

Kirklees College

Higher Education Assessment Policy

2017-2018

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Higher Education Assessment Policy 2017-2018

1. SCOPE AND RATIONALE

- 1.1 For the purpose of this policy, assessment is taken to include all college-assessed work for higher education programmes, which contributes towards external Awarding Body assessment decisions. The Policy does not cover outside public examinations where the examining boards own procedures will apply.
- 1.2 Assessment of Kirklees College students on Higher Education courses with partnership institutions is subject to the academic regulations and procedures of the awarding Higher Education institution. The College works in partnership with the Teesside University and University of Huddersfield; as such students must be informed of the partner universities' respective assessment policies which are available here:
 - University of Huddersfield
 - Teesside University
- 1.3 Students on Higher National BTEC programmes are subject to College policies and procedures. This policy applies to all BTEC HNC and HND awards offered by Kirklees College.
- 1.4 The College reserves the right to make reasonable changes to the policy where it will assist in the proper delivery of education. These changes will normally come into effect at the beginning of an academic year but the College may introduce changes during the academic year when it reasonably considers these to be in the interests of students.
- 1.5 The rationale of the assessment policy is the need to ensure that the college meets its obligation to assure assessment practice is in accordance with national standards (e.g. NVQ code of practice), awarding body requirements (or partner institutions for higher education) and the Joint Council for Qualifications' General and Vocational Qualifications General Regulations for Approved Centres.
- 1.6 The roles and responsibilities of Lecturers, Assessors, Internal Moderators and External Examiners are recognised as being essential to the delivery and quality assurance of all programmes.

2. PRINCIPLES

- 2.1 An assessment schedule will be made available to students at induction and will be reviewed regularly and the College will ensure that students have access to the assessment policies and procedures.

These include:

- Student Malpractice policy.
- Complaints procedures.
- Academic Appeals Procedure.

- 2.2 The Course Leader / Award Leader will ensure that the assessment requirements for the course are published.

This will include:

- Course handbook and programme specification.
- Assessment schedule.
- Learning outcomes, assessment criteria, weightings and mode(s) of assessment for each unit.

- Procedures for the submission of assignments, including the procedure for dealing with late submission of work, and indicative feedback dates.
 - Criteria relating to grading and marking schemes.
- 2.3 Formal assessment opportunities are identified on tutors' schemes of work and on assessment schedules for students.
- 2.4 Students are expected to work to the deadlines set out in their assessment schedule (or year planner) and should be made aware from the outset of the consequences if they miss deadlines. It is important that all students are assessed fairly and consistently, and that tutors do not give individuals an unfair advantage by giving them additional time to complete their assignments.
- 2.5 Assessments are carried out regularly and outcomes reported within **21 working days** with written and verbal feedback. The information given to the student:
- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
 - May show why attainment against criteria has not been demonstrated.
 - Must not provide feedback on how to improve evidence but how to improve in the future.
- 2.6 Second marking, Internal Verification / Moderation and Standards Moderation will conform to awarding body requirements.
- 2.7 All students should be made aware of their right to appeal against an assessment decision.

For BTEC Higher National programmes

- 2.8 All assessment will be carried out in accordance with the relevant published Edexcel Qualification Specification.
- 2.9 Students are encouraged to develop good time management and it is important that students are assessed fairly and consistently, and that they are not advantaged through having additional time to complete assignments.
- 2.10 Authorisation of a **Short Extension** requires written permission from the **Programme Leader**. A short extension is for up to and including 7 days and is usually for one unit only. If a student is successful in their application for an extension, the tutor must record the revised deadline and ensure they adhere to it.
- 2.11 Authorisation of a **Long Extension** requires written permission from the **Higher Education Academic Standards and Liaison Manager**. A long extension is up to the end of the academic year / end of resit period; this is normally only offered to full-time students.
- 2.12 Where a student is unable to meet the assessment deadline as a result of mitigating circumstances, the individual will need to submit a **Mitigating Circumstances** application within two weeks of the submission / examination date. These are subsequently considered by a Mitigating Circumstances Board.
- Mitigating Circumstances are defined as "outside the control of the student that have significantly affected performance in any summative assessment".
- Students are expected to have taken reasonable steps to ensure that they could not have prevented the circumstances from taking place. Appendix 1 provides an illustrative list of examples (not intended to be definitive or exhaustive).
- 2.13 Work submitted after the published deadline and without an authorised extension will not be accepted and will be recorded as **"Non Submission"**. Students will be offered a single reassessment at the next available opportunity. Merit and Distinction criteria will not be included in the reassessment brief. Students must be made aware of the consequences of failing to meet deadlines.

2.14 Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. 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**.

- Only one opportunity for reassessment for the relevant learning outcome will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for the resubmitted work.
- Merit and Distinction criteria are not eligible for reassessment.

2.15 Repeat Units

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

- At Assessment Board, the decision can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of a unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

2.16 Assessment Boards are held for all BTEC Higher National programmes. The main purpose of the Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units.
- Extenuating circumstances.
- Cases of cheating and plagiarism.
- Progression of students on to the next stage of the programme.
- The awards to be made to students.
- Referrals and deferrals.

2.17 Compensation Provisions (RQF programmes only)

- *Compensation Provisions for the Higher National Diploma* - A student can still be awarded an HND if they have not achieved a minimum of a Pass in one 15 credit unit at Level 4 and one of 15 credit unit at Level 5 but they have otherwise fulfilled all the other conditions.
- *Compensation Provisions for the Higher National Certificate* - A student can still be awarded an HNC if they have not achieved a minimum of a Pass in one 15 credit unit but they have otherwise fulfilled all the above conditions.

2.18 The overall qualification grade is calculated as per the relevant Edexcel Qualification Specification.

3 EXTERNAL REFERENCES

3.1 This policy has been designed with consideration of the following chapters of the QAA UK Quality Code for Higher Education:

- Chapter A3: Securing academic standards and an outcomes-based approach to academic awards.
- Chapter A6: Assessment of achievement of learning outcomes.
- Chapter B9: Academic appeals and student complaints.

3.2 This policy has been designed with consideration of the following Pearson publications:

- BTEC Centre Guide to Managing Quality 2017.
- BTEC Centre Guide to Enhanced Quality Assurance and Assessment 2017-18.
- Pearson BTEC Higher National Certificate and Diploma Guide to Quality and Assessment.
- BTEC Centre Guide to External Examination (UK) Levels 4 to 7.
- BTEC Centre Guide to Assessment Levels 4 to 7.

4 RELATED POLICIES

Academic Appeals policy
Student Malpractice policy

APPENDIX 1. Indicative list of circumstances (non-exhaustive)

Acceptable	Not Acceptable
<p>Serious ill health, which may include an acute episode and/or a disability or chronic condition, affecting performance not covered by agreed support already in place.</p> <p>Significant personal accident or injury.</p> <p>Acute personal or emotional trauma, e.g. acute anxiety or depression, family breakdown, breakdown of close personal relationship, death or serious illness of family member or close friend.</p> <p>Other significant exceptional factors for which there is evidence of an adverse impact which was detrimental.</p> <p>Victims of serious crime.</p>	<p>If there is a reasonable case that circumstances relied on were foreseeable or preventable.</p> <p>Study related circumstances (equipment failure, failure to take back-up copies of stolen or corrupted work, missing books, examination rescheduling, misreading the examination timetable, taking the wrong examination, poor time management or oversleeping).</p> <p>Normal exam stress or anxiety experienced during revision or the assessment period.</p> <p>Personal disruptions within the student's control, e.g. moving house, change of job, holidays, normal job pressure, failed travel arrangements or disruption to routine caring responsibilities.</p> <p>Grounds of religion, unless notification given at the commencement of the academic year.</p> <p>Statement of a medical condition without reasonable evidence (medical or otherwise) to support.</p> <p>Long term condition for which the student is already receiving reasonable or appropriate adjustments.</p> <p>Medical condition supported by "retrospective" medical advice –documentation that is not in existence at the same time as the illness, eg a doctor's note which states that the student was seen (after the illness occurred) and the student had declared that they had been ill previously.</p> <p>Late disclosure of circumstances where a student could have reasonably expected to have informed a member of staff.</p> <p>The form has not been appropriately completed, or evidence is missing with no indication of intent to produce at a later date.</p>