



## Academic Quality Framework

### Chapter 7 Academic Regulations for Degree Apprenticeships Part C – Assessment Regulations

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7.22	Introduction .....	4
7.23	Assessment Strategies.....	4
7.24	Assessment Standards.....	5
7.25	Assessment Tasks .....	5
7.26	Engaging learners in the Assessment Process .....	5
7.27	Reviewing and Evaluating Assessment.....	5
7.28	Types of Assessment.....	5
7.28.1	Formative.....	6
7.28.2	Summative .....	6
7.29	Designing, Setting and Arranging Assessments.....	6
7.29.1	Constructive alignment.....	6
7.29.2	Assessment elements, methods, and tasks for taught programmes.....	6
7.29.3	Timings of assessment for taught programmes .....	7
7.29.4	Assessment framework and workload for taught programmes .....	7
Table 7.7	Indicative List of Assessment Methods.....	8
7.29.5	Changing assessment and assessment weightings for taught programmes .....	10
7.29.6	Design of assessment for taught programmes .....	10
7.30	Threshold Standards and External Benchmarks.....	11
7.31	Assessment of Group Work .....	12
7.32	Written Examination Papers .....	13
7.33	Word Length and Format of Assignments .....	13
7.34	Viva Voce Examinations .....	13
7.35	Computer-Based Examinations .....	14

7.36	Pass/Fail Assessments .....	14
7.37	Providing Information to learners Regarding Assessments .....	14
7.38	Assessment Briefs .....	15
7.39	Assessment Criteria .....	16
7.40	Assessment Procedures .....	16
7.41	Examining and Assessment Where a Member of Staff has a Personal Interest, Involvement or Relationship with a learner .....	16
7.42	Completing Assessments on Time .....	17
7.43	Extenuating Circumstances .....	17
7.44	Feedback on Draft Assessments.....	17
7.45	Learner Self-Assessment.....	18
7.46	Assessment Deadlines .....	18
7.47	Submission of Work .....	18
7.48	Anonymity .....	19
7.49	Standards of Academic Practice .....	19
7.50	Work Lost After Submission or Examination .....	19
7.51	Marking .....	20
7.51.1	Common Assessment Marking Scheme.....	20
Table 7.8	Common Assessment Marking Scheme - Undergraduate.....	20
Table 7.9	Common Assessment Marking Scheme - Postgraduate .....	21
7.51.2	Using the Common Assessment Marking Scheme.....	21
7.52	Work Not Meeting the Threshold Standard .....	22
7.52.1	Compensation .....	<b>Error! Bookmark not defined.</b>
7.53	Capping of Marks .....	22
7.54	Accessing Feedback and Marks .....	22
7.55	Awarding Academic Credit.....	23
7.56	REAssessment - referrals .....	23
7.56.1	Re-sit assessment elements.....	23
7.56.2	Referral requirements .....	23
7.56.3	Referral attempts .....	24
7.57	Classification of Awards .....	24
7.57.1	Bachelor’s Taught Awards.....	24
7.57.2	Master’s Taught Awards .....	24
7.57.3	Exit Awards .....	25
7.58	Factors Affecting Assessment and Assessment Boards .....	25

7.59	Assessment Feedback.....	26
7.59.1	Feedback on formative assessments .....	26
7.59.2	Feedback on summative assessments .....	26
7.59.3	Feedback on summative examinations .....	26
7.60	Access to Material After Assessment.....	27
7.60.1	Access to marked summative assignments and examination scripts .....	27
7.60.2	Access to past and specimen examination papers .....	27
7.61	Administration of Assessments .....	27
7.61.1	Drafting of examination papers and assessment briefs .....	27
7.61.2	Assessment moderation process .....	27
7.61.3	External Review of draft examination papers and assignment.....	28
7.62	Marking and Moderation .....	28
7.62.1	Marking and moderation processes .....	28
7.62.2	Marking and moderation sample size and selection .....	28
7.62.3	Marking of oral presentations .....	29
7.63	Assessment Samples Sent to External Examiners.....	29
7.64	Visiting Lecturers and External Assessors .....	29
7.65	Collecting and Collating Marks .....	30
7.66	Internal Monitoring of Assessment Procedure .....	30
7.67	The Conduct of Examinations .....	30
7.68	Examination Results .....	31
7.68.1	Recording and notification of results .....	31
7.68.2	Amended results .....	32
7.69	Disposal and Retention of Work that Contributes to a Degree Assessment.....	32
7.69.1	Retention of examination scripts.....	32
7.69.2	Retention of other assessment elements.....	32
7.70	Academic Appeals .....	32
7.71	Academic Offences .....	33
7.72	Assessment of learners with Disabilities .....	33
7.72.1	General provisions .....	33
7.72.2	Specific Learning Differences or Difficulties with disabilities .....	34
7.72.3	Assessment of Learners with Disabilities in End-point Assessment .....	35
Annex A:	Assessment Elements, Methods and Tasks.....	37
Annex B:	Calculation of Classification Mark.....	41

## 7.22 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 learner 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 learner’s achievements against the learning outcomes of the course and programme (summative assessment).
- To assist 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 learners.

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

## 7.23 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 learners to achieve their potential.
- Strike a balance between low-risk formative assessment and high-risk summative assessment.
- Enable learners to experience a wide range of increasingly complex assessment activities designed to support the development of their wider attributes and skills.

#### **7.24 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.

#### **7.25 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.

#### **7.26 ENGAGING LEARNERS IN THE ASSESSMENT PROCESS**

Learners 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 learners self-regulation and reflection, giving learners 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.

#### **7.27 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 learning is undertaken at assessment and course Level. This is considered by the Faculties and Course Assessment Board 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.

#### **7.28 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.

### **7.28.1 Formative**

All programmes are required to have effective mechanisms in place to ensure that learners 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.

### **7.28.2 Summative**

The purpose of summative assessment is to enable learners 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 on 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.)

## **7.29 DESIGNING, SETTING AND ARRANGING ASSESSMENTS**

### **7.29.1 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.

### **7.29.2 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 PAB and learner 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 learners' aptitudes and skills to be developed and tested, and in order to provide the College with sufficient evidence to verify the authenticity of individual learners' work.

### **7.29.3 Timings of assessment for taught programmes**

The timings of assessments are presented on the programme homepage for apprenticeship programmes on the virtual learning environment.

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.

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 Virtual Learning Environment well in advance of the assessment periods.

### **7.29.4 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 learners are informed about the amount of time typically required to complete any given assessment task to an acceptable standard.
- Learners 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 learners understand the volume of work they are expected to produce.

This information can be useful for learners 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 on 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.

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 learners.

**Table 7.7 Indicative List of Assessment Methods**

<b>Assessment Type</b>	<b>Definition</b>	<b>Description</b>
Written Examination	A question or set of questions relating to a particular area of study.	<p>Written examinations usually occur at the end of a period of learning and assess whether learners have achieved the learning outcomes. They may be 'seen', where the learner 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 learner is allowed to use a selection of reference materials during the assessment.</p> <p>The questions asked as part of a written examination may be essay, short answer, problem or multiple-choice.</p> <p>Written examinations usually (but not always) take place under timed conditions.</p>

Assessment Type	Definition	Description
Written assignment (including essays, briefings and reports)	An exercise completed in writing.	<p>Written exercises that typically have deadlines attached but which are not carried out under timed conditions. An example is the essay, where learners are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.</p> <p>There are different kinds of reports – often learners are required to 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.</p>
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 learner has undertaken. Dissertations are the result of a learner'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. Learners 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.	Learners 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	A conversation or oral presentation on a given topic,	Examples of oral assessments and presentations might include conversations, discussions, debates,

Assessment Type	Definition	Description
	including an individual contribution to a seminar.	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 learner's practical skill or competence.	Practical skill assessment focuses on whether and/or how well a learner performs a specific practical skill.
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.

Detailed description of assessment elements, methods and tasks can be found at [ANNEX A](#).

### 7.29.5 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](#))

### 7.29.6 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 learner 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 learners would be expected to undertake self-directed learning on such material.

The assigned External Examiner must be asked to review the final assessments and should be sent all relevant Assessment Briefs and Course Descriptors to enable them to ascertain whether draft questions are fair and appropriate in relation to the programme aims and learning outcomes.

Once all substantive changes requested by the External Examiner have been incorporated in the examination paper, the Programme Director may ratify the final version.

Where a Course Leader does not act on all changes required by the External Examiner, or makes additional substantive changes to the paper, it must be returned to the External Examiner for final approval.

Programme Director should ensure that full details of their programme assessments should be submitted to Student and Academic Services, thus ensuring that all examination papers are approved by the External Examiner and considered by the Apprenticeship Assessment Scrutiny Board in good time.

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, Programme Directors, must ensure that faculty prepare learner 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 Apprenticeship Assessment Scrutiny Board must approve all assessments briefs, examination papers, and associated assessment guidance prior to their publication to learner.

### **7.30 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.

### **7.31 ASSESSMENT OF GROUP WORK**

Group and team working skills are important abilities. The importance of group working skills to learners' 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, learners' 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 learners ascribe marks to other learner'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.

### **7.32 WRITTEN EXAMINATION PAPERS**

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

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

### **7.33 WORD LENGTH AND FORMAT OF ASSIGNMENTS**

All word counts provided are maximum unless stated otherwise.

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

### **7.34 VIVA VOCE EXAMINATIONS**

Examiners may exceptionally choose to examine any learner 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 learner'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.

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

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

### **7.35 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 Student and Academic Services.

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.

Learner 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 Student and Academic Services for duplication in the event that the electronic delivery of the CBE cannot be accomplished.

### **7.36 PASS/FAIL ASSESSMENTS**

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

### **7.37 PROVIDING INFORMATION TO LEARNERS REGARDING ASSESSMENTS**

Course Descriptors must inform learners about the assessment elements for that course. In addition, learners 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 learners:

- i. Great caution must be exercised when informing learners about the content (as opposed to the structure) of an assessment, and should be sufficiently broad so as not to give learners 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 learners (preferably in the Course Descriptor).
- iii. That the actual examination paper must be consistent with the information provided to learners.
- iv. All assessments must be related to the learning outcomes of a programme, and should be indicated in the Programme Specification given to all learners at the start of a programme.

Information for learners 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 learners at the beginning of each academic year.

### **7.38 ASSESSMENT BRIEFS**

For each assessment, with the exception of written examinations, learners 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 assessment to the competency requirements in the Apprenticeship, by indicating the contribution to the knowledge skills and behaviours in the apprenticeship; 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 through 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 learner 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 (learners should receive feedback on assessments within 20 working days of submission).
- xii. Details of how the feedback will be provided.

### **7.39 ASSESSMENT CRITERIA**

Assessment criteria set out what is expected of learners 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 7.51.1).

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

### **7.40 ASSESSMENT PROCEDURES**

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

### **7.41 EXAMINING AND ASSESSMENT WHERE A MEMBER OF STAFF HAS A PERSONAL INTEREST, INVOLVEMENT OR RELATIONSHIP WITH A LEARNER**

The College must ensure that learners 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 learners when relationships extend outside of the delivery of the programme.

The College is keen to support learners and faculty with their research and is aware that faculty might hire learners 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 learner 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 learner 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 learner, and the member of faculty is the first examiner of the anonymous scripts, the learner'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 learner is responsible for the marking of oral presentations or vivas that the learner is required to sit, another member of faculty should be recruited to be the examiner.

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

#### **7.42 COMPLETING ASSESSMENTS ON TIME**

It is the responsibility of learners 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.

#### **7.43 EXTENUATING CIRCUMSTANCES**

Learners must provide the SWT 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.

#### **7.44 FEEDBACK ON DRAFT ASSESSMENTS**

The College does not prohibit feedback on draft assessments.

Only one instance of feedback per summative assessment is permissible (i.e. learners 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 as in some subject areas.

Feedback on draft 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 learner's work.

There is no mark awarded for draft assessments and learners 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 learners submit their draft assessment late, the member of faculty is not obligated to review the draft and provide feedback.

#### **7.45 LEARNER SELF-ASSESSMENT**

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

Learners are also provided with detailed assessment briefs.

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

#### **7.46 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), by 12 noon, of the date of submission.

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

#### **7.47 SUBMISSION OF WORK**

Written assignments must be submitted by learners in accordance with the procedures in the Assessment Regulations, and by the deadlines specified in assessment briefs.

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

When submitting work for assessment, learners 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 learners 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.

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

#### **7.48 ANONYMITY**

All written examination scripts and assignment submissions must be anonymous, meaning learners 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 assessor (e.g. projects, dissertations, some forms of portfolios etc.).

Where learners' assessments have been marked anonymously, the learner'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 learner by candidate number.

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

#### **7.49 STANDARDS OF ACADEMIC PRACTICE**

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

If a learner 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 learner to have failed part or all of the assessment, and may determine whether the learner shall be allowed to be reassessed.

#### **7.50 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, learner will be asked for a duplicate copy of the lost assessment where appropriate. If learner are unable to provide a duplicate copy and there is clear evidence of a submission, then

the PAB will derive an appropriate mark based on the overall performance by the learner.

If work or mark sheets are lost by an examiner, the Course Leader with the Programme Director, and the External Examiner will review the situation and make a recommendation to the Chair of the PAB on the learners' performance.

## 7.51 MARKING

### 7.51.1 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 learners are assessed, marked and reported on across all taught programmes is used. It also enables comparable levels of learner 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 learner through their Programme Handbook.

**Table 7.8 Common Assessment Marking Scheme – Undergraduate**

<b>1<sup>st</sup> Class</b>	<b>Upper Second Class</b>	<b>Lower Second Class</b>	<b>Third Class</b>	<b>Fail</b>
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

### 7.51.2 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 percentage 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.

### **7.52 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 learner's mark cannot be compensated. All assessment elements must be passed for a student to progress.

### **7.53 CAPPING OF MARKS**

Learners 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 degree apprenticeship programmes. Any mark of 50% or higher will be capped at 50% for Level 7 degree apprenticeship programmes. Any mark below 40% for undergraduate and below 50% for postgraduate degree apprenticeship programmes, will stand.
- Learners who do not submit their assessments within seven days, and have no approved Extenuating Circumstances, are deemed to have failed that assessment element and the mark recorded will be 0%.

### **7.54 ACCESSING FEEDBACK AND MARKS**

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

Provisional assessment marks are also made available to learners electronically. Learners 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.

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

## 7.55 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.”

Learners 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 and Credit Transfer Policy (RPLCT) in which the credit may be given in line with the RPLCT Policy.

## 7.56 REASSESSMENT - REFERRALS

### 7.56.1 Re-sit 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 learners 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 learners 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. Learners will be provided with the mark that the work could have received prior to being capped.

### 7.56.2 Referral requirements

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

Learners 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.

### **7.56.3 Referral attempts**

Where learners 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.

Learners will not be able to re-attempt any passed assessment elements, except where learners 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](#).

## **7.57 CLASSIFICATION OF AWARDS**

Awards within an Apprenticeships are subject to the same classification structure for the awards relate to their study programme. Apprenticeship End-point Assessment categories however do differ. Where the apprenticeship End-point Assessment is not integrated and takes place after the underpinning degree programme has completed, the apprenticeship is awarded pass, merit, distinction or fail

### **7.57.1 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%

### **7.57.2 Master's Taught Awards**

- i. Learners 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. Learners 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.

### **7.57.3 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 L7 credits
- iv. Postgraduate Diploma:
  - Achieved 120 L7 credits

## **7.58 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 Programme Director to the Course Assessment Board (CAB) for consideration in advance of the Progression and Award Board (PAB).

In all the above cases:

- a) The relevant Apprenticeship Assessment Scrutiny Board (AASB) must have considered the issues in advance of the CAB.
- b) AASB must consider the circumstances and their impact to determine whether there was a material impact on learners' 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.

Learners have the right to appeal against decisions made by the PAB. For further information, see the [Academic Appeals Policy](#).

## **7.59 ASSESSMENT FEEDBACK**

The College has an institutional policy regarding the provision of feedback to learners that offers guidance to faculty on providing effective feedback to learners and provides learners with guidance on how to use the feedback they receive to effectively improve their performance.

### **7.59.1 Feedback on formative assessments**

Learners 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 learners are performing, and this enables learners to explore their own arguments and comprehension of the subject at hand.

### **7.59.2 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), learner must be notified as soon as is reasonably possible of the revised date and the reason behind the change.

### **7.59.3 Feedback on summative examinations**

For summative examinations, learners receive feedback in the form of an Internal Examiner Report, where learners 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 learners. Copies of the Internal Examiners' Reports are also sent to the External Examiner for the moderation process.

## **7.60 ACCESS TO MATERIAL AFTER ASSESSMENT**

### **7.60.1 Access to marked summative assignments and examination scripts**

Hard copies of written assignments, other than copies retained for external examining and archive purposes, will normally be returned to the learners with any associated feedback.

### **7.60.2 Access to past and specimen examination papers**

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

Student and Academic Services are responsible for the uploading of the past examination papers to the Virtual Learning Environment course page.

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

## **7.61 ADMINISTRATION OF ASSESSMENTS**

The College has in place a range of assessment processes to ensure that 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.

### **7.61.1 Drafting of examination papers and assessment briefs**

Course Leaders draft examination papers and assignments briefs for assessment. These draft examination papers and assignments briefs are peer reviewed. The member of faculty completing the peer review will complete the Peer Review Form. Modifications can be made after the peer review process and the final draft assessment are prepared and then sent to the External Examiner.

The final draft examination papers and assignments are sent to the External Examiner for external moderation, ensuring that standards are appropriate and achievable.

When the Programme Director receives the feedback from the External Examiner, Apprenticeship Assessment Scrutiny Board (AASB) is convened for each programme. The role of the AASB is to undertake a final scrutiny of all assessments prior to publication, and this Board should check for readability.

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

### **7.61.2 Assessment moderation process**

In seeking to achieve equity, validity and reliability in the assessment of learner 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.

### **7.61.3 External Review of draft examination papers and assignment**

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

## **7.62 MARKING AND MODERATION**

### **7.62.1 Marking and moderation processes**

Double marking, blind 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.

In blind double marking there are two markers who mark students work without sight of the other marker's mark. Marks should not be disclosed until the markers meet to discuss their marks. Through this discussion, markers will determine an agreed mark which should be recorded on the Agreed Marks Spreadsheet. If there is disagreement between the two markers, this discussion must be noted in writing. If no agreement is reached, a third marker is recruited to act as a mediator and the mark thus reached is final. All three marks are recorded on the Agreed Mark Spreadsheet with supporting comments.

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.

### **7.62.2 Marking and moderation sample size and selection**

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 - and a maximum of 15 pieces of work, as minimum standards for moderation. In exceptional 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.

### **7.62.3 Marking of oral presentations**

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.

## **7.63 ASSESSMENT SAMPLES SENT TO EXTERNAL EXAMINERS**

External Examiners receive samples of assessments in good time before Assessment Board 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.

## **7.64 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 learners, 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.

### **7.65 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.

### **7.66 INTERNAL MONITORING OF ASSESSMENT PROCEDURE**

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

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

Student and Academic Services (SAS) confirms assessment through submission by learners 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.

### **7.67 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 learners. It is the learner'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 learners are successfully registered for their courses or for referral assessments, and as soon as PAB have completed their deliberations.

## **7.68 EXAMINATION RESULTS**

### **7.68.1 Recording and notification of results**

The Registrar is responsible for ensuring a robust and reliable system is in place for the computation, checking, and recoding 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 professional 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 exams database, and on 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 learner progression/graduation by SAS.

Access to assessment results and information regarding assessment judgments about individual learner is restricted to the line manager and other employer contacts, and 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.

Learners 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 learners' NCH email account by Student and Academic Services. 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 learners can contact should they require clarification of their results or advice about their results will be included.

No results should be divulged to learners until the learner has completed their EPA. This regulation may be varied if it is deemed in the best interest of a learner to notify them of their examination 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 learner's file to record that their results were released to them early.

Results should only be given to learners in person or by the phone if steps have been taken to confirm the learner's identity: they should NOT be disclosed to third parties (including parents) without a learner's explicit consent. In view of the above, staff are not permitted to release final results to learners.

#### **7.68.2 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.

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

#### **7.69.1 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.

#### **7.69.2 Retention of other assessment elements**

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

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

### **7.70 ACADEMIC APPEALS**

Academic Appeals are the route by which learner may seek reconsideration of the PAB decisions. The only basis on which an appeal may be made is on the correction of administrative errors. Specific rights of appeals against a decision involving academic judgment are very limited.

Although rigorous procedures are followed to ensure that all apprentice assessment elements are conducted and marked fairly and appropriately, apprentices 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 Board.
- 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 learner lodges an appeal that is upheld after the relevant PAB and is found, after submission, 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.

### **7.71 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.

### **7.72 ASSESSMENT OF LEARNERS WITH DISABILITIES**

#### **7.72.1 General provisions**

All apprentices will complete the Additional Learning Support assessment in their application. Where disabilities are declared, the Student Wellbeing Team (SWT) will work with apprentice and employer to agree an action plan before

the start of the apprenticeship. This support continues through their End-point Assessment.

If a apprentice is unable to be assessed by the approved on programme assessment element prescribed for the course because of a diagnosed condition, the SWT will liaise with the 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 apprentice on equal terms with other apprentices).

Learner's must ensure that the College is made aware of their condition in the application, or as soon as this becomes apparent. Written evidence must be provided in the form of a medical or diagnostic report provided by a doctor or other appropriately qualified professional.

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

Learners wishing to be considered for special assessment conditions must make this clear either in the application 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 learners have diagnosed conditions, acute or chronic, which are demonstrated to the satisfaction of the SWT but cannot be accommodated through special conditions for assessment, the apprentice will normally be expected to carry out the assessment under the approved conditions and the condition can be taken into account when the apprentice's achievement and progression is reviewed.

### **7.72.2 Specific Learning Differences or Difficulties with disabilities**

Upon recommendation from the SWT, learners 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 learners are normally permitted 25% extra time.

Additional examples for consideration are given below:

- i. Learners 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 learners 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. Learners 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. Learners 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. Learners 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. Learners 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.

Learners 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.

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

### **7.72.3 Assessment of Learners with Disabilities in End-point Assessment**

At End Point Assessment, where this is not conducted by the College, the Academic Mentor will ensure that all information about the apprentice is shared with the End Point Assessment Organisation (EPAO) and that the EPAO makes 'reasonable adjustments' as part of the End Point Assessment.

<b>Title: AQF7 Academic Regulations for Degree Apprenticeships Part C – Assessment Regulations</b>					
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1.1	December 2020	February 2021	Head of Quality Assurance	Academic Handbook; Academic Quality Framework; AQF7 Academic Regulations: Academic Regulations for Degree Apprenticeships	August 2021
1.0	September 2020	October 2020	Head of Quality Assurance	Academic Handbook; Academic Quality Framework; AQF7 Academic Regulations: Academic Regulations for Degree Apprenticeships	August 2021
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; AQF 12 Assessment Boards; 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; Assessment Feedback Policy; Academic Appeals Policy; Peer Review Form; Marking and Moderation Policy; External Assessor Guidance; Plagiarism Policy; Guidance for Marking Examinations.				
External Reference Point(s)	UK Quality Code; Framework for Higher Education Qualifications of UK Degree-awarding Bodies.				

**ANNEX A: ASSESSMENT ELEMENTS, METHODS AND TASKS**

The College's agreed assessment methods are shown in Table 7.9. is not an exhaustive list:

<b>Assessment Type</b>	<b>Assessment Title</b>	<b>Description</b>
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 apprentices 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 apprentices 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.
Written assignment	Coursework	Coursework essays usually consist of essay-type questions that apprentices completed in their own time over a pre-determined period of time.
	Reflective Essay	Reflective essays enable apprentices to analyse their experiences in order to gain further insights into their knowledge and to learn and improve by reflecting on their

Assessment Type	Assessment Title	Description
		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 the 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	<p>A project proposal is a detailed description of a series of activities aimed at solving a certain problem or research question. The proposal shall normally include:</p> <ul style="list-style-type: none"> <li>• A valid and feasible research question or focused argument.</li> <li>• A background literature search on the research question or argument.</li> <li>• An appropriately justified methodology section, including proposed methods for data collection and/or analysis.</li> <li>• A project management plan.</li> </ul>
Poster	A poster assessment usually involves a topic for the apprentice research and present on a poster.	
Portfolio	Portfolio	<p>A portfolio consists of a collection of learning materials comprising a representative sample of apprentices' work to demonstrate their ability and progress. A portfolio has two main purposes:</p> <ul style="list-style-type: none"> <li>• To provide the apprentice with an ongoing record of</li> </ul>

Assessment Type	Assessment Title	Description
		<p>their achievement and progress on the course.</p> <ul style="list-style-type: none"> <li>To provide evidence that apprentices have met the learning outcomes associated with the programme.</li> </ul> <p>Portfolios are not normally assessed directly. Instead a Portfolio Report is assessed to demonstrate what apprentices have learned and the developments they have made, by drawing on the material in their portfolio which is used as evidence to demonstrate the apprentice's achievement.</p>
Report	Portfolio report	A written report drawing on evidence from a Portfolio (see above) to demonstrate what apprentices have learned and the development they have made.
Oral assessment and presentation	Group presentation	Apprentices work in small groups to produce a presentation based on a specific topic or question. During the presentation apprentices 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. Apprentices will then normally answer questions from a panel of examiners at the end of the presentation.
	Individual presentation	Apprentices work independently to produce a presentation based on a specific topic or question. During the presentation the apprentice will be required to discuss their views and be expected to support their work by drawing on classroom and experiential evidence to inform

Assessment Type	Assessment Title	Description
		their discussion. Apprentices will then normally answer questions from a panel of examiners at the end of the presentation.
	Dissertation Presentation	<p>The Dissertation Presentation requires the apprentice to provide a synopsis of their research which integrates new knowledge by taking into account provided feedback to the written submission.</p> <p>The Dissertation Presentation can be conducted before the submission of the dissertation. In this case, the presentation enables the apprentice to present their research proposal and utilise the feedback provided to further their dissertation.</p>
	Viva	An examination where apprentices 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 apprentices 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 apprentices to demonstrate that they have an enquiring and analytical mind.

**ANNEX B: CALCULATION OF CLASSIFICATION MARK**

Classification =  $\frac{\text{the sum of the weighted marks [mark x relevant credit volume x weight]}}{\text{The sum of credit volume x weighting}}$

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	
<b>SUM</b>					<b>62460</b>	<b>SUM</b>	<b>960</b>

$$\text{C Score} = \frac{\text{the sum of the weighted marks}}{\text{The sum of the credit value}} = \frac{62460}{960} = 65\%$$