

The background features a large, stylized 'TEC' logo in blue and purple. The 'T' is the largest and most prominent, with a white outline. The 'E' is smaller and to the right of the 'T'. The 'C' is a large, purple, circular shape to the right of the 'E'. There are also faint, light blue outlines of the 'TEC' logo and a large 'C' shape in the background. The year '2019' is written in blue text in the upper right area.

2019

Assessment of Students (HE09)

 **Partnership**
Training • Education • Careers

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Description:

Whilst taking into account regulations within partner Universities, this code of practice makes clear the processes that must be adopted within higher education across the Grimsby Institute Group in relation to assessment of students.

“Assessment is a fundamental aspect of the student learning experience. Engagement in assessment activities and interaction with staff and peers enables learning, both as part of the task and through review of their performance. It is a vehicle for obtaining feedback. Ultimately, it determines whether each student has achieved their course’s learning outcomes and allows the awarding body to ensure that appropriate standards are being applied rigorously. Deliberate, systematic quality assurance ensures that assessment processes, standards and any other criteria are applied consistently and equitably, with reliability, validity and fairness.”

(QAA Quality Code Advice and Guidance Assessment, 2018)

For further advice on how the code of practice works, you should contact the HE Quality Office.

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This document is available in alternative forms.

Reference	Change
1.0	New
1.0.1	Update to replace Progression and Standards Committee with Academic Authority and Standards Senior Committee.

1.0 Introduction

1.1 This code of practice makes clear the TEC Partnerships' expectations regarding conduct in relation to setting of assessment, completion of and marking of assessment task.

1.2 The code is mindful of the regulations specified by partner Universities who are in most instances the final arbitrator of quality and standards for their awards.

1.3 The code of practice brings together a range of processes relating to assessment including:

- the information Higher Education staff at TEC Partnership will give to students about the assessments at the beginning and during a module;
- what students must do to meet the assessment requirements whilst studying at TEC Partnership and the consequences should these not be completed;
- reasonable adjustments to examination and assessment arrangements may be made to enable students with disabilities to demonstrate their abilities in accordance with the Equality and Diversity Policy/or the Equality Act 2010;
- How TEC Partnership will ensure that academic standards are maintained through assessment practice ensuring that assessment is carried out by competent and impartial markers using methods that enable rigor, probity and fairness.

1.4 'HE09 Assessment of Students' should be read in conjunction with 'HE11 Academic Misconduct', 'HE10 Mitigating Circumstances and Short Extensions', 'HE06 Exam Boards and External Examiners', 'HE05 Validation and Amendments of Programmes', 'HE01 Academic Regulations'.

1.5 Terminology / Glossary

Module: A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.

Module Learning Outcome: A learning outcome is the specification of what a student should learn as the result of a period of specified and supported study. Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module).

Validation Document: The approved validation document sets out all elements of the programme of study including all details of learning outcomes or assessments.

Module Handbook: The module handbook publishes all details about a module at the point that teaching starts for that module.

Programme Handbook: The programme handbook summarises key regulations which will be followed during study and how students will be supported in their study.

Formative assessment: Assessment with a developmental purpose, designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment: Used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.

2.0 Before Delivery Commences

2.1 Course design is completed following 'HE 05 Validation and Amendments of Programmes' and any processes set out by partner university regulation. The design of programmes ensures that assessment

tasks are designed in line with the Threshold Concepts associated with areas of study and with the Benchmark Statements and the Framework for Higher Education Qualifications (FHEQ).

2.2 Module tutors must design assessment tasks to reflect those stated within the validation document.

2.2.1 Module tutors must complete the Assessment Task Proforma (ATP) (HE09A) and a module handbook using the latest template (HE09B);

2.2.2 This should be checked by the programme leader and sent to the External Examiner (by the programme leader or designated person) for all modules before publication to students;

2.2.3 In addition, for programmes validated by the University of Hull, these must be sent to the Academic Contact before the External Examiner;

2.2.4 For exams the ATP must include the exam paper and associated marking scheme which must have approval before release to the students.

2.3 Module tutors must provide students with clear and exact information about the means through which they will be assessed in each module. Students can expect that at the start of each module they will be provided with a module handbook that will describe the precise requirements of the assessment. This will include:

2.3.1 The nature and dates of the summative assessment to be carried out by the student e.g. case study, report, presentation in order to achieve the module;

2.3.2 The nature and dates of the formative assessments to be completed by the student;

2.3.3 The assessment title or brief or a clear date that this will be released if appropriate;

2.3.4 Which learning outcomes are expected to be met for each summative assessment task;

2.3.5 The assessment tariff (word count) for each assessment;

2.3.6 The assessment weighting e.g. what percentage of the grade awarded for the assessment will contribute to the overall mark of the module;

2.3.7 The assessment grading criteria;

2.3.8 How to submit work/coversheet if appropriate;

2.3.9 What methods will be used to provide assessment feedback.

2.4 Students should note that the information provided about assessment is defined, approved and governed by the awarding Institution through which their programme of study is validated. For example, assessment type, tariff and weighting are classified by the respective awarding Institution's assessment regulations.

3.0 Assessment Processes During Delivery

3.1 Assessment occurs during all delivery and is a normal part of the teaching and learning process. It occurs spontaneously during delivery, through question and answer and in planned activities by lecturers in activities such as group activities or online submissions. These assessment activities only contribute to grades where this is made clear in the module handbook. Activities and informal assessment are used to help the students develop understanding for their formative and summative assessment tasks.

3.2 Formal Formative Assessment occurs in every module and for every assessment. This Formative opportunity is designed with fairness in mind, giving every student an opportunity for equitable feedback on an activity, normally associated with their summative assessment work. The module handbook must state the nature of the formative assessment and when and how this will occur. Failure to prepare adequately for the published formative feedback date will mean that students miss this opportunity for this source of feedback.

3.3 Formal Formative feedback must be developmental and allow the student to improve their work in order to increase their grade or understanding of the subject. It is unlikely to give guarantee of a grade. The feedback must be documented in a way to ensure there is evidence.

3.4 Students must adhere to all deadlines set out in module handbooks which are published on the module Canvas Page.

3.5 Students must submit their work via Canvas. This applies for all forms of assessment. For assessment activities which cannot go through Canvas a cover sheet must be submitted so that feedback can be given.

3.6 If a student finds difficulty in submitting to Canvas due to technical issues they must email a copy of their work to submit@grimsby.ac.uk before the deadline, copying in their module leader. The student must then continue to try to submit the work via Canvas. The Canvas submission will be checked against their final submission to ensure no advantage has been gained.

4.0 Marking of Assessments

4.1 Assessments should be marked and have been moderated within 4 weeks of submission (Excluding public holidays). Feedback must be given to the group within 4 weeks or an explanation given to the group via email. All students who submitted work by the same deadline for that assessment must be given access to feedback at the same time. This will normally be via Canvas.

4.2 Where practical all summative assessments should be marked with respect to anonymity.

4.3 Students can expect in every instance timely feedback on assessed work to ensure that they are able to use feedback to inform other assessments. For example, receiving feedback on academic and study skills performance can help a student make informed changes in subsequent work.

4.4 Students may be given generic oral feedback (as a means to temporarily supplementing written feedback) about their performance before the work has been subject to second marking, but written feedback should only occur after the second marking process/moderation is complete. Oral feedback should not contain an indication of the grade received.

4.5 The grades given as part of feedback are provisional until the board of Examiners has ratified these decisions. The final grades are usually communicated to students via their Notification of Progress or Transcript. These are usually provided in March, June and September following the exam boards.

4.6 Written feedback to students must include an indication of whether the assessed learning outcomes have been achieved or not achieved. The learning outcomes must be detailed fully on the assessment feedback. It is not sufficient to merely refer the students to the learning outcomes in their module handbook.

4.7 Where learning outcomes have not been achieved, written tutor feedback must provide a clear explanation and offer ways to meet the Learning Outcomes through resit.

4.8 Written feedback must refer to the strengths and weaknesses of the submission and include actions for future. Actions for future development should take into account:

- General academic features such study skills;
- Presentation, style, structure;
- Criticality;
- Focus on the question/ establishment of a key and relevant question;
- Artistic merit or answer to a brief;
- Whether it meets professional standards set by a professional body.

4.9 A grade must be given in line with the descriptor that best matches the Undergraduate General Marking Criteria provided within 'HE09B Module Handbook Template' or, where appropriate, in relation to the grading criteria suggested by Pearson.

5.0 Assessment of Students with Disability

5.1 Reasonable adjustments to examination and assessment arrangements may be made to enable students with disabilities to demonstrate their abilities. This should not change the mode of the assessment but adjustments may be made to the method of completion. It is important that academic standards are

maintained and therefore when reasonable adjustments for students with disabilities are made, the procedure described in HE09E must be used to ensure parity for all students.

5.2 The person responsible for the assessment must consider appropriately the needs of any student with a particular health or other problem. Students with alternative needs are assessed through the Disability Services Office, and changes to the arrangements of assessments for these students must only be made on their advice. This applies equally to summative and formative assessments.

5.3 Where a change of format of assessment is requested such as coursework in place of an exam or splitting an exam into 2 sessions this request will have to be agreed with the Associate Principal. The Associate Principal must then seek approval from Academic Authority and Standards Senior Committee (AASSC).

6.0 Over Length Assignments and Word Counts

6.1 Students will be penalised if the word count of a summative assessment is 10-20% over the word count or uppermost limit specified. The following guidance must be followed:

- if a student is 10 to 20% over the published word count, a 10% penalty will be applied to the mark for the assessment element which is over length (For HN programmes this is reduction to grade boundary below the one achieved);
- if a student is 21% or more over the word limit - a mark of zero will be awarded;
- other penalties will not be applied;
- When the work is marked students will be given the actual mark and then a clear indication of why a penalty has been applied followed by the modified result.

6.2 Word counts exclude (unless otherwise stated) footnotes, reference lists, bibliographies, diagrams, appendices, graphs, charts, tables and other similar features.

6.3 Students are required to declare a word count on the first page of their assignment.

6.4 An erroneous word count declaration will be dealt with as suspected use of unfair means.

7.0 Failure to submit and late submissions

7.1 Module tutors will encourage good time management skills to deter late submissions.

7.3 Penalties for late or non-submission will be communicated clearly within programme handbook (HE09D). In cases of all late work, work will be marked 'Late' upon submission and also commented upon within assessment feedback. The process of submission and penalties for late or non-submission will also be clearly advertised within the programme handbook for each programme (HE09D).

7.4 Assessments will always be marked in the normal way and penalties will be applied afterwards. The original mark and the penalty will be clearly communicated on the feedback. The grade submitted to exam boards will be the adjusted grade.

7.6 For degrees awarded under Grimsby Institute Powers late submission penalties which will be applied to coursework submitted after the published deadline are:

- Up to and including 24 hours after the deadline, a penalty of 10%;
- More than 24 hours and up to and including 7 days after the deadline; either a penalty of 10% or the mark awarded is reduced to the pass mark, whichever results in the lower mark;
- For Grimsby Institute provision; where the assessment work is submitted more than 7 calendar days after the published deadline the work will be unmarked/ungraded.

7.7 On Higher National Programmes in instances when no extension has been granted, or there is not sufficiently good cause for work being submitted late (such as when mitigating circumstances have been granted), then the following penalties will apply:

i. For work that is 1 to 9 days late the grade awarded will be reduced by one grade

For example:

- An unpenalised grade of a Distinction would become a Merit
- An unpenalised grade of a Merit would become a Pass
- An unpenalised grade of a Pass would become a Refer
- In instances where assessed work is submitted 10 days late or more beyond a submission date the work will receive a mark of Refer.

7.8 Where the student is submitting assessed work as a reassessment/resubmission and an extension has not been approved, any work submitted after the published deadline will not be marked/graded and the student will be deemed to have failed the assessment concerned.

7.9 Penalties must not include public holidays. When setting deadlines public holidays should be borne in mind to minimise student manipulation of penalties.

7.10 When the work is marked students will be given the actual mark and then a clear indication of why a penalty has been applied, followed by the modified result.

8.0 Second Marking and Moderation

8.1 Moderation is the process whereby a student's numerical score (or categorisation of result) is checked and validated by a second assessor and that there is confirmation that comments given and feedback are developmental and accurate. Moderation is completed on HE09C Moderation Sheet. The number of scripts is decided using the following principles:

- All fails, borderlines and firsts must be second marked;
- 10 scripts/ assessments or 10% of the whole group (whichever is the largest) must be second marked;
- At the time of moderation, the second assessor should have access to the full list of results for the student group i.e. it is not sufficient for a first marker to merely give the second assessor a sample of work without the second assessor seeing the list of marks awarded for all students in the group;
- The documentation of moderation (HE09C) should demonstrate that there has been discussion between the first and second marker particularly where disagreement between both markers has manifested.

8.2 All staff marking dissertations or equivalent projects involving 40 credits or more at undergraduate level must follow the principle of concealed double marking. Concealed double marking is a process whereby a second person or persons, without sight of the first markers comments or feedback, marks the work and allocates a mark and provides comment. It is acknowledged that for some project equivalents it is not appropriate to operate this principle and in such a circumstance the Curriculum Manager and programme team must agree an alternative approach.

8.3 All presentations, or live performances must be 2nd marked. It is considered good practice that first and second markers observing performances or presentations sit separately within the performance/assessment venue and mark independently from one another on feedback sheets, subsequently evidencing on a Moderation Sheet (HE09C) how the final and agreed grade is reached.

8.4 In cases where the first marker is less experienced in marking within higher education (tutors with less than one years' experience of assessment marking), or when issues of concern have been identified about

the competency of a first marker, moderation should include 'whole group' moderation. It is the responsibility of the Curriculum Manager to make clear which module(s) will warrant 'whole group' moderation.

8.5 Moderation refers to the process through which an independent other such as the External Examiner or academic tutor from a partner Higher Education Institution will sample all or a percentage of the assessment from a student group. Programme teams should operate the system as defined by the relevant awarding body in such instances.

9.0 Higher Education Exams

9.1 The purpose of this section is to ensure all examinations are planned, organised and undertaken with regulations and conforming to assessment standards.

9.2 This section should be read in conjunction with the 'HE09F Student's Guide to Higher Education Examinations' and the 'HE09G Invigilators Guide to Higher Education Examinations'.

9.3 Deadlines: MIS should will distribute all examination process deadlines for the academic year to Programme Leaders (PL) and Curriculum Managers (CM) by the end of October.

9.4 Planning examinations:

9.4.1 HEMIS should send curriculum sign off sheets to PL's to confirm course structure and assessment deadlines;

9.4.2 PL's must confirm semester/trimester or preferred date for all examinations;

9.4.3 The Disability Officer must provide individual access arrangement as soon as students' needs are assessed;

9.4.4 HEMIS should plan and timetable examinations throughout the year in alignment to the assessment periods;

9.4.5 HEMIS should provisionally book rooms and Invigilators, taking into account individual students access arrangements;

9.4.6 HEMIS should send 'Exam Detail Forms' to the PL's and Module Tutors (MT) for confirmation within set deadline;

9.4.7 HEMIS should confirm when MT's can release final examination dates to students;

9.4.8 HEMIS should finalise room booking and Invigilators;

9.4.9 HEMIS must ensure the number of invigilators to candidate ratio is appropriate for the integrity of examinations.

9.5 Confirming examination details to students:

9.5.1 HEMIS should update Canvas with examination dates;

9.5.2 HEMIS E must email all students (to student account) at least 2 weeks prior to their examination confirming details of their examination including dates, times and individual access arrangements;

9.5.3 Students must check student emails and follow instructions for reporting any access arrangement queries and absence. Short notice requests to change access arrangements cannot be guaranteed and no access arrangements will be changed on the day of the exam;

9.6 Prior to exams

9.6.1 PL's must moderate examination scripts via HE09A Assessment Task Proforma;

9.6.2 MT's should send moderated examination scripts to MIS HE by set deadline;

9.6.3 HEMIS should send scripts to CM's to check and authorise for printing at Central Services. Printing will only be allowed to be collected by authorised exams staff and marked as confidential;

9.6.4 The HE Examinations Officer must ensure Invigilators receive appropriate training, instructions, materials, and regulations prior to the examination taking place.

9.6.5 The Module Tutor is advised to be present before the start of the examination.

9.7 During exams

9.7.1 Tutors or an identified member of staff, who is familiar with the academic content of the module, must be available for the duration of the examination in case of query.

9.7.2 Students must present their student identification cards to the Invigilator on entry to the examination room. Students will not be allowed to sit the examination without their identification being confirmed;

9.7.3 Students must follow instruction from the Invigilator and adhere to examination conditions as detailed in the 'HE09F Students Guide to Higher Education Examinations';

9.7.4 To ensure the integrity of the examination Invigilators are required to:

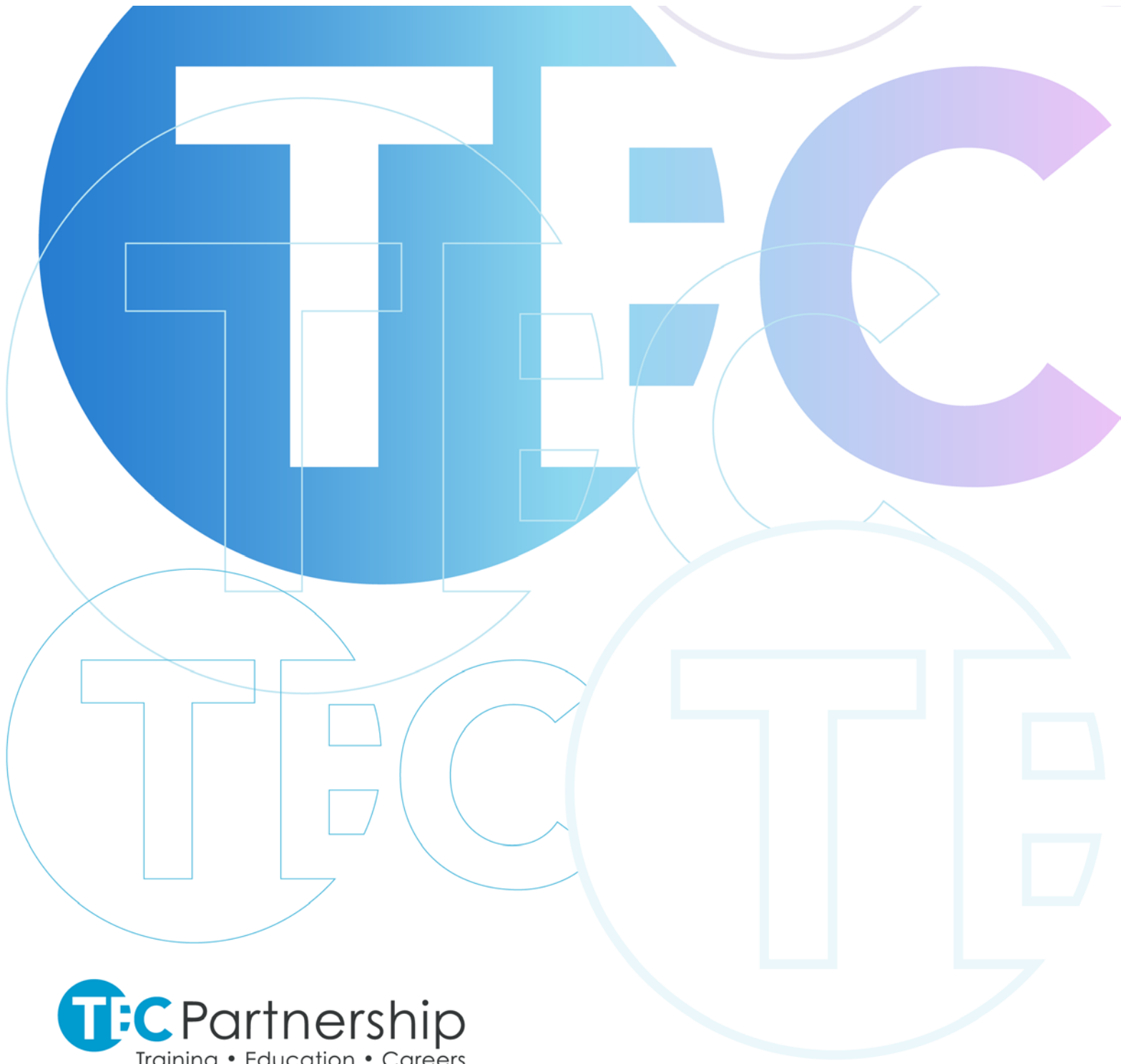
- Undertake the examination in accordance with the awarding body's 'HE09G Invigilator's Guide to Higher Education Examination';
- Adhere to set timescales for the examination;
- Oversee students to ensure no malpractice is taking place;
- Keep accurate record of activity and incidences.

9.8 After exams

9.8.1 Invigilators must ensure that all examination scripts are checked, collected and returned securely to the HE Exam Officer immediately after the examination;

9.8.2 HEMIS should check, log and hold examination papers securely awaiting collection from the MT;

9.8.3 All incidences of malpractice will be sent through the HEQA office following procedures set out in 'HE11 Academic Misconduct'.



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