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POLICY STATEMENT NO. 11i

TITLE: ASSESSMENT AND FEEDBACK POLICY

INTRODUCTION/OVERVIEW:

This policy highlights the principles upon which assessment and feedback are based, helping to support staff and students who are engaged in the assessment and feedback process. Assessment is the process by which the College is able to evidence and evaluate the extent to which a learner has met the assessment learning outcomes and acts as a strong formative tool to support and assist student learning and development. This policy is intended to establish sound principles which reflect the *Quality Assurance Agency (QAA) UK Quality Code*, specifically Advice and Guidance on Assessment.

In all cases this policy is subject to the requirements of any awarding partner and due regard should be had by programme managers to the policies, procedures and requirements of that institution. For detailed guidance on the Validating Bodies assessment regulations please refer to the Appendices at the end of this document.

- Appendix 1 – Assessment guidelines – Open University
- Appendix 2 – Assessment guidelines – Pearson
- Appendix 3 – Assessment guidelines – Bishop Grosseteste University

STATEMENT/ GUIDELINES:

1.1 This Policy provides a framework for effective, appropriate and fair assessment practice that promotes learning. The purposes of assessment and feedback are to:

- promote deep learning and to engage students;
- assess the extent to which students have achieved learning outcomes;
- assure standards by demonstrating achievement consistent with other Higher Education Institutions [HEIs];
- help students to reflect upon feedback to evaluate and enhance personal performance and development;
- provide a basis for decisions regarding progression and award.

Scope of assessment

2.1 Assessment and feedback are integral to the College’s commitment to provide high quality learning and to ensure student achievement. Assessment and feedback should support a student’s ongoing learning and development and the achievement of programme or module learning outcomes. Assessment methods and criteria should be developed to ensure there is alignment between intended learning outcomes, teaching strategies, methods of assessment and assessment criteria.

2.2 Principles guiding the development of assessments are that they should:

- Be reliable, consistent, fair and valid
- Be inclusive and equitable
- Be explicit and transparent
- Support the learning process
- Encourage academic integrity

2.3 Assessment strategies are set out in programme and module specifications and will include information on how assessment and feedback will be structured and may include, for example:

- Methods for the aggregation of marks and grades, rules relating to progression and final awards.
- The approach to be taken to the type and timescales within which feedback will be provided during and at the end of a module.

2.4 Assessment can take various forms, all of which are equally valuable. Assessment methods will encourage learning and counter possible bias associated with individual assessment methods. The assessment used for a module, including its scheduling, volume and type, should be appropriate to its purpose and to the module's learning outcomes. These should be incorporated into programme and module specifications and communicated to students.

2.5 Assessment criteria and grade-related criteria are descriptions of the skills, knowledge and attributes students need to demonstrate in an assessment, and are based on the intended learning outcomes associated with an assessment.

2.6 Assessment criteria should be used to provide feedback on a student's performance whilst grade-related criteria provide a mechanism with which to relate feedback to grades. Assessment criteria will also be provided for each assessment task, at an appropriate level for each assessment and linked to the module learning outcomes that are being assessed through the assessment task.

2.7 Assessment workload should be realistic and not over burdensome for students and staff and are timed to support learning.

2.8 Assessment strategies are reviewed annually through the Programme Annual Monitoring reports.

2.9 Programme teams will provide students with information about assessment and aspects of the assessment and feedback process in module specifications and programme handbooks which are available at the beginning of the course. This includes information about good academic practice and academic misconduct. Programme teams as a matter of good practice should also provide students with information on where they can access other sources of advice and guidance around assessment and feedback.

Setting Assignments

3.1 All assignments and examinations which contribute to a final award for Open University validated awards must be submitted to an external examiner for approval. The Programme Lead is responsible for ensuring that the External Examiner is given sufficient time to scrutinise and comment and for revised documents to be approved before

assignments or examination papers are used. An exception may be made for small scale exercises and tests even though these may contribute to a final classification. The external examiner should, however, be briefed about the function of such forms of assessment in the overall scheme and has the right to ask for further details including examples of such exercises/tests and/or related student work.

3.2 Programme teams should ensure every effort is made to avoid the close coincidence of submission dates so that students' workload is, so far as possible, distributed evenly. Care is particularly important where two or more subjects contribute to a programme or where students are undertaking work based learning or part-time study. Reasonable adjustments are made for students who need special assessment arrangements.

3.3 The details of every assessed assignment (including re-assessment) must be set out in a separate assignment brief which must be made available to students in Google Classroom. The assignment brief must contain the following information:

- The module/unit number and title
 - the type/title of the assignment, which should correspond consistently with the assessment type defined in the module/unit specification;
 - the weighting accorded to the assignment within the assessment scheme for the module;
 - a full description of the task to be undertaken or choice of tasks from which the student must select;
 - a list of the module learning outcomes that the assignment will assess which should correspond exactly to those in the module specification;
 - the criteria by which the assignment will be assessed, the weighting of each assessed component and the methods used to generate evidence. Methods may include the use of video recordings, where appropriate; for example, student performances and oral assessment. Such evidence is used for the purposes of moderation and external examining;
 - any word count or length limit applicable to the assignment.
- The file format that the work should be submitted in.
 - a mark scheme indicating the level of performance that will be required for the award of a particular range of marks;
 - the date and time by which the assignment must be submitted and the arrangements for its submission;
 - the date by which the marked work will be returned, which should normally be within 20 working days of submission, and the arrangements that will be made for its return.

Submission of Assessed Work

4.1 Work submitted for a summative assessment component cannot be amended after submission or re-submitted.

4.2 Submissions will be rejected if they do not meet the required deliverables as set out in

the assignment specifications.

4.3 Students may apply for an extension to the submission date in accordance with the guidelines set out in the Extenuating Circumstances Policy.

Assessment of Coursework

5.1 Where possible, programme areas must clarify expectations for the evidence submitted in response to an assignment brief. The form of evidence must provide the opportunity for students to clearly demonstrate the learning outcomes mapped to the task.

5.2 Depending on the context of the assignment, students may be encouraged to include appendices within their submission as evidence to support the arguments presented. Content within the appendices is not included within word count restrictions, but cannot directly contribute towards the grading of an assignment.

5.3 All submitted work will be subject to review for academic misconduct such as plagiarism in line with the College's Turnitin Policy. Where an academic offence has been highlighted, action will be taken as set out in the Academic Misconduct Policy.

Assessment of Performance-based Coursework (including oral presentations)

6.1 Performance-based assessment with a clear evidential and assessable output, capable of being shown to the External Examiner should be subject to the normal policy for essays/assignments.

6.2 Performance based coursework assessments should be appropriate to the subject and module outcomes.

6.3. Where possible, recordings should be made of the assessment activity. Students should be informed of the requirement to make a recording and the rationale for it and their permission sought.

6.4. If recordings cannot be made, double marking for all students should be undertaken.

Assessment of Group Work

7.1 Group work with a permanent output should be subject to the normal moderation process for essays/assignments.

7.2 Group work with a non-permanent output should be subject to the policy for the assessment of performance-based coursework.

Marking and moderation

Marking Criteria

8.1 For both summative and formative assessment the marking criteria should be designed to help students understand what they are expected to achieve and the knowledge and skills that will be taken into account in awarding marks.

8.2 For every summative assessment, at least one of the following must be available to

students in advance of the assessment:

- a) grade descriptors explaining the criteria and providing a detailed description of the qualities representative of different make classes/grades. Where appropriate, grade descriptors can be agreed at departmental or programme level
- b) a marking scheme explaining how the assessment is scored.

8.3 Coursework that falls below the word count limit will be penalised by definition because information will be missing/criteria will not be met.

8.4 Assignments where a word count or length is exceeded, penalties apply. If students exceed the limit by more than 10% assessors will NOT read beyond – and therefore not assess – any text beyond the word count limit +10%. Content above the threshold will not contribute to the determination of the awarded mark and will not be commented upon in feedback.

Marking

9.1 Marking may take various forms, including the use of anonymous marking and double or second marking. Double marking usually means that markers do not see each other's comments or marks whilst for second marking these may be made available to the second marker.

9.2 Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can also take various forms including sampling, additional marking of borderline cases or statistical review of marks. Marking guidelines should be provided to all markers, moderators and external examiners and used to mark and grade assessments.

9.3 Marking guidelines consist of the intended learning outcomes the assessment is designed to assess, the assessment information, the assessment criteria, the grade-related criteria and if relevant, additional guidance.

9.4 The College expects that all programmes have a moderation process in place. It should ensure that no module mark is finalised on the basis of one internal assessor's decision. Where this is not possible, due for example to the number of staff delivering the course, then alternative arrangements will need to be made. Appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process may be determined by the validating body.

Feedback

10.1 Feedback should be provided to support students in their learning. Feedback will be provided on all assessed work (either formative or summative), including examinations, and on other relevant aspects of a student's performance and progress in a module.

Feedback on assessed work

10.2 This comprises a marker's comments on a student's performance in an assessment component. It should facilitate a student's understanding of his/her achievement in an assessment and should promote learning and self-reflection so that a student is provided with information to help him/her improve performance in subsequent assessments. Feedback may, for example, provide information on how the mark was derived, the extent of a student's success in meeting the assessed learning outcomes and an indication of areas for improvement in the future.

10.3 Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique. The type of feedback given will be informed by the nature and purpose of the assessment and the discipline, and as such will be linked to the task's learning outcomes, assessment criteria and grade-related criteria.

10.4 Students will normally be provided with feedback in line with the validating bodies regulations but no longer than 20 working days after the submission deadline or assessment date. This will include a provisional grade or mark. All marks remain provisional until confirmed through an Exam Board when internal moderation and external examiner scrutiny will have been completed.

Feedback on student performance and progress

10.5 This comprises any comments given to students regarding their performance and progress in a module to support their learning and academic development. This can take place in formal or informal settings, such as in lectures or seminars, tutorials or during group or in-class activities.

10.6 Feed-forward information is similar to feedback but is provided in advance of an assessment task to support student learning and development prior to completion of the assessment. Where used it should support, rather than replace, the provision of feedback.

Poor academic practice

11.1 Poor academic practice does not include academic misconduct. Poor academic practice may arise from a lack of understanding of how to produce a piece of academic work or to sit an examination. The errors made are likely to have been through carelessness or inexperience rather than intending to deceive. Poor academic practice can be dealt with within the assessment criteria, whereas academic misconduct is dealt with subject to the Assessment Malpractice Policy. Where poor academic practice has been identified markers should use the ordinary marking procedures to provide the student with an appropriate mark for their performance. They should also provide the student with feedback on how to improve academic practice, where relevant informing the student if there is a concern that his/her academic practice might result in a charge of academic misconduct in the future.

11.2 Where a student commits poor academic practice, they must take part in training or support in good academic practice. The training or support will be either a requirement to access specific online training materials or to make an appointment with HE Academic Support Coach.

Requests from students to have their work re-marked

12.1 There shall be no appeal against an assessment result except on the grounds that the Assessment & Feedback Policy has not been followed.

12.2 Students cannot request that their exams are re-marked unless a procedural / administration error is suspected.

12.3 Students can request a piece of work is reviewed where they suspect a procedural / administrative error has occurred through the Academic Appeals Procedure.

Data Protection

13.1 The College will process personal information, collected in relation to Assessment and Feedback in accordance with the Data Protection Act 2018.

13.2 All assessed work should normally be retained for the current academic year plus one further academic year subject to any delays due to ongoing issues. (e.g. complaints and any specific quality sampling purposes).

IMPACT ASSESSMENT:

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy, maternity and marital status.

EQUALITY IMPACT ASSESSMENT SUMMARY:

This policy has been impact assessed and has identified the following:

- Negative impacts N*
- Appropriate actions/mitigations to address the negative impacts have been put in place (Y/N)
- Positive impacts Y

PRIVACY IMPACT ASSESSMENT:

NCS is committed to protecting the personal data of its students, employees and other stakeholders in accordance with the General Data Protection Regulation (GDPR). We have a variety of methods and controls to ensure we protect that data appropriately. Personal data processing activities are subject to a Data Protection Impact Assessment (DPIA) as a key component of a 'Privacy by Design' approach. The risks to the rights and freedoms of individuals resulting from the processing of personal data are examined, and appropriate measures are put in place to protect these rights throughout the processing lifecycle.

LINKED POLICIES:

HE Assessment Malpractice Policy
HE External Examiner Policy
HE Extenuating Circumstances Policy
HE Turnitin Policy
HE Academic Appeals Procedure
HE Academic Misconduct Policy

RESPONSIBILITY:

Head of Higher Education

ENDORSED BY EXECUTIVE:

Principal

Date

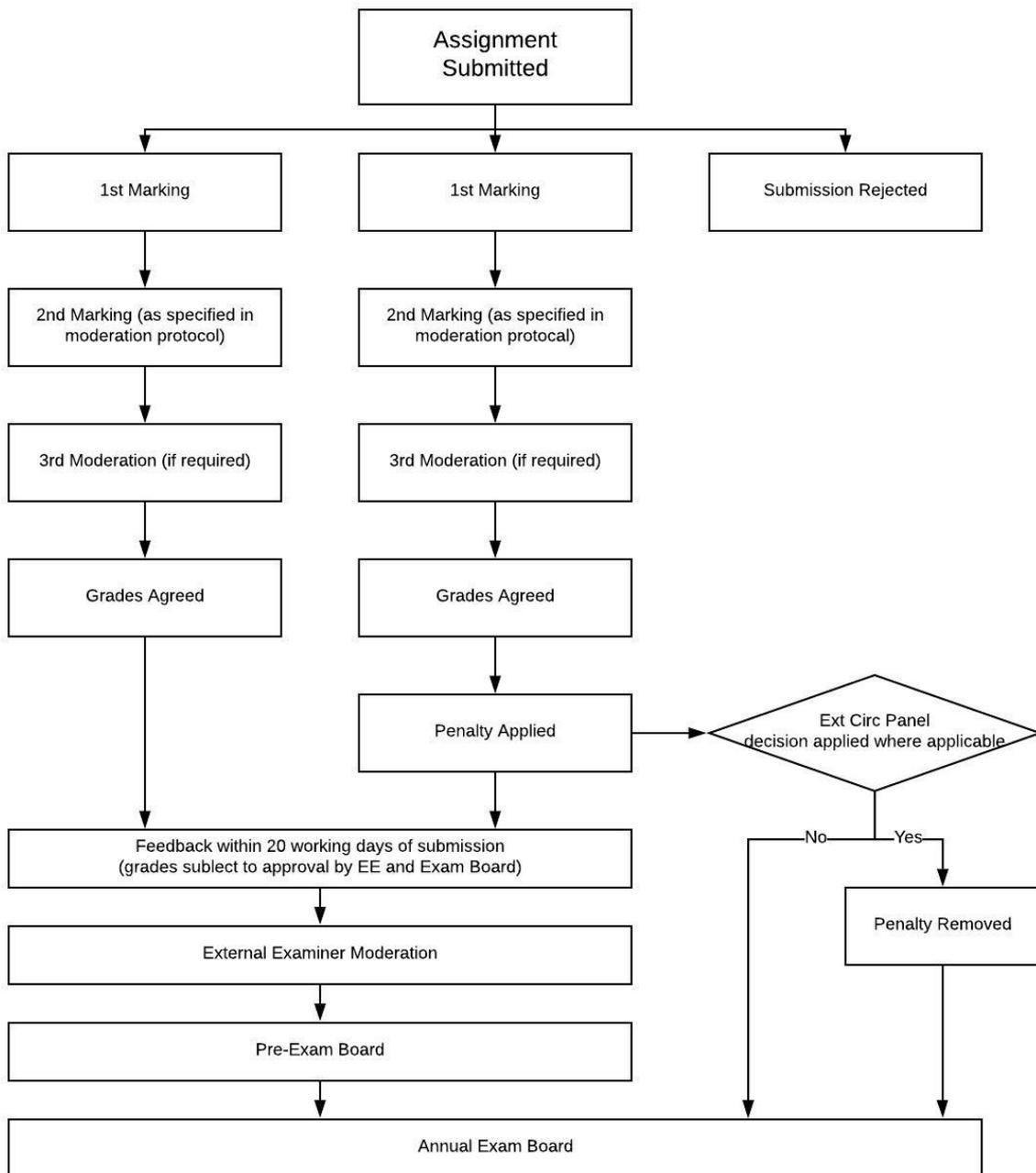
Appendix 1

Assessment guidelines – Open University

[Link to OU regs to be added](#)

Marking & Moderation

1.1 Assessed tasks will typically be subject to the following process of moderation



Submission of Assessed Work

2.1 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

- Submission within 6 working days: 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark and no further.
- Submission that is late by 7 or more working days: submission refused, mark of 0.
- Working day in this context means a period of 24 hours or part thereof from Monday to Friday inclusive, excluding public holidays and College closure days.

2.2 Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

Assessment of Coursework

3.1 Assessments which prescribe restrictions must be adhered to within an acceptable boundary of 10%. For example, in the instance of a 1,000 word limit prescribed to an assessed task, 1,100 original words plus quotations and appendix would be accepted without penalty. Work submitted beyond the limitation plus 10% leniency should be disregarded by the assessor.

3.2 Submitted evidence will be subject to moderation, in the form of second marking, and review by the external examiner. Second marking is when a second marker re-marks the evidence submitted for an assessed task, with access to the first markers grades, comments and feedback. Outcomes are discussed and agreed with the first marker.

3.3 The moderation protocol is determined by the weighting of the assessment task, the grade awarded and the experience of the assessor:

Assignment Weighting	Moderation Protocol
Assessed task contribution to 20% or less of a 15 credit module	Single marked, plus: <ul style="list-style-type: none"> • All tasks marked 70% and above, and below 40% second marked. • <i>New staff: A random sample of a least 10% or 4 samples (whichever is higher) second marked. Plus, tasks marked 70% and above, and below 40% second marked.</i>
Assessed task contributing more than 20% to a 15 credit module	Single marked, plus: <ul style="list-style-type: none"> • A random sample of at least 10% or 4 samples (whichever is higher) second marked.
Assessed task contributing to 50% or less of a 30 credit module	<ul style="list-style-type: none"> • All tasks marked 70% and above, and below 40% second marked. • <i>New staff: All tasks second marked.</i>
Assessed task contributing to more than 50% of a 15 or 30 credit module	<ul style="list-style-type: none"> • All tasks marked 70% and above, and below 40% second marked. • A random sample of a least 50% or 10 samples (whichever is higher) second marked.

	<ul style="list-style-type: none"> • <i>New staff: All tasks second marked.</i>
Dissertation	<ul style="list-style-type: none"> • All dissertations must be second marked

Reconciliation of Marks

- 4.1 Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. The Quality Department must keep a full record of both individual and agreed marks for all work which is second or double marked.
- 4.2 Where the two internal markers are unable to reach agreement, the Quality Department will ensure a third person has been appointed to act as a third marker.
- 4.3 Where it is necessary for a third person to resolve disagreements the relevant assessments and information regarding the moderation process and resolution must be brought to the attention of the Exam Board and External Examiner.

The Role of the External Examiner

- 5.1 The External's role will be as a moderator. Externals should not act as second markers. In moderating student work the External Examiner is providing an independent overview of the consistency of approaches to assessment. As such, the External's primary concern is with the overall marking standard in the module rather than with marks obtained by individual students. The External should not alter the marks of any individual student.
- 5.2 The External Examiner must sample-moderate work submitted since previous visit or examination board. The External Examiner's sample must represent no less than 25% of the cohort, however the External Examiner has the right to access and review any submissions and feedback. All student work awarded over 70%, under 40% and on grade boundaries must be moderated by the External Examiner.

Moderation Record Form for assessments

For all assignments, independent projects and dissertations

This form should be completed in respect of each separately assessed assessment task, by the module coordinator unless otherwise specified.

Module and assessment details	
Academic year	
Module title	
Module code	
Module coordinator	
Month of submission	
First marker	
Second marker	
Third Moderator (if required)	
Assessment number and title (as on Module Details)	
Total scripts/events/ artefacts submitted/presented	

Moderation record	
Number of scripts/events / artefacts reviewed: double marking	
Number of scripts/events reviewed: Moderation	

Review by moderation team	
Comments and actions taken by Module Coordinator	
Name of Principal marker	
Signature	Date
Name of Second marker	
Signature	Date
Name of Moderator (if required)	
Signature	Date

Review by external examiner		
Number of scripts/events reviewed.		
Comments from external examiner		
Confirmation of receipt of 'a clear record of the nature and extent of second-marking'	Yes	No
Name of external examiner		
Signature	Date	

Appendix 2

Assessment Guidelines – Pearson

- 1.1 As Pearson Higher National (HN) qualifications may be graded above a straightforward “Pass”, the criteria for achieving higher levels must be clearly communicated to learners in writing at the start of the programme (e.g. in a Programme Handbook).
- 1.2 All Programme Leaders/Course Tutors must set and publish formative and summative deadlines for the submission and return of internally assessed and externally moderated work as part of the assessment planning process. Deadlines for formative and summative submission must be included on assignment briefs, which must be available on Google Classroom. All deadlines must be set according to the needs of the course/programme of learning and the individual learner’s needs. Deadlines will recognise the time required to ensure accurate assessment and moderation. Deadlines must not exceed the duration of the course/programme funding/tuition fee period.

2 Assessment Tasks

- 2.1 Assessment tasks for Pearson HNs should reflect not only what the learner knows, but also what they can do, in employment. Assessments for all HN programmes should:
 - Focus on the holistic development of practical, interpersonal and higher level thinking skills
 - Provide a scenario relevant to the associated sector of industry
 - Give clear task guidance using vocabulary that matches the requirements of the learning/grading outcomes
 - Require learners to apply their knowledge to a variety of assignments and activities (e.g. work-based projects, case studies, performance observation, etc.) as outlined in the Course Specification document
 - Allow for a variety of forms of assessment evidence, provided they are suited to the learning outcomes being assessed
 - Ensure that Merit and Distinction grading criteria are contextualised within the assignment tasks and do not constitute additional work
 - Include a requirement for accurate referencing/citation
- 2.2 Before issuing assessment instructions to learners, assignment briefs must be internally verified within the department, using the IV of Assignment Brief Template, to ensure that they are in line with specification requirements, appropriate, relevant and clear. Any amendments suggested by the Internal Verifier, and agreed at department level, must be acted upon and signed off by the Internal Verifier before unit delivery begins.

3 Regulations and Procedures for Assessment Submission

- 3.1 For all HN programmes, learners are entitled to one formative and one summative submission opportunity for each element of unit assessment:

- A first submission will be marked and given detailed written formative feedback designed to guide learners towards optimum achievement. It is likely that submissions for formative assessment will be staged, according to the number of assignments/tasks contained within the unit assessment overall. This does not preclude tutors from offering ongoing, formative feedback to learners but there is no further requirement for substantial written evidence.
- After the final submission date, all assignments/tasks comprising the unit assessment overall will be marked and given written, summative feedback/feedforward designed to inform and explain to the learner the indicative grade for the unit and provide further guidance on how to improve on performance in future assessments.
- Where tutors indicate summative submission dates per task/assignment, it must be made clear to learners that there will be no further opportunity to amend or improve this work at a later date.

3.2 The following procedure for submitting coursework for final summative assessment applies to all HN programmes. Learners must submit work in one of the following ways to ensure that the submission date has been recorded:

- In the majority of cases, submit work electronically via Turnitin or through the Assignment hand in activity option on Google Classroom.
- Where Turnitin or Google Classroom cannot be viably used (for practical work for example), hand in work to the Library and obtain a receipt. It is the learner's responsibility to obtain a receipt for all work handed in. Learners must not hand in coursework for final summative assessment to a Course Tutor or other teaching staff member. This includes work at task/assignment level where individual dates for final summative assessment have been agreed.

4 Late Submission

4.1 The development of employability skills is an important part of the HE programmes. It is important that students are not advantaged by having additional time to complete assignments. Students can only be given authorised extensions for valid reasons and extenuating circumstances. Any work handed in after the published deadline for formative or summative assessment, without mitigating circumstances or an extension to deadline, will be classified as a 'late submission'.

4.2 For late submissions the following policy must be applied:

- If the work (including written work, presentations, practicals etc.) is submitted after the agreed formative deadline, the work will not be marked. Penalties may be applied at the summative stage.
- If the first (formative) submission is late, the learner will still have the opportunity to meet the (summative) deadline for final submission.
- If the learner submits late without valid mitigating circumstances, they will forfeit their right to gain a higher grade of merit and distinction on that particular assignment. In effect, they will be limited to a pass. If this occurs, the tutor and/or exam board also have the right to review their placement on the course and their continued study. It is not acceptable to submit late for a pass even if the learner is not aiming for a higher grade, as this will jeopardise their place on the course and will be dealt with by the exam board.

- If a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the learner should be given an indication of their uncapped mark; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement

4.3 In exceptional circumstances Examination Boards may modify decisions that have been implemented, even when they have been made in accordance with standard procedures, if they seem excessively harsh. For example, a learner who repeatedly submits late assessments for previously unknown reasons may need some specific form of assistance or supportive intervention; in such instances it may only be at the Examination Board that the consistency of lateness across modules is identified.

4.4 Persistent late summative submission may be classified as a disciplinary offence and could result in disciplinary action.

5 Standardisation of Learner's Work

5.1 Programme Leaders must normally arrange for the standardisation of every unit being delivered at least once per semester, after formative assessment but before internal verification. This will help to maintain a high standard of assessment across the course.

5.2 Programme leaders must ensure that any assessors new to teaching or new to HN assessment have access to, and engage with, assessment support prior to undertaking any marking. This should include standardisation of assessment.

6 Reassessments/Resubmissions

6.1 The following policy will apply for all Regulated Qualification Framework (RQF) HN programmes:

6.1.1 Individual Units

- Reassessment - A reassessment opportunity may be granted if a learner fails to submit work (including coursework, presentation or practical) or has failed to achieve a Pass for a unit. They may be allowed one reassessment opportunity per unit, based on reworking the original task, and subject to Examination Board approval. For examinations, reassessment shall involve completion of a new task. A learner who undertakes a reassessment will have their grade capped at a Pass for that unit. A learner will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.
- Learners may be permitted reassessment of up to 60 credits at Higher National Certificate and Higher National Diploma Level, subject to the approval of the Examination Board. Where programmes include units with credit totals other than 15 credits (e.g. 5, 20 etc), the Examination Board may apply some discretion in permitting resits (e.g. if the credit total equals 65, as a result of a 20 credit unit). This is relevant for all HN programmes.
- Resubmissions can be authorised by the Programme Leader or the Examination Board and should only be authorised if all of the following submission conditions are met:

- The student has met the initial deadlines set in the assignment, has met an agreed deadline extension, or has submitted work late that has been accepted
- The assessor judges that the student has fully attempted to achieve all targeted learning outcomes in their original submission
- The assessor judges that the student will be able to provide improved evidence without further guidance
- The assessor has authenticated the evidence submitted for assessment.

If a student has not met the conditions listed above, the Programme Leader or Examination Board must not authorise a resubmission. In these instances, the student will be required to repeat the unit. If you accept student work that has been submitted late, a resubmission can only be authorised if the work has not met the Pass criteria and can only provide an opportunity for the student to achieve the Pass criteria. A new assignment brief must be issued to students for whom a resubmission has been authorised. Any evidence produced by the student in their original submission that did meet the criteria remains valid and may be used for the resubmission assignment brief. Any assignment briefs used for resubmissions must be internally verified before being issued to students.

6.2.1 Procedure for resubmission

If the Programme Leader or Examination Board authorises a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation. The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. Students must resubmit work within 15 working days of being notified that a resubmission has been authorised. The resubmission must be undertaken by the student with no further guidance. Only one opportunity for reassessment of each assessment criterion and Merit and Distinction descriptor will be permitted. The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full. Arrangements for resubmitting the assessment should be conducted in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others. You may opt to conduct a resubmission of the assignment under supervised conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.

6.3.1 Repeat Units

Conditions for repeating a unit

- Resit - Where a learner undertakes a reassessment but still fails to achieve a Pass for the unit, they may be permitted to resit the unit, subject to Examination Board approval. In order to resit, the learner must undertake a repeat of the teaching and learning for that unit and embark on a different assessment task, ensuring any fees for this extended learning programme are paid. The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit. Units can only be repeated once.

- A denial of a resit opportunity due to disciplinary reasons can be applied by Examination Boards (for example, where students have received disciplinary warnings, where they have not met attendance requirements or where they have failed to submit assessments).

- Where a student has been unable to complete assessment requirements or performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Examination Board may permit the student to undertake some or all of the assessment, for some or all of the units comprising the stage, at a later date and as though for the first time. Such a student who has met the minimum requirements for progression to the next stage of the programme, may be permitted to proceed to the next stage and simultaneously undertake the deferred assessment, as though for the first time

6.3.2 Reassessments and resits must not be actioned by Programme Leaders or teaching staff until they have been approved by the Examination Board. The Examination Board will specify which elements of assessment the learner is required to resubmit and the date by which the work has to be submitted. Marks already obtained for elements of assessment which the learner is not required to resubmit will be carried forward unless the Examination Board specifies otherwise.

6.3.3 Programme Leaders must maintain oversight of reassessments and resits that have been approved by the Examination Board and ensure that learners have sufficient, detailed feedback to inform their resubmissions. Deadlines for reassessments and resits must be set and clearly communicated to learners. Course Tutors must inform learners of the rules regarding resubmissions and ensure that learners are familiar with the HE Academic Appeals Policy.

7 Compensation provisions for the HNC

7.1 Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed, but have completed and passed the remaining units.

7.2 Where a learner has met the agreed minimum requirement for progression from HNC, but still has some assessments outstanding (for example, because of Mitigating Circumstances or failure to submit by the deadline), the student would normally be expected to complete those reassessments before the start of the next academic year. Where this is not possible, a learner may be allowed to progress onto HND Level 5, provided that the outstanding work is resubmitted by the deadline specified by the Examination Board.

Appendix 3

Assessment Guideline – Bishop Grosseteste University

1.1 Assessment is in accordance with the provisions set out in the validated programme documents. The principles and processes for assessment will conform to those set out in the University's Code of Practice for the Assessment of Students and the associated Guidance on Marking and Moderation.

1.2 The External Examiner should be used for providing advice and feedback on assessments, and all assignments which contribute to a final degree classification must be submitted to an External Examiner for comment.

1.3 The assignment briefs must be issued to students no later than the start of the semester in which the assignment is to be submitted.

1.4 Assignments for Health & Social Care are set by the College and those for Professional Studies are set by the University.

2 Extensions and Late Submission

2.1 Students may apply to the Programme Leader for an extension, of 14 days. Such applications must be received before the day of submission. Applications must be accompanied by corroborating evidence. The Programme Leader will decide such applications and record the decision and inform the students in writing of the decision. If the request is accepted and the work is submitted by the new deadline, it will be marked without penalty.

2.2 Where work is submitted for assessment after the deadline, original or extended, the late submission will lead to the imposition of a penalty. The work is marked without penalty in the first instance and then the penalty is applied.

- Work submitted up to and including 24 hours after the deadline, a penalty of 10 marks will be deducted from the actual mark achieved by the student for that component of the module.
- Penalties will be applied until the pass mark is reached, at which point a pass will be awarded at the lowest pass mark available.
- Work submitted later than 24 hours after the deadline will receive a zero mark

2.3 Where work is submitted late feedback will still be provided but it may be provided late by the equivalent period of time.

3 Assessment of Coursework

3.1 All assignments are marked anonymously wherever possible.

3.2 The moderation protocol is determined by the University. The following table sets out the minimum requirement for moderation.

Assignment Weighting	Moderation Protocol
All Level 4 assignments	Single marked, plus: <ul style="list-style-type: none">• 10% (or minimum of 6 pieces of work)

	including a sample of all classifications and most borderlines).
Level 5 - Assessed task contributing 30 credits for fewer	Single marked, plus: <ul style="list-style-type: none"> • 20% (or at least 6 pieces of work including a sample of all classifications and borderline marks)
Level 5 - Assessed task contributing more than 30 credits	Open second marking plus: <ul style="list-style-type: none"> • 100%
Level 6 - Assessed task contributing 30 credits for fewer	Single marked, plus: <ul style="list-style-type: none"> • 20% (or at least 6 pieces of work including a sample of all classifications and borderline marks).
Level 6 - Assessed task contributing more than 30 credits	Open second marking plus: <ul style="list-style-type: none"> • 100%

3.3 Open Second Marking – Once second marking has been completed, the marks should be compared with the first marker. Providing the moderator is within 2-3 marks of the original marker for each piece of work, no changes will be made to the original marks.

3.4 In the event of an agreement not being reached a scaling of up to +5 or -5 across the whole set of marks may be recommended. The sample size would be increased to make sure the scaling to be applied is appropriate. Scaling applied must not change the rank order. When scaling is not possible without altering the rank order, there should be a re-mark of the whole set of scripts.

3.4 The External Examiner should be informed of any scaling or remarking that has occurred.

3.5 Cross moderation – Samples of marked work are presented by the College to its BGU link tutor for cross moderation. Cross moderation is carried out in addition to internal moderation at the College before work is submitted to the External Examiners.