# Academic Quality Framework

# Chapter 7 Academic Regulations for Taught Awards Part C: Assessment Regulations

**CONTENTS**

## 7.24 INTRODUCTION

This section provides information on the regulations, policies and procedures relating to assessment, along with guidance on the design and use of assessment methods and tools.

The College recognises that assessment practice and process must be robust and conform to internal and national expectations, ensuring confidence on the reliability, validity and authenticity of marking. There is no generally agreed definition of assessment. The UK Quality Code Theme: Assessment defines it as:

> *"…it determines whether each student has achieved their course's learning outcomes and allows the awarding body to ensure that appropriate standards are being applied rigorously."*

The College identifies the purpose of assessment as follows:

- To objectively measure student's achievements against the learning outcomes of the course and programme (summative assessment)

- To assist student learning by providing developmental feedback on performance (formative assessment)

- To provide a reliable and consistent basis for the PAB to determine the progression of, and conferment of awards to students

Assessment is an integral part of the College's approach to facilitating student learning. It prepares students for a life of study and is part of a progressive process by which students learn to develop their criticality and their ability to analyse and take responsibility for their own work.

## 7.25 ASSESSMENT STRATEGIES

When assessing learning, the College is primarily concerned with supporting and assessing the achievement of programme learning outcomes and progression towards those outcomes. Course outcomes should clearly contribute to the achievement of those at the programme Level.

Assessment strategies should:

- Be coherent and developmental across the programme, supporting learner development and enabling students to achieve their potential

- Strike a balance between low-risk formative assessment and high-risk summative assessment

- Enable students to experience a wide range of increasingly complex assessment activities designed to support the development of their wider attributes and skills

## 7.26 ASSESSMENT STANDARDS

Assessment practices and procedures must be robust and conform to internal and national expectations and standards, thereby ensuring confidence in the reliability, validity and authenticity of marking.

Assessment criteria should be clearly specified, aligned to the level/phase of the course, and used as the basis for marking.

## 7.27 ASSESSMENT TASKS

Assessment tasks should relate to the learning outcomes of the course and support the overarching assessment strategy. Assessment practices should be inclusive and equitable; the methods, tasks and processes should not advantage or disadvantage any group or individual; and assessment task design should support academic integrity and minimise opportunities for plagiarism and contract cheating.

## 7.28 ENGAGING STUDENTS IN THE ASSESSMENT PROCESS

Students should be supported in developing an understanding of expectations through detailed Assessment Briefs and active engagement with the assessment process and criteria.

Assessment tasks should enable student self-regulation and reflection, giving students the confidence and skills to use the variety of feedback available to them to monitor and regulate their performance.

Realistic and balanced assessment workloads should spread the assessment loading and ensure adequate time for associated learning.

## 7.29 REVIEWING AND EVALUATING ASSESSMENT

Assessment is a collegiate activity, which necessitates Faculties discussing and agreeing assessment expectations and sharing experiences.

As part of the College's quality assurance and enhancement procedures, a review of the effectiveness of the assessments used to measure student learning is undertaken at assessment and course level. This is considered by Faculties and the Course Assessment Board (CAB) during meetings. In addition, External Examiners are required, as part of their annual report, to comment upon the effectiveness of assessment procedures and how academic standards have been maintained.

## 7.30 TYPES OF ASSESSMENT

In general, the College seeks to follow a mixed method of assessment appropriate to the nature of the individual courses.

Assessment at the College is divided into two categories: formative assessment and summative assessment.

### 7.30.1 Formative

All programmes are required to have effective mechanisms in place to ensure that students receive feedback that enables them to continuously improve their academic performance, knowledge and skills.

The College emphasises the value of early formative assessment to promote both the development of skills and engagement with programme material.

Participating in formative assessment is not normally a requirement for progression.

### 7.30.2 Summative

The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of their programme, and the courses therein, to the standard required for the award for which they are registered.

Learning outcomes are specified in Programme Specifications and Course Descriptors at the time of approval of programmes and courses, or through subsequent modifications through the College's agreed processes. (See AQF4 Programme and Course Approval and Modification.)

## 7.31 DESIGNING, SETTING AND ARRANGING ASSESSMENTS

### 7.31.1 Constructive alignment

The constructive alignment of learning outcomes, teaching and assessment must be evident in the design of all programmes and courses and in the associated assessment tasks.

Assessment tasks are designed to test the attainment of stated learning outcomes at the appropriate Level of learning; teaching activities and the learning opportunities provided should help and support this process.

### 7.31.2 Assessment elements, methods, and tasks for taught programmes

The method of assessment and relative weighting of assessment elements is determined at the time of programme approval or revision of a course and are specified on Course Descriptors.

Each 30-credit course, based on 300 notional learning hours, should normally have a maximum of three assessment elements.

Each 15-credit course, based on 150 notional learning hours, should normally have a maximum of two assessment elements.

Assessment elements represent the reporting points for the CAB and PAB and student achievement records.

Each assessment element may be made up of one or more assessment components (i.e. individual tasks) combined together for reporting processes. Where multiple assessment components contribute to an assessment element, the means of determining the overall mark should be indicated in the Course Descriptor (for example, where learning outcomes are to be demonstrated through work-related assessment).

In designing the core and optional components within a subject area, Faculties must ensure that these are appropriate to the objectives of the programme.

Assessment methods should be varied in order to enable different aspects of students' aptitudes and skills to be developed and tested, and in order to provide the College with sufficient evidence to verify the authenticity of individual students' work.

### 7.31.3 Timings of assessment for taught programmes

The timings of assessments are presented on the Assessment Planners, located on the Faculty Homepage for undergraduate programmes and the programme homepage for postgraduate programmes on the virtual learning environment (VLE).

Where courses depend heavily on field work or work-based learning outside of the normal academic year, the period allowed for this must be defined and specified in the Course Descriptor.

Heads of Faculty or Programme Directors should ensure that there is an appropriate spread of examination and assessment submission dates across the academic year.

The Registrar is responsible for ensuring that a definitive schedule of examinations and assessment dates is published on the VLE and/or timetable well in advance of the assessment periods.

### 7.31.4 Assessment framework and workload for taught programmes

The College uses a broad base assessment framework to enable assessment workload for taught degrees to be considered by Faculties. Faculties are expected to have a clearly articulated assessment strategy for each course, which is included in the Course Descriptor, and which is benchmarked against this framework, with variances to the framework considered and justified as part of the programme approval and review process.

The assessment framework is designed to enable:

- Faculty to design effective assessment strategies
- Faculty to reduce the potential for over-assessment
- Faculty to ensure that students are informed about the amount of time typically required to complete any given assessment task to an acceptable standard
- Students to plan their workloads

The assessment framework uses notional learning hours as the measure of comparability. It is recognised that, where appropriate, there will be a need to have a clear specification of word lengths, so that students understand the volume of work they are expected to produce.

This information can be useful for students in gaining a better understanding of the effort required, and thus planning of their studies. It is therefore the total time (i.e. the projected time taken for the preparation and compilation of components combined) that should be used in estimating the workload associated with a particular assessment.

Methods of assessment together with their relative weightings are determined at the time of programme approval or modification of a course, and are specified in Course Descriptors.

The total word count associated with assessment for a 30-credit course should not normally exceed 10,000 words and the total word count for a 15-credit course should not normally exceed 5,000 words. An hour written examination is equivalent to approximately 1,000 words. Consideration of the level and subject of the course should be taken into account.

Table 7.7 is used as a guidance to inform assessment strategy design and to ensure that assessment methods are effective, appropriate, clear and comprehensive to students.

**Table 7.7 Indicative List of Assessment Methods**

| Assessment Type | Definition | Description |
|---|---|---|
| Written Examination | A question or set of questions relating to a particular area of study. | Written examinations usually occur at the end of a period of learning and assess whether students have achieved the learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen', where the questions are only revealed on the day. In an 'open book' examination, a student is allowed to use a selection of reference materials during the assessment.

The questions asked as part of a written examination may be essay, short answer, problem or multiple-choice.

Written examinations usually (but not always) take place under timed conditions. |
| Written assignment (including essays, briefings, and reports) | An exercise completed in writing. | Written exercises that typically have deadlines attached but which are not carried out under timed conditions. An example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.

There are different kinds of reports – often students are required to |

| Assessment Type | Definition | Description |
|---|---|---|
| | | produce a report after participating in a learning activity such as field work, laboratory work, work experience or placement. Reports typically have a prescribed format. |
| Dissertation | An extended piece of written work, often the write-up of a final year project. | A dissertation is a substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work, carried out under the guidance of a supervisor. Different subject areas may follow different conventions in relation to the production of dissertations. |
| Portfolio | A collection of work that relates to a given topic or theme, which has been produced over a period of time. | Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs). |
| Project (other than dissertation) | Output from project work, often a practical nature, other than a dissertation or written report. | Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include the staging of a play or other performance, a piece of art work, a new product or a poster. |
| Oral assessment and presentation | A conversation or oral presentation on a given topic, including an individual contribution to a seminar. | Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars. This category would also include the viva voce examination which is typically used in specific circumstances such as clarifying assessment decisions reached via other means. |
| Practical skills assessments (including Coding) | Assessment of a student's practical skill or competence. | Practical skill assessment focuses on whether and/or how well a student performs a specific practical skill. |

| Assessment Type | Definition | Description |
|---|---|---|
| Set exercises | Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills. | Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises. |
| Participation | Assessment of a student's contributions and participations in classroom. | Assessing participation allows for the assessment of a range of transferable skills, including reading and understanding, time management, and interpersonal skills. |

Detailed description of assessment elements, methods and tasks can be found at Annex A.

### 7.31.5 Changing assessment and assessment weightings for taught programmes

The assessment strategy for a course will normally be agreed when the course is approved and may only be varied subsequently through the appropriate quality assurance process. (See AQF4 Programme and Course Approval and Modification)

### 7.31.6 Design of assessment for taught programmes

Course Leaders are responsible for preparing assessments, in consultation with those involved with the delivery of the course, and in line with the Course Descriptor. While questions should relate to the programme delivered, they may include reference to material not actually taught, provided that students have been told explicitly (e.g. in the programme/course documentation and Assessment Brief) that a particular subject would form part of the programme aims and learning outcomes, and that students would be expected to undertake self-directed learning on such material.

The assigned External Examiner must be asked to review and provide feedback on the summative assessments and should be sent all relevant Assessment Briefs, draft examination papers, and Course Descriptors, along with Assessment Peer Review Forms, to enable them to ascertain whether the draft assessments are fair and appropriate in relation to the course and programme aims and learning outcomes.

Heads of Faculty/Directors of Studies should ensure that their programme assessments are submitted to SAS, thus ensuring that all assessments are considered by the Faculty Assessment Scrutiny Board (FASB) in good time.

Where the FASB does not take up the recommendations made by the External Examiner, the Heads of Faculty/Directors of Studies will inform

the External Examiner. Where additional substantive changes are made to assessments, the External Examiner will be asked to review and provide feedback, and the Heads of Faculty/Directors of Studies will ratify the final version.

If a question paper is structured and/or if a question is in several parts, the question paper should indicate the weighting that will be apportioned to each component; this will assist candidates in allocation an appropriate portion of the examination time to answer a particular question.

The College provides guidance on designing assessments, and different assessment methods to faculty, as and when required.

In finalising draft assessments, Heads of Faculty/Programme Director, must ensure that faculty prepare students sufficiently for assessment, and should ensure that assessments:

- Vary as appropriate from year to year

- Are developmental from Level to Level

- Are distinctive and require demonstration of higher order skills and application of knowledge, not just the knowledge itself, especially at FHEQ Levels 6 and 7

- For highly weighted elements, such as projects and dissertations, contain mechanisms to monitor progress and the development of the final submission

- Are course specific

- Are set in relation to any practical skills that may be required

The FASB must approve all assessments briefs, examination papers, and associated assessment guidance prior to their publication to students.

## 7.32 THRESHOLD STANDARDS AND EXTERNAL BENCHMARKS

In establishing the thresholds of standards for awards, courses, individual assessment tasks, and the manner in which assessments are conducted, Faculty must make use of appropriate external reference points. These include:

- The *UK Quality Code*, including the Framework for Higher Education Qualifications (FHEQ), which applies to degree, diplomas, certificates and other academic awards granted by a higher education provider in the exercise of its degree awarding powers.

- Subject Benchmark Statements which help to establish the standards set by different subjects at undergraduate Level, and in some areas at Master's Level, by providing expectations about the subject and qualification Level of programmes of study.

Each programme that the College approves is required to be mapped to a Subject Benchmark Statement to ensure that it meets national requirements.

## 7.33 ASSESSMENT OF GROUP WORK

Group and team working skills are important abilities. The importance of group working skills to students' employability (the ability to listen, question, persuade, participate and, where necessary, lead) means that group work should feature in assessment practices. However, for the purpose of summative assessment, students' marks at all Levels must reflect their individual abilities rather than those of the group of which they are part. Therefore, no collective group marks are normally permissible.

Course Leaders must have in place procedures to ensure that individual marks can be ascribed. This may include a range of activities including supervisory meetings, observations, journals, individualised activities within a group project, personal reflection, etc. A process in which students ascribe marks to other student's contributions may not be used, although such practices can be used for formative feedback.

In some subject areas, the production of collective output can be fundamental to the learning outcomes of the course. In such circumstances group marks may be permissible. However, they are:

i. Only allowed at FHEQ Level 4 (because of the increase significance of marks to classification calculations at FHEQ Levels 5 and 6 for undergraduate programmes)

ii. Restricted to a maximum of 20% of the overall assessment weighting in a course

iii. Permitted only once per programme

Claims for exemption must be explicitly identified in the appropriate Course Descriptor and agreed through the programme approval and review process by justification to academic peers in the context of the programme and its learning outcomes.

## 7.34 WRITTEN EXAMINATION PAPERS

Written examinations have an important role to play in assessment strategies and help to authenticate the Level of attainment of the student.

In designing written examinations, the following should apply:

i. Written examinations must test the higher order skills appropriate to the academic Level of study

ii. Written examinations must vary appropriately from year to year

iii. Written examinations should not normally be of more than three hours' duration

iv. Alternative forms of written examinations may be shorter; for example multiple choice and computer-based examinations may be of one hour duration

v. Since written examination papers are available to students, examiners are advised that questions should not generally be repeated within a period of three years

vi. Where written examinations are open book, in which students are permitted access to texts and other materials during examinations, the nature of the questions must not be such that students are dependent on one or more specific texts to which not all may have access. If students require access to specific material, such as a case study, or statute, copies should be provided for any student who has not brought a copy to the examination room

## 7.35 WORD LENGTH AND FORMAT OF ASSIGNMENTS

All word counts provided are maximum unless stated otherwise. It is acceptable to be 10% above or below the specified word limit. If an assignment's word count is above 10% of the word limit, it will not be marked beyond the 10%.

If an assessment element is not submitted in the specific format required, the work may be marked down, or the CAB may resolve that it should not be marked.

## 7.36 VIVA VOCE EXAMINATIONS

Examiners may exceptionally choose to examine any student using a viva voce examination in addition to the assessment(s) specified in the Course Descriptor.

This form of assessment should only be used sparingly, but may be properly used:

a) As part of the approved assessment for a course: typically, vivas are used for the extended pieces of work such as dissertations or projects, and it is important that the assessment process is open to the same security as other forms of assessment, including provision for the External Examiner to review the outcomes.

b) Where recognised disability means that a viva is an appropriate and approved form of assessment replacing the normal assessment task.

c) Where, whatever the initial assessment task, there are concerns about the authenticity of the student's work; in such circumstances vivas must not be used to mark work.

The College does not conduct vivas in order to adjudicate decisions about borderline classifications.

Students must attend viva voce examinations as required. Students should normally be given at least five working days written notice of a potential viva. Where students do not attend without approved extenuating circumstances, markers will make judgments on the basis of information available to them, and students will have no right to request another viva opportunity.

Further information is provided in the Guidance on the Conduct of Viva Examinations.

## 7.37 COMPUTER-BASED EXAMINATIONS

Computer-based examinations (CBEs) are subject to the same regulations as any other examination, and are normally undertaken only using server-based, centrally supported system(s) scheduled through SAS.

CBEs may be set at a Level of study up to and including FHEQ Level 7, provided that the assessment approach and question design are appropriate.

Students must be familiar with the CBE system to be used before they undertake a summative examination.

A paper copy of each CBE must be available to SAS for duplication in the event that the electronic delivery of the CBE cannot be accomplished.

## 7.38 PASS/FAIL ASSESSMENTS

All other assessments leading to the award of academic credit must be marked on the common assessment marking scheme.

## 7.39 PROVIDING INFORMATION TO STUDENTS REGARDING ASSESSMENTS

Course Descriptors must inform students about the assessment elements for that course. In addition, students must be informed about how they may access regulations specific to their programme of study, including regulations for progression (progression criteria), eligibility for awards, and appealing against academic decisions.

The Registrar will provide a definitive schedule of examinations published on CELCAT and assignment submission dates which will be published on the College's virtual learning environment well in advance of the examination period and assignment deadlines.

Faculty must be made aware of the following information concerning assessments and communications with students:

i. Great caution must be exercised when informing students about the content (as opposed to the structure) of an assessment, and should be sufficiently broad so as not to give students an unfair advantage in completing the assessment

ii. The structure and/or content of an assessment should be provided in writing, and made available to all students (preferably in the Course Descriptor)

iii. That the actual examination paper must be consistent with the information provided to students

iv. All assessments must be related to the learning outcomes of a programme, and should be indicated in the Programme Specification given to all students at the start of a programme

Information for students in regard to assessment, including the deadlines of submission of assessments and the consequences and penalties for late or non-submission of material for assessment, should be provided to all students at the beginning of each academic year.

## 7.40 ASSESSMENT BRIEFS

For each assessment, with the exception of written examinations, students should be provided with clear details of the nature of the assessment task, the associated assessment criteria and other relevant information in the form of an Assessment Brief.

Typically, an Assessment Brief will include the following elements:

i. Title of the assignment

ii. The task clearly articulated

iii. Contribution of the assignment to the course overall mark (as a % weighting, or, where multiple assessments contribute to the final mark, the nature of the contribution from this assessment)

iv. The relationship of the task to the course through details of the learning outcomes being assessed

v. Information on how the task can be completed successfully though guidance and/or the provision of associated assessment criteria, and any additional appropriate guidance

vi. Details/entitlement of any support available during the period up to submission, including any opportunities for the developmental review of progress

vii. Any word limit or time-limit specification

viii. Any expectations about the presentation of work (for example, file format accepted: PDF, Word, etc.)

ix. Opportunities for the student to reflect on the task, including self-assessment opportunities

x. The procedure for submitting the work, making presentations etc.

xi. The projected date for the return of assessed work where appropriate (students should receive feedback on assessments within 20 working days of submission)

xii. Details of how the feedback will be provided

## 7.41 ASSESSMENT CRITERIA

Assessment criteria set out what is expected of students and should relate to the learning outcomes set for the course.

The broad criteria for assessments are set out in the College's common assessment marking scheme (see Section 7.54.1).

Assessment criteria should be shared with students in advance of the completion of assessments via Course Syllabus or Assessment Briefs where applicable.

The College's generic grade criteria can be found in the Assessment Regulations for Taught Awards.

## 7.42 ASSESSMENT PROCEDURES

There are specific rules and regulations regarding the conduct of assessments. These are detailed in the Assessment Regulations and the Assessment Handbook.

## 7.43 EXAMINING AND ASSESSMENT WHERE A MEMBER OF STAFF HAS A PERSONAL INTEREST, INVOLVEMENT OR RELATIONSHIP WITH A STUDENT

The College must ensure that students and staff carry out their duties in a professional manner and with integrity, without conflict of interest, bias, or the misuse of authority.

The College does not wish to interfere and expects professional manner from both staff and students when relationships extend outside of the delivery of the programme.

The College is keen to support students and Faculty with their research and is aware that faculty might hire students as research assistants. The Staff Handbook defines 'Personal Relationships at Work'. Safeguards are put in place to ensure that the success and progression of the student is managed entirely on a professional basis and protecting staff from potential allegations of favouritism and unfairness.

Members of staff are required to declare any personal interest, involvement or relationship with a student to the Master or CEO, and then the Registrar will be informed.

In the case where a member of Faculty is in any relationship with a student, and the member of Faculty is the first marker of the anonymous scripts, the student's work must be included in the sample of work to be moderated, and the sample sent to the External Examiner for moderation.

If the member of Faculty in the relationship with a student is responsible for the marking of oral presentations or vivas that the student is required to sit, another member of Faculty should be recruited to be the marker.

If the member of Faculty sits on PAB, they shall temporarily withdraw from the meetings when the student's specific case is being discussed.

## 7.44 COMPLETING ASSESSMENTS ON TIME

It is the responsibility of students to make themselves aware of and available to attend examinations at the specified time and place, make sure that they are properly equipped and prepared, and submit assessment elements as required in line with the College's Assessment Regulations for Taught Awards.

Faculty may not approve rescheduling of examinations or extensions to deadlines for assessment elements. Only the Registrar may approve rescheduling of examinations or extensions to deadlines for assessment elements.

## 7.45 EXTENUATING CIRCUMSTANCES

Students must provide the Student Wellbeing Team with any relevant information regarding personal circumstances that may affect their on-going performance or a specific assessment, which they wish to be taken into account. This information should be provided as soon as reasonably possible, using the Extenuating Circumstances Policy.

## 7.46 FEEDBACK ON DRAFT SUMMATIVE ASSESSMENTS

The College does not prohibit feedback on draft summative assessments.

Only one instance of feedback per summative assessment is permissible (i.e. students cannot submit, amend and then re-submit for additional feedback) before the final submission, unless this has been agreed as part of the approval process.

Feedback on draft summative assessments should give guidance on general areas of improvement but must not include re-writing of text or other forms of direct faculty amendment of the student's work.

There is no mark awarded for draft summative assessments and students should be informed that any feedback provided for a draft summative assessment is not indicative of the final mark that the summative work will receive.

The timeline for submission of draft summative assessment is at the discretion of the member of faculty. If students submit their draft summative assessment late, the member of faculty is not obligated to review the draft and provide feedback.

## 7.47 STUDENT SELF-ASSESSMENT

Students are provided with clear learning outcomes and assessment criteria for each course that they study. Learning outcomes are contained within each Course Descriptor, and assessment criteria are contained within each Course Syllabus.

Students are also provided with detailed Assessment Briefs.

When submitting assignments, student should be encouraged to engage in evaluation of their work prior to submission, by using the aforementioned.

## 7.48 ASSESSMENT DEADLINES

The College's regulations on submission of electronic written assignments is that all submissions are to be up-loaded to the link on the Virtual Learning Environment (VLE) on the Monday, by 12 noon, of the week of submission.

The week by which submission is required is determined by the Course Leader and Quality Manager during the development of the Assessment Planner and is to be included in the Assessment Brief.

## 7.49 SUBMISSION OF WORK

Written assignments must be submitted by students in accordance with the procedures in the Assessment Regulations for Taught Awards, and by the deadlines specified in Assessment Briefs.

Proof of submission will be provided and must be retained by the student as evidence that the work has been submitted.

When submitting work for assessment, students are expected to comply with all instructions issued in the Assessment Brief.

All text-based assignments are normally submitted via the Turnitin Plagiarism Detection Service.

Where the Assessment Brief specifies that both online and hard copy submissions are required, the failure to submit either element counts as a failure and students will receive a 0%.

Written work presented for assessment must be word processed (unless stated otherwise), legible and comprehensible.

Examiners may reject work which does not meet reasonable standards of presentation, and this may result in a fail mark being awarded. For further information, please see the Illegible Script Policy in the Assessment Regulations for Taught Awards.

All written work must be presented in English or the language of study confirmed at programme approval.

## 7.50 ANONYMITY

All examination scripts and written assignment submissions must be anonymous, as per the Anonymous Marking Policy located in the Assessment Regulations for Taught Awards. This means that students should be identified by candidate number to markers.

Written assignments submitted electronically through the VLE/Turnitin will have a submission number generated which will ensure anonymity of the candidate.

However, the following exemptions may apply for assessments:

- Assessments in which the identification of candidates is unavoidable, such as oral assessments and presentations
- Assessments in which the production of the work has been closely supervised by the marker (e.g. projects, dissertations, some forms of portfolios etc.)

Where students' assessments have been marked anonymously, the student's identity may be established as soon as internal marking and moderation is complete.

The professional staff, who enter assessment marks and compile lists for PABs, should list students by candidate number.

Exceptionally, in the student's interests, the 'anonymity' rule may be waived and the circumstances relating to an individual candidate brought to markers' attention by prior approval of the student and Registrar.

## 7.51 STANDARDS OF ACADEMIC PRACTICE

A guide to good academic practice is included in the College's Academic Misconduct Policy.

If a student is found to have cheated or has attempted to gain an unfair advantage in an assessment, disciplinary procedures will be implemented.

The Academic Misconduct Panel has the authority to deem the student to have failed part or all of the assessment and may determine whether the students shall be allowed to be reassessed.

## 7.52 WORK LOST AFTER SUBMISSION OR EXAMINATION

In the exceptional event of the mark for an assessment (recorded or receipted as completed) not being available due to unforeseen circumstances, students will be asked for a duplicate copy of the lost assessment where appropriate. If students are unable to provide a duplicate copy and there is clear evidence of a submission, then the CAB will derive an appropriate mark based on the overall performance by the student.

If work or mark sheets are lost by a marker, the Course Leader with the Head of Faculty or Programme Director, and the External Examiner will review the situation and make a recommendation to the Chair of the CAB on the students' performance.

## 7.53 MARKING

### 7.53.1 Common Assessment Marking Scheme

The College uses two common assessment marking schemes – one for undergraduate (shown in Table 7.8) and one for postgraduate (shown in Table 7.9) to mark all taught programmes leading to an award of the College. This ensures that a consistent and transparent approach to the way in which students are assessed, marked and reported on across all taught programmes is used. It also enables comparable levels of student achievement to be recognised (in line with the *UK Quality Code* Theme Assessment).

A variance to the common assessment marking scheme, for instance due to specific programme requirements, must be agreed at programme approval. In such cases a Variance to the Academic Regulation Form will be completed at programme approval noting the modified marking scheme and will be communicated to students through their Programme Handbook.

### Table 7.8 Common Assessment Marking Scheme - Undergraduate

| 1st Class | Upper Second Class | Lower Second Class | Third Class | Fail |
|-----------|--------------------|--------------------|-------------|------|
| 100 | 68 | 58 | 48 | 35 |

| 90 | 65 | 55 | 45 | 20 |
|---|---|---|---|---|
| 85 | 62 | 52 | 42 | 5 |
| 80 | | | | 0 |
| 75 | | | | |
| 72 | | | | |

**Table 7.9 Common Assessment Marking Scheme - Postgraduate**

| Distinction | | Merit | | Pass | | Fail | |
|---|---|---|---|---|---|---|---|
| 100 | Highest possible distinction | 68 | High merit | 58 | High pass | 48 | High fail |
| 90 | Extremely high distinction | 65 | Mid merit | 55 | Mid pass | 42 | Mid Fail |
| 85 | Very high distinction | 62 | Low merit | 52 | Low pass | 35 | Clear Fail |
| 80 | High distinction | | | | | 20 | Fail |
| 75 | Mid distinction | | | | | 5 | Almost no attempt |
| 72 | Low distinction | | | | | 0 | No attempt Late Submission |

### 7.53.2 Using the common assessment marking scheme

All assessment elements should be marked using the marks included in the scheme (see Table 7.8 and Table 7.9).

Internal Examiners should use the full range of marks available to them, in line with the relevant common assessment marking scheme (Table 7.8 and Table 7.9), in the process of confirming the mark for a composite assessment task.

Course marks will be calculated according to the assessment weighting as defined in the Course Descriptor, as agreed at the programme approval or course modification event. The aggregated mark calculated will be the final mark for that course.

The College's convention on rounding of numeric marks for all awards is as follows:

- Marks should be rounded when two or more assessment elements are computed, using a weighting formula, the result should be rounded into a single number course mark

- Rounding means that any mark of X.5 and decimal fractions above, becomes the next highest number e.g. 69.5 is rounded to 70, 59.5 to 60, and so on. Decimal fractions below X.5 are rounded to the next lowest number e.g. 69.4 is rounded to 69. For the purposes of rounding, only the first decimal place is used

## 7.54 WORK NOT MEETING THE THRESHOLD STANDARD

The established pass mark of all assessments leading to an award of the College is 40% for undergraduate programmes and 50% for postgraduate programmes. Similarly, the established course pass mark is also 40% for undergraduate courses and 50% for postgraduate courses.

If a summative assessment does not reach the minimum threshold for the assessment, the student's mark can be compensated in consideration of the student's overall performance in a programme of study in order to enable the student to progress to the next Level or be awarded the appropriate qualification.

### 7.54.1 Compensation

Only marks of 35% for undergraduate are considered to be within the range to be compensated provided the course has been passed overall.

Compensation is not permitted for postgraduate assessment elements.

For further information on compensation, please see the Assessment Regulations for Taught Awards.

## 7.55 PENALTIES FOR LATE SUBMISSION

Students are strongly advised to submit their assessment ahead of the published deadline. However, if assessments are submitted late without approved Extenuating Circumstances, there are penalties:

- Up to one day late of the published submission deadline = 5% points deducted from mark. For example, an assessment awarded 58% from the markers, the final mark recorded will be 53%. If the assessment is awarded 42% from the markers, the final mark recorded will be 37%.

- Two to seven days late, any mark of 40% or higher will be capped at 40% for undergraduate students. Any mark of 50% or higher will be capped at 50% for postgraduate students. Any mark below 40% for undergraduate students and below 50% for postgraduate students, will stand.

- Students who do not submit their assessment within seven days, and have no approved extenuating circumstances, are deemed to have failed that assessment element and the mark recorded will be 0%.

## 7.56 ACCESSING FEEDBACK AND MARKS

Assessment feedback is normally provided electronically, in line with the College's Marking, Moderation and Feedback Policy.

Provisional summative assessment marks are also made available to students electronically. Students are made aware, via the Programme Handbook, that where marks have not yet been considered by the PAB, these marks are provisional, pending endorsement by the PAB and may be subject to change.

Students are responsible for collecting, accessing and engaging with any assessment feedback provided.

## 7.57   AWARDING ACADEMIC CREDIT

As defined by *UK Quality Code* Theme Course Design and Development, academic credit is:

> "…allow providers to accurately describe and market their qualifications in consistent manner. Not only are they tools for securing threshold academic standards nationally, they allow valid comparisons to be made with qualifications in other nations which enables student mobility."

Students may gain academic credit at the College by:

- Being awarded a pass mark for a course
- Being credited with a course on the basis of the Recognition of Prior Learning (RPL) in which the credit may be given in line with the Recognition of Prior Learning and Credit Transfer Policy

## 7.58 REASSESSMENT - REFERRALS

### 7.58.1 Referral assessment elements

Referral assessment elements should be set at the same time as the first attempt assessments and undergo the same level of scrutiny and approval.

The type and format of the referral assessment element should, as far as practical, be similar to those of the assessment elements of the first attempt.

Referral examination papers should differ from those set in the initial examination but be of a similar format.

In determining the nature of the referral task for assessments other than written examinations, Course Leaders should consider how students can demonstrate the learning outcomes while maintaining the integrity of the assessment system. The academic level and nature of the assessment task will be a key factor. For example, assessments based on a project may require resubmission while those based in essay topics may require a new topic to be set to prevent plagiarism.

Referral written assignments will be completed to a specified deadline ensuring that students have adequate time to complete the task set.

Referral examinations will be held at specified time periods, unless otherwise confirmed through academic appeal or extenuating circumstances.

Referral assessments or re-submission of failed work will be awarded a maximum (capped) mark of 40% for undergraduate and 50% for postgraduate. Students will be provided with the mark that the work could have received prior to being capped.

### 7.58.2 Referral requirements

Students will be notified of the nature and timing of referral assessments.

Students are responsible for observing information about referral requirements, including details of the referral assessment such as dates and times of referral examinations and/or submission dates for written assignments.

### 7.58.3 Referral attempts

Where students have failed to achieve the pass mark for the course, they shall be offered one referral attempt for each failed assessment element, except where the recommendation of an Academic Misconduct Panel involves a 'no-right to referral' academic penalty.

Students will not be able to re-attempt any passed assessment elements, except where students are required to repeat a course or where an academic misconduct of fail course has been recommended.

For further details, please refer to Assessment Regulations for Taught Awards.

## 7.59    PROGRESSION CRITERIA

Students can proceed to the next level of the programme with a maximum of 30 referred/deferred credits from the current level. Students cannot progress to the next level with an irretrievably failed course where all its reassessment opportunities have been exhausted.

Students who are unable to progress to the next level will be required to retake the failed courses.

Final year, Level 6 students who are referred in 30 credits or less after the re-sit period and cannot be compensated in the failed course(s) will be offered the opportunity to have two further referral attempts at the failed assessment elements or accept the exit award for which they are eligible. Where a student fails to notify the College of their choice within 10 working days they will be given the appropriate award.

Students who achieve fewer than 90 credits at Level 6 after the re-sit period will be offered the option to retake the failed course(s) or accept the exit award for which they are eligible.

## 7.60   CLASSIFICATION OF AWARDS

### 7.60.1 Bachelor's Taught Awards

Classification marks for undergraduate programmes will be calculated using the weighted average course marks for the best 90 credits at Level 4, weighted at 1; best 90 credits at Level 5, weighted at 3; and all Level 6 120 credits, weighted at 5. Classifications averages are calculated to one decimal point places. For further information on the weighting calculation, please see Annex B.

The calculated overall classification mark will determine the Honours classification awarded, the classification boundaries are:

First Class: 69.5% or more

Second Class (First Division): 59.50% - 69.49%

Second Class (Second Division): 49.50% - 59.49%

Third Class: 39.5% - 49.49%

### 7.60.2 Master's Taught Awards

i.  Students who satisfy the requirements for a Master's degree may be awarded a Master's degree with Merit if they have fulfilled the following criteria:

- Attained a mark of 62% or above in 60 credits, including the dissertation stage

- Attained a mark of 58% or above in at least half of the remaining credits

ii.  Students who satisfy the requirements for a Master's degree may be awarded a Master's degree with Distinction if they have fulfilled the following criteria:

- Attained a mark of 72% or above in 60 credits, including the dissertation stage

- Attained a mark of 68% or above in at least half of the remaining credits

### 7.60.3 Exit Awards

i.  Certificate in Higher Education:

- Achieved 120 L4 credits

ii.  Diploma in Higher Education:

- Achieved 120 L4 credits and 120 L5 credits

iii.  Postgraduate Certificate:

- Achieved 60 L7credits

iv.  Postgraduate Diploma:

- Achieved 120 L7 credits

## 7.61  FACTORS AFFECTING ASSESSMENT AND ASSESSMENT BOARDS

This section provides information specifically on marking and other factors affecting assessment and its relationship to the Assessment Boards. Full details of the function of the Assessment Boards are provided in AQF12: Assessment Boards.

Where the performance profile of a course is at variance with general performance of the cohort or reflects a continuing problem in the operation of the course, this should be identified by the relevant Head of Faculty to the CAB for consideration in advance of the PAB.

In all the above cases:

a) The relevant Faculty Assessment Scrutiny Board (FASB) must have considered the issues in advance of the CAB.

b) FASB must consider the circumstances and their impact to determine whether there was a material impact on students' performances (e.g. in respect of their performance in other similar assessments and courses).

c) External Examiners must be part of the process of consideration of any alteration to be made to the expected outcomes (e.g. an additional attempt allowed).

d) The decision and reason must be minuted in detail to ensure that the basis of any change is made clear.

Students have the right to appeal against decisions made by the PAB. For further information, see the Academic Appeals Policy.

## 7.62  SANCTIONED STUDENTS

Students who are not in good financial standing should attempt all assessment elements and will be assessed alongside other students for consistency. Student results will be processed by the PAB but not released until good financial standing has been restored.

## 7.63  ASSSESSMENT FEEDBACK

The College has an institutional policy regarding the provision of feedback to students that offers guidance to faculty on providing effective feedback to students and provides students with guidance on how to use the feedback they receive to effectively improve their performance. See the Marking, Moderation and Feedback Policy for further information.

### 7.63.1 Feedback on formative assessments

Students receive qualitative and quantitative feedback on their formative work. This yields immediate developmental feedback. Faculty are able to tailor the feedback to suit the level at which the students are performing, and this enables students to explore their own arguments and comprehension of the subject at hand.

### 7.63.2 Feedback on summative assessments

For assessment elements which are assessed during the programme or course, including projects and written assignments, feedback must be returned within 20 working days of submission.

Exceptionally, when this is not achievable (for example due to staff absence), students must be notified as soon as is reasonably possible of the revised date and the reason behind the change.

### 7.63.3 Feedback on summative examinations

For summative examinations, students receive feedback in the form of an Internal Examiner Report, where students are provided with an outline of

expected answers. This may also include additional details such as an overview of the performance of the cohort.

Internal Examiner Reports are published on the course pages of the Virtual Learning Environment for students. Copies of the Internal Examiners' Reports are also sent to the External Examiner for the moderation process.

## 7.64 ACCESS TO MATERIAL AFTER ASSESSMENT

### 7.64.1 Access to marked summative assignments and examination scripts

Hard copies of written assignments, other than copies retained for external examining and archive purposes, will not normally be returned to the students with any associated feedback. See section 7.62.3 for further information on feedback for summative examination.

### 7.64.2 Access to past and specimen examination papers

Past examination papers are made available to students from the previous academic year.

SAS are responsible for the uploading of the past examination papers to the Virtual Learning Environment Faculty Home page, which also has a link on the course page.

Papers not normally released are multiple choice papers and computer-based examination papers.

## 7.65 ADMINISTRATION OF ASSESSMENTS

The College has in place a range of processes to ensure that assessment standards are set at an appropriate level and are consistently applied. These involve assignment setting, moderation, external examining, and collective decision making at Assessment Boards.

### 7.65.1 Drafting of Examination Papers and Assessment Briefs

Course Leaders draft examination papers and Assessment Briefs. These draft examination papers and Assessment Briefs are peer reviewed. The member of faculty completing the peer review will complete the Assessment Peer Review Form. Modifications can be made after the peer review process and before the final draft assessments are prepared and sent to the External Examiner for external moderation, ensuring that standards are appropriate and achievable.

When the Head of Faculty/Programme Director receives the feedback from the External Examiner, a Faculty Assessment Scrutiny Board (FASB) is convened for each faculty. The role of the FASB is to undertake a final scrutiny of all assessments prior to publication.

SAS are responsible for inserting the date and start time of the examination, in line with the assessment timetable.

### 7.65.2 Assessment moderation process

In seeking to achieve equity, validity and reliability in the assessment of student work, a range of moderation processes are employed at the College.

The Registrar ensures all assessments are marked in line with the College's Marking, Moderation and Feedback Policy.

Academic Board is responsible for approving the moderation procedure. If a variance to the College procedure is required, this request must be included during the approval procedure for the programme. The Variance to Academic Regulation Form must be completed and submitted.

### 7.65.3 External Review of draft examination papers and Assignment Briefs

External Examiners are given the opportunity to review draft examination paper and Assignments where the work contributes to an award.

## 7.66 MARKING AND MODERATION

### 7.66.1 Marking and moderation processes

Double marking and second marking are processes put in place to help ensure fairness and objectivity in the assessment process.

In 'double marking' there are two markers who mark the students' work.

Moderation is when another member of Faculty reviews a representative sample of student's scripts with full knowledge of the mark and feedback made by the marker. This process is normally used at Levels 4 and 5 where its purpose is to help ensure fairness and objectivity.

Second marking is similar to moderation but offers a review of the whole cohort scripts. It can be used to assist markers less familiar with assessment at HE Level and/or other College standards. In this case, the second marker will be an experienced member of Faculty and should provide feedback to the first marker on both the Level and the nature of the feedback provided.

### 7.66.2 Moderation sample size and selection

The size of the moderation sample of work for each summative assessment element will be a minimum of 10% or at least five pieces of work – whichever is the greater. These are the minimal standards for moderation but in some circumstances, sample sizes may be increased to maintain academic standards.

The sample must be properly representative across the bands of award classification and borderline fails, and fails, where appropriate.

Where assessments are divided between several first markers, the sample must include assessments marked by each.

Late submissions will be available to be part of the sample for moderation.

### 7.66.3 Marking of oral assessments

All oral assessments are audio-visual or audio recorded. Oral assessments are marked by two members of Faculty who are present during the assessment.

Where operational considerations make the attendance of two markers impracticable, recordings of all the oral assessments must be moderated.

Sample oral assessments at Levels 5, 6, and 7 must be available for moderation by the External Examiner.

## 7.67 ASSESSMENT SAMPLES SENT TO EXTERNAL EXAMINERS

External Examiners receive samples of assessments in good time before CAB meetings for moderation.

The size of the sample of work for each summative assessment element will be a minimum of 10% or at least five pieces of work – whichever is the greater figure - and a maximum of 15 pieces of work.

The sample must be properly representative across the bands of award classification and borderline fails, and fails, where appropriate. However, the selection may be extended to *all* first class/distinction, borderline fails, and fails through agreement with External Examiners in advance.

For new Level 4 courses, External Examiners moderate the assessments for the first year of delivery.

CABs should only be held after External Examiners have had the opportunity to scrutinise and moderate scripts for any or all the assessments in a course.

A schedule must be set and maintained for the dispatch and return of work for scrutiny. If the schedule is not adhered to, internal examiners may be referred to the staff disciplinary procedure and External Examiners may have their contract rescinded.

## 7.68 VISITING LECTURERS AND EXTERNAL ASSESSORS

The College appoints External Assessors in line with the External Assessors Guidance.

Where visiting lecturers and external assessors are involved in the assessment of students, Course Leaders are responsible for ensuring that the marking of the visiting lecturer or external assessor is included in the moderation procedure, and that appropriate additional steps are taken depending on their experience of the College and its standards.

## 7.69 COLLECTING AND COLLATING MARKS

SAS is responsible for producing Mark Spreadsheets, each of which contains a list of student candidate numbers for all students registered on a particular course. Examiners should use these sheets to record mark(s) awarded to each student.

It is the examiners' responsibility to ensure that the Mark Spreadsheets are completed accurately within the timeline published.

The Course Leader should check the assessments, the Mark Spreadsheet(s) and the moderation/double marking record for accuracy prior to returning them to SAS. The Head of Faculty is responsible for ensuring that faculty complete their marking and return of documentation in line with the timeline published.

When all assessments for a course have been marked, SAS checks the Mark Spreadsheet against the assessments. Once this check has taken place, the marks are entered in the student information system. This mark input is then cross-checked.

## 7.70   INTERNAL MONITORING OF ASSESSMENT PROCEDURES

The College places great emphasis on reviewing and improving assessment and examination processes.

The administrative processes associated with assessment are under continuous internal review; mark entry and Assessment Boards processing are subject to a number of mechanisms to ensure that standards are of the highest.

SAS confirms assessments through a series of reports and logging methods, ensuring that records are auditable.

Course information regarding assessment deadline dates and submission type is collated each academic year and is audited for accuracy by its comparison to Course Descriptors.

Registers of attendance to examinations are maintained throughout the examination period. Non-attendance at examinations is monitored and actioned by SAS.

## 7.71   THE CONDUCT OF EXAMINATIONS

SAS centrally coordinates formal invigilated examinations, including first and second sitting examinations.

SAS will communicate with staff and students with regard to examination timings, locations, timetables, guidance, instructions for candidates, and a variety of other necessary information.

The College will deliver examinations in a number of locations, details of which are made available to students. It is the student's responsibility to ensure that they are in attendance at the specified location in a timely manner.

The timetable for each period of examination will be prepared as soon as practically possible after students are successfully registered for their courses, or for referral assessments, after PAB has completed its deliberations.

## 7.72   EXAMINATION RESULTS

### 7.72.1 Recording and notification of results

The Registrar is responsible for ensuring a robust and reliable system is in place for the computation, checking, and recording of assessment decisions, and for providing relevant information in time for the final meetings of the Assessment Boards.

Assessment data is centrally stored electronically within the College's student information system where access is limited to relevant staff. The platform is cloud-based and back-up functions are integrated into the system.

Staff involved in the marking, recording and collating of assessments should regard electronic and hard copies of assessment results and decisions as confidential documents, and should store and dispose of them appropriately.

Provisional marks for undergraduate and postgraduate taught courses are entered into the assessments database, and the list printed for assessment board meetings. During the meeting, the lists should be annotated and signed by External Examiners and the Chair of the assessment board. Students are notified of their results by SAS, and any implications for student progression/graduation by SAS.

Access to assessment results and information regarding assessment judgments about individual students is restricted to SAS, but may be viewed by Faculty or professional staff on request.

Results are recorded using the following conventions:

i.   A mark per assessment is indicated using the Common Assessment Marking Scheme (see Table 7.7 and Table 7.8)

ii.  An overall mark for each course is indicated which has been calculated using the appropriate weightings for each assessment of that course

iii. Non-submission of summative assignments, or non-attendance at an examination or presentation, is awarded a 0

Programme results are processed following confirmation by the PAB.

Students are normally informed in advance of the date of the release of results through the Programme Handbook.

Results of assessments taken during the academic year are normally released to students' NCH email account by SAS. Results of assessments released prior to a PAB are provisional, pending endorsement by the PAB and may be subject to change.

End of year progression results will normally be emailed on the date published in the Programme Handbook. Information about who students can contact should they require clarification of their results or advice about their results will be included.

No results should be divulged to students until the results have been published by SAS. This regulation may be varied if it is deemed in the best interest of a student to notify them of their assessment results early. This decision must be made in consultation with and approved by the Master. A file note shall be produced and retained in the student's file to record that their results were released to them early.

Results should only be given to students in person or by the telephone if steps have been taken to confirm the student's identity: they should NOT

be disclosed to third parties (including parents) without a student's explicit consent.

### 7.72.2 Amended results

Where the outcome of an academic appeal is that a student's mark and/or course result should be amended as a consequence of an academic appeal being upheld, the Registrar will inform the student of the decision in writing.

## 7.73 DISPOSAL AND RETENTION OF WORK THAT CONTRIBUTES TO A DEGREE ASSESSMENT

### 7.73.1 Retention of examination scripts

Examination scripts which contribute to a final award are to be retained until 12 months after the release of the marks.

### 7.73.2 Retention of other assessment elements

Other assessment elements that are submitted are the physical property of the College and are kept indefinitely.

Students retain the copyright and intellectual property of the summative assessment submitted for any form of assessment.

## 7.74 ACADEMIC APPEALS

An academic appeal is the only route by which students may seek reconsideration of the PAB decisions. Specific rights of appeals against a decision involving academic judgment are very limited.

Although rigorous procedures are followed to ensure that all student assessment are marked fairly and appropriately, students may appeal against a decision made by the PAB in the following circumstances:

- New, relevant, written extenuating circumstances are presented (see the Extenuating Circumstances Policy), supported by appropriate evidence, that for good reason were not originally made available to the Extenuating Circumstances Panel, and therefore were not considered at the time of the decision of the PAB

- Processes were not conducted in accordance with current approved policies and procedures or other irregularity concerned with the assessment process

- There has been a material and significant error in the recording and/or processing of assessments/results

- There has been a procedural error in the calculation of the award/progression decision

- Academic penalties were not applied in accordance with current approved policies and procedures

Where a student lodges an appeal that is upheld after the relevant PAB and is found to be a valid academic appeal, notification of the outcome of the appeal should be sent to the Registrar who will initiate a review by the PAB.

Academic appeals should be considered in line with the Academic Appeals Policy.

## 7.75 ACADEMIC OFFENCES

Academic offences include:

- Collusion

- Fabrication

- Cheating

- Impersonation

- Plagiarism

This list above is not exhaustive. More information regarding academic offences and their penalties, along with guidance on good academic practices, is described in detail in the College's Academic Misconduct Policy.

## 7.76 ASSESSMENT OF STUDENTS WITH DISABILITIES

### 7.76.1 General provisions

If a student is unable to be assessed by the approved assessment element, because of a diagnosed condition, prescribed for the course, the Student Wellbeing Team (SWT) will liaise with the Head of Faculty/Programme Director in order to determine a 'reasonable adjustment' to the method of assessment (bearing in mind the objectives of the course and the need to assess the student on equal terms with other students). This may involve an occupational health report from an external source.

To be able to explore these options, the onus is on the student to ensure that the College is made aware of their condition and to apply for consideration of variation in assessment commensurate with the condition. Written evidence must be provided in the form of a medical or diagnostic report provided by a doctor or other appropriately qualified professional.

Students with a diagnosed condition must be assessed in such a way that they are neither systematically penalised nor systematically advantaged compared to other students. In order to make judgments as to the nature and extent of the variation in assessment methods appropriate to any particular student, the SWT must make use of all the information available, including taking advice from within and outside the College where appropriate.

Students wishing to be considered for specific assessment requirements must do so as soon as practicable and in good time for the first assessment. It may not be possible to accept applications received close to

assessments, although the College will always attempt to deal with genuine cases of unforeseen need.

If students have diagnosed conditions, acute or chronic, which are demonstrated to the satisfaction of the SWT but cannot be accommodated through special conditions for assessment, students will normally be expected to carry out the assessment under the approved conditions and the condition can be taken into account when the students' achievement and progression is reviewed.

### 7.76.2 Specific Learning Differences or Difficulties

Upon recommendation from the SWT, students with evidence of Specific Learning Difference or Difficulty (SpLD) can request a reasonable adjust for the assessment element.  For further information, please see the Marking, Moderation and Feedback Policy.

Such students are normally permitted 25% extra time.

Additional examples for consideration are given below:

i. Students with SpLD (e.g. dyslexia) and related problems will normally be permitted extra time beyond the approved duration for the reading of the examination paper and for the writing of their answers. Such students may be permitted additional time for examinations and/or the use of a reader or appropriate assisted technology. Question papers may be provided in alternative formats.

ii. Students with a mental health or stress-related disorder, or with physical conditions which cause excessive fatigue may, at the discretion of the SWT, and only where medical evidence is available to support the claim, be permitted additional time and/or be allowed to take an examination alone, with provisions for rest breaks at suitable intervals if required. In severe cases, an alternative form of assessment may be used but care must be taken that the standard is safeguarded. Evidence of need must be provided in the form of a medical report from a GP or specialist.

iii. Students with mobility impairment or mental health illnesses may be granted a number of rest breaks during an examination or similar task, in order to ease or exercise joints or muscles. This applies also to those with long term or short term (e.g. broken limbs) disabilities. Some students in this category may have no need for such rest breaks.

iv. Students with impaired manual dexterity may need to dictate answers, to a scribe or recording device, and therefore be separate from fellow students. If the student can write, but more slowly than most students, time may be allowed for this during the period of examination. Extra time may be appropriate when a reader is used (for more information, see the Student Disability Policy).

v.   Students with a visual impairment, up to and including total blindness, may be provided with a reader for written examinations, who will read the question paper and write answers at the student's dictation. Consideration may be given to the use of appropriate technology for the production of answers by the student. In examinations, extra time may be needed for reading and re-reading of the questions, but this would normally be accommodated within the stipulated time period.

Students whose first language is not English will not normally be regarded as requiring special consideration in the sense of this section (British Sign Language is formally recognised as a language) and will be required to provide answers to questions in English.

Students are not normally permitted the use of any reference tools such as dictionaries in examinations.

## ANNEX A: ASSESSMENT ELEMENTS, METHODS AND TASKS

The College's agreed assessment methods are shown in Table 7.7. is not an exhaustive list:

| Assessment Type | Assessment Title | Description |
|---|---|---|
| Written Examination | Timed written examination | The traditional, timed written examination usually consists of a choice of questions – the number, degree of choice and length of answer required depending on the length of the exam – that is undertaken on paper. |
| | Multiple choice question examination | A timed exam whereby students are required to select the correct answer from a list of possible answers – the number of questions depending on the length of the examination. |
| | Computer based examination | A timed examination consisting of a choice of questions – the number, degree of choice and length of answer required depending on the length of the exam – that is undertaken on a computer. |
| | Open-book examination | A timed examination where students are permitted to take notes, text or resource materials into the examination, enabling them to find and apply form information and knowledge. Open-book examinations are normally used to assess the subjects where reference to written materials are required. |
| | Take-home examination | A timed examination which you take in your own space (e.g. at home). Take-home examinations usually take place over a 24- or 48-hour time period.<br><br>The exam is taken under 'open book' conditions, meaning that you have access to your notes, |

| | | |
|---|---|---|
| | | course material, and any other resources you may wish to consult. |
| Written assignment | Coursework | Coursework essays usually consist of essay-type questions that students completed in their own time over a pre-determined period of time. |
| | Reflective Essay | Reflective essays enable students to analyse their experiences in order to gain further insights into their knowledge and to learn and improve by reflecting on their own experiences, opinions events and new information. |
| | Portfolio Essay | An essay drawing on evidence and information collected as part of a Portfolio (see below). Relevant use of literature to critically inform he essay may also be expected as part of the assessment. |
| | Commentary | |
| | Case study | A written account providing information about a particular individual, group or situation over a period of time. |
| | Project proposal | A project proposal is a detailed description if a series of activities aimed at solving a certain problem or research question. The proposal shall normally include: <br><br> • A valid and feasible research question or focused argument. <br> • A background literature search on the research question or argument. <br> • An appropriately justified methodology section, including proposed methods for data collection and/or analysis. |

| | | |
|---|---|---|
| | | • A project management plan. |
| | Poster | A poster assessment usually involves a topic for the student research and present on a poster. |
| Portfolio | Portfolio | A portfolio consists of a collection of learning materials comprising a representative sample of students' work to demonstrate their ability and progress. A portfolio has two main purposes:<br><br>• To provide the student with an ongoing record of their achievement and progress on the course.<br>• To provide evidence that students have met the learning outcomes associated with the programme.<br><br>Portfolios are not normally assessed directly. Instead a Portfolio Report is assessed to demonstrate what students have learned and the developments they have made, by drawing on the material in their portfolio which is used as evidence to demonstrate the student's achievement. |
| Report | Portfolio report | A written report drawing on evidence from a Portfolio (see above) to demonstrate what students have learned and the development they have made. |
| Oral assessment | Group presentation | Students work in small groups to produce a presentation based on a specific topic or question. During the presentation students shall be required to discuss their views and be expected to support their work by drawing on classroom and experiential |

| | | evidence to inform their discussion. Students will then normally answer questions from a panel of examiners at the end of the presentation. |
|---|---|---|
| | Individual presentation | Students work independently to produce a presentation based on a specific topic or question. During the presentation the student will be required to discuss their views and be expected to support their work by drawing on classroom and experiential evidence to inform their discussion. Students will then normally answer questions from a panel of examiners at the end of the presentation. |
| | Dissertation Presentation | The Dissertation Presentation requires the student to provide a synopsis of their research which integrates new knowledge by taking into account provided feedback to the written submission.<br><br>The Dissertation Presentation can be conducted before the submission of the dissertation. In this case, the presentation enables the student to present their research proposal and utilise the feedback provided to further their dissertation. |
| | Viva | An examination where students answer questions verbally, demonstrating their knowledge in the subject and, if related to the assessment, defend their research. |
| | Moot Problem | A Moot Problem is an assessed piece of simulated advocacy in which students present a case for whichever party they are representing before a court of appellate jurisdiction. |

| Dissertation | Research paper or project or dissertation | A major piece of academic research enabling students to demonstrate that they have an enquiring and analytical mind. |
|---|---|---|
| Practical Skills Assessment | Coding Assignment | An exercise completed in both writing and coding. |
| Participation | Participation | Assessment of a student's contributions and participations in classroom.<br><br>Assessing participation allows for the assessment of a range of transferable skills, including reading and understanding, time management, and interpersonal skills. |

## ANNEX B: CALCULATION OF CLASSIFICATION MARK

Classification =     the sum of the weighted marks [mark x relevant credit volume x weight]

_____

The sum of credit volume x weighting

| Level | Course Code | Credit | Weighting | Mark | Mark x credit volume x weighting | Credit volume x weighting |
|-------|-------------|--------|-----------|------|----------------------------------|---------------------------|
| All 120 credits @ Level 6 | | | | | | |
| 6 | NCHPH631 | 30 | 5 | 68 | 68 x 30 x 5 = 10200 | 30 x 5 = 150 |
| 6 | NCHPH632 | 30 | 5 | 73 | 73 x 30 x 5 = 10950 | 30 x 5 = 150 |
| 6 | NCHPH633 | 30 | 5 | 61 | 61 x 30 x 5 = 9150 | 30 x 5 = 150 |
| 6 | NCHPH616 | 30 | 5 | 68 | 68 x 30 x 5 = 10200 | 30 x 5 = 150 |
| Best 90 credits @ Level 5 | | | | | | |
| 5 | NCHPH513 | 30 | 3 | 60 | 60 x 30 x 3 = 5400 | 30 x 3 = 90 |
| 5 | NCHPH515 | 30 | 3 | 64 | 64 x 30 x 3 = 5760 | 30 x 3 = 90 |
| 5 | NCHPH530 | 30 | 3 | 58 | 58 x 30 x 3 = 5220 | 30 x 3 = 90 |
| Best 90 credits @ Level 4 | | | | | | |
| 4 | NCHPH407 | 30 | 1 | 67 | 67 x 30 x 1 = 2010 | 30 x 1 = 30 |
| 4 | NCHPH413 | 30 | 1 | 58 | 58 x 30 x 1 = 1740 | 30 x 1 = 30 |
| 4 | NCHPH414 | 30 | 1 | 61 | 61 x 30 x 1 = 1830 | 30 x 1 = 30 |
| | | | | **SUM** | **62460** | **SUM      960** |

C Score = the sum of the weighted marks          62460

_____          _____    =    65%

The sum of the credit value               960

| Title: AQF7 Academic Regulations for Taught Degrees – Part C | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Approved by: Academic Board** | | | | | |
| Version number | Date approved | Date published | Owner | Location | Proposed next review date |
| 2.0 | September 2020 | | Head of Quality Assurance | NCH Academic Handbook; Academic Quality Framework | August 2021 |
| 1.0 | June 2019 | - | Head of Quality Assurance | - | August 2021 |
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| Referenced documents | AQF2 Teaching and Learning; AQF9 Student Guidance and Learner Support; Admissions Policy; AQF8 Student Recruitment and Admissions; AQF4 Programme and Course Approval and Modifications; AQF12 Assessment Boards; Student Attendance Policy; Student Registration Form; Recognition for Prior Learning; Recognition for Prior Learning Guidance; Support to Study Policy; Welfare Policy; Student Code of Conduct and Disciplinary Procedures; Guidance on Conduct of Viva Examinations; Internal Examiner's Report; Assessment Handbook; Extenuating Circumstances Policy; Academic Misconduct Policy; External Assessors Guidance; Variance to Academic Regulation Form; Assessment Regulations for Taught Awards; Break in Studies Policy; Academic Appeals Policy; Assessment Peer Review Form; Marking, Moderation and Feedback Policy; External Assessor Guidance; Plagiarism Policy. | | | | |
| External Reference Point(s) | UK Quality Code; Framework for Higher Education Qualifications of UK Degree-awarding Bodies. | | | | |