

Title:	Assessment Policy
Policy Number:	P006
Approval Date & Version:	July 2022, Ver. 6.14
Approved by:	Academic Board (AB)
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External Reference Points:

External Source	Reference Points
UKQC- Core Practices	<ul style="list-style-type: none"> The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent. The provider designs and/or delivers high quality courses.
UKQC- Advice and Guidance	<ul style="list-style-type: none"> Assessment
Awarding Body Reference	<ul style="list-style-type: none"> Programme Specifications London Met Academic Regulations London Met Quality Manual Pearson BTEC Recognition of Prior Learning Policy Pearson (2021). BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2021-2022. BTEC Higher Nationals Centre Guide to External Examination (UK), pp. 74-77.
Other reference Points	<ul style="list-style-type: none"> NCL Quality Assurance Manuals NCL Student Terms and Conditions Student Handbooks/ Course Handbooks
	<ul style="list-style-type: none"> Assessment Decision Review Request Policy Extenuating circumstances/ Mitigating Circumstances Policy (EC/MC Policy) Personal tutoring and Student Support Policy and Procedures Teaching and Learning Policy
	<ul style="list-style-type: none"> Feedback to Students on Assessments- A Guide for Assessors (NCL Document) NCL Strategic Plan 2020-25

1. Aims of the Policy

1.1. This policy aims to outline the guidance around the assessment brief, assessment decisions, internal verification processes and breach of academic regulations.

2. Policy

The overarching policy statements of the College on assessments are listed below which have been prepared by reflecting on the guiding principles outlined in UKQC Advice and Guidance: Assessment.

2.1. The College shall operate processes to ensure that learning outcomes are consistent with the requirements of the relevant national qualifications framework descriptors.

- 2.2. The College shall ensure that policies and procedures for marking assessments and moderating marks are clearly articulated, consistently operated and regularly reviewed.
- 2.3. The College shall ensure that assessments measure the extent to which students achieve the learning outcomes both at, and beyond, the threshold level.
- 2.4. The courses offered by the College shall make use of external examiners, appointed by the respective awarding bodies, who are expected to provide independent confirmation that the assessment processes have been applied appropriately and ensure that qualifications have been awarded equitably and in accordance with the national standards.

3. Principles of Assessments

3.1 All assessments in Nelson College London are based on the following principles:

- 3.1.1. **Authenticity:** All assessment activity must have processes in place to ensure that the achievement is the student's own work.
- 3.1.2. **Validity:** The method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning outcomes and related assessment criteria of the provision at the appropriate level.
- 3.1.3. **Reliability and consistency:** The assessment decisions must be reliable and consistent. The assessment decisions are reliable in that they indicate the achievement of learning outcomes. The assessment decisions are consistent regardless of when the assessment occurs or who does the marking.
- 3.1.4. **Fitness for purpose:** Assessments must be fit for the students and their learning.

4. Policy on Assessment Briefs and Assessment Criteria

- 4.1. Students must be provided with written assessment guidelines describing the nature of the task, the format for presentation and the assessment criteria for all items of assessment. This normally takes the form of an assessment (or assignment) brief, and provides clear information for students on what they are expected to do, how they are expected to go about it and how their work will be marked.
- 4.2. Assessment briefs should include:
- 4.2.1. Assessment criteria - the basis on which the quality of a student's work will be graded
- 4.2.2. Any specific constraints or requirements, e.g. word limits, and the need for good academic practice, e.g. referencing of sources
- 4.2.3. Details of any marking scheme (if used) and/or grade criteria
- 4.2.4. Submission procedures and deadlines, and the consequences of late, incomplete or non-submission.
- 4.3. Assessment briefs should allow students to see a realistic scenario, and tasks should reflect the scenarios.
- 4.4. In establishing assessment criteria, the course teams ensure that they are benchmarked against the College's grade descriptors, and take account of subject benchmark statements as appropriate.
- 4.5. Assessment criteria are subject to internal/ external scrutiny before publication to students in order to assure academic standards.

- 4.6. Assessment criteria should be discussed with students in classes, and feedback to students on their assessments should be informed by assessment criteria.
- 4.7. The course teams are encouraged to produce marking schemes and answer guides for the assessors so that students know what the question requires them to do in order to achieve a pass, merit or distinction.

5. Guidance on Internal Verification/Moderation

- 5.1. Internal verification, or quality assurance of assessment, is a part of an overall quality system at Nelson College London.
- 5.2. Internal verification has two components. One focuses on internal verification/review of assessment brief whilst the other is concerned with accuracy and consistency of the assessors' judgements on student work.
- 5.3. The Internal Verifier (IV) must ensure that every learner's work is internally verified at least once during the course of study. In the case of London Metropolitan University, verification is done on a sample basis by external examiners.
- 5.4. To ensure the College complies with the re-assessment and repeat related policies and for sampling purposes, the Chief Internal Verifier must ask for a grade sheet to accommodate recording of number of attempts and details of markers and assessors.
- 5.5. The marking and moderation responsibilities in relation to the IV/assessors shall be carried out by people who have subject knowledge in the field of study and is competent in assessing student's knowledge and skills.
- 5.6. The College reserves the right to undertake academic integrity checks of any assessments submitted before or after the assessment panel convene and take appropriate actions.
- 5.7. The College reserves the right to audit the assessment decision by an assessor or IV responsible for another programme.
- 5.8. The records of internal verification activities for assessment decisions must be maintained and made available to the Chief Internal Verifiers or Head of Quality Assurance.
- 5.9. The evidence of a learner's work will be retained for a minimum period of twelve (12) weeks following the certification of the learner
- 5.10. The records of assessment and internal verification will be retained for a minimum period of three years following the certification of the learner.

6. Policy on Assignment Submission

- 6.1. Assignments are to be submitted on or before stipulated dates. Failure to do so without prior authorisation will result in non-acceptance of the assignment in that term and a 'Referred' status will be recorded in the results.

7. Policy on Late Submission/Extenuating/Mitigating Circumstances

7.1. Policy on Late Submission

- 7.1.1. If a student submits or attempts to submit an assessment (without a valid reason or approved extenuating circumstances) after the submission due date, it will be

classified as a late submission. Grades for each assessment evidence (if there is more than one for a module) will be capped at Pass.

7.2. Extenuating/Mitigating Circumstances

- 7.2.1.** Extenuating/Mitigating Circumstances are circumstances which are unexpected, significantly disruptive and beyond the control of students that affect their ability to meet an assessment deadline or affect performance in assessment.
- 7.2.2.** Please see the Extenuating/Mitigating Circumstances Policy and Procedures for further information.

8. Policy on Feedback to students and Return of Assessments

8.1. Return of Assessments

- 8.1.1.** In normal circumstances, assessment items should be marked and returned to students with feedback within 4 -6 weeks of the date of submission. Where, for valid reasons, this cannot be achieved, the member of staff concerned should consult with the course/programme leader and where appropriate their line manager; agree on an alternative date, and inform the students affected of the revised date of return. In such circumstances, it may be desirable to provide students with feedback in advance of the return of the assessment item and determination of the provisional grade.
- 8.1.2.** Staff should enter grades for marked coursework assessment items onto the VLE as soon as possible after the work for the whole group has been marked. Students must be advised that all grades for assessment items remain provisional until confirmed by the Academic Assessment Panel and therefore a provisional 'fail' grade can be turned into a 'pass' grade or vice versa. In the case of London Met, all marks are provisional and subject to scrutiny by the University.
- 8.1.3.** Effective and timely feedback (i.e. commentary on performance identifying strengths and ways in which improvements could be made with an emphasis on feedforward) should be given to students for all formative and summative assessments. See the Guide to Assessment Feedback to Student for further information.

8.2. Formative feedback

- 8.2.1.** Students have the opportunity to receive formative feedback on their assessment evidence. Formative feedback is due between week 7 and week 10 of each term, when all learning outcomes for a HND module is complete or covered. The College allows students enough time to reflect on the formative feedback provided and make the necessary corrections before the submission deadline.
- 8.2.2.** The feedback provided to the student should inform them of what is needed to improve on the quality of their assessment, with clear guidance. Dialogue between the student and educator is encouraged for better transmission and feedback delivery.
- 8.2.3.** All feedback should be recorded to clarify what is mentioned during the formative stage. The feedback should be recorded in the 'Formative Feedback to Learner' form by the educator. All feedback should be documented for quality assurance and external visits as these records can be requested by a member from the Pearson approved centre.

- 8.2.4.** In group assessments, student's will be provided with feedback prior to an assessment activity. This includes but is not limited to:
- Group presentation
 - Group activity
 - Poster presentation
 - Writing in groups
 - Oral assessments
 - Group events
- 8.2.5.** After a student receives formative feedback, they should be able to make changes in their original evidence to either consolidate a pass grade or improve for a higher grade.
- 8.2.6.** It should be noted by the assessor that errors in spelling, punctuation and grammar in a student's work should be highlighted to the student in the formative feedback stage.
- 8.2.7.** Formative feedback is provided once to students for each assessment evidence. For example, if a student has two assessments in a single module (report and presentation), then the assessor can provide formative feedback on each of those assessments.

9. Confirmation of Assessment Decisions

9.1 There is a two-stage process for considering the assessment taken by a student in any given year or other defined period of study.

- 9.1.1. Stage 1** involves a meeting of the Academic Assessment Panel after every term to review the results for the modules taken and to confirm recommendations regarding the grade achieved by each student.
- 9.1.2. Stage 2** involves the Progression Board meeting once a year which reviews the student's entire profile of module results, confirms progression or award recommendations and, if appropriate, the classification of each student. The Progression Board normally meets at the end of the academic year. See Progression Board Policy for further information.

10. Publication of Results

10.1. The College's Academic Department is responsible for the publication of official results to students following the meeting of Academic Assessment Panel. Publication of results will be made electronically via the secure student portal (VLE).

10.2. It is the student's responsibility to ascertain his or her results.

10.3. The Examination Officer will provide the student with an official transcript when a student completes their studies. In the case of London Met, the Academic Team will issue the transcripts once the marks have been agreed (and received), by Nelson College London

11. Re-assessment

11. Resubmissions for Regulated Qualifications Framework (RQF)

- 11.1** A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.
- 11.1.1** Only one opportunity for reassessment of the unit will be permitted.
 - 11.1.2** Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original activity.
 - 11.1.3** A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
 - 11.1.4** A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.
- 11.2** If the Programme Leader or Assessment Board does authorise a resubmission, the following conditions apply:
- 11.2.1** The resubmission must be recorded in the relevant assessment documentation.
 - 11.2.2** The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission (e.g.- 15 working days).
 - 11.2.3** The resubmission must be undertaken by the student with no further guidance.
 - 11.2.4** Only one opportunity for reassessment of each assessment criterion will be permitted.
 - 11.2.5** The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full.
- 11.3** The External Examiner (EE) is likely to want to include assessments that have been resubmitted as part of the sample they will review.

12. Repeat Units

- 12.1** The key points regarding repeat units and the differences between Qualification and Credit Framework (QCF) and RQF HNs has been summarised in the following table, with further guidance on the rules and procedures for each framework detailed below.
- 12.1.1** A unit can be repeated if the centre and the Assessment Board decide it is an appropriate course of action.
 - 12.1.2** The unit must be studied again.

12.1.3 The unit must be capped at a Pass grade.

12.1.4 The unit can only be repeated once.

Repeat Units (RQF)

12.2 The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

12.2.1 At the centre's discretion and Assessment Board, decisions can be permitted to repeat a unit.

12.2.2 The student must study the unit again with full attendance and (if required) payment of the unit fee.

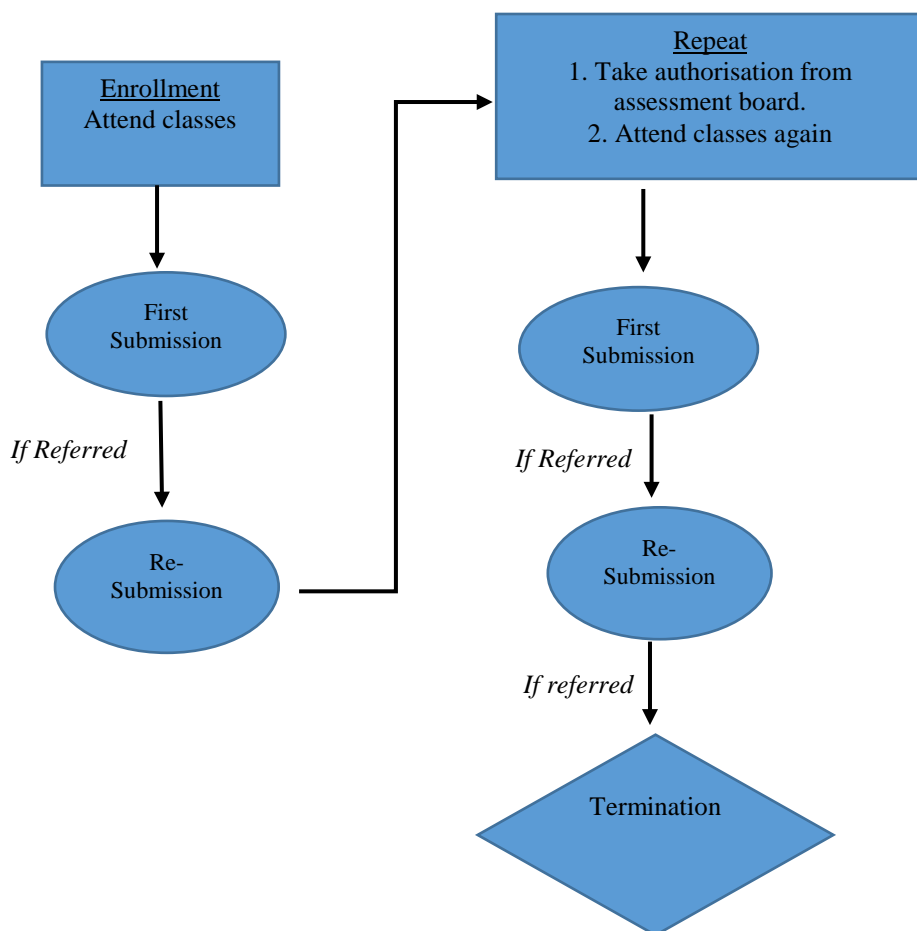
12.2.3 The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.

12.2.4 Units can only be repeated once.

12.3 A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. This reassessment will be subject to the standard RQF resubmission rules and regulations as stated above.

12.4 If a student repeats an RQF unit and still does not achieve a Pass in neither their first submission nor resubmission, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the centre must make sure that the relevant rules of combination and requirements have been met.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.



London Metropolitan University

12.5. For courses awarded by the London Metropolitan University (LMU), reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations (if any), reassessment shall involve the completion of a new task.

12.6. Reassessment dates fall during the reassessment period in July of the same Academic Year.

12.7. When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion. A student on an undergraduate degree programme shall not normally be permitted to register for more than a total of 360 credits at Levels 5 and 6 combined.

12.8. Retaking a module counts as a separate registration for the purposes of this regulation. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.

12.9. A student who repeats a module will have their mark capped at a minimum pass for that module. Additionally, the student will have no further assessment opportunities for that module during the Summer resit period.

13. Academic Misconduct

13.1. Academic misconduct covers a range of offences which collectively can be described as misrepresenting or misappropriating student work for the learner's benefit in violation of academic principles. The following is not an exhaustive list and the College reserves the right to include any other type of cheating under the terms of this policy:

- 12.4.1** Plagiarism by copying and passing off as the student's own, the whole or part(s) of another person's work, thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books, journals or magazines.
- 12.4.2** Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work done by another learner as their own including work paid for from professional sources.
- 12.4.3** Impersonating another candidate in an examination, introducing unauthorised materials into the exam room, unauthorised communication during an exam and obtaining an advanced copy of an 'unseen' exam paper.
- 12.4.4** Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes.

13.2. Reporting alleged Malpractice

If the assessor suspects any student with a possible breach of assessment regulations including assessment malpractice, the following actions must be taken:

- 13.2.1.** Relevant assessor completes the assessment malpractice form and sends it to the Programme Leader.
- 13.2.1.** The Programme Leader decides whether a case can be argued for the malpractice following discussion with the Academic Manager.
- 13.2.3.** If an arguable case exists, the Programme Leader, or nominee, invites the relevant student for an assessment malpractice meeting.
- 13.2.4.** If following the meeting malpractice has been established a range of penalties dependant on the offence may be applied.
- 13.2.5.** The penalty will be proposed by the Programme Leader, or nominee.

13.3. Malpractice during examination or tests

13.3.1. If, during an examination (if any), an invigilator believes that a student has engaged in academic misconduct s/he shall normally inform the student and inscribe the student's answer book as follows: with the time, and a brief description of the incident and with her/his initials. Any prohibited material will be removed and retained. The student shall then be permitted to continue, in a new answer book. A written report of the incident shall be made to the Programme/Course Leader by the invigilator or examiner concerned, as soon as possible and normally within seven working days of the incident.

13.4. Consequences of Academic Misconduct

- 13.4.1.** Nelson College London does not tolerate cases of academic misconduct. These will be investigated, and where appropriate, the College's disciplinary procedures will be in force. Students are advised that this can affect their career prospects.
- 13.4.2.** All students who are found to have engaged in academic misconduct with regards to assessments may be asked to develop their referencing skills.

13.5. Range of Penalties for HND programmes

- a) Counselling accompanied by a formal caution [Penalty 1].
- b) Assessment capped at bare pass [Penalty 2].
- c) The module will be failed and the student will have to retake it. [Penalty 3]
- d) Failure of the module and repeat the module which will be capped to bare pass [Penalty 4]
- e) Retake the year [Penalty 5]
- f) Dismissal from the College [Penalty 6]

Penalties will be determined based on severity of offence. It is likely on a first offence that penalty (a) will be applied.

13.6. Penalties for LMU Programmes

13.6.1. The Table of Penalties applies to substantiated first offences of academic misconduct. A penalty for a second or subsequent substantiated allegation of academic misconduct will normally be one penalty level higher than that suggested below, or one level higher than the previously imposed penalty, whichever is higher.

Penalty 1:	Reprimand, a formally recorded warning kept on the student’s record. The Module Leader shall mark the work, but the mark may be reduced to reflect a student’s failure to address the assessment criteria in areas of collation of sources and their citation. The student may be required to redo the work on pedagogic grounds.
Penalty 2:	Failure in the item of assessment, with reassessment right where permissible. The assessment mark will be capped at a minimum pass.
Penalty 3:	Failure in the item of assessment, with reassessment right where permissible. The module result will be capped at a bare pass.
Penalty 4:	Failure in the module: the student must re-register for the same module at the next opportunity where the re-registered module result will be capped at a bare pass. Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course.
Penalty 5:	Failure in the module, the student must re-register for the same module and the reregistered module will be capped at a bare pass. Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course. Additionally, the following penalty will be applied to the student’s final award: Undergraduate Honours - student’s final classification will be reduced by one level Foundation Degree – Distinction to Merit; Merit to Pass; Pass to Certificate in Higher Education Masters - Distinction to Merit; Merit to Pass; Pass to PG Dip
Penalty 6:	Expulsion. A student will not be permitted to exit with their named award, but may be permitted to exit with a lower award.

(Refer: General Student Regulations Section-9 Student (Conduct 2018-19); Schedule-2 for detailed tabular information on penalties to be imposed in Examinations or Test and Coursework)

13.6.2. If any penalties are applied, then these must be approved by the Academic Assessment Panel (for HND programmes) or Subject Standards Board (for LMU courses). The student will be notified of the decision.

13.7. Appeal against an outcome of an academic misconduct

13.7.1. A student may request in writing, within ten working days from the date of receipt of the notification of the decision, a review of the allegation of academic misconduct against the student. When requesting a review, a student may dispute the allegation and/or also make representations against the level of the penalty imposed.

14. Assessment Appeals

14.1. A student can appeal against the assessment decision(s) within fourteen days of the assessment result release date by the Academic Assessment Panel (AAP)*.

14.2. All appeals against an internal assessment of grading decision will be subject to the process outlined in the Nelson College's Assessment Decision Review Request Policy.

15. Termination of 'Student Status' based on Academic Grounds

15.1. Where the Head of Programme Delivery determines that, despite all efforts to engage with a student(s), they have not shown a willingness to submit assignments / assessments either on time / at a pre-arranged time or not at all, then they may be subject to a disciplinary action which may lead to students being withdrawn from their course and their 'Student Status' at Nelson College London terminated.

15.2. Non-submission of assignments without any documented medical, personal or other extenuating circumstances is not permitted. All examinations and assessments must be attended and completed on time (and within any pre-agreed extensions already granted), unless approved by the Principal or another officer of the College acting on his/her behalf.

15.3. Non-submission of assignments will result in a warning letter being sent by the relevant Academic Department after the Academic Re-Assessment Panel every term. Following the initial letter, if a student's non-submission is still of concern, s/he may be invited to attend a meeting in the College to discuss the reasons behind such non-submission.

15.4. Those students who received the warning letter but did not attend the interview or those who attended the interview but did not give a valid reason or their submission and pass rate has not improved, will be subject to a disciplinary process. A notification of termination letter will be issued to a student who has not submitted and passed three units over the first two terms. This is in addition to progression rules that a student has to meet.

15.5. A student can make an appeal within 14 days from the date of the letter. The appeal must be made to the Principal of the College.

15.6. A confirmation letter of withdrawal will be issued to a student who has lost an appeal against the notification of termination letter.

16. Standardisation and Moderation of Marking

16.1. In addition to the IV process, the College offers Standardisation and Moderation of Marking training to ensure that academic standards are appropriate and consistent across the course teams to reflect assessment criteria, and that the assessment outcomes for students are fair and reliable.

16.2. In marking and grading of assessments of the University courses (i.e. London Met programmes), the assessors and internal moderators shall follow the guidance and regulation of the University.

17. Ownership and Archiving of Students' Assessed Work

17.1. The material produced by students for assessment (essays, projects, computer disks, etc.) is the property of the College, and may be retained until confirmation of marks awarded by Examination Boards, possible appeals and quality audits.

17.2. Assessed coursework that has not been collected by the student will be retained by the College for six months after the relevant Examination Board, after which time it may be disposed of.