewer than 40 items, a minimum of 10 items should be moderated covering the range of achievement, especially at borderlines.

When there are two examiners for an assessment task, each may mark half the assessment tasks and moderate the other half.

If moderation indicates inconsistent marking, all items should be remarked. If the level of marks was incorrect or inappropriate, the marks should be scaled accordingly. In cases where an external advisor is in post s/he should confirm that s/he was satisfied with the moderation procedures and agree with any consequent scaling of the marks. The scaling of marks should be highlighted at the BoE, who also must be satisfied with the moderation procedures.

Double marking

Double marking means that in addition to the first marker, another member of staff independently marks the student's work. Assessments are double marked where feasible and appropriate, and this is common practice within the ELC. Assessment tasks which are double marked do not need to be moderated. Procedures are in place for determining the mark in the event of disagreement between two markers.

Checking of computation of marks

Individual pairs of markers are responsible for the accurate recording of marks. When marks are stored electronically, appropriate back-up copies are stored in accordance with GDPR. The majority of ELC assessments will be submitted, marked and returned online through Turnitin. Scores on Turnitin are then exported into a pre-weighted spreadsheet, before finally being entered onto Spider. Any failing marks on the spreadsheet will be checked for data-entry errors, including confirmation with the first marker. If a failing mark is confirmed, the assessment will be triple-marked.

Procedures for the identification and investigation of unusual patterns of the distribution of marks

Course coordinators are responsible for identifying unusual patterns of distribution such as particularly low/high pass rate. The identification of such patterns will occur during post-test analysis. This analysis will be conducted by members of the assessment team and/or course committee and will take place prior to the BoE to allow the results of the post-test analysis to be submitted as a brief report to the BoE, highlighting any unusual patterns and making any necessary recommendations as to the method of mark scaling.

Requests for re-marking

The ELC follows the defined procedure for double marking and moderation as set out above. Assessed work will not be re-marked at students' request. This will only be done if the ELC is instructed to do so by the University following a formal appeal. (See Section 6 – Appeals and Complaints for further details). Students may only lodge an appeal in specific circumstances; it is not an opportunity to negotiate their mark.

STANDARDISATION OF MARKERS

On any course or module where more than one internal examiner is assigned to an assessment, it is necessary for the examiners to standardise their application of the assessment criteria to ensure that students' work is being assessed fairly. This usually consists of the use of some samples of student work to which each marker applies the criteria individually, before comparing their marks with other markers, and against the agreed standards. Where discrepancies are noted, markers are encouraged to discuss their differences and to adjust their application of the criteria accordingly. Standardisation of markers takes place at least once a year for each different assessment requiring the application of assessment criteria. The responsibility for the standardisation of markers / examiners lies with the assessment team and the course coordinators jointly.

EXTERNAL ADVISORS

Currently, there is no requirement for the PSE courses to have an external examiner or an external advisor. However, the ELC appreciates the value of an impartial perspective on teaching, learning and assessment, and so seeks to recruit an academic outside the ELC in the role of a 'critical friend' or advisor where feasible. This person would generally fulfil a very similar role to an external examiner, although the recruitment regulations would be less stringent; for example, an academic advisor may come from another department within The University of Liverpool, or from XJTLU, which would not be appropriate for an external examiner.

The role of the external advisor is to ensure comparability of the University's standards with those in peer institutions and national benchmarks. It is not to contribute to the assessment of individual students. If an external advisor cannot endorse the marks given to assessed work within a sample, they may request or suggest:

- Additional marking of all the student work within the group;
- Additional marking of an element of the assessed work of all students within the group; or
- Adjustment of the marks for all students within the group.

In this way, the external advisor has oversight of the whole cohort of marks, rather than those of individual students. However, in exceptional circumstances, an external advisor may be permitted to determine an individual mark where they have been specifically invited to adjudicate between markers.

This section explains the procedures involved in considering and approving marks, deciding and applying any additional measures, and communicating results to students.

PRE-SESSIONAL PROGRESSION

There are two main points of gate-keeping assessment on the PSE course which determine student progression. Students who have entered the PSE at the 40 week, 30 week and 20 week entry points will all sit the same assessments (In-Year PSE Assessment) during the 20 week course to determine if they may progress to the final stages of the course. Students with a higher initial level of English may enter the PSE course in the later stages without passing through this first gate-keeping assessment, but all PSE students will take the final assessments (End-of-Year PSE Assessment) during the last weeks of the summer course (August/September). These final assessments serve a dual role. One is to ensure that all progression outcomes are compliant with the requirements of UKVI Tier 4 Premium Sponsor status. The second is to provide sufficient information to the University's admissions team to allow them to determine that the students' language proficiency is equivalent to the direct-entry requirements for their chosen programmes.

In-Year Progress Review Meetings

Students on the 40 and 30 week course (Stage 1 & 2) who are a concern in terms of progress are flagged with the coordinator and Individual Learning Plans are drawn up and agreed with the students as a form of support plan. Students meet with the coordinator usually every two weeks to discuss additional work completed. For students who fail to meet the 50% pass mark in their end-of-stage assessments, Progress Review Meetings are held with the PSE Coordinator and/or the PSE Director at the end of each stage. Notes are taken during these meetings and emailed to the student for confirmation.

In-Year Assessment and Progression

PSE Stage 3 (20 week course) contains assessments in all four language skills, which serve as gate-keeping assessments to determine students' readiness to progress to the summer PSE (Stages 4 and 5, 10 and 6 week courses). Marks are finalised on the assessment spreadsheet in the final week of Stage 3. Reports are written by tutors containing a breakdown of marks and feedback for each student. These reports are then checked by the course coordinators. Students are provided with their marks and reports in the final tutorial with their teacher on the penultimate or last day of the stage. Any students who are absent will be sent their marks and reports via email. The BoE receive recommendations from the Extenuating Circumstances Committee and Academic Integrity Committee as applicable. All results are sent to the BoE by the Data & Systems Team. Students are anonymised and identified by student number only.

Assessment Suites with full percentage reporting

For these assessments, a percentage score is attached to each individual language skill assessment. Students who achieve an overall score of 50% or higher pass and proceed to the final 10-week course. Students who achieve less than 50% in one or more assessments are considered at BoE.

Those who achieve less than 50% in **one** assessment can proceed if

- Overall score was higher than 55%
- And, the one failed score was within the tolerance range of 4% i.e., 46 – 49%

Students taking the In-Year PSE Assessment **cannot** proceed to the final stages of the PSE if:

- Two or more assessments are below 46%
- The score for one assessment is below 40%

Assessment Suites including Pass/Fail grading

Within these suites of assessment, one or more assessments provide a pass/fail score, while others may yield a percentage score. A maximum of half (usually 2 out of 4) of the assessments may be scored as pass/fail.

Students who achieve an overall score of 50% or more in percentage-based assessments, and a pass for pass/fail assessments, pass and proceed to the final PSE stages. Students who achieve less than 50% or a fail in any of the assessments are considered at the BoE.

Those who achieve less than 50% in one assessment can proceed if

- All other assessments are 'pass' or a score of more than 50%
- And the one failed score was within the tolerance range of 4% (46-49%)

Those who receive a 'fail' in one assessment can proceed if

- All other assessments are 'pass' or a score of more than 50%
- And the average score for any percentage-based results is higher than 55%

Students taking the In-Year PSE Assessment **cannot** proceed to the final stages of the PSE if:

- Two or more assessments are below 50% or a fail

Students who do not pass the In-Year Assessment will be offered a meeting with the PSE coordinator/director to discuss alternatives, including withdrawal from the PSE. Where necessary, students will also be referred to the International Advice and Guidance team: <https://www.liverpool.ac.uk/studentssupport/international/>

End-of-Year Assessment and Progression

Marks are finalised on the assessment spreadsheet in the final week of Stage 5. Reports are written by tutors and checked by the course coordinators. On the penultimate day of the course, the ELC sends pass and fail results to the University Admissions Team. On the same day, the BoE will meet to consider borderline fails and receive advice and recommendations from the Extenuating Circumstances Committee and Academic Integrity Committee as applicable. All results are sent to the BoE by the Data & Systems Team. Students are anonymised and identified by student number only.

End of Pre-sessional Results Process (ELC → Admissions)

Thursday – Penultimate day of PSE course	<ul style="list-style-type: none"> • ELC enter all marks into SPIDER by 12 midday. • Confirmation of PASS & PROCEED sent to Admissions by 3pm. • Confirmation of all FAILS sent to Admissions by 3pm. • PSE BoE 3:30-5:00pm to consider all remaining results.
Friday – Final day of PSE course	<ul style="list-style-type: none"> • Confirmation of DECISIONS from BoE (Accept; Reject but offer alternative; Reject) sent to Admissions by 10am. • Admissions process results.
Monday – Wednesday after end of PSE course	<ul style="list-style-type: none"> • Admissions process results. • UG/PGT students advised they will have received outcome by Thursday. • Students holding PhD offers will be contacted directly by their department.
Thursday after end of PSE course	<ul style="list-style-type: none"> • All UG/PGT offer outcomes released 9am-12pm. • ELC send PSE marks to students (from elc@liverpool.ac.uk) at 12pm. • Students advised of IAG/ELC drop-in on Thursday and Friday if needed.

To progress onto their chosen programme of study, students must meet both the UKVI Language requirements by passing all PSE assessment areas with a minimum score of 40%. Additionally, they must also meet the specific requirements of their intended department and programme, which are usually higher than the minimum.

UKVI English Language requirements

A score of 40% on the **end-of-year** pre-sessional assessments equates to the CEFR low B2 (B2-) level. In order to meet the UKVI English language requirements for a Tier 4 visa, **students must score 40% or more on all pre-sessional sub-tests** (reading, writing, speaking and listening), although entry requirements for their chosen academic degree might be much

higher than 40%. Students will have received information from their intended department about the conditions of their offer.

If a student does not score 40% on all the pre-sessional subskills then they will not be able to progress to their academic course and will have to return home unless they are able to sit an English language exam and get the scores needed for direct entry onto the academic course.

University of Liverpool's English Language requirements

Full details of the University of Liverpool's English Language requirements can be found here:

<https://www.liverpool.ac.uk/study/international/apply/english-language/>

Corresponding Pre-sessional marks shown below.

Academic Programmes Entry requirements	CEFR score	Overall Pre-sessional Score (%)
Overall 6.0, nsl 5.5. (UG)	B2 -	40-49
Overall 6.5, nsl 5.5	B2	50-59
Overall 6.5, nsl 6.0	B2	
Overall 6.5, nsl 6.5 (or specific skills at 6.5)	B2 +	60-69
Overall 7.0	C1 -	70-79
Overall 7.5	C1	80-89

FAILURES

In most instances, Pre-sessional courses provided by the ELC cannot offer the possibility for students to re-sit or resubmit an assessment, due to time constraints and other practical issues. The ELC makes every effort to compensate for this through a variety of means, including:

- Regular tutorials / frequent office hours
- Spreading assessments throughout the course or module to balance the assessment load
- Small class sizes allowing for direct support and frequent, clear formative feedback from teachers
- Monitoring of student progress
- Development of Individual Learning Plans (ILPs) and additional support for students identified as at risk of failing

Students who do fail the course are informed as soon as possible, and provided with appropriate support and guidance, such as visa advice from IAG or meeting with course coordinators to discuss alternative paths.

SECTION 6 - APPEALS AND COMPLAINTS

APPEALS PROCEDURE

The University has procedures for students to appeal about their assessment marks. **However, this does NOT mean that students are able to appeal against the academic judgement of their work.**

A student can appeal if they think there was a problem with the way the examination or assessment was carried out (e.g. a printing error in the examination) or if they believe the ELC has not made the correct decision in a case of Academic Misconduct, or Extenuating Circumstances. Appeals should be directed in the first instance to the ELC Director.

Read more about the University's policies on appeals here:

<https://www.liverpool.ac.uk/student-administration/student-administration-centre/policies-procedures/appeals-section1/>

COMPLAINTS PROCEDURE

The ELC is committed to listening and being responsive to student views and needs. Students have the right to lodge a complaint if they feel that their legitimate expectations are not being met. Complaints should initially be raised as near as possible to where the issue occurred, so students are advised to bring any problems or questions to the relevant person. They are provided with a helpful guide of contacts, outlining who they should approach first in the event of any issues with various areas, such as course material, accommodation, or visas.

- Refer to the **ELC Suggestions, Compliments and Complaints** document available on the ELC website: https://www.liverpool.ac.uk/media/livacuk/english-language-centre/faqs/ELC,Suggestions,compliments,and,complaints_Feb2020.pdf and from ELC Reception on the ground floor of 1-7 Abercromby. This document provides a summary of the University of Liverpool Complaints Policy and Procedure, <https://www.liverpool.ac.uk/media/livacuk/student-administration/student-administration-centre/documents/Student,Complaints,Policy,and,Procedure,May,2016.pdf> which the ELC will always follow.
- For issues and complaints relating to assessment on an ELC course or module, students are encouraged to raise the issue initially with their teacher or tutor. In many instances the teacher can help to resolve the issue, but if not the student can make an appointment to see the Course Coordinator or Course Director. If they cannot resolve the student's complaint they will refer it to the Course Director or to the ELC Director.
- In the event that a teacher or other member of staff feels the need to complain or register concern about any issues they are encouraged to do so. Again, issues should initially be raised locally in the first instance, so a member of staff with a concern relating to assessment should normally begin by making contact with a member of the assessment team or the course coordinator / module leader. It is generally recommended as good collegial practice to discuss any concerns directly and informally with the person(s) concerned where possible. If the matter is not satisfactorily resolved through dialogue, the member of staff may then escalate the complaint, following the normal procedures and chain of command outlined in the ELC Staff Handbook, and University policies.

Appendix 1

ELC STUDENT PERMISSION FORM

Many students taking courses at the English Language Centre (ELC) are required to produce oral and written work and take formal assessments to enable teachers to provide feedback and evaluate student progress. We also ask students to give us feedback on our services and the quality of teaching by completing online questionnaires.

USE OF YOUR WORDS [OPTIONAL CONSENT]

For the purposes of teaching, training and research, the University may wish to use your words or some short quotes from your work, assessment or feedback. Such uses may include:

- Using your words to help future teachers understand and use our assessment criteria
- Using your words to help future students understand the requirements of an assessment task by showing examples and/or paragraphs
- Using your words as part of in-house action research and/or teacher development sessions, or external conference papers

Your name and personal examples *will not* be used and anonymity will be guaranteed.

Your words *will not* be used while you are a student on the course.

Please tick the statement that applies. You can change your decision at any time by notifying your Course Coordinator.

I agree to my words being used for teaching, training and research purposes.

I don't agree to my words being used for teaching, training and research purposes.

Name: _____ Student Number: _____

Signature: _____ Date: _____

Appendix 2

EXAMINATION CONDUCT INFORMATION FOR STUDENTS

During the Pre-sessional Course, you will be assessed by a combination of examinations and coursework. An example of coursework is an essay/report that you work on at home before handing in to your tutor.

It is very important for you to be aware that the University of Liverpool, like all universities, has strict rules and guidelines about **Examination Behaviour**.

The English Language Centre has its own guidelines for examination behaviour, which are based on those of the University:

- You **MUST** attend all exams unless prevented by illness or other extenuating circumstances
- You **MUST** arrive in good time for the exam (at least 10 minutes before). You may not be allowed to take the exam if you arrive late.
If you arrive late and are allowed to enter the exam, you **WILL NOT** be allowed extra time.
- You **MUST** enter an exam room in silence and put any bags and coats where you are asked to
- You **MUST** switch off any mobile phone, smart watch or similar electronic data storage or communication devices and leave them in your bag.

- You **MUST NOT** have any unauthorised material with you at your exam desk or on your person whilst under examination conditions, including books, manuscripts, calculator cases, or a mobile phone or any other electronic data storage device.
- You **MAY** take into an exam room any pens, pencils, erasers, rulers, pencil sharpeners. However, these **MUST** be placed in a clear plastic bag. You **MUST NOT** bring in any pencil case or box for these items
- You **MUST NOT** disturb other candidates.
- You **MUST** follow any instructions given by an invigilator
- You **MUST NOT** communicate with any other candidate in an exam room
- You **MUST NOT** impersonate another exam candidate or allow yourself to be impersonated.
- You **MUST NOT** leave the exam room until your exam answer book has been collected and **MUST NOT** take out of the exam room any other item provided unless you are allowed to do so.
- You **SHOULD** write clearly.
- If you have a disability and need adjustments made to your exam arrangements, you **SHOULD** speak to the ELC's Social and Welfare Officer as soon as possible during the course.
- You **MAY** take into an exam room a clear plastic bottle of water. You **MUST NOT** bring in any other type of bottle and no other drink or food, unless you have a declared medical condition and have been given permission to do so.

In Brief:

Exams on the pre-sessional courses are official University exams. Failure to follow exam guidelines may result in your receiving a score of 0% for that exam.