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Chichester College Group Higher Education Assessment Policy 2023 -2024

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1 Context

- 1.1 The aim of this policy is to set clear and consistent standards for the creation and submission, assessment and feedback of academic coursework. The policy also sets clear guidelines for the operation of academic appeals. All aspects of this policy are operated in compliance with awarding body regulations and the Quality Assurance Agency (QAA) Quality Code Advice and Guidance (2018) for Assessment, Enabling Student Achievement, Monitoring & Evaluation and Concerns, Complaints & Appeals Academic Appeals as well as the Office for the Independent Adjudicator (OIA) good practice framework (Dec 2016) and with due reference to ESG.

2 Introduction

- 2.1 Chichester College Group works in partnership with a number of Higher Education Institutes (HEI). Each awarding body and validating HEI has their own specific assessment requirements and guidelines which constitute part of the partnership agreements within the context of QAA's UK Quality Code. This policy relates specifically to Pearson Higher National qualifications including Higher Technical Qualifications.
- 2.2 Further Guidance from awarding institutions regarding modules/unit and assessment are available on the links below:
 - 2.2.1 [University of the Arts London](#)
 - 2.2.2 [University of Brighton](#) (GEAR)
 - 2.2.3 [University of Chichester](#) (Academic Regulations)
 - 2.2.4 [University of Portsmouth](#) (Examination & Assessment Regulations)

3 Scope of this policy

- 3.1 Objective 1: Assessment schemes and tasks are designed to enable students to robustly demonstrate the achievement of all learning outcomes for their programme of study
- 3.2 Objective 2: There are clear arrangements to ensure that all coursework is completed and assessed fairly
- 3.3 Objective 3: There is a clear procedure for submission of work by students
- 3.4 Objective 4: There is a clear procedure for students to request extended deadlines after demonstrating genuine extenuating circumstances
- 3.5 Objective 5: There is clear guidance on the assessment and moderation of assessed work
- 3.6 Objective 6: Students can expect a consistent, useful and timely standard of feedback
- 3.7 Objective 7: Students have clear guidance on standards of conduct expected in the preparation of coursework and the consequences of academic malpractice

- 3.8 Objective 8: Students have clear guidance to a simple and transparent system for appeals against academic decisions.
- 3.9 The expected impact is that all students have clear, consistent and fair standards governing the creation, submission and assessment of academic coursework.

4 Monitoring arrangements

- 4.1 The operation of the policy, including academic appeals will be monitored through the Higher Education Management Committee and evaluated by the Higher Education Board.
- 4.2 Where amendments to the policy are required, a paper will be submitted to the Higher Education Board for consideration before the beginning of the following academic year.

5 Communication

- 5.1 The policy will be available on the CCG Website and available to all staff and a link to the policy will be included in all student handbooks and on the course CCG On-line/Teams pages and the HE Landing page.
- 5.2 The student version of this policy will also be available on the HE Policy page, on the college intranets.
- 5.3 All students will be informed that the policy exists and will discuss it with their course leaders during induction.
- 5.4 Assessment criteria will be made available through subject and unit handbooks.

6 Design and implementation of assessment strategy

- 6.1 All assessments will be designed to promote active learning, using clear language and tasks which are accessible to all students. Assessment feedback should make use of feedforward to help students improve their performance in subsequent assessments.
- 6.2 Course teams are required to devise an assessment strategy which ensures that all learning outcomes from the programme are met using methodologies that ensure all students are able to successfully demonstrate their learning. Assessment may be revised to meet the needs of students with specific needs. All such revisions must be reviewed through the internal quality assurance procedure and a record of the decision placed in the course files. Any revisions to be discussed at the following Examination Board.
- 6.3 The course leader has responsibility to ensure that all assessors are competent to assess the work in line with awarding body guidelines.
- 6.4 Course teams will devise and implement an internal quality assurance (IQA) strategy

which must follow the awarding body requirements. IQA must be planned to ensure that all students have an assessment grade verified by another member of staff at least once across each academic year. A minimum of 20% (or 5 people) of submissions for each assessment must be internally verified using second markers. Blind marking is recommended.

6.4.1 Where there is a discrepancy in blind marking the marked work will be reviewed by a third marker and recommendations made to the HE Quality Manager for the grade to be awarded before the provisional grades are released to the group.

- 6.5 Assessments are to be reviewed at the end of each academic year by teaching teams and taking account of student feedback and the results used to revise the assessment strategy for the following academic year.
- 6.6 Students will be given an outline scheme of assessment in their course handbook or on CCG On-line, Teams or Google Classroom indicating the assignments to be submitted for each module. They will receive a detailed plan giving precise details of assessment task, submission and return arrangements and the role of exam boards at the beginning of each module. Any alterations to the scheme of assessment must be ratified by the Higher Education Quality Manager prior to delivery.

7 Coursework submission

- 7.1 Students are required to submit course work which covers all of the assessment criteria by the specified deadline on the assignment brief. Course work is deemed to have been submitted once it is submitted through Turnitin, (plagiarism detection software) on CCG Online/Teams or the HE landing page.
- 7.2 If evidence of plagiarism is detected, then the course leader will initiate the process described in the Academic Misconduct Policy.
- 7.3 Meeting deadlines is a critical part of workplace preparedness. Any student who has failed to meet submission deadline will suffer a penalty. For Pearson awarded qualifications (Higher Nationals) the submission will be capped at a Pass. For programmes awarded by our partner Universities, you should refer to the programme handbook and/or the partner university assessment guidelines. Students will also be required to attend a progress meeting with the course Leader and/or HE Coach.
- 7.4 Any student studying a Pearson Higher National course may request an extension to a course work deadline which will be considered by the course management team (if an extension of up to 48 hours is requested) or the Higher Education Quality Manager (if an extension of over 48 hours is requested). The purpose of offering Extenuating

Circumstances is to ensure that students who have been hit by unexpected and severe problems can be assessed fairly. For programmes awarded by our partner Universities, you should refer to the programme handbook and/or the partner university assessment guidelines. If a Pearson awarded student wishes to request an extension, they must complete an Extenuating Circumstances Form (appendix A) available from their curriculum area or from CCG On- line or the HE Landing Page. The form requires the student to explain the grounds for seeking an extension and supply evidence deemed necessary such as medical certification, for more information see appendix A. The completed form must be submitted to the HE Quality Manager, allowing seven calendar days for a decision. If an extension is allowed, a revised date for the submission of the piece of course work will be confirmed. Extensions will not normally be granted beyond the date of the next examination board for the programme.

- 7.5 If the student disputes the decision made, they must state their case in writing to the Higher Education Quality Manager who will consult the course team and discuss the outcome with the student. The Higher Education Quality Manager's decision will be final. Students studying a Pearson award may apply for leave in order to attend to an urgent personal or work-related issue. Students wishing to take leave must complete an Extenuating Circumstances Form available from their curriculum area or from Chi Online. The completed form must be submitted to the study programme lead. Students must allow 5 working days for a response. If the leave is approved the course leader will agree dates for submission of coursework which may be after the main assessment boards. In the latter case the decision will be confirmed by the Exam Board. Should the student dispute the decision, they must state their case in writing to the Higher Education Quality Manager, whose decision will be final.
- 7.6 Resubmissions. Students who have successfully completed all pass assessment criteria will not normally be allowed to re-submit work in order to improve their grade. In order to resubmit the student will need to demonstrate an extenuating circumstance using the process described in Appendix A of this document.
- 7.7 Students studying a Pearson award who have not met all the pass criteria will be allowed to re-submit once per module within an agreed deadline of 2 weeks, if the unit has multiple assessment tasks spread over the semester/year students can only have one resubmission attempt at the end of the unit. This resubmission would cover any tasks referred throughout the unit.
- 7.8 Students may appeal a grade via the academic appeals process, which is informed by the Academic Appeals Procedure.

The grounds on which an appeal may be based are as follows:

1. That there exist circumstances affecting the performance of the candidate which the

assessor or internal verifier were unaware of.

2. That there were procedural irregularities in the conduct of the assessment (including administrative errors).
3. That there is positive evidence of prejudice, bias or inadequate assessment.
4. There is evidence of assessment malpractice.

8 Assessment and moderation

8.1 The process of assessing and moderating assessments must be explained clearly to learners so that they understand the procedure and the timescale.

8.2 Assessors must show how they have reached their decisions using the published assessment criteria and recording the results in a format for use by Boards of Examiners and to communicate individual results to learners.

When a learner has completed an assignment, the assessment team will give a grade for each unit. Refer to the programme handbook/module descriptors for details of assessment criteria and how grades are awarded. Grades will be awarded according to the highest level for which the learner is judged to have met all of the criteria. As an example, for Pearson qualifications (Higher Nationals):

To achieve a **Pass**, the learner must have satisfied all the pass criteria for the learning aims, showing coverage of unit content and attainment of the appropriate level on the national framework;

To achieve a **Merit**, the learner must have satisfied all of the pass criteria and all of the merit criteria through high performance in each learning outcome;

To achieve a **Distinction**, a student must have satisfied all of the pass and merit criteria as well as all of the distinction criteria through outstanding performance.

8.3 The assessment team:

The **course leader** has overall responsibility for the programme, its assessment and internal quality assurance to meet awarding body requirements, record keeping and liaison with the External Examiner. The course leader will have full knowledge of the assessment and IQA requirements and processes.

Internal Quality Assurers (IQAs) oversee all assessment activity, liaising with the Lead IQA (where required). They check that all assignments and assessment decisions are valid. The activities of IQAs will be standardised through working with the curriculum team. Normally IQAs are assessors, but they do not verify their own assessments (see 5.4 marking internal verification requirements)

Assessors assess students to the standards set by the Awarding Organisation. Before taking assessment decisions, assessors participate in standardisation activities led by the course Leader.

The **External Examiner** will sample student work across assessors. The External Examiner will also review evidence of IQA and assessment decisions.

8.4 Process:

- 8.4.1 Any assignment briefs must be verified internally and externally before being issued. The assignment must be assessed, internally verified (according to the plan) and approved by external examiners before being returned to the learner.
- 8.4.2 Feedback must follow the assessment criteria as laid out in the subject handbook and set by the Awarding Organisation. Grading must show how the grading decision has been reached, may show why attainment against criteria has not been demonstrated, may give guidance on how to improve in the future but must not provide feedback on how to improve the evidence provided.
- 8.4.3 Where a learner has not met the pass criteria the Awarding Organisation's current policy on re-assessment opportunities must be followed
- 8.4.4 The learner must be informed that the grade awarded is provisional until it has been confirmed by the appropriate Examination Board.

9 Assessment Feedback

- 9.1 Assessed work will be returned to students in accordance with the arrangements on the assessment brief. Feedback should be provided as soon as is possible after the submission date, under normal circumstances a student can expect written feedback within two working weeks for any formative assessment, and within 4 working weeks for any summative assessment, and in line with exam board requirements. In all cases students should be clear when they will receive assessed work and feedback and the assessment should communicate revised deadlines if these are unavoidable.
- 9.2 The written feedback will consist of judgements against overall grading criteria and a detailed assessment of the strengths as well as areas for improvement in each student's work. Each student may request to receive verbal feedback to help them improve future submissions.
- 9.3 Students have the right to appeal against an assessment decision and reference should be made to the academic appeals procedure should they wish to make an appeal against an assessment decision.

10 Recognition of Prior Learning

Learners may wish to claim prior learning towards the qualification they are currently following. Where successful RPL means that the learner does not have to repeat assessments for evidence they have already achieved in the chosen subject area and at

the correct level. This process should be completed BEFORE a learner begins their qualification. Teachers should use the Prior Learning guidance available on ChiDrive with the learner. Both documents guide the candidate and assessor through the process of identifying evidence that is valid, sufficient and current to enable a successful claim. For Chichester College Group Higher Education - Assessment Policy Page 12 Pearson BTEC Higher National use the Pearson RPL guidance provided on ChiDrive and on the HE Landing Page.

11 Status of this policy

- 11.1 The policy was approved by the Higher Education Board and supersedes all previous documentation.
- 11.2 The operation of this policy will be kept under review by the Higher Education Quality Manager
- 11.3 It may be reviewed and varied from time to time by the Higher Education Board.
- 11.4 This policy has been impact assessed to ensure that it does not adversely affect staff on the grounds of their disability, gender or race.

Appendix A - Extenuating Circumstances Form (ECF)

CONFIDENTIAL EXTENUATING CIRCUMSTANCES FORM (ECF) (TO REQUEST AN EXTENDED DEADLINE FOR AN ASSESSMENT FOR A PEARSON VALIDATED COURSE.)

Write in **BLOCK CAPITALS** your name and the address to which you wish the outcome to be sent

Student registration number	
Family Name	
Forename(s)	
Course	
Contact email address	
Contact Telephone Number	
CourseLeader	

Circumstance - for guidance on extenuating circumstances please read page 2 of this form

Criteria	Date From	Date To

Evidence

List here all the documents attached

Description	Evidence	Date

Please note your case cannot be considered unless all of the columns above are completed.

Submit this document to THE Quality Manager.

Unit affected	Assignment	Due date	Request upheld/ denied	Reason(s)	New submission date

Please allow five working days for a decision.

Do I have extenuating circumstances?

The circumstances you are seeking to mitigate must be unforeseeable or unpreventable and you must be able to demonstrate how these circumstances could have a significant impact upon your ability to meet the assessment deadline.

Common examples include:

- Significant personal illness or injury (where a Doctor certifies that you should not work or study)
- The critical illness or death of a close family member/dependent
- Unexpected significant family crises or severe financial problems leading to acute stress
- Absence for public service (e.g. Jury Service or active service if an armed forces reservist)

Circumstances not normally considered:

- Events that were planned or reasonably foreseen (e.g. booked holiday) - arrangements should be agreed in advance with the course leader once known
- Failure, loss or theft of a computer, printer or storage medium
- Non-diagnosed illness (e.g. exam stress)
- Inadequate time management/planning
- Paid employment or volunteering commitments - arrangements should be agreed in advance with the course leader
- Rejection of EHCP DSA advice and guidance
- Pre-existing circumstances disclosed at interview (e.g. ongoing diagnosed illness)

If you are studying on a course validated by one of our University Partners and wish to apply for extenuating circumstances, please use the guidance in the following links:

University of the Arts London - [Extenuating Circumstances](#)

University of Brighton - [Additional Considerations](#)

University of Chichester - [Mitigating Circumstances](#)

University of Portsmouth - [Extenuating Circumstances](#)

Appendix B - Higher Education Assessment Policy - Summary for Staff

Students will be given a detailed plan for all assessments at the beginning of each module giving dates assessments are set, due to be submitted and returned. Students should also be made familiar with this policy and be able to access a copy of it.

1. All assessments will be carefully devised to maximise student achievement, making use of contextualised grading criteria.
2. It is the course leader's responsibility to ensure that assessors are appropriately qualified and experienced to assess.
3. Assessment results should not be communicated to students until the work has been internally verified.
4. Feedback to students should help them to improve their performance in subsequent coursework.
5. Students may request extra time to complete an assessment using the ECF (Extenuating Circumstances Form) form, at least 5 working days before the work is due (unless there is a genuine last minute emergency). It is the course leader's responsibility to assess the request and to decide whether to approve it.
6. Students who do not submit work on time and have not had a request for extra time approved will be unable to achieve grades higher than a pass.
7. Students may appeal against assessment decisions. Any appeals should be resolved between the student and assessor wherever possible. Students who wish to appeal should do so by completing the Student Appeal Form (see appeals procedure) and submitting it with evidence to HE@chichester.ac.uk.
8. The Higher Education Quality Manager will facilitate the first two stages of the appeals process. The third stage will be overseen by the Vice Principal. The decision of the Appeals Panel will be final.
9. The Higher Education Board will consider all appeals against assessment decisions for each academic year and agree appropriate actions.

Appendix C - Higher Education Assessment Policy - Summary for Students

Students should:

- Be given access to and be familiar with the HE Assessment Policy
- Be given an assessment plan covering the modules or academic year. The plan will detail assessments, submission or exam dates and return of assessed work or issue of results dates.
- Students must be aware of the requirements to submit assessments that are complete, are the student's own work and are submitted on time.
- Students must submit work covering all required tasks by the date/time specified.
- Students may appeal assessment decisions using the Student Appeal form which should be completed and submitted to HE@chichester.ac.uk