

Academic Quality Framework Chapter 7

AQF7 Academic Regulations for Degree Apprenticeships Part C – Assessment Regulations

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Introduction

1. This section provides information on the regulations, policies and procedures relating to assessment at Northeastern University London (the University).
2. The University 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.
3. The Framework for Higher Education in England, ongoing condition B4: Assessments and Awards, has the following requirements:
 - 3.1. Students are assessed effectively.
 - 3.2. Each assessment is valid and reliable.
 - 3.3. Academic regulations are designed to ensure that relevant awards are credible.
 - 3.4. Academic regulations are designed to ensure the effective assessment of the English language in a manner which appropriately reflects the level and content of the applicable higher education course.
 - 3.5. Relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.
4. 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.”
5. The UK Quality Code Theme: Assessment also states that assessments should be reliable, consistent, fair and valid, and repeatable.
6. The University identifies the purpose of assessment as follows:
 - 6.1. Assessment as a learning strategy. We view assessment as a tool for learning, not only a post hoc measurement of learning.
 - 6.2. Assessment as a feedback process. Both summative and formative assessments can give students valuable feedback about their learning and motivate them to continue learning.
 - 6.3. Assessment as an evaluation process. It objectively measures students’ achievements against the learning outcomes of the course and programme.
 - 6.4. Assessment as an opportunity for student self-actualization. We recognise that assessment offers unparalleled opportunities for students to draw on the entirety of their

cultural wealth and that it therefore is key to making their learning and student experience more inclusive and equitable.

- 6.5. Assessment as a quality process. It provides a reliable and consistent basis for the PAB (WRL) to determine progression toward, and conferment of, awards to students.
7. Assessment at the University is therefore instrumental in meeting the OfS's four primary regulatory objectives: ensuring that students: succeed in and progress from HE; receive a high-quality academic experience; are able to progress into employment or further study; receive value for money.

Assessment Strategies

8. Assessment is at the heart of a number of key aspects of student learning and student experience: from learning and evaluation to quality and inclusivity.
9. Assessment strategies should:
 - 9.1. Be driven in the first instance by the imperatives of teaching and learning and be guided by research and evolving best practice.
 - 9.2. Be aligned to course learning outcomes, and beyond that foster the development of certain student 'dispositions,' central to our overarching educational strategy.
 - 9.3. Be authentic whenever possible.
 - 9.4. Consider the student holistically, paying equal attention to academic achievement, wellbeing, and self-actualization.
 - 9.5. Be agile and keep pace with the University's growth.

Assessment Standards

10. 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.
11. Assessment criteria should be clearly specified, aligned to the Level/phase of the course, and used as the basis for marking.

Assessment Tasks

12. 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.

Engaging Learners in the Assessment Process

13. Learners should be supported in developing an understanding of expectations through detailed Assessment Briefs and active engagement with the assessment process and criteria.
14. 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.
15. Realistic and balanced assessment workloads should spread the assessment loading and ensure adequate time for associated learning.

Reviewing and Evaluating Assessment

16. Assessment is a collegiate activity, which necessitates Faculties discussing and agreeing assessment expectations and sharing experiences.
17. As part of the University'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 Work Related Learning (CAB WRL) 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. Course Leaders are also required to complete an Annual Course Review which is an analysis of the course performance. For more information, please see AQF5 Annual Monitoring and Reporting.

Types of Assessment

18. In general, the University seeks to follow a mixed method of assessment appropriate to the nature of the individual courses.
19. Assessment at the University is divided into two categories: formative assessment and summative assessment.

Formative

20. 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.
21. The University emphasises the value of early formative assessment to promote both the development of skills and engagement with programme material.
22. Participating in formative assessment is not normally a requirement for progression.

Summative

23. 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.
24. 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 University's agreed processes. (See AQF4 Programme and Course Approval and Modification.)

Designing, Setting and Arranging Assessments

Constructive Alignment

25. 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.
26. Assessment tasks are designed to foster student learning; to provide opportunities for reflection, feedback, and self-assessment; and to test the attainment of stated learning outcomes at the appropriate level of learning.
27. Teaching activities and the learning opportunities provided should help and support these processes.

Assessment Elements

28. 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.
29. Each 30-credit course, based on 300 notional learning hours, should normally have a maximum of three assessment elements.

30. Each 15-credit course, based on 150 notional learning hours, should normally have a maximum of two assessment elements.
31. Where there are critical teaching and learning reasons for a higher number of assessments – and where these would not be met by adding components to individual assessments – the number of overall assessments may be increased. Assessment elements represent the reporting points for PAB (WRL) and learner achievement records.
32. 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).
33. In designing the core and optional components within a subject area, faculty must ensure that these are appropriate to the objectives of the programme.

Assessment Methods

34. Where possible, assessment methods should prioritise the application of knowledge and skills to public and professional settings, thus engaging students in, and preparing them for, employment, citizenship, and personal fulfilment.
35. Assessment methods should be inclusive, and consider the student holistically, paying equal attention to employability, wellbeing, and self-actualisation.
36. 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 University with sufficient evidence to verify the authenticity of individual students' work.
37. Assessment methods should be diverse (from written exams to portfolios, performances and case studies) and aligned to learning outcomes and our overall assessment strategy to prioritise authentic, inclusive and rigorous assessment.

Timings of Assessment for Taught Programmes

38. The scheduling of assessments is presented on the programme homepage for apprenticeship programmes on the virtual learning environment (VLE).

39. Where courses depend heavily on field work or work-related learning outside of the normal academic year, the period allowed for this must be defined and specified in the Course Descriptor.
40. Programme Directors should ensure that there is an appropriate spread of examination and assessment submission dates across the academic year.
41. The Head of Registry is responsible for ensuring that a definitive schedule of examinations and assessment dates is published on the VLE well in advance of the assessment periods.

Assessment Framework and Workload for Taught Programmes

42. The University 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.
43. The assessment framework is designed to enable:
 - 43.1. Faculty to design effective assessment strategies.
 - 43.2. Faculty to reduce the potential for over-assessment.
 - 43.3. Faculty to ensure that learners are informed about the amount of time typically required to complete any given assessment task to an acceptable standard.
 - 43.4. Learners to plan their workloads.
44. 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.
45. 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.
46. 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.
47. 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

Changing Assessment and Assessment Weightings for Taught Programmes

48. 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](#))

Design of Assessment for Taught Programmes

49. 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.
50. 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.
51. Once all substantive changes requested by the External Examiner have been incorporated in the examination paper, the Programme Director may ratify the final version.
52. 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.
53. Programme Directors should ensure that full details of their programme assessments should be submitted to Registry, thus ensuring that all examination papers are approved by the External Examiner and considered by the Apprenticeship Assessment Scrutiny Board (AASB) in good time.
54. 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 learners in allocation an appropriate portion of the examination time to answer a particular question.
55. The University provides guidance on designing assessments, and different assessment methods to faculty, as and when required.
 56. In finalising draft assessments, Programme Directors, must ensure that faculty prepare learners sufficiently for assessment, and should ensure that assessments:
 - 56.1. Vary as appropriate from year to year.
 - 56.2. Are developmental from Level to Level.
 - 56.3. 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.
 - 56.4. For highly weighted elements, such as projects and dissertations, contain mechanisms to monitor progress and the development of the final submission.
 - 56.5. Are course specific.
 - 56.6. Are set in relation to any practical skills that may be required.
 57. The AASB must approve all assessments briefs, examination papers, and associated assessment guidance prior to their publication to the learner.

Threshold Standards and External Benchmarks

58. 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:
 - 58.1. 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.
 - 58.2. 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.
59. Each programme that the University approves is required to be mapped to a Subject Benchmark Statement to ensure that it meets national requirements.

Assessment of Assigned Group Work

60. 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, summative marks cannot be based on group marks alone but must be combined with some form of individual assessment.
61. Group work assessment element marks should be capped at a maximum of 30% of overall course assessment weighting.
62. 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.

Word Length and Format of Assignments

63. 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%.
64. If an assessment element is not submitted in the specific format required, the work may be marked down, or the CAB (WRL) may resolve that it should not be marked.

Viva Voce Examinations

65. Examiners may exceptionally choose to examine any learner using a viva voce examination in addition to the assessment(s) specified in the Course Descriptor.
66. This form of assessment should only be used sparingly, but may be properly used:
 - 66.1. 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.

- 66.2. Where recognised disability means that a viva is an appropriate and approved form of assessment replacing the normal assessment task.
- 66.3. 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.
67. The University does not conduct vivas in order to adjudicate decisions about borderline classifications.
68. 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 learners will have no right to request another viva opportunity.
69. Further information is provided in the Guidance on the Conduct of Viva Examinations.

Computer-Based Examinations

70. 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 Registry.
71. 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.
72. Learners must be familiar with the CBE system to be used before they undertake a summative examination.
73. A paper copy of each CBE must be available to AS for duplication in the event that the electronic delivery of the CBE cannot be accomplished.

Pass/Fail Assessments

74. An assessment element may be marked as Pass/Fail, i.e. without a mark when it is a requirement of a Professional Statutory Regulatory Body (PSRB)

Providing Information to Learners Regarding Assessments

75. 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.
76. The Head of Registry will provide a definitive schedule of examinations published on CELCAT and assignment submission dates which will be published on the University's VLE well in advance of the examination period and assignment deadlines.
77. Faculty must be made aware of the following information concerning assessments and communications with learners:
 - 77.1. 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.
 - 77.2. The structure and/or content of an assessment should be provided in writing, and made available to all learners (preferably in the Course Descriptor).
 - 77.3. That the actual examination paper must be consistent with the information provided to learners.
 - 77.4. 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.
78. 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.

Assessment Briefs

79. 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.
80. Typically, an assessment brief will include the following elements:
 - 80.1. Title of the assignment.

- 80.2. The task clearly articulated.
- 80.3. 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).
- 80.4. The relationship of the task to the course through details of the learning outcomes being assessed.
- 80.5. Information on how the task can be completed successfully though guidance and/or the provision of associated assessment criteria, and any additional appropriate guidance.
- 80.6. Details/entitlement of any support available during the period up to submission, including any opportunities for the developmental review of progress.
- 80.7. Any word limit or time-limit specification.
- 80.8. Any expectations about the presentation of work (for example, file format accepted: PDF, Word, etc.)
- 80.9. Opportunities for the learner to reflect on the task, including self-assessment opportunities.
- 80.10. The procedure for submitting the work, making presentations etc.
- 80.11. The projected date for the return of assessed work where appropriate (learners should receive feedback on assessments within 28 calendar days of submission, excluding the study break periods).
- 80.12. Details of how the feedback will be provided.

Assessment Criteria

- 81. Assessment criteria set out what is expected of learners and should relate to the learning outcomes set for the course.
- 82. The broad criteria for assessments are set out in the University's Common Assessment Marking Scheme .
- 83. Assessment criteria should be shared with learners in advance of the completion of assessments via Course Descriptors or Assessment Briefs where applicable.
- 84. The University's generic grade criteria can be found in the [Assessment Regulations for Taught Awards](#).

Assessment Procedures

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

Examining and Assessment Where a Member of Staff Has a Personal Interest, Involvement or Relationship With a Learner

86. The University 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.
87. Staff must follow the University's Personal Relationships at Work Policy, which is in the Staff Handbook, on PeopleHR. The regulations below are the safeguards put in place to ensure that academic standards are not put at risk, and the success and progression of the student is managed entirely on a professional basis and protecting faculty from potential allegations of favouritism and unfairness.
88. In the case where a member of faculty is in any relationship with a learner, and the member of faculty is the first marker 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.
89. 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 marker.
90. If the member of faculty sits on PAB (WRL), they shall temporarily withdraw from the meetings when the learner's specific case is being discussed.

Completing Assessments on Time

91. 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 University's Assessment Regulations for Taught Awards.
92. 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.

Extenuating Circumstances

93. Learners must provide a Student Wellbeing Coordinator (SWC) 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.

Feedback on Draft Assessments

94. The University does not prohibit feedback on draft assessments.
95. 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.
96. 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.
97. 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. Equally, Faculty should not give any indication of a mark that work might receive if all formative guidance is followed.
98. 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.

Learner Self-Assessment

99. Where in line with the demands of teaching and learning, assessment for and of learning should facilitate self-reflection and self and (formative) peer-assessment.
100. Learners 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.

101. Learners are also provided with detailed Assessment Briefs.
102. When submitting assignments, learners should be encouraged to engage in evaluation of their work prior to submission, by using the aforementioned. This may take the form of reflective essays, author's notes or artist's statements, or application of a rubric or set of written criteria.

Assessment Deadlines

103. The University's regulations on submission of electronic written assignments is that all submissions are to be up-loaded to the link on the VLE by the published date.
104. The week by which submission is required is determined by the Course Leader and Registry during the development of the Summative Assessment Planner and is to be included in the assessment brief.

Submission of Work

105. Written assignments must be submitted by learners in accordance with the procedures in the Assessment Regulations, and by the deadlines specified in assessment briefs.
106. Proof of submission will be provided and must be retained by the learner as evidence that the work has been submitted.
107. When submitting work for assessment, learners are expected to comply with all instructions issued in the Assessment Brief.
108. All text-based assignments are normally submitted via the Turnitin Plagiarism Detection Service.
109. 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%.
110. Written work presented for assessment must be word processed (unless stated otherwise), legible and comprehensible.
111. 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.
112. All written work must be presented in English or the language of study confirmed at programme approval.

Anonymity

113. All written examination scripts and assignment submissions must be anonymous, meaning learners should be identified by candidate number to markers.
114. 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:
 - 114.1. Assessments in which the identification of candidates is unavoidable, such as oral assessments and presentations.
 - 114.2. Assessments in which the production of the work has been closely supervised by the assessor (e.g. projects, dissertations, some forms of portfolios etc.).
115. Where learners' assessments have been marked anonymously, the learner's identity may be established as soon as internal marking and moderation is complete.
116. The professional staff, who enter assessment marks and compile lists for PAB (WRL)'s, should list learners by candidate number.
117. 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.

Standards of Academic Practice

118. A guide to good academic practice is included in the University's Academic Misconduct Policy.
119. If a learner is found to have cheated or has attempted to gain an unfair advantage in an assessment, disciplinary procedures will be implemented.
120. 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.

Work Lost After Submission or Examination

121. In the exceptional event of the mark for an assessment (recorded or receipted as completed) not being available due to unforeseen circumstances, a learner will be asked for a duplicate copy of the lost assessment where appropriate. If a learner is unable to provide a duplicate copy and there is clear evidence of a submission, then the PAB

(WRL) will derive an appropriate mark based on the overall performance by the learner.

122. 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 (WRL) on the learners' performance.

Marking

Common Assessment Marking Scheme

123. The University uses two Common Assessment Marking Schemes – one for undergraduate (shown in Table 1) and one for postgraduate (shown in Table 2) to mark all taught programmes leading to an award of the University. 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).
124. 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 learners through their Programme Handbook.

Table 1: Common Assessment Marking Scheme – Undergraduate

First 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 2: 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

Using the Common Assessment Marking Scheme

125. All assessment elements should be marked using the marks included in the scheme (see Table 1 and Table 2).
126. Internal Examiners should use the full range of marks available to them, in line with the relevant common assessment marking scheme (Table 1 and Table 2), in the process of confirming the mark for a composite assessment task.
127. 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.
128. The University's convention on rounding of numeric marks for all awards is as follows:
- 128.1. 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.
 - 128.2. 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.

Work Not Meeting the Threshold Standard

129. The established pass mark of all assessments leading to an award of the University 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.

129.1. For apprenticeship end-point assessment courses, the pass mark is determined by the end-point assessment plan of the apprenticeship standard, which may be different to the standard pass mark set out above.

130. 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.

Penalties for Late Submission

131. Learners are strongly advised to submit their assessment ahead of the published deadline. However, the University has a late penalty scheme which is described fully in the Assessment Regulations for Taught Awards.

Accessing Feedback and Marks

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

133. 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 (WRL), these marks are provisional, pending endorsement by the PAB (WRL) and may be subject to change.

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

Awarding Academic Credit

135. 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.”

136. Learners may gain academic credit at the University by:
- 136.1. Being awarded a pass mark for a course.
 - 136.2. 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.

Reassessment - Referrals

Referral Assessment Elements

137. Referral assessment elements must be set at the same time as the first attempt assessments and undergo the same level of scrutiny and approval.
138. 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.
139. Referral examination papers should differ from those set in the initial examination but be of a similar format.
140. 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 on essay topics may require a new topic to be set to prevent plagiarism.
141. Referral written assignments will be completed to a specified deadline ensuring that learners have adequate time to complete the task set.
142. Referral examinations will be held at specified time periods, unless otherwise confirmed through academic appeal or extenuating circumstances.
143. 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.

Referral Requirements

144. Learners will be notified of the nature and timing of referral assessments.
145. 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.

Referral Attempts

146. 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.
147. 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 or fail course has been recommended.
148. For further details, please refer to [Assessment Regulations for Taught Awards](#).

Classification of Awards

149. Awards within an Apprenticeships are subject to the same classification structure for the awards relate to their study programme. When an Apprenticeship standard's assessment plan specifies a specific degree classification calculation method, the specific method in the programme specification overwrites the general degree classification method.
150. Apprenticeship EndPoint 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, in accordance with the Apprenticeship standard's assessment plan.

Bachelor's Taught Awards

151. 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.
152. Classifications averages are calculated to one decimal point. For further information on the weighting calculation, please see [Annex B](#).
153. The calculated overall classification mark will determine the Honours classification awarded, the classification boundaries are:

- 153.1. First Class: 69.5% or more

- 153.2. Second Class (First Division): 59.50% - 69.49%
- 153.3. Second Class (Second Division): 49.50% - 59.49%
- 153.4. Third Class: 39.5% - 49.49%

Master's Taught Awards

- 154. Classification marks for postgraduate programmes will be calculated using the weighted average course marks for the best 60 credits weighted at 3; with the next best 60 credits weighted at 2; and the remaining 60 credits weighted at 1.
- 155. Learners who satisfy the requirements for a Master's degree may be awarded a Master's degree with Merit if they have attained an overall mark greater than or equal to 59.5%.
- 156. Learners who satisfy the requirements for a Master's degree may be awarded a Master's degree with Distinction if they have attained an overall mark greater than or equal to 69.5%.

Exit Awards

- 157. Certificate in Higher Education:
Achieved 120 L4 credits
- 158. Diploma in Higher Education:
Achieved 120 L4 credits and 120 L5 credits
- 159. Postgraduate Certificate:
Achieved 60 L7 credits
- 160. Postgraduate Diploma:
Achieved 120 L7 credits

Factors Affecting Assessment and Assessment Boards

- 161. 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](#).
- 162. 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 PAB WRL.
- 163. In all the above cases:

- 163.1. The relevant AASB must have considered the issues in advance of the CAB (WRL).
 - 163.2. 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).
 - 163.3. 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).
 - 163.4. The decision and reason must be minuted in detail to ensure that the basis of any change is made clear.
164. Learners have the right to appeal against decisions made by the PAB (WRL). For further information, see the [Academic Appeals Policy](#).

Assessment Feedback

165. The University 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. See the Marking, Moderation and Feedback Policy for further information.

Feedback on Formative Assessments

166. 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.

Feedback on Summative Assessments

167. For assessment elements which are assessed during the programme or course, including projects and written assignments, feedback must be returned within 28 calendar days of submission, excluding the study break periods.
168. Exceptionally, when this is not achievable (for example due to staff absence), learners must be notified as soon as is reasonably possible of the revised date and the reason behind the change.

Feedback on Summative Examinations

169. For summative examinations, students receive feedback in a form relevant to the type of examination taken. The Course Leader is

responsible for ensuring that students receive constructive and developmental feedback in a timely fashion. This can be in the form of individualised feedback, e.g., for multiple choice exams it may involve seeing their marked script along with the correct answers to the questions, or generic feedback to the cohort in the form of an Internal Examiner Report, which may include outlines of ways in which students performed especially well or notes on opportunities that were generally missed.

Access to Material After Assessment

Access to Marked Summative Assignments and Examination Scripts

170. Hard copies of written assignments, other than copies retained for external examining and archive purposes, will not normally be returned to the learners with any associated feedback. See Feedback on Summative Examinations for further information.

Access to Past and Specimen Examination Papers

171. Past examination papers are made available to learners from the previous academic year.
172. Registry are responsible for the uploading of the past examination papers to the Virtual Learning Environment Home page, which also has a link on the course page.
173. Papers not normally released are multiple choice papers and computer-based examination papers.

Administration of Assessments

174. The University 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.

Drafting of Examination Papers and Assessment Briefs

175. Course Leaders draft examination papers and assignments briefs for assessment. 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 the final draft assessment are prepared and then sent to the External Examiner for external moderation, ensuring that standards are appropriate and achievable.

176. When the Programme Director receives the feedback from the External Examiner, an 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.
177. Registry are responsible for inserting the date and start time of the examination, in line with the assessment timetable.

Assessment Moderation Process

178. In seeking to achieve equity, validity and reliability in the assessment of learner work, a range of moderation processes are employed at the University.
179. The Head of Registry will ensure all assessments are marked in line with the University's [Marking, Moderation and Feedback Policy](#).
180. Academic Board is responsible for approving the moderation procedure. If a variance to the University 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.

External Review of Draft Examination Papers and Assignment

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

Marking and Moderation

Marking and Moderation Processes

182. Double marking, and second marking are processes put in place to help ensure fairness and objectivity in the assessment process.
183. In 'double marking' there are two markers who mark the students' work with the second marker seeing the first marker's mark and feedback. Double marking is used for some Level 6 and Level 7 assessment.
184. Moderation is when another member of faculty reviews a representative sample of students' 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.
185. 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 University 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.

186. For detailed regulations on marking and moderation, please refer to the Marking, Moderation and Feedback Policy.

Moderation Sample Size and Selection

187. Moderation of summative assessments must be conducted in order for the University to remain compliant with the UK Quality Code and the conditions of registration with the Office for Students. Formative assessments do not need to be moderated.
188. 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. These are the minimal standards for moderation but in some circumstances, sample sizes may be increased to maintain academic standards.
189. The sample must be properly representative across the bands of award classification and borderline fails, and fails, where appropriate.
190. Where assessments are divided between several first markers or several sections, the sample must include assessments marked by each marker or from each section of assessment.
191. Late submissions will be available to be part of the sample for moderation.

Marking of Oral Presentations

192. All oral assessments are audio-visual or audio recorded.
193. Oral assessments that are at Levels 6 or 7, and worth 30% or more of the overall course mark, are double 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.
194. For oral assessment that are at Levels 4 or 5, or are less than 30% of the course mark, have one marker. All of these oral assessments are recorded and a sample is moderated, in accordance with the moderation sample size regulations noted above
195. Sample oral assessments at Levels 5, 6, and 7 must be available for moderation by the External Examiner.

Assessment Samples Sent to External Examiners

196. External Examiners receive samples of assessments in good time before Assessment Board meetings for moderation.

197. 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.
198. 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.
199. CAB (WRL)s 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.
200. 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 Disciplinary Procedure for Staff and External Examiners may have their contract rescinded.

Visiting Lecturers and External Assessors

201. The University appoints External Assessors in line with the External Assessors Guidance.
202. 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 University and its standards.

Collecting and Collating Marks

203. Registry is responsible for the administration of assessments.
204. If the assessment element has one marker, the marker places their mark directly into Canvas. Registry is able to produce a report from Canvas to conduct quality checks, for example checking the Extenuating Circumstances, and to send to External Examiners as part of the external moderation procedure.
205. Where an assessment has several parts (e.g., Section A and Section B) or several questions and these have different weightings, and the overall mark needs to be calculated from the marks assigned, a marks sheet will be supplied by Registry with automatic calculators. Faculty should email Assessment if a mark sheet is required for your course assessment.
206. The Moderation record will continue to document which work needs to be/has been moderated.

207. The Course Leader should check the assessments, the Mark Spreadsheet(s) and the moderation/double marking record for accuracy prior to returning them to Registry. The Head of Faculty is responsible for ensuring that faculty complete their marking and return of documentation in line with the timeline published.
208. When all assessments for a course have been marked, Registry 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.

Internal Monitoring of Assessment Procedure

209. The University places great emphasis on reviewing and improving assessment and examination processes.
210. 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.
211. Registry confirms assessment through submission by learners through a series of reports and logging methods, ensuring that records are auditable.
212. 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.
213. Registers of attendance to examinations are maintained throughout the examination period. Non-attendance at examinations is monitored and actioned by Registry.

The Conduct of Examinations

214. Registry centrally coordinates formal invigilated examinations, including first and second sitting examinations.
215. Registry will communicate with staff and students with regard to examination timings, locations, timetables, guidance, instructions for candidates, and a variety of other necessary information.
216. The University 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.

217. 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.

Assessment Results

Recording and Notification of Results

218. The Academic 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.
219. Assessment data is centrally stored electronically within the University'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.
220. 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.
221. 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 Registry, and any implications for learner progression/graduation by Registry.
222. Access to assessment results and information regarding assessment judgments about individual learner is restricted to the line manager and other employer contacts, and AS, but may be viewed by faculty or professional staff on request.
223. Results are recorded using the following conventions:
- 223.1. A mark per assessment is indicated using the Common Assessment Marking scheme (see Table 1 and Table 2).
 - 223.2. An overall mark for each course is indicated which has been calculated using the appropriate weightings for each assessment of that course.
 - 223.3. Non-submission of summative assignments, or non-attendance at an examination or presentation, is awarded a 0.

224. Programme results are processed following confirmation by the PAB (WRL).
225. Learners are normally informed in advance of the date of the release of results through the Programme Handbook.
226. Results of assessments taken during the academic year are normally released to learners' University email accounts by Registry. Results of assessments released prior to a PAB (WRL) are provisional, pending endorsement by the PAB (WRL) and may be subject to change.
227. 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.
228. No results should be divulged to learners until the learner has completed their End Point Assessment. 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 Dean of Faculties. A file note shall be produced and retained in the learner's file to record that their results were released to them early.
229. 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.

Amended Results

230. 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.

Disposal and Retention of Work that Contributes to a Degree Assessment

Retention of Examination Scripts

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

Retention of Other Assessment Elements

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

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

Academic Appeals

234. Academic Appeals are the route by which learners may seek reconsideration of the PAB (WRL) decisions. Specific rights of appeals against a decision involving academic judgement are very limited.
235. 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 (WRL) in the following circumstances:
- 235.1. 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.
 - 235.2. Marking and/or moderation processes were not conducted in accordance with current approved policies and procedures, or other irregularity concerned with the assessment process.
 - 235.3. There has been a material and significant error in the recording and/or processing of assessments/results.
 - 235.4. There has been a procedural error in the calculation of the award/progression decision.
 - 235.5. There is evidence of bias.
236. Where a learner lodges an appeal that is upheld after the relevant PAB (WRL) 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 (WRL).
237. Academic appeals should be considered in line with the Academic Appeals Policy.

Academic Offences

238. Academic offences include:
- 238.1. Collusion
 - 238.2. Fabrication

- 238.3. Cheating
- 238.4. Impersonation
- 238.5. Plagiarism

239. 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 University's Academic Misconduct Policy.

Assessment of Learners with Disabilities

General Provisions

- 240. All apprentices will complete the Additional Learning Support assessment in their application. Where disabilities are declared, the Student Support and Development (SSD) will work with the apprentice and employer to agree an action plan before the start of the apprenticeship. This support continues through their End Point Assessment.
- 241. If an apprentice is unable to be assessed by the approved on programme assessment element prescribed for the course because of a diagnosed condition, the SWC 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). This may involve an occupational health report from an external source.
- 242. To be able to explore these options, the onus is on the learner to ensure that the University 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.
- 243. 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 SSD must make use of all the information available, including taking advice from within and outside the University where appropriate.
- 244. 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 University will always attempt to deal with genuine cases of unforeseen need.

245. If learners have diagnosed conditions, acute or chronic, which are demonstrated to the satisfaction of the SSD 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.

Specific Learning Differences or Difficulties with Disabilities

246. Upon recommendation from the SWC, learners with evidence of Specific Learning Difference or Difficulty (SpLD) can request a reasonable adjustment for the assessment element. For further information, please see the Marking, Moderation and Feedback Policy.
247. Such learners are normally permitted 25% extra time.
248. Additional examples for consideration are given below:
- 248.1. 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.
 - 248.2. Learners with a mental health or stress-related disorder, or with physical conditions which cause excessive fatigue may, at the discretion of the SSD, 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.
 - 248.3. 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.
 - 248.4. 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](#)).

- 248.5. 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.
249. 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.
250. Learners are not normally permitted the use of any reference tools such as dictionaries in examinations.

Assessment of Learners with Disabilities in End-point Assessment

251. At End Point Assessment, where this is not conducted by the University, 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.

Version History

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Location: Academic Handbook/ Academic Quality Framework				
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Reference 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: Calculation of Classification Mark

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

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

$\frac{\text{The sum of the weighted marks}}{\text{The sum of the credit value}}$

62460

960

= 65%