



# WC07 – Assessment Regulations Policy

| College Policy        |                                |
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## Introduction

Westerfield College firmly upholds high academic standards in evaluations that foster diversity, transparency, and integrity. This policy establishes a clear framework for assessment processes, including rigorous moderation to ensure consistent academic standards and grading.

## Purpose

This policy serves as a comprehensive framework for the administration of assessments, ensuring students can demonstrate their learning outcomes while maintaining the highest academic standards. The policy emphasizes fairness, consistency, and integrity in all assessment practices. It also sets out the responsibilities of students and staff and provides mechanisms to handle academic misconduct, ensuring the credibility of academic achievements.

## Scope

This policy applies to all students, faculty, and staff involved in the design, administration, and evaluation of assessments at Westerfield College. It covers the field of all forms of assessment, including coursework, examinations, presentations and practical evaluations.

## Definitions

- a. **Examination:** An examination is defined as any assessment undertaken over a controlled time frame in a set location and which follows a specified rubric of instruction. Examination for academic purposes may include the following styles - closed-book, open-book, and in-class tests. They may take place mid-semester (in-class tests) or at the end of a semester. Presentations and laboratory reports are not referred to as examinations. Where the above examination styles do not apply (e.g., an online examination), enrolled students must be notified at least five working days before the commencement of the examination.
- b. **Disabled Persons:** A disabled person is legally defined as an individual who has a physical or mental impairment that has a substantial long-term adverse impact on their ability to carry out 'day-to-day' activities. Within the environment of a college, 'day-to-day' activities are taken to include those normally encountered by a student accessing learning, assessment, and other services offered by a College. The Academic Registry is responsible for ensuring that reasonable adjustments are made for such students, by way of a Student Management Plan. This Plan must include reasonable adjustments to be made to allow the disabled student to undertake assessments without being placed at a substantial disadvantage in comparison to non-disabled students.

- c. **Marking and Moderation**

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- ❖ Moderation is a process intended to ensure that an assessment outcome is fair, valid, and reliable, that assessment criteria are being applied consistently and accurately, and that there is a shared understanding among the marking team of the academic standards students achieve. Moderation may refer to the sampling or second marking a representative number of pieces of assessed work across the marking range on a module.
- ❖ Double marking is when a separate allocation of marks is given to a piece of work by a second internal marker. The marking team may choose to carry out this process blind (where neither marker has access to the other marks) or sighted (where the second examiner can view the marks and comments of the first marker and add their own). Dissertations should always be blind and second-marked.
- ❖ Anonymous marking is a process of concealing the identity of a student on a piece of assessment when they are marking it, using examination numbers or bar codes. Only once a mark has been agreed will the student's identity be revealed and feedback confirmed.
- ❖ Verification is a process whereby internal moderators or external moderators/examiners check that the marking and moderation process has been conducted fairly, that marks have been added up correctly, and that a representative number and range of scripts have been included in the moderation process.

#### **d. Cheating**

In line with the Student Handbook cheating, and plagiarism are under academic misconduct/offenses. Plagiarism College guidelines define plagiarism as representing, whether intentionally or otherwise, another person's work or idea as being one's own or without clear acknowledgment. It includes:

- ❖ Importing phrases from another person's work without using quotation marks and identifying the source
- ❖ Another person's work is any written documentation, original ideas and concepts, research, strategies, arts, graphics, computer programs, music, or other creative expression
- ❖ Making a copy of all or part of another person's work and presenting it as one's own
- ❖ Making extensive use of another person's work, either by summarizing or paraphrasing any form of work by merely changing a few words or altering the order in which the material is presented
- ❖ The use of the ideas of another person without acknowledgment of the source, or the presentation of work which substantially comprises the ideas of another person and which represents these as being the ideas of the students or staff member

#### **e. Collusion**

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The college defines collusion as working together to produce assessed work in circumstances where this is forbidden. It includes:

- ❖ The representation of work by an individual when the work had been undertaken along with one or more persons, and
- ❖ Taking credit for individual merit of a work when all or part thereof was constructed by another person.

However, it is important to note that, unless group work is identified, all assessments are carried out and presented by the individual. The College recognizes that students will confer during the process of researching a given assessment, however, sharing of information and strategies does not extend to the structure, content, and specifics of an assignment/examination.

Students found with similar answers will be investigated and subject to disciplinary action as required. Students should be aware of the issue of collusion and safeguard their work from copying or duplicity by fellow pupils. Any student/s found conferring, in any form, in a closed-book examination will be disqualified and be assigned 0% for the examination.

#### **f. Contract Cheating**

Contract cheating is defined by the QAA as taking place when a “third party completes work for a student who then submits it to an education provider as their own, where such input is not permitted”. This may consist of formative or summative work including, but not limited to, essays, reports, presentation slides, exam notes, and dissertations. It may involve either a paid or unpaid commercial transaction using a company or website, or a service or favour provided by a friend or family member.

#### **g. Using Artificial Intelligence**

The use of Artificial Intelligence (AI) programs such as chat-bots and content generators to produce work on a student’s behalf and submit the work as if it is their own is a form of plagiarism and contract cheating, and thus Academic Misconduct. This includes:

- ❖ Importing content from an AI program without using quotation marks and/or identifying the source
- ❖ Making a copy of all or part of AI-generated content and presenting it as one’s own
- ❖ Making extensive use of AI-generated content, either by summarising or paraphrasing any form of content by merely changing a few words, altering the order in which the material is presented, or tweaking aspects of the content

- ❖ The use of the ideas of AI-generated content without acknowledgment of the source, or the presentation of work which substantially comprises the AI-generated content and which represents these as being the ideas of the student
- ❖ The use of AI-generated content as a basis for a piece of work, and changing the content or structure without identifying the source the college reserves the right to use detection software or viva-style examinations to identify any AI-generated content submitted in assessments.
- ❖ Any suspected misconduct will be thoroughly investigated, and appropriate action will be taken. Any student found to have engaged with an AI program and attempts to submit work that has been prepared in part/entirety by the AI program as their own will be subject to disciplinary procedures (WC30 Student Disciplinary).

#### **h. Academic Misconduct**

Misconduct includes, but is not limited to:

- ❖ Plagiarism: Using another person's work without proper acknowledgment.
  - ❖ Collusion: Collaborating with others on tasks intended for individual completion.
  - ❖ Contract Cheating: Submitting work prepared by third parties, including the misuse of AI tools.
  - ❖ Examination Malpractice: Violating examination rules, including unauthorized materials or impersonation.
- i. **Assessment:** any task or activity designed to measure students learning outcomes.
- ❖ **Formative assessment:** Non-graded assessment aimed at improving learning.
  - ❖ **Summative assessment:** graded assessment that contributes to the outcome.
- j. **Academic integrity** involves the honest and ethical completion of assessments, reflecting the student's own understanding and effort.

## **POLICY STATEMENT**

The policy assessment of Westerfield College is guided by principles of integration with learning, promoting fairness, encouraging self-evaluation, supporting academic development, and ensuring assessment literacy for students.

## **PRINCIPLES OF ASSESSMENT**

Assessment at Westerfield College is founded on the following principles:

- Integration with Learning: Assessments are designed to enhance learning and must be seamlessly embedded in the curriculum at every stage of study.

- **Learning and Development:** Assessments should contribute positively to students' academic and personal development, measuring progress throughout their educational journey.
- **Dialogue:** A continuous and constructive dialogue between students and tutors is essential for effective assessment practices.
- **Self-Evaluation:** Students are encouraged to develop self-assessment skills and critically evaluate peer work to foster independence and critical thinking.
- **Fairness and Equity:** All students will be assessed fairly based on their efforts and merits, without bias or discrimination using documented procedures.
- **Assessment Literacy:** Students will be provided with the tools and understanding needed to engage effectively with assessment processes.
- **Assessment processes:** the process will be a robust one and all appropriate college staff and invigilators will be trained accordingly and subject to monitoring by the academic registry.

## ASSESSMENT REGULATIONS

### 3.1 Design and Communication of Assessments

- All assessments will align with the learning outcomes of the respective modules and programs.
- Students will receive detailed information at the start of each module, including assessment criteria, deadlines, and grading rubrics.
- Assessments will include diverse formats such as coursework, exams, presentations, and practical activities to cater to various learning styles.

### 3.2 Moderation Principles Internal Moderation

All coursework and examinations at each stage are subject to Internal Moderation. All completed assessments should be first marked independently by an experienced member of the teaching team. Evidence of marking and an indication of how the marks have been allocated should be recorded for each assessment, usually on a feedback sheet or electronic equivalent, e.g., on Grade-mark, that includes the marking criteria that have been used.

To reduce the perception of bias in the marking process, marking should be conducted anonymously where practical. Internal Moderation is carried out for each assessment element using either sample moderation, second marking or a double marking approach.

Sample Moderation or Second Marking Approach Where a sampling approach is used, an internal moderator (appropriately qualified academic from the College) moderates or second marks a sample of completed assignments. The sample must be selected from, and reflect, the full range of marks, including borderline cases and fail grades; be of an appropriate size concerning the size of the cohort (10%, minimum, or 10 scripts). In the case of small module cohorts with 10 or fewer students, all scripts and examination papers should be moderated or double-marked. Double Marking Approach Where a double marking approach is used, all assignments should be second marked. Moderation Form WC09 should be used to record the moderation undertaken for each assessment. It will typically follow the below process:

- ❖ First markers and moderators/second markers should meet to review the marks that have been assigned to the moderated scripts and agree on the final marks. WC09 – Moderation Form: Section A will be completed at this stage.
- ❖ Once the moderation process has been completed, the marking team makes available the moderated work to an external moderator/examiner for verification through completion of WC09 – Moderation Form: Section B. The external moderator/examiner may wish to refer any anomalies found in the verification process back to the marking team. Marking Discrepancies If discrepancies in the marking process are identified that the markers/moderators are unable to resolve, this must be noted on the WC 09 Moderation Form and prepared for the Chair of the Examinations Board.
- ❖ The Chair of the Examinations Board is then required to appoint a third marker to adjudicate. The third marker will blind mark the sample or full cohort and will not know prior marks awarded. They will then review their marks in line with marks awarded by the first marker and moderator/second marker. They may decide to agree with the first marker, moderator/second marker, or make further amendments to the marks/grades of the entire cohort. For example, they could moderate up or down all marks of that assessment element or remark all work for that assessment element. The decision of the third marker is final. The students should be provided with a single mark on their assessed work, as agreed by the internal assessor and moderator, and information on marking rubrics and feedback sheets must be consistent with the final assigned mark.
- ❖ In special circumstances of disagreements among assessors, the college may request that work be reviewed by the relevant Consultant to offer an external viewpoint. (anonymity is assumed in all computer-aided assessment software). Where it is not possible to mark work anonymously, attention must be given to ensure that the processes of marking are seen to be fair.



- ❖ Examination answer booklets are anonymized. Students must record their Student ID on the front designated space of the answer booklet or cover sheet. An attempt by a student to invalidate anonymity where the examination has been classified as such will be considered an assessment offense.

## SUBMISSION AND FEEDBACK:

Student feedback is provided to students to enhance their understanding and learning of the course content and give them an opportunity to reflect on how they can improve their level of attainment on the course. It can take many forms and is a two-way dialog process that should engage students in learning.

- ❖ Feedback on all assessments will be provided within ten working days of submission, focusing on constructive improvement.
- ❖ For late submissions, penalties will apply, starting with a 10% deduction for the first day and 5% per subsequent day, up to ten days. Submissions after ten days will not be marked.
- ❖ Feedback must be communicated to all students and must be available to all students on their in-course formative and summative assessed work. The College Learning and Teaching Board (CLTB) should monitor the provision and operation of feedback.
- ❖ Feedback should, as a minimum, consist of:
  - a. Provisional/raw mark - after any penalties have been applied and recorded as such
  - b. Any major shortcomings
  - c. Ways in which the mark could have been improved, for all outcomes
  - d. Direction for students to reflect on their development as learners and further
  - e. Enhance independent learning proficiencyFeedback on summative assessments must be linked to the grading classification criteria as set out in the relevant Programme Specification and/or Definitive Module Document (DMD).
- ❖ The form of feedback may vary depending on the discipline and type of assessment and be delivered in a form most appropriate to the learning context: written, verbal, audio, peer-to-peer. Students should be given opportunities to reflect on their feedback and/or discuss with their academic or personal tutor.
- ❖ Feedback should be regular, sequential, and prompt. In addition, the CLTB should ensure that instructors make feedback available to students directly within ten working days of the scheduled submission deadline.

- ❖ Where feedback is unexpectedly delayed, the teacher should inform the CLTB and students should be notified on the Student Portal immediately. The CLTB should ensure that all stakeholders are aware that the mark/grade provided to a student as part of the immediate assessment feedback is a provisional/raw mark only and may be subject to change via the process of moderation and as approved by the Module Panel.
- ❖ Late submission of work for assessment (after ten working days from the scheduled deadline), will forfeit the right to a mark or any associated feedback unless it has been approved by a Mitigating Circumstance Panel. Feedback should be delivered consistently and in an accessible manner to all students. All forms of assessment including examinations will be available to view.

## EXAMINATION REGULATIONS

### 1.1. General Conduct

- ❖ Students must present their student ID cards during examinations.
- ❖ Only approved materials, such as specified calculators, may be brought into the examination room. Unauthorized items, including phones and smartwatches, are prohibited. Students must observe all instructions given by an Invigilator.
- ❖ A student alleged to have committed any examination offense will be subject to disciplinary procedures (WC29 Student Disciplinary Policy).
- ❖ Students must remain silent and seated throughout the examination unless granted permission by an invigilator.
- ❖ A student may not enter an examination later than 30 minutes after the scheduled commencement. Once a student has entered the examination (late) all below conditions apply.
- ❖ A student wishing to attract the attention of an Invigilator must remain seated in silence and raise their hand.
- ❖ A student may leave an examination room for illness or another acceptable reason only after 30 minutes have passed from the commencement of the examination. Permission to leave the room must be granted by an Invigilator. Where a student leaves without permission, they will be deemed to have withdrawn from the examination and will not be permitted to re-enter the examination room.
- ❖ A student may not leave an examination room within the last 30 minutes of the scheduled time unless there are exceptional circumstances such as illness and with the permission of an Invigilator.

- ❖ A student wishing to leave the examination room prior to the last 30 minutes of the examination must attract the attention of an Invigilator and exit the room with minimum disturbance to other students.
- ❖ At the end of an examination, all examination papers, scripts, and associated materials must be collected from all students by an Invigilator prior to any student exiting the room. All students remaining in the examination room at the end of the scheduled period must remain seated in silence until this process is concluded. No pages or part of such items may be removed by a student from the room.
- ❖ All students must collect their personal items, including any litter, as requested by an Invigilator, on exit from an examination room.
- ❖ A student arriving late to an examination will be required to finish at the scheduled time and as directed to do so by the Invigilator.
- ❖ Where a student is taken ill during an examination, an Invigilator should be notified. The Invigilator will then draw a line underneath the latest record of assessment (where the student has reached in answering an examination paper). Along the line, the Invigilator will state the time at which the illness occurred, date, state their name in full and sign. The student may then be granted permission to leave the room temporarily.
- ❖ Where a student has been granted permission to leave an examination temporarily, either an Invigilator or a member of college staff must accompany the student.
- ❖ A student may not commence writing (or typing) until directed to do so by an Invigilator. A student may not continue writing (or typing) or working after being directed to stop by an Invigilator.
- ❖ All students must complete the examination in silence and remain seated until permitted to leave.
- ❖ All scripts and associated workings (inclusive of rough work) must be written in the booklets or on the relevant associated materials provided. All booklets and associated materials must be clearly marked by the student with a Student ID number and date.
- ❖ Where approved calculators are allowed in an examination, the type is specified on the Student Portal five working days before the examination and also on the examination paper.
- ❖ A student who does not comply with the stated type of calculator is deemed to have committed an assessment offense (see section Cheating).
- ❖ The use of translation dictionaries, in any form, is prohibited in all examinations. Invigilators have the right to inspect any materials and items in the examination room or in a student's possession at any time during the examination.

- ❖ A student must remain in silence throughout the examination apart from requesting an answer booklet/associated materials or where there is a need to exit the examination room - all such requests must be made to an Invigilator only. No communication with any other persons, bar an Invigilator, may take place during an examination.
- ❖ A student may not bring food or drink (apart from water, in a clear bottle or beaker) into the examination room.
- ❖ No personal items bar permissible calculators and writing and/or drawing instruments may be taken into an examination room. Where personal bags are taken into an examination room, they must be placed in part of the room away from the examination seating area and only as permitted by the Invigilator. All such items are and remain the responsibility of the student regardless of where they are to be deposited for the duration of the examination.
- ❖ A student in possession of a mobile phone, smart watch or of other means of transmitting/receiving information in any form must ensure that the device is switched off for the duration of the examination and kept with their non-permissible personal items and away from the examination seating area as directed by the Invigilator.
- ❖ Except where stated (e.g., open-book examinations), no student may bring into the examination room any form of written notes or materials.
- ❖ Where reasonable adjustment has been granted for computer-aided assessment, the Invigilator will inform the student of the software to be used and any limitations that apply. Only permitted software can be used.
- ❖ Where another person takes the identity of a student in an examination, this is considered an examination offence. Any form of cheating in examinations is considered malpractice and is treated as a serious examination offence.
- ❖ The consequences of academic dishonesty can be far-reaching. Students could fail a class, be dismissed from their programme, or even be expelled from their College. The severity of the consequences depends upon the type of academic dishonesty. The decision on the consequences of their actions will be taken by the College, following the WC30 Student Disciplinary Policy.

### Timing and Attendance

- ❖ Students may not enter the exam room later than 30 minutes after the start.
- ❖ Students must be registered on the formal signing sheet prior to the commencement of an examination to be eligible for entry to and sitting an examination.

- ❖ Students leaving the room temporarily must be accompanied by an invigilator or authorized staff.
- ❖ Students may be admitted to the examination room no more than 15 minutes before the commencement of the scheduled examination. Where reasonable adjustments in timed assessments have been approved by the CLTB, then the CLTB may agree that admittance of the student in question may be made prior to the scheduled commencement to allow of the usage of additional time.
- ❖ No student is permitted to leave the exam room within the final 30 minutes of the session.

### Disruptions and Emergencies

- ❖ Signing-in sheets must be provided by the CLTB to the invigilators with any amendments at least one hour before the commencement of the examination,
- ❖ Any student feeling unwell during an exam must notify an invigilator immediately.
- ❖ The invigilator will document the time and circumstances of the incident, and the student will be allowed to resume the exam if possible.

### Consequences of Misconduct

- ❖ First offenses may result in formal warnings or capped grades.
- ❖ Severe or repeated offenses may lead to failure in the module, suspension, or expulsion.
- ❖ Contract cheating cases may also be referred to legal authorities, where applicable.
- ❖ **Plagiarism** in any assessed work is an assessment offence and students involved will be subject to disciplinary procedures (WC29 Student Disciplinary Policy). Enrolled students must consent to copies of their work being submitted to any plagiarism detection service employed by a college. Where a student is not the rights holder of the work, it is the student's responsibility to notify the College.

## REASONABLE ADJUSTMENTS FOR STUDENTS WITH DISABILITIES

Students in this category must undertake the same assessment task as all other students in the cohort. The nature of any reasonable adjustment must be determined by the specific needs of an individual student and may include the provision of:

- ❖ extra time

- ❖ a rest break
- ❖ assessment in a separate room or an approved off-campus site
- ❖ alternative formats
- ❖ a reader, scribe or amanuensis
- ❖ a word processing package and/or assistive technology

The institution is committed to supporting students with disabilities by providing reasonable adjustments to ensure equal access to assessments. Adjustments may include Additional time or rest breaks, assistive technologies, or alternative formats. Separate examination rooms or the use of scribes/amanuenses. Students must provide timely and professionally documented evidence of their needs to allow for appropriate accommodations.

## **MARKING AND MODERATION**

### **1.2. Marking Standards**

- ❖ Assessments will be marked against clearly defined rubrics to ensure consistency and transparency.
- ❖ Anonymized marking will be used where practical to eliminate bias.

### **1.3. Moderation and Verification**

- ❖ A sample of assessments will undergo internal moderation to ensure grading accuracy.
- ❖ External examiners may be involved in verifying the fairness and consistency of the marking process.

## **APPEALS AND COMPLAINTS**

Students who believe their assessments were unfairly graded may appeal through the formal appeals process outlined in the Student Handbook. Complaints must be submitted in writing and supported by relevant evidence.

## **PROCEDURES**

All cases of alleged assessment offence must be reported to the CDP or College Senior Academic Manager who in turn will inform the CLTB and the College Module Panel. The College Senior Academic Manager (or nominee) will act as the Academic Conduct Officer in all cases concerning students of the College for investigation purposes. The College Senior Academic Manager will:

- ❖ Notify the student in writing of the alleged offence - through a Letter of Allegation
- ❖ Investigate the allegation and make inquiries to establish the facts of the case, seeking advice from appropriate people

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- ❖ Inform the student in writing of the outcome of the investigation - a Letter of Resolution.
- ❖ Any other member of college staff is expressly forbidden from communicating such an outcome. Where the investigation of allegation/s suggests that an examination offense of cheating, plagiarism, or other academic misconduct may have occurred, the student has the right to present their case to the CLTB either in writing to the College Senior Academic Manager (or nominee) within five working days of the date of the Letter of Resolution. In a proven case of plagiarism and/or collusion (WC29 Student Disciplinary Policy), where the offence is a first offence, a note will be made by the College Senior Academic Manager (or nominee) on the student's Academic Record (hard copy and on Navigate) and a written warning issued. In all other cases, the College Senior Academic Manager (or nominee) will make a report of an investigation and/or record of the presentation of a student to the CLTB and to the Chair of the relevant College Module Panel and/or College Progression Board.

The College Module Panel may, at its sole discretion, impose any of the following penalties in a proven case of plagiarism and/or collusion:

- ❖ The student receives a formal written warning, and the work is marked on academic merit, noting that the work may not entirely be that of the student
- ❖ The student is required to submit the same piece of work purged of all plagiarism/collusion for a mark/grade capped at the relevant pass mark/grade
- ❖ The work is marked on its academic merit, noting that the work may not entirely be that of the student, with an appropriate punitive reduction in the mark applied, but capped at the relevant pass grade
- ❖ Award 0% for the assessment in which the plagiarism/collusion occurred
- ❖ The College Module Panel may, at its sole discretion, impose any of the following penalties in a proven case of other academic misconduct (excluding plagiarism and collusion):
- ❖ Require the student to submit the same piece of work purged of all false data/duplication, for a mark/grade capped at the relevant pass grade
- ❖ Reduce the mark/grade to the relevant pass mark/grade
- ❖ Award 0% for the assessment in which the academic misconduct occurred, for example, a proven case of cheating in an examination
- ❖ Where the offense is due to the use of a ghost-writing service, essay mill, or AI software, then the College reserves the right to conduct a Voice examination to assess the student's knowledge of the written work before any penalties are decided upon.

- ❖ The student will be informed in writing regarding the outcome of the investigation and about any penalties that are to be applied.
- ❖ The student has the right to appeal to the Panel In determining the appropriate penalty to be imposed, the College Module Panel (or nominee) will interview the student formally at which time the latter has the right to be accompanied by a nominated person. The Chair of the College Module Panel will:
- ❖ Notify the student in writing of the action taken by the College Module Panel, and of their right to Appeal (WC29 Student Complaints and Appeals)
- ❖ Make a full report of the action taken by the College Module Panel to the College Progression Board

## NOTIFICATION

- ❖ When deciding upon the nature of the reasonable adjustment for assessment purposes, academic rigour and parity must be maintained. To ensure this process, all adjustments must be approved by the Academic Registry. It is the responsibility of the student to notify the College of their condition promptly and to allow any reasonable adjustments to be considered and, where approved, made prior to the assessment event.
- ❖ All such notifications must be supported by professionally documented medical or other evidence. The exact nature of approved reasonable adjustments should be communicated and confirmed with the student via an outline schedule and plan in person and delivered by hand. Where this is not possible, it should be posted to the latest local address notified to the College.
- ❖ This information should then be confirmed by courier to their home country address notified to the College, five working days prior to the assessment event. Details of any changes to planned reasonable adjustment must be appended to the Student Management Plan, the Student File the minutes of the CLTB and the Academic Registry.
- ❖ If the notification by a student of a condition for consideration of a reasonable adjustment is delayed in that the College is unable to implement the adjustment in time, then where possible the student shall undertake the assessment in the same way as the other students and use the mitigating circumstances procedures to bring the matter to the College Progression Board.
- ❖ Where the CLTB is satisfied that any delay in the production of evidence is due to justifiable circumstances, then the adjustments may be made to the assessment as if the evidence were made available in time. In such cases, evidence will still have to be produced and failure to do so may result in the initiation of formal disciplinary procedures. Reasonable adjustments do

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not include extensions to submission dates for coursework unless such extension is considered as part of an agreed structural adjustment to a normal stage of study as determined in the Student Management Plan.

- ❖ Where there is an unforeseen worsening of a student's condition, and they are unable to meet a submission date for coursework, then mitigating/extenuating circumstances procedures should be used. Reasonable adjustment does not normally include any allowances at the marking stage for poor structure, expression, spelling, syntax or handwriting. The use of word processing packages under examination conditions, where approved, does not extend to the use of a student's computer
- ❖ The CLTB may consider that reasonable adjustments to assessments to avoid placing a student at a substantial disadvantage cannot be made. In such cases, the Board shall consult with the Academic Registry. Where a student produces written documentation of an evaluation by a chartered educational psychologist, or appropriately qualified professional, which confirms dyslexia or any non-specific reading or writing dysfunction, then the CLTB will ensure that reasonable adjustments in timed assessments are made.
- ❖ Where the approved reasonable adjustments include the appointment of a scribe or amanuensis, the following procedures should apply:
  - ❖ Practice sessions should be arranged before the assessment so that the student and scribe/amanuensis can familiarise themselves with the process and ascertain that the latter can readily understand the student
  - ❖ The scribe/amanuensis should be familiar with the vocabulary associated with the module and be able to write or type dictated answers correctly
  - ❖ The scribe/amanuensis may not be a member of college staff, an instructor to the student, another student at the College, or anyone who has acted as a scribe/amanuensis for the student during their normal studies
  - ❖ Arrangements for any approved rest periods relating to the use of a scribe/amanuensis must be scheduled and approved before the assessment and the total time allowance recorded and adjusted accordingly, and
  - ❖ Separate rooms must be provided for students where approval has been granted for the use of a scribe/amanuensis or word processor, and where there will be disruption to other students

## Submission of Coursework

- ❖ **Hard Copy Submissions:**

The college must ensure that the submission of coursework is recorded and that receipts are provided to students. It must also ensure that coursework is held securely and that the return of coursework to the relevant students is timely and secure.

❖ **Electronic Submissions:**

The college must ensure that appropriate instructions are given to students in accessible formats and that secure submission records are kept by the College. Student assessments are submitted via Turnitin to ensure academic honesty.

❖ **Late Submission and Extensions**

Extensions to submission dates for coursework may be granted via the Mitigating Circumstances process. A student who is unable to meet a submission date must complete a WC22 Mitigating Circumstances Form (see section Failure and Reassessment).

Scheduled submission dates may be subject to change by the teacher, a subject to approval by the Head of the Department. Students will be notified of such via Student Portal and email.

Coursework submitted on or before the scheduled submission date will be marked promptly and returned within ten working days to the relevant students with the appropriate feedback from the teacher.

Coursework submitted late will receive a deduction of 10% of the maximum mark available from the actual mark achieved in the first instance, followed by 5% per day for up to ten working days. The mark, if a pass, will be capped at the module pass mark. Limited feedback may be given by the teacher on the work submitted.

Coursework submitted more than ten working days after the scheduled submission date will not be marked and a mark of zero will be recorded against the student record. No feedback will be provided by the instructor.

## **RESPONSIBILITIES**

### **9.1 College Responsibilities**

It is the responsibility of College Learning and Teaching Boards (CLTBs) to ensure that:

- ❖ Students are assessed fairly
- ❖ The regulations concerning scheduled examinations are published in a timely manner and are consistent with college Academic Registry requirements

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- ❖ Proper invigilation arrangements are made for scheduled examinations
- ❖ Results of student assessments are published
- ❖ Marks and grades are issued as scheduled and as requested to individual students
- ❖ All reports of allegations concerning assessment malpractice are provided to the Academic Registry for further instruction and/or investigation
- ❖ Student appeals are considered within policy guidelines
- ❖ It is satisfied that all assessment and its associated quality control processes are carried out appropriately and consistently within the agreed policy guidelines

## 9.2 Student Responsibilities

It is the responsibility of each student to ensure that they:

- ❖ Undertake the learning activities specified for each module in which they have enrolled
- ❖ Attend examinations and submit work for assessments as required - note that where a student fails to attend an examination and/or to submit work for assessment, without mitigating circumstances, the College Module Panel will determine that the student has failed the assessment concerned
- ❖ Notify the College of any changes to their contact details
- ❖ Notify the College at the point of application or when there has been a change in circumstances affecting learning and assessment of an enrolled student (evidence must be provided and professionally supported), of any required reasonable adjustment in the provision of assessment of a module to be or being undertaken
- ❖ Provide, on time within seven calendar days of an assessment deadline or examination, evidence and/or supporting documentation with regard to personal circumstances that may have affected performance and which may be presented to the Mitigation Circumstances Panel as grounds for mitigating circumstances (see section Failure and Reassessment)
- ❖ Undertake assessments honestly and in a manner that does not attempt to gain unfair advantage
- ❖ Follow all policy guidelines and associated procedures set out in the Student Handbook and/or WC01 Academic Appeals

## REFERENCES

This policy is informed by:

- ❖ National Assessment Frameworks
- ❖ Student Handbook
- ❖ Relevant higher education Acts and Regulations

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### Policy Review

The Academic Registry will oversee the implementation of this policy and conduct regular reviews to ensure its relevance and effectiveness. Updates will reflect changes in academic standards, regulatory requirements, and institutional priorities.

### Version History

| No | Revised on | Version | Changes | Approved by | Date of Approval | Revised by |
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