Name of Document:	Academic and Internal Verification Policy
Responsible area:	Academic Delivery
Current version:	3.0
Date of last review:	September 2022
Last review by:	Head of Academic Delivery & Development
Policy Owned and approved by:	Academic Board
Next review due date:	September 2023

Summary of changes to document

This document is now fully aligned with the new UK Quality Code for Higher Education.

Summary of Changes between previous and current issue	Page Number
Alignment with the UK Quality Code expectations.	Throughout
All references to Director of HE have been replaced to Head of Centre	Throughout
Inclusion of the adaption of blended and online learning materials to benefit assessment and learning methods.	Throughout
Quality and Standards Committee replaced by Academic Board	p.4
Reference to the Welfare Officer dealing with mitigating circumstances has been replaced by Mitigating Circumstances Team	p.13
Email for Academic Administration Team corrected to academic.admin@dghe.ac.uk	p.15

Table of Contents

1. INTRODUCTION

1.1 APPLICABILITY

This policy applies to all elements of taught provision (programmes and modules) of all HE courses delivered at the Higher Education Centre of David Game College (DGC). Reference has been made to the Quality Assurance Agency for Higher Education (QAA) UK Quality Code (Chapters A6 and B6) and the Pearson BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2021-2022. Please refer to Appendix 1 for the reference mapping with the Quality Code (Chapter B6)

Note: courses that lead to the award of a degree (or other qualification should they be introduced) under the validation/franchise of an external body/university will adopt a policy specific to that body/institution.

1.2 AIMS

Recognising that assessment strategies and methodologies may vary across a course, this policy statement aims to strike a balance between:

- Broad issues of principle, with scope for interpretation at course level; and
- Common, detailed requirements and procedures that are generally applicable.

1.3 RESPONSIBILITIES

This policy statement assumes the following basic allocation of responsibilities:

- Head of Academic Delivery and Development monitors the adherence of the current Policy across all Schools.
- Heads of School, Programme Managers and Lecturers at the College have the primary responsibility for implementation of assessment, reflecting the nature of the subject;
- Assessment boards, internal moderators/verifiers and external examiners, have the primary responsibility for assuring the academic standards of awards and the effectiveness of assessment in the subject;
- The College Academic Board (AB) has the responsibility to oversee all aspects of assessment within the College including where relevant, liaising with examination boards and external professional or statutory bodies to seek clarification of competence standards for academic programmes.
- The Academic Board (AB) further has the responsibility to maintain, review and develop this policy, and to oversee its implementation across the College including consideration of disability compliance;
- Heads of School, Programme Managers and Lecturers have the responsibility: to design and implement assessment in ways that encourage and promote effective learning; to measure student achievement effectively with reference to stated intended learning outcomes; to make reasonable adjustments to the design and conduct of assessments to meet disabled students' needs; to provide constructive feedback on assessed work to students; and, to review assessment methods as part of annual and periodic quality assurance procedures.
- Heads of School in conjunction with the Head of Centre have the responsibility for ensuring that relevant information about assessment is included in the course or the programme handbooks;
- Students have the responsibility to engage effectively with assessment, as a vital component of their learning.

1.4 GENERAL PRINCIPLES OF ASSESSMENT

Assessment is an important part of the learning and teaching process. In addition to providing an indication of the final achievement of students on academic programmes, it also provides information that guides both students and academic staff in the on-going improvement of learning and teaching. To contribute usefully in both of these areas, it is important that assessment:

- Is fair, in that students are entitled to parity of treatment and comparable assessment demands in modules of equal level and credit;
- Is reliable, in that assessment decisions are made consistently throughout the College;
- Is valid, in that the assessment relates to the intended learning outcomes of the modules studied;
- Is transparent, in that it is clear to students, tutors, staff and examiners the criteria and methods by which students' work is being judged;
- Recognises and respects equality and diversity.

2. ASSESSMENT STRATEGIES

The purpose of assessment is for it to be valid, reliable, fair, and manageable. The assessment programme must be designed so that skills and knowledge can be developed in line with the assessment criteria. There is a range of assessment methods that can be utilised, such as

- *Presentations, written reports, accounts, surveys*
- *Log books, production diaries, portfolios*
- *Role play*
- *Observations of practical tasks or performance*
- *Articles for journals, press releases*
- *Production of blended and online learning materials, visual or audio materials, artefacts, products and specimens*
- *Peer and self-assessment*
- *Vocational and practical tasks in a workplace or equivalent environment*

Using a variety of assessment methods enhances learning and should improve the validity of assessment. They improve the knowledge of the assessment criteria and what is required to gain higher-grade achievement. It is conceivable that a vocational or practical task may cross unit boundaries. For example, planning an event may assess, financial budgeting, marketing, and managing communications, presentation skills as well as team and leadership skills.

2.1 PEER AND SELF-ASSESSMENT

While self-assessment is not sufficient on its own, it can provide valuable additional evidence of learning and formative assessment. Students may self-assess by providing them with self-assessment criteria or helping them to develop their own. Self-assessment has been shown to improve attainment if it is used consistently. It encourages the reflective habit of mind essential for improvement; it ensures students take responsibility for their own learning; it focuses attention on criteria for success and increases effort and persistence. Where appropriate, peer assessment impacts on self-assessment by enabling individuals to become self-critical and evaluative. It can provide a useful first and second stage prior to tutor assessment. It should allow reflection and generate action plans that are followed up prior to summative assessment.

2.2 GROUP WORK

Working in groups is an accepted part of learning within higher education. There are widely recognised benefits of collaborative group work in terms of learning and skills development. When groups work well, students can produce quality learning outcomes and develop specific teamwork skills, as well as generic skills valued by employers. Most students can benefit from learning in groups, provided the groups are well managed and there are clear and fair assessment requirements. In a group assignment the students require an assessment system that allows the opportunity to achieve that reflects the level of contribution made by individuals. It is important that Assessors clearly identify the purpose of using group work within an assessment:

- Generally, it is not the group work activities themselves that will form the basis of the assessment activity
- It is essential that the individual assessment criteria for the unit identified and each student's individual contribution in meeting these must be the basis of the assessment decision
- Group learning activities and skills, such as team building, leadership, etc. may be assessed towards gaining transferable skills and recorded as being achieved and feedback given, but they are not to form part of the assessment decisions for specific units.

Concerns about group assignments can be reduced by:

- Helping students to understand the clearly documented criteria to be assessed for the group product and process, where process is being assessed
- Informing them how individual contributions to the group will be measured and assessed against the unit specific learning outcomes, assessment and grading criteria

Assignments involving group work

In assignment briefs, students should be provided with a full explanation of the requirements for the assignment in writing together with the usual assessment details (scenario, hand-out and hand-in dates, learning outcome/s and associated assessment criteria, etc.).
It is suggested that this should include:

- The tasks to be undertaken
- The basis for group membership
- Rules that cover the operation of the group
- Confidentiality agreements over what occurs within the group
- Task allocation within the group
- The criteria for assessing the group report/presentation (product)
- The criteria for assessing the group process, if it is to be assessed
- The procedure for assessing individual contributions mapped to the learning outcome/s and associated assessment and grading criteria
- Who will carry out the assessment (e.g. Assessor, peers, employers, self, etc.)
- The fall-back position if a group loses a member or an individual's contribution does not meet the requirements of the tasks.

Assessing Group Work:

Group projects should be included in the assessment schedule for a unit only where one or more learning outcomes of the unit indicate that they might be appropriate. In other words, the learning outcome should naturally fit the device of a group assessment.

Students should be informed, in detail and in advance, of the basis for assessment of group projects, including the methods to be used to measure the extent of individual contributions.
If the group project or its assessment places on students an obligation to exercise skills or judgments beyond those required for the subject (e.g. peer assessment), then adequate training should be provided to assist students to exercise that judgment. If there is to be peer assessment of the contribution of the students to a group project, then the process for collecting feedback should be confidential between the individual student and the Assessor. If peer assessment includes the measurement of the contribution, the method should be clear and simple to use and self-assessment should also be included.

A common group grade should not be assigned to all members of the group; individual contributions should be measured and graded against the learning outcomes, the assessment and grading criteria. Evidence of observation of presentations and discussions (with peers, with Assessors etc.) should be detailed and mapped to criteria in order to provide evidence of achievement of individual contributions. It is good practice to encourage students to reflect on what they have learnt from the group work experience and produce a written evaluation.

In some cases, presentations may provide evidence only sufficient for pass criteria, for example where a presentation contained no corroborated detail of individual tasks undertaken by members of the group. In such cases, evidence for higher grades may be achieved through formalised questioning of individual students mapped to the assessment criteria, or having the students produce a supplementary report of their activities.

Feedback can be directed to the group with reference to individual contributions and achievement For graded programmes, the achievement of the merit and distinction grade descriptors should be measured against individual contributions and the method of measurement should be clear within the assignment brief.

Please refer to **Appendix 2** for the *Best Practice Guide for conducting and Assessing Groupwork*.

2.3 TIME CONSTRAINED ASSESSMENTS

Please note: the word 'test' is used below to describe any type of time limited assessment activity. When employing time-constrained assessments the assessor should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open-book or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

The RQF qualification accepts the use of time limited activities, including exams, if it fits with the requirements of the module and learning outcomes being assessed. Where tests are used, the programme team should ensure that their use can be justified and that they are valid for the purpose stated. When planning this type of assessment, you should consider the following aspects:

- Is the test an integral part of an overall unit assessment plan?
- Is the test structured so as validly to satisfy the targeted learning outcomes and assessment criteria? If used, are grade descriptors appropriately contextualised?
- Does the unit (and programme) have an appropriate spread of assessment activities?
- Is the test assessed according to required assessment procedures?

Lecturers may test understanding of learning outcomes by using time-constrained assessments on a formative or a summative basis. It is not recommended to test the understanding of all Learning Outcomes using a time-constrained assessment. However, lecturers may choose to engage with a time-constrained exam as a formative piece of work, or to test some Learning Outcomes for the module on a summative basis.

If the lecturer engages with a time-constrained assessment the lecturer will need to comply with DGHE Examination Policy and Procedures (**Appendix 3**).

2.4 INTEGRATION WITHIN A UNIT ASSESSMENT PLAN

All units should have a unit assessment plan, indicating where assessment and grading opportunities are available within the various assessment activities of the unit. An individual assessment activity should show which of the learning outcomes, assessment criteria and/or grading descriptors are being targeted. From the context and student tasks a judgment can then be made regarding the validity of the assessment in terms of the grading opportunities.

The same principles apply to a test. A test should clearly specify which assessment criteria and grading descriptors are being targeted. The action verbs/ contextualised grading descriptors used in each of the questions can then be attributed to individual assessment criteria/grading descriptors and thus confirm that the test is valid in terms of content and level.

The test should also be valid in terms of purpose. Tests provide a high level of certainty where authenticity is an issue. As such, a test could be a valid method of assessment, where the principal requirements are confirmation that a student has an 'on-demand' factual knowledge of an aspect of a subject and if necessary, the ability to apply or explain it. Tests could be constructed to address only selected assessment criteria or to include material relating to contextualised grading descriptors and so discriminate between Pass, Merit and Distinction levels of performance. If appropriate, a test may also be a reasonable means of re-assessment after a late submission at summative assessment.

2.5 SPREAD OF ASSESSMENT ACTIVITIES

A holistic view of the programme should be taken to ensure there is an appropriate spread of assessment activities within and across the units. The units making up the programme should collectively allow students opportunities to develop, and be assessed in, higher level skills, such as analysis, literature searching, teamwork, management responsibilities, effective communication etc. Where tests are used, they should not be so numerous as to skew the balance of skills that can be best developed through written assignments, case studies, experimentation, investigative activities etc.

2.6 MARKING, SPELLING, PUNCTUATION AND GRAMMAR

Employers rely on the qualifications awarded to students to ensure that potential employees have the capabilities they need. It is then good practice for Assessors to "mark" spelling and grammar, i.e. correct mistakes on student work and expect the student to either correct them (at the formative feedback stage) or note them (at the summative feedback stage). Mistakes in spelling and grammar should not influence assessment decisions unless: the mistakes are so problematic that they undermine the evidence of student understanding, or specific assessment criteria require good communication, spelling and grammar and/or correct use of technical language.

2.7 MEETING DEADLINES

Deadlines for assessment are an important part of BTECs. Students must be encouraged to develop good time management that will stand them in good stead in the workplace. It is important that students are assessed fairly and consistently and in a timely manner. In addition it is essential that some students are not advantaged by having additional time to complete assignments. Academic administration is at liberty to refuse to accept work that is late for assessment in terms of the written guidelines outlined in Section 5 of the Course Handbook, and must ensure that students are made aware of the consequences of failing to meet deadlines.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. Authorised submission of work due to extenuating circumstances must follow the guidelines of Section 5 of the Course Handbook. If an extension is granted, the new deadline must be recorded and adhered to.

3. CONDUCT OF ASSESSMENT

3.1 SETTING THE ASSESSMENT

Assessment should be designed to reflect the intended learning outcomes of the module, which in turn should take account of:

- The intended learning outcomes of the programme;
- Relevant QAA subject benchmark(s);

- The relevant level descriptors of the Framework for Higher Education Qualifications (FHEQ) and/or Ofqual's QCF level descriptors;
- Any relevant professional / statutory / regulatory body (PSRB) requirements;
- The principles of inclusive assessment practice.

Copies of the above policies and regulations are available on the College VLE.

BTEC Higher Nationals are assessed using a combination of internally assessed **centre-devised internal assignments** (which are set and marked by centres) and internally assessed **Pearson-set assignments** (which are set by Pearson and marked by centres):

- one core unit for the HNC will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- one core unit for the HND will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- all other units are assessed by centre-devised internal assignments.

Assessment should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors. It should clearly indicate the targeted assessment criteria on each assessment instrument to provide a focus for students and to assist with internal standardisation processes.

Tasks and activities should enable students to produce evidence that relates directly to the assessment criteria and grade descriptors. When designing assessment instruments, lecturers need to ensure that they are valid, reliable and fit for purpose, building on the application of the assessment criteria.

The BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment encourages that emphasis is placed on practical application of the assessment criteria, providing a realistic scenario for students to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned.

Assignment Briefs

The assignment brief assessment process must:

- Inform the student of the tasks set
- Inform the student of the methods of assessment
- Set clear deadlines for submission of work
- Contextualise grade descriptors for higher grades (i.e. Merit and Distinction)

Key information the Assignment brief should contain

- Assignment title
- Assessor
- Date issued
- Interim deadline (for formative assessment and feedback)
- Final deadline (for summative assessment and grading)
- Title and level of qualification (as published in the specification)
- Unit(s) covered (as published in the specification)
- Duration (approximate time it expected that the assignment will take to complete).

A template of the assignment brief can be found in the Lecturer Handbook and in Moodle

<u>Purpose / Scenario</u>

- Overview and aims
- Vocational scenario

Tasks

- A task should be a detailed description of specific activities the student will undertake in order to produce assessment evidence to address the criteria targeted
- Tasks must be referenced to the learning outcome and criteria they address
- Where possible, it is good practice for a task to encompass Pass, Merit and Distinction criteria within a learning outcome – however, for some units it may be appropriate for a learning outcome to be addressed by more than one task, depending on the assessment criteria it contains
- Merit and Distinction criteria should not be written as separate tasks: they are achieved through a qualitative improvement in the evidence submitted for the tasks set across the unit
- Learning outcomes should not be split across different assignments
- It is good practice that the stating of tasks is clear, specific, time-bound, stepped, relevant and realistic
- Tasks should be written in appropriate language for students at the level of the qualification
- Include details about any specific preparation students will need to make.

Assignments tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory guidance within the unit. Tasks should be challenging rather than easily achievable, differentiated by outcome so that they stretch the most able but are open to lower achieving students.

Forms of evidence

- A clear statement of what the student is expected to produce as evidence
- Guidance on how the evidence will be assessed.

Other information may include:

- Resources and reference materials
- Wider assessment opportunities built into the assignment or mapped within the specification
- Employer links.
- Word count: Where written evidence is required, a word count may be included to direct the student about the volume of evidence required. Students cannot be downgraded if they do not achieve or exceed the word count. Their performance in the assignment is based on achievement of the relevant learning outcomes, assessment criteria and grade descriptors.

3.2 SCHEDULING AND AMOUNT OF ASSESSMENT

Assignment briefs should be written at least four (4) weeks prior to the commencement of term so that consideration is given to their internal verification before being issued to students in 'Teaching Week 1'.

Scheduling of assessment, in particular coursework assignments, should take account of students' overall work load in the context of the semester structure. Students must be encouraged to develop good time management that will stand them in good stead in the workplace. They should be provided with clear information regarding the scheduling of all assessment, including submission dates for coursework, etc. They should be provided with this information sufficiently in advance to enable them to plan and prepare effectively. Lecturers should assist students to time-manage their assessment workload through effective induction, publicity and reminders.

It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments. Please see Section 5 of the Course Handbook for further guidance on late submission and re-sits.

3.3 INTERNAL VERIFICATION OF ASSIGNMENT BRIEFS

Assignment briefs must be internally verified before being issued to students at least two (2) weeks prior to the commencement of term. If the Internal Verifier identifies any issues, the Lecturer, prior to issuing it to the students, should address it.

This will ensure the brief is fit for purpose and that:

- The tasks and evidence will allow the student to address the targeted criteria
- It is written in a clear and accessible language
- The student's role and tasks are vocationally relevant and appropriate to the level of the qualification
- Equal opportunities are incorporated

Planning

Assignment briefs should be written **at least four (4) weeks** prior to the commencement of term so that consideration is given to their internal verification before being issued to students in 'Teaching Week 1'.
Where the Assessor plans to re-use an assignment from the previous academic year, it should be checked that dates and deadlines are revised and that the assignment is appropriate for the new cohort of students. Assignments should be reviewed regularly to ensure they are still fit for purpose and make improvements based on the assessment and course reviews. It is important that peer verification and subject matter experts are consulted during the verification process and that evidence of the consultation is maintained.

Resources needed

- The unit specification, outlining the unit content, assessment criteria and assessment guidance
- The assignment brief
- The internal verification form for assignment briefs.

The Internal Verifier should check that the brief:

- Has accurate unit details
- Has accurate programme details
- Has clear deadlines for assessment
- Shows all relevant assessment criteria for the unit(s) covered in the assignment
- Indicates relevant assessment criteria targeted against each task
- Clearly states what evidence the student needs to provide
- Is likely to generate evidence which is appropriate and sufficient
- Is set at the appropriate level
- Has a time period of appropriate duration
- Uses suitable vocational language
- Has a clear presentation format.

Giving feedback to the Assessor

The outcome of internal verification should be recorded on the internal verification form and this is an audit trail. The form should be signed and dated by Assessor and Internal Verifier. Rather than just ticking boxes, the feedback section on the form should be used to provide advice and guidance. The Internal Verifier should give pointers on both what can be done to improve the assessment process and areas of good practice. If the Internal Verifier identifies action, the Assessor should complete this and return it to the Internal Verifier for sign off. Once the assignment is verified as fit for purpose, it should be issued to the students.

Assignments from other sources

There may be occasions were assignments maybe used which have come either from published material or from other centres. These assignments still need to be internally verified to ensure that they match the specification that you are registering students on, and that the assignments are appropriate for your students and you have the resources to deliver them.

Sharing Modules: Assessment

Often there will be the case of two or more lecturers sharing the delivery and assessment of one module. In this case the Head of School will appoint a Module Leader for the term based on experience and seniority. The Module Leader will create a Scheme of Work and Assignment Brief and distribute it to the teaching team before internal verification. The comments will be recorded using the internal verification template and sent to the Head of School for internal verification. In occasion, the Head of School might resort to a subject matter expert to consult and/or conduct the internal verification if the module is a specialist unit.

Please refer to **Appendix 4** for the IV Form for Assignment Briefs.

3.4 ASSESSMENT CRITERIA

Criteria for assessment should be explicit and available to students and examiners before assessed work is undertaken. The brief must state exactly which criteria are being addressed. Tutors must not rewrite any aspect of the published Edexcel criteria. An explanation of the assessment weighting and criteria to be applied for each unit and/or component of assessment (if applicable)
If using a time constrained assessment the Module Leader will need to submit a model answer with the examination. The purpose of the model answer is to provide a guideline to the marking process and ensure consistency and fairness of marking.

3.5 LANGUAGE OF ASSESSMENT AND SUBMISSIONS

All assessment of modules or programmes leading to an academic award of the College must be in the English language. The centre should focus on ensuring that language makes the tasks/questions more accessible to students.

It is recommended, whenever possible that assessments are set on Moodle and Turnitin, to ensure consistency of assessment submissions and to maintain a secured storage of assessments. No other form of submission should be used unless there is a justifiable case for doing so.

Refer to **Appendix 5** for guidance on how to create an assignment using Moodle and Turnitin.

3.6 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The curriculum, including assessment and examination policies, practices and procedures should be designed to:

- Proactively consider accessibility for disabled students in the design and conduct of the assessment;
- Allow reasonable adjustments to provide disabled students with the same opportunity as their peers to demonstrate achievement of learning outcomes. This may involve making adjustments to the type, scheduling or marking of the assessment in the context of maintenance of academic standards

In addition, these should:

- Recognise the needs of all types of disability, including physical and mobility difficulties, hearing impairments, visual impairments, specific learning difficulties including dyslexia, medical conditions and mental health problems;

- Be widely publicised in an accessible format and easy for students to follow;
- Operate with minimum delay;
- Allow flexibility in the conduct of the assessment;
- Be agreed with individual disabled students and all appropriate parties.

Note: As a private institution, students needing to access additional and/or external services to aid the provision of the above will be required to self-finance. Adjustments and/or alternative assessment and examination arrangements reflecting the needs of disabled students should be implemented when necessary. Such arrangements are dependent upon registration with the DGC Student Services Office, formal agreement and the development of an agreed learning support plan.

4. ASSESSMENT AND GRADING

4.1 FORMATIVE ASSESSMENT

The main function of formative assessment is to provide feedback to enable the student to make improvements to consolidate a Pass, or attain a higher grade. This feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be complete.

Students are provided with formative feedback during the process of assessment and are empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. The role of feedback in motivating students must not be underestimated.

Feedback should outline what can be done to move the unit grade forward. This is much easier to achieve if formative assessment for learning has developed evidence towards summative assessment.

The College recognises that informal verbal feedback is an ongoing process and is an important part of the Assessor / student relationship. However, one **formal** opportunity to provide final formative assessment feedback should be included in each assessment at a point where students will have had the opportunity to provide evidence towards the learning outcomes and assessment criteria targeted. This is built into the Assessment Plan whereby formative assessments should be setup within Moodle. The formative submission cannot be graded.

All formative feedback needs to be given to all students within a period of one (1) week.
Verbal feedback and workshops are encouraged but cannot replace the formal process of formative feedback through Turnitin.

Following formative assessment and feedback, students are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve higher grade
- Submit evidence for summative assessment and final unit grade.

The lecturer needs to provide constructive formative feedback to all the students that submit work by the given deadline. Any student that doesn't submit work on time will not receive written formative feedback.

Selected staff members comprise the Mitigating Circumstances Team. These include staff who approached directly by students seeking advice and guidance. The <u>Mitigating Circumstances Team will identify the request via QUERCUS which then flags the case and brings this to the attention of the relevant Programme Manager who then will advise lecturers of those students recognized to have exceptional circumstances</u> and that have been granted extra time on either formative or summative assessment. The Head of Academic Administration will have oversight of this so as to inform relevant meetings such as the Risk Assessment Panel (RAP), Academic Misconduct Panel (AMP) or Module Assessment Board (MAB). Lecturers need to accommodate such cases accordingly.

Students have to present work as a formative submission either through **Turnitin** assessment workshops or drop-in-clinics. Students that fail to submit a formative piece of work might be be prevented from submitting the summative assessment.

Please refer to **Appendix 6** for further details on good practice in feedback in formative submissions using Moodle.

4.2 SUMMATIVE ASSESSMENT

Summative assessment is a final assessment decision on an assignment tasks in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement.

Summative feedback needs to be given to all the students that submit on time through **'Turnitin Assignment'** tool. Lecturers cannot grade outside **'Turnitin Assignment'**. For summative assessment to be effective it should also give students additional feedback to support on-going development and improvement in subsequent assignments. Lecturers should annotate where the evidence supports their grading decisions against the unit grading criteria.

It is not expected that students will be offered opportunities to revisit assignments at this stage of the assessment process unless approved by the Head of School.

Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

All summative feedback needs to be submitted to Academic Administration for internal verification within a period of **two (2) weeks**. If the assessor marking load is greater than 100 students for one module, and there is no allocation for external marker available, an extension for **one (1) extra week** can be authorised by the Head of School, granted that the module in question is not considered part of priority marking for all progressing and completer students. The Mitigating Circumstances Team will advise Lecturers of students that have extenuating circumstances and that have been granted extra time on the summative assessment by the Head of Academic Administration. Lecturers need to accommodate such cases accordingly.

Marking spelling, punctuation and grammar

It is good practice for Assessors to "mark" spelling and grammar, i.e. correct mistakes on student work and expect the student to either correct them (at the formative feedback stage) or note them (at the summative feedback stage).

If student work has consistently poor spelling, grammar or language it should not be accepted for marking, but should be returned to the student to be corrected. The student must be given a deadline by which to correct the work.

Mistakes in spelling and grammar should not influence assessment decisions unless:

- The mistakes are so problematic that they undermine the evidence of student understanding, or
- Specific assessment criteria require good communication, spelling and grammar and/or correct use of technical language.

External Markers:

When a lecturer is allocated with teaching a group of students for a specific module that exceeds a reasonable expectation in terms of assessment standards the College will facilitate, if possible, the allocation of experienced External markers to assess some or the entire marking load. The same deadlines mentioned above will apply to the external markers.

4.3 ASSESSMENT GRADING AND FEEDBACK

The grading of BTEC Higher National qualifications is at the unit and the qualification level.
Each successfully completed unit will be graded as a **pass**, **merit** or **distinction**.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria (Learning Outcomes) and Merit and distinction grades are awarded for higher-level achievement.

Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.
- If any learning outcome or assessment criteriahas not been met, it will be graded as **Unclassified/ Refer.**

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

Holistic Assessment:

The College has adopted the holistic assessment approach recommended by the awarding body in relation to assessment decisions. Holistic assessment is when the assessor evaluates student achievement as a whole; rather than breaking things down into separate components..
Holistic assessment encourages students to consider their learning and achievement as a set of relationships. If assessing a single learning outcome, students may see that through a single activity/body of work they may evidence their achievement at different levels. If the assessment is of multiple learning outcomes, students are encouraged to consider the way that their learning and their work may bring together theories, concepts, skills across different areas of their subject. It is crucial to recognise that assessment in the HNs is undertaken in relation to the learning outcomes, rather than in relation to assessment criteria. This drives assessment toward a holistic approach. In the assessment, we are considering a student's achievement of the learning outcome at the level defined by assessment criteria.

To facilitate administrative tasks, the Assessor needs to allocate a numerical grade that corresponds to the qualitative mark awarded to the student, which will be as follows:

Grade Classification	Numeric Value (on Grademark)	Grade Listed As
Distinction	70 - 80	**D**
Merit	60 - 69	**M**
Pass	40 - 50	**P**

Unclassified/ Referred	30 - 39	**U or RF**
Alleged Academic Misconduct	0 - 10	**AMAR**

(Please note you still need to indicate if the student has achieved a pass, merit or distinction – the allocation of a quantitative figure is only for administration purposes)

It is recommended that when providing assessment feedback a standard format is adopted as follows:

- Feedback should be fair, constructive and developmental
- Detailed feedback is given for each learning outcome/ task attempted
- Achievement or non-achievement of each learning outcome indicator should be specified
- Detailed feedback on areas of good practice and strengths should be provided
- Detailed feedback on areas for improvements should be provided.
- Detailed feedback on learning that may be carried forward to future learning

With the completion of summative marking the following documents need to be submitted to Academic Administration using the email academic.admin@dghe.ac.uk:

- Grading excel sheet with all the results per group indicating each LO achieved by student (spreadsheet will be provided by the Academic Office) – the lecturer should clearly specify in the spreadsheet which learning outcomes and sub-learning outcomes have been achieved or not.
- Academic misconduct allegation report per student (except in group work) and the type of academic misconduct providing evidence.
- The module report.

Academic Administration will release the grades using U, P, M or D to all the students through Moodle. Students will still be able to access their assignments through Moodle after the confirmation of the final grades.

It is recognised that although lecturers provide comprehensive and detail feedback, additional feedback may be required. This is offered through a feedback session termed as 'Drop-in Clinic' offered at the College that students are encouraged to attend for additional verbal feedback from lecturers.

Please refer to **Appendix 7** for further details regarding marking standards in the College.

Assessment Authenticity

Assessors will only accept evidence for assessment that is authentic, i.e. That is the learner's own work and that can be judged fully to see whether it meets the assessment criteria. Assessors will ensure that authenticity is considered when setting assignments. Learners are asked required to keep any and all evidence after submission so as to enable them to authenticate the evidence that they have provided for assessment. If through the assessment process it is found that some or all of the evidence is not authentic, assessors need to take appropriate action, including invoking malpractice policies as required.

Please see the Academic Integrity and Misconduct Policy for further guidance.

4.4 STANDARDISATION PROCESS

When a unit or assignment is delivered and/or assessed by more than one person, standardisation should be conducted before any formal assessment and internal verification has taken place. Standardisation is a procedure that ensures that everyone assessing the work knows the standards that apply to the work. It is run by someone who has knowledge of the expected standard and what the standard may look like.The objective of the standardisation exercise is to agree the standard by discussing and mutually assessing a sample of learner work to reach a consensus. This should be done with reference to the assessment criteria. Once agreement has been reached, the Assessors can then individually assess the work of their appointed learners, after which internal verification will take place.

Standardisation can also be used as a staff development tool. As good practice the College will have regular standardisation exercises to discuss assessment practices.

Please see to **Appendix 8** for the standardisation form.

4.5 INTERNAL VERIFICATION OF ASSESSMENT DECISIONS

An internal verification schedule will be drawn up for each assessment period (i.e. on a termly basis), covering every unit, every assignment and every Assessor, with specified dates and deadlines.

Internal verification of assessment decisions should be carried out on a termly basis. The Internal Verifier is judging the Assessor, not the student. The focus of the Internal Verifier's judgment and feedback should be the Assessor.

Internal verification of assessed work should consider:

- Is the marking fair, rigorous and does it reflect the intended learning outcomes of the unit and hence standards?
- Comments on general performance by students. What did they do well? What did they do not so well?

Formative Assessment

At the formative assessment stage, the Assessor should not be confirming achievement of specific assessment criteria. Therefore, formal internal verification is not required at this point. However, as part of the wider Internal Verifier role it is useful to provide advice and guidance to Assessors on a regular basis. Where more than one Assessor is assessing a unit, standardisation should take place.

Summative Assessment

Assessment decisions should be internally verified as soon as possible after summative assessment, and not "end loaded". This will improve the quality of assessment and avoid disadvantaging the students. It should take place as specified in the Marking and Internal Verification Schedule distributed each term. If the Internal Verifier identifies any inaccuracies, the Assessor can correct these before results are forwarded to the Assessment board. If the Internal Verifier identifies any major issues, these should also be checked and fixed across the whole cohort, and not just those students who have been sampled.

Completing rigorous internal verification at the first submission stage should avoid issues around resubmission; the assessment decisions published to students will have been fully verified and any issues already corrected. Therefore, if students are allowed a second submission, it is assured that the initial summative assessment is accurate and Assessors are standardised.

Process

When the teaching and/or the marking load is shared with different lecturers, the Head of School will request the Module Leader to set a standardisation session before summative marking starts, and invite the respective teaching team and external markers (if applicable).

When the summative marking period is completed, the Academic Administration team will set a period of **two (2) to three (3) days** for the Head of School and Programme Managers to conduct the internal verification process. Lecturers must be available on those days either in the college or

via phone or email. In certain occasions, the Head of School might resort to a subject matter expert to consult and/or conduct the internal verification if the module is a specialist unit. When the internal verification exercise is completed the Head of School will sign off the internal verification report for consideration at the Programme Assessment Board.
The Internal Verifier should complete internal verification of assessment decisions **normally within one (1) week** of the grading being completed.

Internally verifying Resubmissions
Resubmitted assessments should also be internally verified. Where possible, students who were sampled in the first submission should be included as this helps provide continuity.

Resources needed

- The unit specification outlining the unit content and assessment criteria
- The assignment brief
- The students' work which has been assessed, showing a range of achievement wherever possible
- Record of assessment decisions and feedback to the student
- The internal verification form for assessment decisions.

Assessment Decisions
The Internal Verifier reviews the Assessor's judgments' against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification. They should check:

- The students work against the assessment criteria and judge whether it has been assessed accurately. The assessment criteria represent the national standard and all BTEC students are measured against this.
- Coverage of the unit content and assessment guidance to see if the Assessor has taken this into account - does the assessment reflect the breadth and depth of knowledge and understanding identified in the content? The Internal Verifier should judge whether the evidence is sufficient to warrant the assessment decision.
- The feedback from Assessor to student is accurate and linked to the assessment criteria

The Internal Verifier is judging the Assessor, not the student. The focus of the Internal Verifier's judgments and feedback should be the Assessor.
If the Internal Verifier judges that the work is inaccurately assessed, appropriate action must be identified on the internal verification form. If inaccuracies are identified, the Assessor must re-assess the student work in the light of the Internal Verifier's comments and it should be checked again by the Internal Verifier, signed and dated. It may be necessary for students to do some additional work.

Giving feedback to the Assessor
The outcome of the internal verification should be recorded on the form. This is an audit trail and should be signed and dated by the Assessor, and Internal Verifier.

The Internal Verifier should give advice on what can be done to improve the assessment process. If the Internal Verifier identifies action, the Assessor must complete this and return it to the Internal Verifier for sign off.

In the Internal Verification Report the internal verifier needs to **explicitly state which students work have been checked, what are areas of good practice and further development that the lecturer(s) demonstrated and corrective action (if needed).**

In case there is corrective action appointed the Internal Verifier needs to revert the report to the lecturer(s) and the Head of Academic Administration stating the case for corrective action. The

lecturer(s) will have **48hours** from notification to proceed with the corrections. The lecturer needs to record any changes in the same form and return it back to the Internal Verifier for sign off.
When the Internal Verifier is satisfied that the work has been assessed accurately, the results/ decisions should be forwarded to the Assessment Board for final approval before publication of results.

Head of School/Programme Manager/Subject Matter Specialist
Conduct the Internal Verification of Assessment Decisions

Module Leader
Conducts the Standardisation Meeting before the marking exercise starts

Lecturer/External Marker
Submits first marking

The Internal Verification Sample

During the course of the programme, sampling should cover the following as a minimum:

- Every Assessor
- Every unit
- Work from every assignment

The sample should consider:

- The full range of assessment decisions made, and the following used as a sample guide:
    - 100% work meeting the Distinction criteria,
    - Around 40% of work meeting the Merit criteria (randomly selected),
    - Around 40% of work meeting the Pass criteria (randomly selected) AND
    - 100% work meeting no criteria, should all be included in the sample if possible;
    - Where the cohort size is or less than 10, ALL work must be internally verified.

- The experience of the Assessor:
    - 100% of work for new or inexperienced Assessors should be internally verified.

- New programmes: when a unit or programme is first introduced, the sample should be increased.

- Known issues with internal verification: these may have been identified by previous internal or external quality assurance processes and may increase the sample size.

Please refer to **Appendix 9** for the Internal Verification of Assessment Decisions form.

4.6 EXTERNAL EXAMINER

The Standards Verifier or External Examiner is a subject assessment specialist appointed by the awarding body to conduct external examination. This verifies that centre management of programmes and assessment decisions meet national standards. External examination is conducted by one or two annual visits, depending on the programme.

4.7 PROGRAMME ASSESSMENT BOARD (PAB)

The purpose of the Programme Assessment Board (PAB) is to review and monitor student grades and to discuss special issues relating to individuals, claims for mitigation and to sanction penalties for cases of academic misconduct referred by the Academic Adminsitration. The PAB also meets to consider a student's overall set of marks for progression and or certification. The PAB can make recommendations as to whether or not a student can proceed to the next level of study, or indeed, if they may be required to withdraw from the programme (this would normally only be considered if the general performance and progress is deemed to be unsatisfactory or should the student have been found to have committed a grave infringement of the Assessment or Academic Regulations).

The Head of Academic Delivery & Development or the Head of Centre may chair the PAB. Membership consists of the relevant Head of School, Programe Manager, Head of Academic Administration, Lecturers for each programme that delivered and/or assessed modules on the programme and normally where suitable, the Awarding Body's appointed External Examiner.

PABs take place after major assessment periods within a particular course (normally at the end of a term, i.e. 2 to 3 times per annum). To ensure consistency and accuracy, results should be communicated to Pearson on an interim basis, normally after the External Examiner's review and sign off for certification. Where results for final certification of the programme award have been reviewed by the PAB and have been signed off for certification by the External Examiner, these must be submitted to the Validating/Awarding body for certification of the final award. *(Please refer to the 'Registration and Certification Policy' for further guidance).*

Minutes of a meeting (both Interim and Final), along with confirmation of the final results are also circulated to the Director of Higher Education and the Head of School. Feedback provided by external representatives will be discussed at the next Academic Board (AB) and the Progamme Management Committee meetings.

The PAB will make decisions regarding student performance. The PAB will assess student performance as follows:

- **Continue** – student has achieved the minimum criteria and is able to carry on with the studies to another term.
- **Progress** – a student has achieved the minimum criteria and is able to advance to the next year of studies (e.g from year one to year two). Student normally need to achieve a minimum of 6 passes (or at least 90 credits) to be eligible for progression onto Year 2.
- **Conditional Progression** – a student who has not achieved the minimum criteria for progression, due to exceptional circumstances (but is close to the set criteria), can be considered for progression at the PAB's discretion. In this case the student is allowed to advance to the next year and is referred to the Personal Tutor that will create a learner plan that will specify course of action and review dates.

No discussion of individual results or counselling of students should take place until after the PAB has formally ratified the results and published results lists. Students will have the opportunity to meet with Lecturers to discuss their results and respond to assessment feedback after the final results have been released. It is College policy that provisional results and feedback for summative assessment should normally be released within 4 – 5 weeks from the submission deadline, via Moodle. Final results will be released on an interim basis after the PAB and or the External Examiner have reviewed and confirmed the results. Thereafter the Pearson notification of performance will be claimed for those qualified and issued to each student.

4.8 PLAGIARISM AND ACADEMIC DISHONESTY

The College has adopted standard definitions for plagiarism, collusion, falsification and commissioning. This information is conveyed to students from the outset of their academic career, both during induction sessions and classroom situations. Additionally students are further signposted to this information on their actual assignment briefs, within each module areas on Moodle and the Academic Integrity and Misconduct policy. Students are informed from the start that any action which gains, attempts to gain, or assists others in gaining or attempting to gain unfair academic advantage will not be tolerated at DGHE..

The College currently uses Turnitin for detecting plagiarism. Turnitin is a text matching tool rather than a specific plagiarism detection tool. It does not evaluate whether plagiarism has in fact occurred but helps identify if a document processed through the software matches other documents or works.

When setting up a Turnitin assignment the settings in Table 1 should be used. These are important in setting the parameters on the similarity reports.

Table 1: Turnitin Settings

Turnitin Settings	Recommendations
Generate Originality Reports	Yes.
Generate Originality Reports for student submissions	It is recommended that this should be used educationally. The setting is: Immediately (can overwrite reports until due date).
Exclude bibliographic materials from Similarity Index for all papers in this assignment	Bibliographic materials can also be included or excluded when viewing the Originality Report.
Exclude quoted materials from Similarity Index for all papers in this assignment	Quoted materials can also be included or excluded when viewing the Originality Report.
Exclude small matches	Set to 5% of material. This would depend on subjects and should be adaptable by each Tutor.
Allow students to see Originality Reports	Turnitin can be used educationally.
Allow submissions after the due date	The report will identify that the student has submitted their report late.
Reveal grades to students only on post date	No.
Enable anonymous marking	Yes. Student ID appears and not name.

The following provides guidance to Lecturers on the appropriate approach to be taken before referring to the Head of School/Programme Manager:

i) Similarity reports with an overall percentage under 20%: No further action need be taken.
ii) Similarity reports with an overall percentage over 20%: The report should be looked at to assess the degree of similarity.
iii) If the report shows multiples of 1% or less then no further action is required. See Table 2 for guidance.
iv) If the report shows multiples of greater than 1% then a judgement should be taken by the Lecturer as to whether there is evidence that a student has potentially plagiarised or colluded in their work. In particular Lecturers should check to see whether the similarity is with the use of common words and phrases. See table 2 for guidance.

In such circumstances the faculty member should:

- Mark the work as if no action is required.
- Fill in the Academic Misconduct Allegation report form clarifying the nature and attach all evidence of suspicion of academic misconduct from the Turnitin report.
- Submit the report and evidence to the Head of Academic Administration, with the marking, which will be forwarded to the Head of School for further investigation.
- The Head of School should undertake an investigation into the allegation in accordance with the Academic Integrity and Misconduct policy.

Further guidance and procedures concerning plagiarism and academic dishonesty are addressed in the College's Academic Integrity & Misconduct Policy.

4.9 ACADEMIC APPEALS AND COMPLAINTS

Academic Appeals and general Student Complaints are dealt with in accordance with the College's policies on these matters. An academic appeal is where a student requests for a review of a decision of an academic body around a mark, outcome or decision (UK Quality Code for Higher Education). Appeals will only be considered on specific grounds such as exceptional personal circumstances (e.g. bereavement or medical grounds) or defects or irregularities in an assessment, such as an error in an examination paper / assignment. Appeals may not question academic judgement where internal verification has occurred. Appeals submitted simply because a student disagrees with the mark they have been awarded will not be considered**.** Matters concerning academic appeals are addressed in the College's Academic Appeals Policy.

Please refer to Appendix X for the DGHE Academic Appeals Policy

4.9.1 RETENTION AND DISPOSAL OF ASSESSED WORK

DGHE will ensure that all assessed work is securely retained within the College for a time period sufficient to:

- Facilitate internal verification and moderation by external examiners;
- Be available as evidence in case of a student appeal.

The normal expectation is that assessed work should be retained for three calendar years following the date of the Assessment Board at which grades were awarded. Head of School should ensure that all assessed work is disposed of in an appropriate manner either by returning it to the student; shredding or burning.

5. RESUBMISSIONS AND MITIGATING CIRCUMSTANCES

5.1 RE-SUBMISSIONS OR RE-SITS

If a unit is not passed at the first attempt (for summative submissions), the student will normally have an opportunity to re-sit/ resubmit the assessment for that unit. The numbers of re-sit attempts allowed are shown in the table below, as these vary by course.

COURSE	ATTEMPTS ALLOWED
BTEC HND Business/ /Public Service Management/Art &Design (RQF)	1 re-sit attempt
Retake Units	1 re-sit attempt

The College's internal results tracking document will show the number of attempts students have exhausted for each unit.

Re-sit/ Resubmission Procedures

- Re-sits of course work, project or portfolio-based assessments shall normally involve the reworking of the original failed task. Students will not be expected to resubmit work for the assessment criteria or learning outcomes which they have successfully achieved.
- Resubmissions for examinations shall involve the completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit. Furthermore, it will not be necessary to include Merit and Distinction criteria in a resubmission assignment brief, if the student has not taken advantage of the first assessment opportunity and the formative assessment process.
- However, the College will always give the student at least one opportunity to achieve the Merit and Distinction criteria during the course of the first submission for the unit.
- Re-sit/ resubmission attempts are charged at **£30.00 per module**, payable to the College before the attempt takes place.
- The College is not required to make a re-sit opportunity available if the student has not taken full advantage of the first assessment opportunity and formative assessment process.

5.2 RETAKES

A student who, has exhausted ALL re-sit/ resubmission opportunities permitted, can at the discretion of the Programme Assessment Board, be permitted to repeat the unit. In this instance, the student will need to study the unit again, at the same time as the other termly modules, with full attendance. The payment for retaking one unit is **£150.00 per unit**.

The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit. Retake units can only be repeated **once**.

Please see Section 5 of the Course Handbook for further guidance on late submission and re-sits.

5.3 EXTENSIONS AND LATE SUBMISSION

Students who require an extension must produce a valid reason with evidence. They must request an extension using a coursework extension request form available from the Head of Academic Administration. Lecturers do **not** have the authority to extend the coursework deadlines, but may be consulted when considering a decision. The completed form must be accompanied by evidence such as a medical certificate in the event of illness. Other personal circumstances requiring travel for example, before or at the time of an assignment deadline would also require relevant evidence (flight ticket) and letter of explanation from the appropriate person.

If an assignment / course work is submitted late without legitimate reasons and supporting evidence, it should not be marked and the student's grade for that assessment should be recorded as ‘Not-submitted’, unless the Assessment Board authorises otherwise. The student is permitted to resubmit an assessment for that unit (as specified in Section 5.1), where the re-sit attempts have not been fully exhausted.

Please see Section 5 of the Course Handbook for further guidance on late submission and re-sits.

5.4 EXTENUATING CIRCUMSTANCES INCLUDING MEDICAL EVIDENCE

Assessment Boards must take account of extenuating circumstances affecting a candidate's performance. In the case of illness, a medical certificate must be submitted to the College’s Academic office **either before an assessment or within seven (7) days thereafter.**

5.5 ACCREDITATION OF PRIOR LEARNING (APL)

The process of identification, assessment and formal acknowledgement of prior learning and achievement is commonly known as 'accreditation'. The term 'accreditation of prior learning' is used to encapsulate the range of activity and approaches used formally to acknowledge and establish publicly that some reasonably substantial and significant element of learning has taken place. Such learning may have been recognised previously by an education provider, (e.g. 'prior certificated learning'); or it may have been achieved by reflecting upon experiences outside the formal education and training systems (e.g. 'prior experiential learning').

The theme common to prior certificated learning, prior experiential learning and to all of the illustrative activities above, which must be properly considered for accreditation, is learning. It is the achievement of learning or the outcomes of that learning, and not just the experience of the activities alone, that is being accredited.

Whenever and wherever the experience occurred, formal evidence must be presented to demonstrate that learning has taken place. Evidence must be valid and current, reliable, authentic and sufficient. APL’s are not used to provide achievement of an entire qualification; rather it is used to provide evidence of achievement towards part of the qualification. The success of the APL process relies on clear communication between the Admissions department, and the Head of School and Programme Manager.

The current policy mirrors the policy in recognising prior learning issued by our awarding body, Pearson, in the sense that we acknowledge a 6 stage process to the accreditation of prior learning. Where the two first stages are administered by our admissions officers, in particular, our senior administrator, the remaining stages are the responsibility of the Head of School/Programme Manager in liaison with the Academic Administration Department. For the first two stages of the APL process, please refer to Section 7, of the Admissions Policy.

The APL process, after successful completion of the first two stages will follow the process detailed below:

<u>Stage 3: Assessing and documenting evidence</u>

Once the learner has submitted the required evidence and has been registered in the course, the Head of Academic Administration will need to communicate to the relevant External Examiner, before any monitoring activity starts, the names, and current year of study, of all students registered as APL.

Assessment is a structured process for gathering, reviewing evidence and making judgments about a learner's past learning and experience about unit standards. The assessor may look at:

- Work experience records, validated by managers
- Past portfolio of evidence or essays made by the learner
- Reports validates as being the learner’s unaided work
- Expert witness testimonial
- Professional discussions

In the case of an APL assessment, the Head of School recognises gaps in the learners work; there will be a need to create an additional assessment method to create sufficient evidence to be able to award the learning outcome for the whole unit. This might be the case of creating a new assignment brief or a new task. The external examiners are not required to give feedback on an assignment brief or task in this scenario.

Admissions need to collate and keep the records of all evidence presented at the admissions stage. All evidence needs to be assessed and verified through the same internal quality assurance procedures used for any other internal assessment method.

Stage 4: Outcome

Once the evidence is checked by Admissions, the Head of School, and the Head of Academic Administration, there is a letter sent to the student detailing the assessment decision per unit. It is important that feedback is provided to the student that fundaments the decision was taken, and in case the assessment decision is of NO ADMISSION, it will need to state the right to complain and appeal about our Complaint Policy and Appeal Policy, and should indicate the accessibility to complaint to the awarding body.

Stage 5: Claiming the certificate

The certificate can be claimed once all the quality assurance procedure has been completed using the above-mentioned procedure. After certification, the assessment and internal verification records need to be kept for three years.

Stage 6: Appeals

If a student wants to appeal against a decision, please refer to our Appeal Policy.

Please refer to **Appendix 1** for the reference mapping with the Quality Code (Chapter B6).

6. DEVELOPMENT, REVIEW AND ENHANCEMENT OF ASSESSMENT

6.1 STAFF TRAINING & DEVELOPMENT

Staff training and development, at the College should provide development support and opportunities related to assessment. This should include:

- innovative approaches;
- Assessment approaches for specific situations and categories e.g. on-line assessment; assessment for flexible and distributed learning; assessment for disabled students;
- Training for specific groups of staff, in particular recently appointed or staff with limited experience of assessment.

6.2 ENHANCEMENT OF ASSESSMENT

College staff is encouraged to enhance approaches to assessment, by reference to reported effective practice both internally and externally, and by innovation. Innovative approaches may involve risk. These risks should be managed in ways that protect students' interests, e.g. by initial small-scale pilots, and by discussing proposed approaches with other staff.

6.3 MONITORING AND REVIEWING THE EFFECTIVENESS OF ASSESSMENT

Effectiveness of assessment should be considered within the following routine procedures: external examining; annual monitoring, and Academic Board.

David Game College (DGHE) Version Control Tracking (VCT)				
Assessment Policy				
	Written by	*Approved by*	*Date*	*Version*
Original document	J Sanders	N/A	July 2012	V1
Revised for DGHE	J Sanders	SMT	Jun 2014	V2.2
Revised for DGHE	A Areal	PMC/ QSC	Jun 2015	V2.4
Revised for DGHE	A Areal	PMC/ QSC	Jun 2016	V2.5
Revised for DGHE	A Areal	PMC/ QSC	Apr 2017	V2.6
Revised for DGHE	A Areal	QSC	Aug 2018	V2.7
Revised for DGHE	A Areal	PMC/AB	Aug 2020	V2.8
Next Review	R.McCusker	PMC/AB	Sept. 2022	V3.0

APPENDIX 1: BEST PRACTICE GUIDE FOR CONDUCTING AND ASSESSING GROUPWORK

DGHE is committed to provide an outstanding learning experience to students. Part of this learning experience is the fair and accurate assessment of work submitted by the students. The College has revised our stance regarding group work to align with the requirements set out by our awarding body Pearson, the QAA and, the HEA. The development of this guide follows good academic practices in conducting and assessing group work.

Group work provides a great deal of benefits both to lecturers and students. The lecturer can promote transferable skills to the workplace where group work is increasingly common in addition to potentially save time marking students assignments. For students, engaging in-group work leads to a more interactive learning process, with gains in a range of transferable skills, including but not limited to oral communication, negotiation, interpersonal skills, problem solving skills and exchange of ideas/points of view.

For a group assessment to be deemed fair and accurate the assessment methods and criteria need to be made clear to students.

Creating Group Assessments:

Lecturers might want to consider the following methods when creating and assessing group work:

1. Individual report/assignment: students work as a group but each student needs to submit the report or assignment individually.
2. Observations/Interviews/Role-plays: the lecturer needs to observe the students, how they work together and divide the tasks, and assess the students on this basis. The activity needs to be recorded and the student need to be questioned whilst they are performing the activity.
3. Group presentations/ Poster presentations: the assessment needs to consider the quality of the presentation, the quality of content, the overall understanding and comprehension during questioning. The presentations need to be delivered by all group members. Students will peer assess the quality of the presentation, whilst the lecturer will assess the quality of the content delivered. The peer observation criteria need to be made clear to students prior to the delivery. All group presentations need to be recorded.
4. Individual exercises: In case the lecturer is not happy with the peer assessment of individual contributions, the lecturer may set each student a piece of work which supports or complements the group activity but is completed individually.

All assignment briefs should indicate:

a) Assessment requirements need to be clear and fair
b) It is essential that the individual assessment criteria for the unit identified, and each student's individual contribution is the basis of the assessment decision.
c) A common group grade should not be assigned to all members of the group; individual contributions must be measured and graded against the learning outcomes, the assessment and the grading criteria.
d) Group projects can only be included in the assessment schedule for a unit where one or more learning outcomes indicate it is appropriate.
e) Students need to be informed in the assignment brief, in detail, of the basis for

assessment of group projects, including methods to be used to measure the extent of individual contributions.

f) If there is to be peer assessment of the individual contribution to a group project, the process of collecting feedback should be confidential between individual student and the assessor. Id the peer assessment includes the measurement of the contribution the method used should be clear and simple.
g) Evidence of observations and other interactions need to be detailed and mapped to criteria in order to provide evidence of achievement of individual contributions.
h) It's good practice to encourage students to reflect on what they have learnt from the group work experience and produce a written evaluation.
i) In certain instances, presentations may provide evidence only sufficient to achieve pass criteria. In such case, evidence for higher grades may be achieved through formalised questioning of individual students mapped to the assessment criteria, or passing through a requirement of students producing supplementary reports.
j) Feedback should be directed to the group with reference to individual contributions and achievement.

Methods to Assess Group Work:
observation record:

An observation record is used to provide a formal record of an assessor's observation of learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria.

Please note:
An observation record is a source of evidence and **does not** confer an assessment decision.

The record will:

- relate directly to the evidence requirements in the unit specification
- provide primary evidence of performance to support subsequent assessment decisions
- is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Observation records should:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- be completed by the assessor who must have direct knowledge of the specification
- record the assessor's comments
- also include the learner's comments
- be signed and dated by the assessor and the learner
- be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

OBSERVATION RECORD

Learner name:	

Qualification:			
Unit number & title:			
Description of activity undertaken			
Assessment criteria targeted			
How the activity covers the requirements of the assessment criteria (this does not confirm achievement of assessment criteria or confer an assessment decision)			
Learner name:			
Learner signature:		**Date:**	
Assessor name:			
Assessor signature:		**Date:**	

Witness Statement:

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

Please note:
A witness statement is a source of evidence and **does not** confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- information of their job role/relationship with the learner should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.

WITNESS STATEMENT

Learner name:	
Qualification:	
Unit number & title:	

Description of activity undertaken (please be as specific as possible)
Assessment criteria (for which the activity provides evidence)
How the activity covers the requirements of the assessment criteria, including how and where the activity took place (this does not confirm achievement of assessment criteria or confer an assessment decision)

Witness name:		**Job role:**	
Witness signature:		**Date:**	
Learner name:			
Learner signature:		**Date:**	
Assessor name:			
Assessor signature:		**Date:**	

Peer Evaluation:

Names of your syndicate group members. (The letter corresponds to the student's name.)

a.____

b.____

c.____

d.____

Performance in the Learning Community
Rank each member, including yourself, (a,b,c,d) with a 4,3,2,1,0
0= No contribution
1= Little contribution
2= Adequate contribution
3= Good contribution
4 = Excellent contribution

1. Reliable for meetings
a.__________ b.___________ c.___________ d.___________

2. Reliable with meeting deadlines for work in progress and final project
a.__________ b.___________ c.___________ d.___________

3. Contributes ideas to the group
a.___________ b.___________ c.__________ d.___________

4. Respects each group member's opinions
a.___________ b.___________ c.__________ d.___________

5. Contributes his/her share to discussions
a.___________ b.___________ c.__________ d.___________

6. Knowledgeable about assignments and her/his role and fulfils that role
a.___________ b.___________ c.__________ d.__________

7. Gives input for work-in-progress promptly and with a good faith effort
a.____________ b.___________ c.__________ d.___________

Reflect in one sentence, what is your overall impression of each member's performance?

a) ____
b) ____
c) ____
d) ____

Reflect in no more than 300 words, the challenges you faced by working together as a team and how you overcame them. Also, reflect on your own contribution:

- consider where you have excelled, where you could have performed better and
- what you would change if given the opportunity to do it again.

APPENDIX 2: TIME-CONSTRAINED ASSESSMENT POLICY AND PROCEDURES

1. **Preparation for the examination**

All DGHE Faculty will set their own examination questions for each course they teach in order to assess understanding of course content and whether the learning outcomes have been met.

a) The design of examination papers should reflect the Learning Outcomes tested and questions included should be proportional to the different elements taught during the semester.
b) Final examinations should not address all the Learning Outcomes for the module. Multiple choice papers should be avoided as a summative, however can be used as a formative basis to test understanding of concepts.
c) All instructions need to be written clearly and in a format that can be easily understood by the students, bearing in mind the diversity of the DGHE student body. The use of slang, dialect or colloquial language should be avoided. Questions and instructions should be kept short, and expressed concisely, clearly and simply. Care should be taken to ensure that grammar and syntax are correct.
d) Where a question consists of several sections, it should be made clear if students are required to answer some or all the sections.
e) When setting numerical questions or quantitative problems, instructors must ensure that any formulae are specified correctly, that all necessary information is included and that the problem is soluble.
f) Lecturers are required to develop sample answers for their questions, and to provide worked solutions to problems to ensure that these have been expressed correctly in the question paper.
g) Each draft examination paper, including any instructions for the students, should be internally verified by the Head of School, Programme Manager or Assistant Programme Manager of the course.
h) Summative examination papers must be set before the term starts.
i) All examination papers should be approved and signed off by the Head of School, Programme Manager or Assistant Programme Manager of the course.
j) The Academic administration department will ensure that:
    1) Acknowledges the reception of the exams by the given deadline;
    2) Stores the exam using an encrypted password only shared with the Head of School/Programme Manager;
    3) If it is a hard copy examination, HoA will ensure the envelopes with the exams are signed for. A log will be kept with the record of delivery;
    4) If it is an electronic examination, the HoA needs to upload the examination to the respective computers and secure these in the system. Internet access must be limited;
    5) All exams must be anonymous.

2. **Security of examination materials**

a) Strict confidentiality must be maintained in relation to the contents of all examination papers.
b) The examination paper must be sent through exclusively to academic@dghe.uk.com.
c) HoA will access the above mentioned email and encrypt it with a password before sending it to internal verification;
d) Papers sent by e-mail between lecturers, Head of School/Programme Managers and HoA, or to external examiners, should always be encrypted, with passwords sent separately from the e-mail containing the password protected version of the examination paper.
e) The given password will only be accessible to the HoA, and Head of School/Programme Manager;
f) Questions should never be re-used in a consecutive term.
g) Electronic copies of examination papers must not be stored on memory sticks or other portable devices.

h) All draft versions of examination papers must be securely deleted once a final examination paper has been agreed.
i) Examination papers are submitted for printing by the HoA.
j) Only the Academic administrative office will have access to the examinations and these should not include the lecturers.
k) On the day of the examination the invigilator must: check the examination room and the envelopes containing examinations and report immediately to the HoA if there are any problems.
l) The room must be locked and only the academic administration office may have access to the room on the day;

3. Management of examination scripts

a) Examination papers should be made available to all students undertaking the assessment at the same time.
b) Where students with Special Educational Needs arrangements are examined in a different location to the main cohort, care must be taken that the paper is made available to candidates in both venues at the same time. If students with special arrangements begin their examination session earlier than the main cohort, no student may be permitted to leave the examination room until the main cohort's examination has begun.
c) Answer scripts should be delivered by hand to the invigilators if using hard copy examination; when using electronic exams the answer scripts will be uploaded in the system securely.
d) All exams must be stored securely in DGHE for a minimum period of three years.

4. Conduct of Examinations

a) Invigilators are responsible for the enforcement of the regulations and policies for the conduct of DGHE's examinations.
b) Guidance on invigilation is available in the Lecturer Handbook;
c) Invigilators must be present in the examination room at least 15 minutes before the start of the examination.
d) All examinations scheduled for the morning session must start no later than 9.30.
e) All examinations schedules for the afternoon session must start no later than 14.00.
f) Late arrival guidelines for examinations are available in the Course Handbook.

5. Venue set-up and starting an examination

a) The furniture in the examination room will be laid out by DGHE support staff and the room locked. On arrival, invigilators lay out question papers and answer booklets (in case of hard-copy examination).
b) Students are not allowed in the room until the invigilator has invited them into the room. If invigilators arrive to find the students have entered the room, they must be asked to leave immediately and invigilators must ensure that all desks and chairs are checked carefully for any extraneous material before the students are permitted to re-enter and the examination can begin.
c) Students should be randomly assigned seats by the invigilators and not permitted to choose their seat independently. Seats closest to the door should be kept free for late-arriving students.
d) A reliable clock must be visible to each candidate in the examination room.
e) The academic office will make provisions for candidates to securely store their personal belongings outside the room.

f) The HoA will submit an examination checklist to be completed by the invigilator to ensure compliance with above mentioned points.

6. Conduct during examinations

a) Anomalies arising during an examination session should be recorded on an Examination Incident Report Form and returned to the HoA after the examination. These may include, for example, a mobile phone going off that causes a disruption.
b) Invigilators must remain in the examination room for the entire period of the exam and patrol the examination room at intervals to address the risk of cheating and to check that students are using only the additional materials permitted.
c) Students are not permitted access to electronic devices or any potential technological/web enabled sources of information (iPads, laptops, mobile phones, MP3 players, smartwatch, etc.) during an exam. Invigilators must ensure that any such devices brought into an examination room are made inaccessible to students during the examination by asking students to place them at the front or back of the room as appropriate.
d) Students are responsible for their own timekeeping during exams.
e) If a fire alarm sounds during an exam, the invigilator should make a note of the time and ask students to stop writing. All participants should leave the building following usual evacuation guidelines. Students must be instructed that they are still under exam conditions and must not talk to each other. Invigilators must monitor students and keep the group together. Before restarting the exam, students must be asked to draw a line under the work that they had already completed before the alarm. The occurrence must be recorded on the Examination Incident Report Form.
f) Invigilators will announce when there is 15 minutes of the exam remaining and will announce the end of the exam.
g) A training session will be held for new invigilators.
h) An update meeting will be held if there is any change to the above mentioned.
i) Invigilators must not carry out any other task during invigilation (e.g. reading a book or marking)

ACADEMIC INTEGRITY INCIDENT REPORT

ID Number	
Course	
Module	
Date of Exam	
Invigilator Name	

Description of Incident

APPENDIX 3: INTERNAL VERIFICATION FORM OF ASSIGNMENT BRIEFS

INTERNAL VERIFICATION OF ASSESSMENT DECISIONS FORM

Programme title				
Assessor		**Internal Verifier**		
Unit				
Cohort				
Total number of student submissions in the unit	**Pass**	**Merit**	**Distinction**	**Unclassified**
Total number of assignments internally verified	**Pass**	**Merit**	**Distinction**	**Unclassified**

First submission / Resubmission	
Was the unit part of a standardisation process before first marking?	*If yes, please provide brief summary of discussion and main outcomes.*

INTERNAL VERIFIER CHECKLIST	
Is the grade awarded justified by the assessor's comments on the student work? *(Please provide brief commentary per student internally verified and include ID Numbers/ Student Name for each comment)* ***Please assess in regards to:*** *Completeness (evidence of marking in the assignment)Level of marking (too generous or not generous enough)* *Consistency (answers of similar quality received similar marks)*	**Yes/No**

PASS	
Student ID Number	**Comments**

MERIT	
Student ID Number	**Comments**

DISTINCTION	
Student ID Number	**Comments**
UNCLASSIFIED	
Student ID Number	**Comments**

Has the work been assessed accurately?	Y/N	***Please state clearly the recommended remedial action***
Is the feedback to the learner: **Constructive?**		

Linked to relevant assessment criteria? **Justifies each assessment criterion awarded?** **Identifies opportunities for improved performance?** **Agrees actions?**	Y/N	
Does the assessment decision need amending?*	Y/N	
Does the feedback need to be enhanced?*	Y/N	

Internal Verifier Signature		**Date**	

***Confirm action completed (to be completed by the Assessor)**			
Please detail action completed			
Assessor Signature		**Date**	
Have the actions been addressed satisfactorily?	Y/N		
Internal Verifier Sign-Off Signature		**Date**	

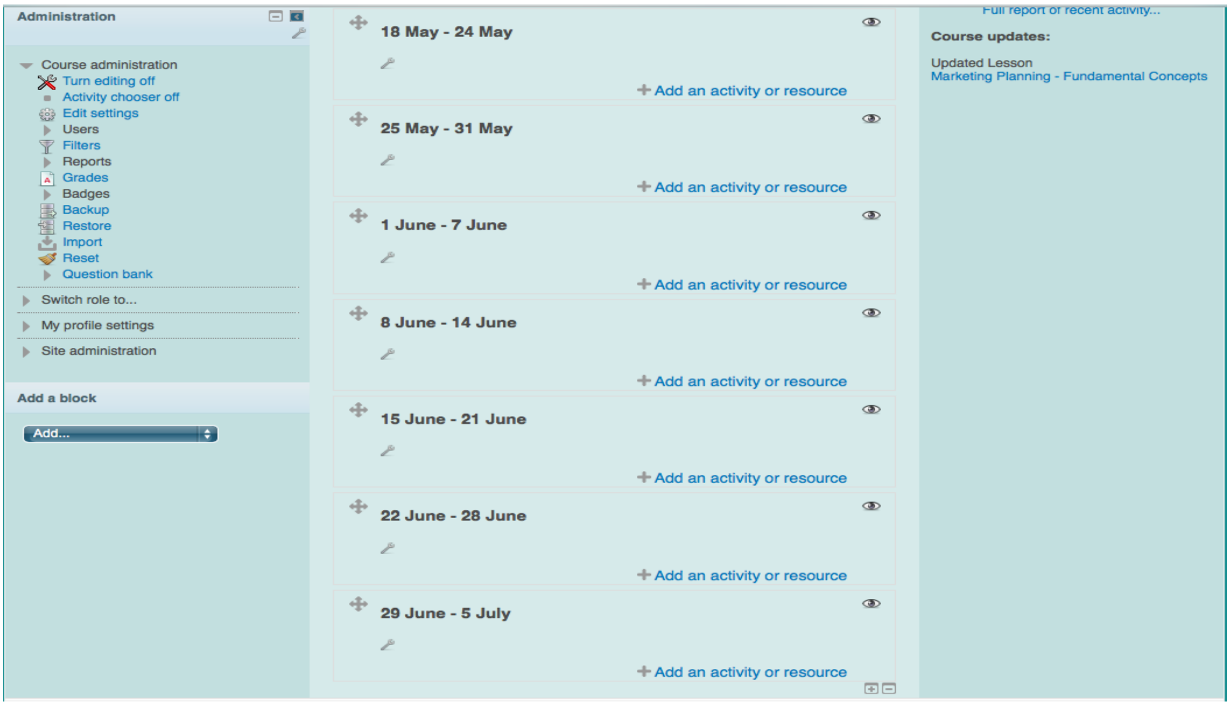
LEAD VERIFIER	
Only complete this section if there is not a satisfactory resolution of action required.	
Comments	

Lead Verifier Sign-Off Signature		**Date**	

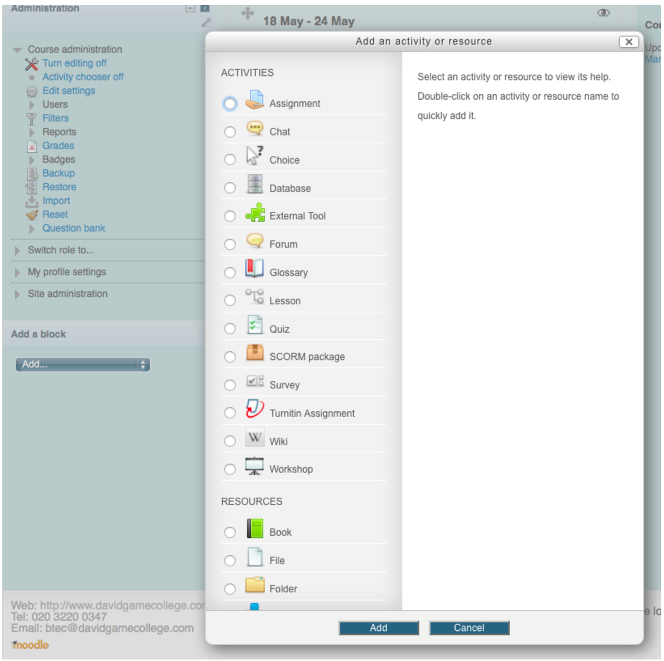
APPENDIX 4: CREATING AN ASSIGNMENT USING MOODLE AND TURNITIN

Module leaders are expected to create their own assignment link using Moodle and Turnitin. All Turnitin Assignments must be created before formative and summative deadlines. All assignments need to be approved by the Internal Verifier before the term commences.

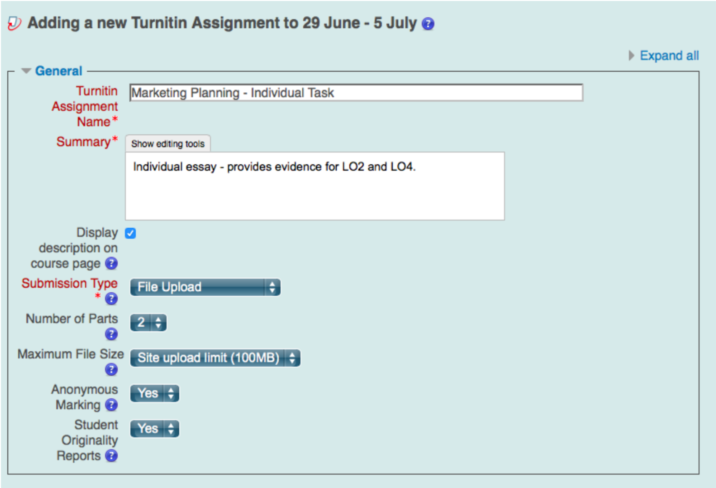
1. Log in to Moodle using your username and password.
2. Go to the page of the course you will be teaching for the term. And make sure the **'Turn editing on'** button is active in the course administration section **(as below)**



3. Select **'Add an activity/ resource'** to start creating your Assignment.
4. Select the **'Turnitin Assignment'** in the drop box that appears **(see below)** and click add.

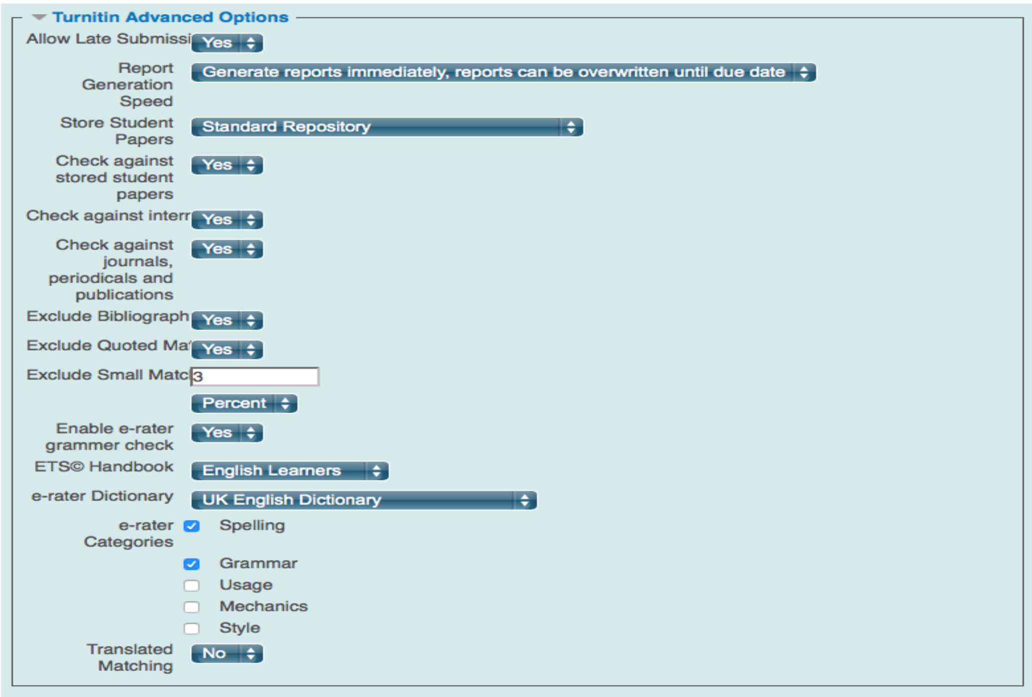


5. You need to fill the Turnitin Assignment name, the summary and the submission type as mandatory fields (we suggest single file upload). You need to <u>keep the number of parts as 2</u> (it will provide you with the link for the formative and the summative submission). <u>Anonymous marking must be enabled as a yes.</u>

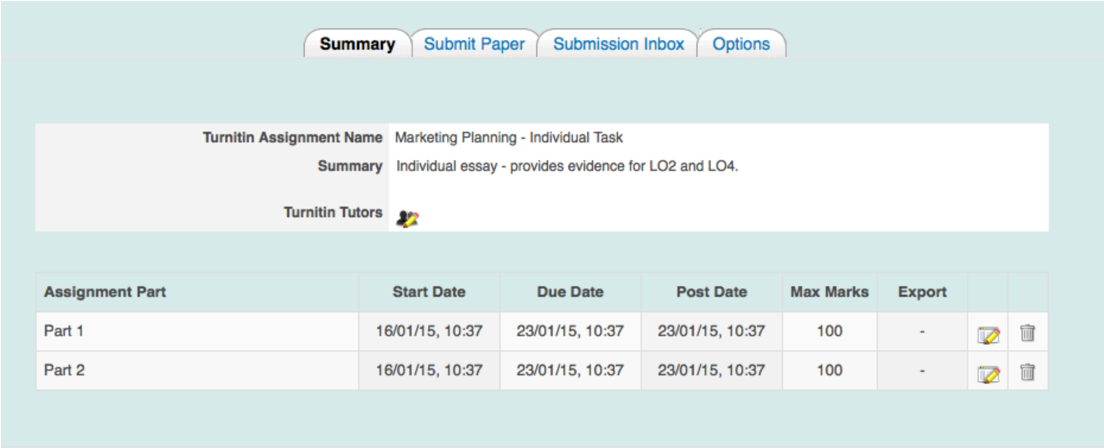


6. In the drop box of **Turnitin Advanced Options** you need to ensure that the **'Allow late submission box'** is ticked as a **NO** and that the option of **'Generate reports immediately, reports can be overwritten until due date'** is selected. You should tick all of the other relevant sections as YES, excluding the 'Translate Matching' section. **(See below)**

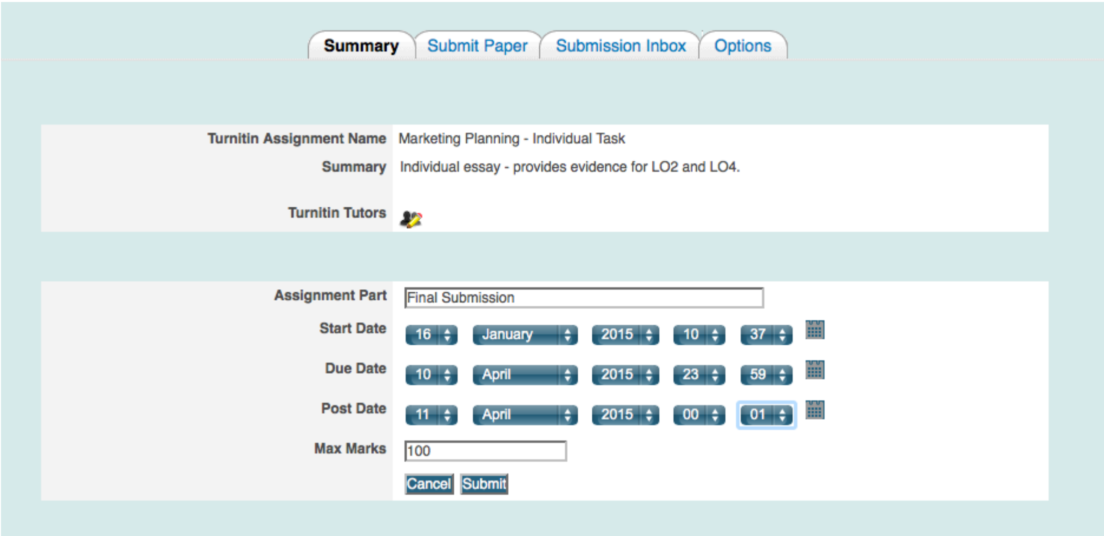
7. Click on Save and display button.



8. After creating the assignment you will still need to change the name of the two sections created and the due date for each section. To proceed to this step you need to click on the button next to export ( ).



9. In this section you change the name of the part of the Turnitin submission and the submission deadline. **(See below)**

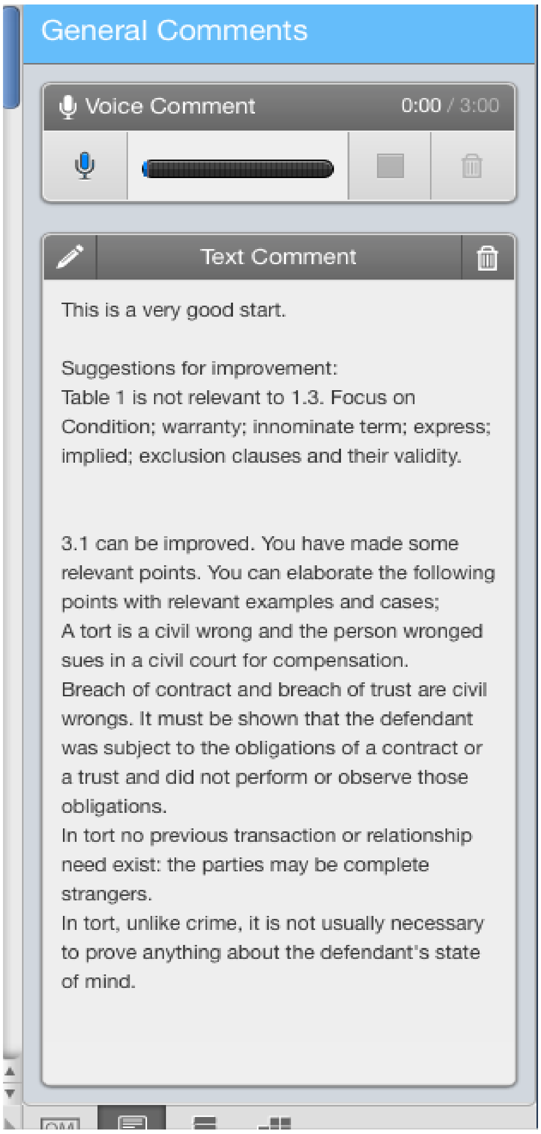


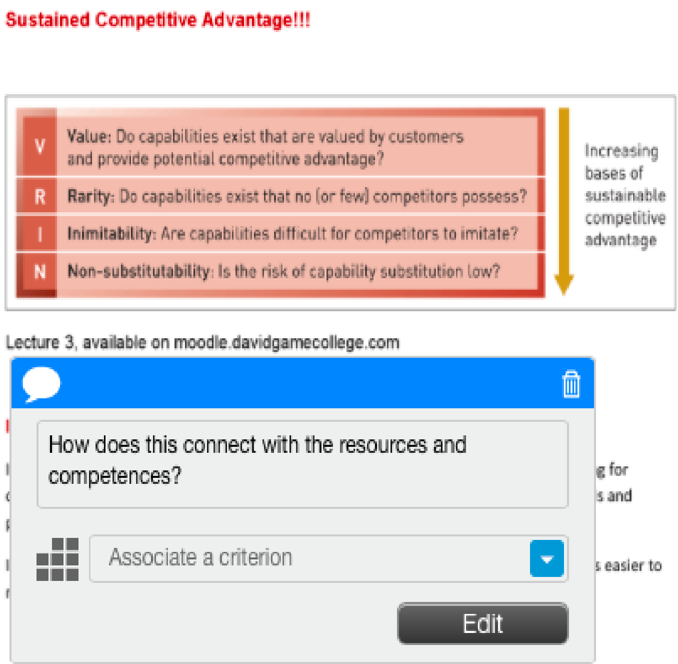
10. After this step your Turnitin Assignment has been created for your course page. <u>You need to follow the same process for all the modules that have been appointed as the Module Leader.</u>

Turnitin Settings	Recommendations
Generate Originality Reports	Yes.
Generate Originality Reports for student submissions	It is recommended that this should be used educationally. The setting is: Immediately (can overwrite reports until due date).
Exclude bibliographic materials from Similarity Index for all papers in this assignment	Bibliographic materials can also be included or excluded when viewing the Originality Report.
Exclude quoted materials from Similarity Index for all papers in this assignment	Quoted materials can also be included or excluded when viewing the Originality Report.
Exclude small matches	Set to 5% of material. This would depend on subjects and should be adaptable by each Tutor.
Allow students to see Originality Reports	Turnitin can be used educationally.
Allow submissions after the due date	The report will identify that the student has submitted their report late.
Reveal grades to students only on post date	No.
Enable anonymous marking	Yes. Student ID appears and not name.

APPENDIX 5: FORMATIVE FEEDBACK USING GRADEMARK AND TURNITIN

Formative feedback includes a summary in the textbox of **'Turnitin Assignment'** where the lecturer highlights strengths and areas for improvement using text comments and balloons in text **(see below)**.





The Lecturer might also want to consider class activities that can be conducted either individually or in a group to test understanding of the Learning Outcomes. The College encourages the use of Moodle to record the formative interactions using different tools available, particularly online discussion forums as exemplified below.

Move

Communication skills in Practice
by Karina Galliego Zampieri Da Silva - Tuesday, 22 May 2018, 10:51 PM

1. The Evidence Based Practice is a combination of my own knowledge plus patient conditions plus existent research to make a decision. "Identify a problem,find an equality evidence to find a solution, in combine that evidence in your own knowledge to gain decisions".
2. On a Research you have to pick a subject and explore the topic using books, websites and videos. After that you identify a specific topic and create a specific research question about your new topic. Collect facts and images to help answer your research questions. Take notes and use your own words to write about what you have learned, create a project, share it and reflect about.

The key difference between the two above points is: The number 1 will based decision in a existent research. The number 2 will improve knowledge to make a decision.

You can find more information reading articles about Evidence Based Practice at London Library:

"A reflection on research, Theory, Evidence Based Practice,and Quality Improvement." Eesa Mohammad/ Journal of Evidence-Based Care, 01 April 2016, Vol.6(1), pp.79-80

Moodle Articles: Putting evidence into practice/ Evidence Based Practice in the NHS

Two key Learning points:

- How important is you identify the problem, because it will be the key to follow the next steps and have successful on that.
- The importance of numbers and qualities of studies - More you read, more you will learn and more chances to take a right decision. " We never know what we know".

244 words

Permalink | Edit | Delete | Reply

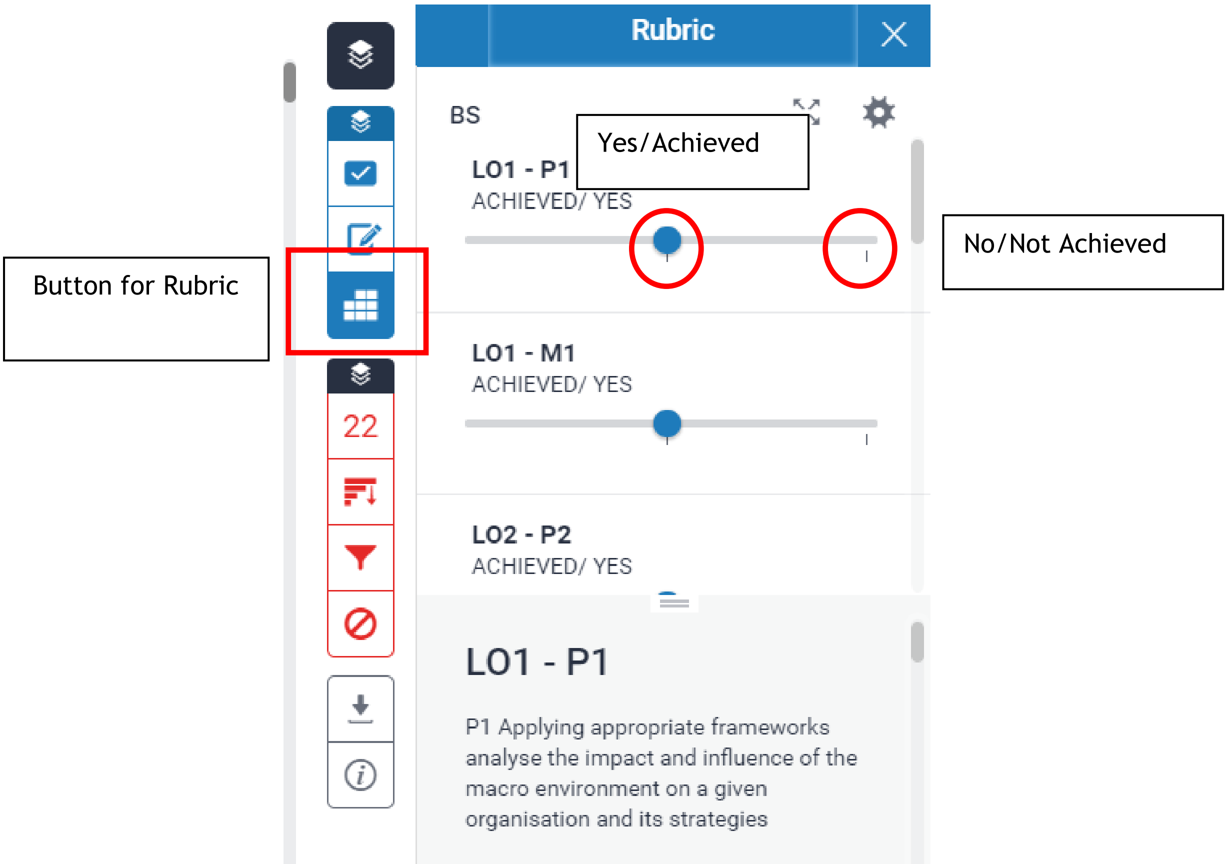
Re: Communication skills in Practice
by Bruce Sheppy - Thursday, 14 June 2018, 10:46 AM

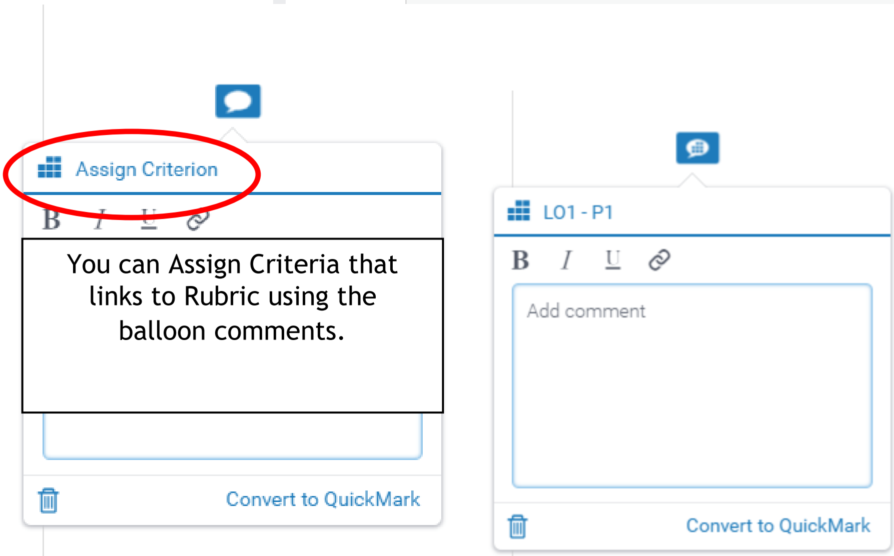
I am really pleased with the standard of responses - you have obviously thoughtfully about the question with a considered response! I mentioned this to you in class - well done - now comment on other postings.

APPENDIX 6: MARKING STANDARDS AT DGHE

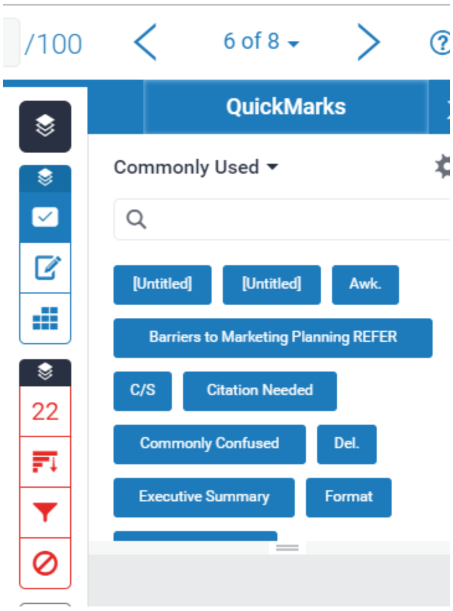
All Summative Marking should:

- **Use Rubric to indicate Learning Outcome/Assessment Criteria achievement. If Rubric not available, please contact the Head of School before marking work.**

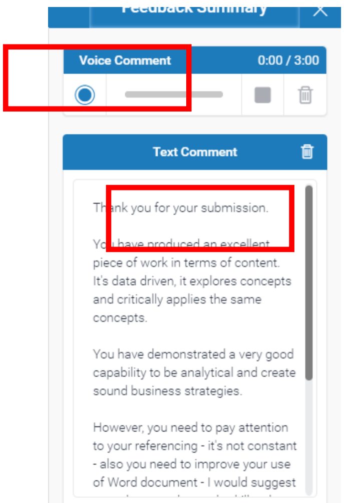




- **Use quickmarks to make general comments to the work**



- **Populate the text comments with general feedback: you can use text or voice (needs a microphone) and it should follow a 'sandwich' approach to feedback – areas of achievement, and further development section with action oriented points. Also include your name, date of marking, and overall grade (PASS, MERIT, DISTINCTION, UNCLASSIFIED).**



Numerical figures are used exclusively for administrative purposes. Please use it to indicate the following:

Grade Classification	Numeric Value (on Grademark)	Grade Listed As
Distinction	75	**D**
Merit	65	**M**
Pass	45	**P**

Unclassified/ Referred	35	**U or RF**
Alleged Academic Misconduct	10	**AMAR**

- **Populate the marking grid: please include Y/N for all P's, M's and D's. Please populate final grade in RF, P, M or D. Don't use the IV and comments section as this is reserved for IV purposes. Please include any comments in your Module Report. Use the Paper ID number located on the second column of the grid to look up the student submission using Turnitin. Please note you will NOT be able to search by Student ID number or name.**

DGHE - Module Result Grid

Course: BTEC Level 5 HND Business (Management) **Course Code:**
Module: Business and Business Environment **Period:**
Lecturer: Tahsin Ozalan
Lead Verifier (LV): **LV Date:**

		LO1		LO2	LO3	LO4										
Student ID	**Paper ID (Report)**	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**M1**	**M2**	**M3**	**M4**	**D1**	**D2**	**Final Module Grade**	**IV Sampled (Please highlight in green)**	
D09171065	86349816	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	**M**		
D09171182	86515180	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	**M**		**reference to P2 in a image of t**
D09171113	86532790	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	**P**		
D09171147	86559486	N	N	Y	Y	Y	Y	N	N	N	N	N	N	**RF**		
D0917968	86521078	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	N	**P**		
D09171171	86548603	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	**P**		

GRADE STATISTICS		
Refers	**8**	**25%**
Passes	**13**	**41%**
Merits	**10**	**31%**
Distinctions	**1**	**3%**
NS		

Please populate your grade statistics in the right corner of the module grid.

APPENDIX 7: STANDARDISATION FORM

STANDARDISATION FORM

STANDARDISATION REPORT

Programme title		
Unit		
First marker		
Second marker		
Third marker		
Assessments Selected by Head of School		
STANDARDISATION CHECKLIST	Comments	
First marker comments and final grade		
Second marker comments and final grade		
Third marker comments and final grade		
Have there been significant discrepancies in the grade awarded? If Yes, please provide a comment on what were the significant issues that have arisen from the marking process.	Y/N	
Agreed Grade		
Meeting Date		
Head of School Signature		

APPENDIX 8: INTERNAL VERIFICATION OF ASSESSMENT DECISIONS FORM

INTERNAL VERIFICATION OF ASSESSMENT DECISIONS

INTERNAL VERIFICATION – ASSESSMENT DECISIONS				
Programme title				
Assessor			Internal Verifier	
Unit				
Total number of student submissions in the unit	Pass	Merit	Distinction	Unclassified
Total number of assignments internally verified	Pass	Merit	Distinction	Unclassified
Student ID Numbers of Student work internally verified	Pass	Merit	Distinction	Unclassified

First submission / Resubmission		
INTERNAL VERIFIER CHECKLIST		Comments
Does the assessment criteria awarded match those targeted by the brief?	Y/N	
Is the grade awarded justified by the assessor's comments on the student work? Please assess in regards to: Completeness (evidence of marking in the assignment) Level of marking (too generous or not generous enough) Consistency (answers of similar quality received similar marks)	Y/N	
Has the work been assessed accurately?	Y/N	
Is the feedback to the learner: Constructive? Linked to relevant assessment criteria? Justifies each assessment criterion awarded? Identifies opportunities for improved performance? Agrees actions?	Y/N	
Does the assessment decision need amending?*	Y/N	
Was the unit part of a standardisation process before first marking? If yes, please detail number of scripts, grade	Y/N	

awarded, and main outcome.		
Internal Verifier Signature		Date:

*Confirm action completed (to be completed by the Assessor)			
Remedial action taken Please provide details:			
Assessor signature		Date	
Internal Verifier sign-off		Date	