

UK Graduate College

Assessment Policy (HE and Pathways)

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Related Policies	<ul style="list-style-type: none"> • Equality Diversity and Inclusion Policy • Admissions Policy and Procedure • Recognition of Prior Learning
External Reference Points	<ul style="list-style-type: none"> • OfS Condition B4 – Assessment and Awards • UK Quality Code for Higher Education 2024 - Principle 11 – Teaching, Learning and Assessment • Data Protection Act 1998 and GDPR regulations

Who does this policy apply to?

If you are...	Then..
On a programme leading to an award from ATHE or City and Guild	All parts of this policy apply
On a programme leading to an award from Pearson	This assessment policy does not relate to your programme. Please see the separate Pearson Assessment Policy for the Higher National programmes
On a programme leading to an award from a partner university	This assessment policy does not apply to your programme of study. Please see your handbook for more information on the universities Assessment Regulations

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1. Introduction

- 1.1. *This policy ensures that all Higher Education and Pathway assessments at UK Graduate College (UKGC) are valid, reliable, and consistent. All assessments are aligned to the requirements of awarding organisations including assessment criteria for each learning outcome. The College is committed to ensuring equality of opportunity in its assessment processes including equitable arrangements to ensure that reasonable adjustments are made for students facing disadvantages when undergoing assessments.*

2. Purpose and Scope

- 2.1. This policy sets out how the College manages assessments including the writing of assignment briefs, how learning outcomes are assessed according to assessment criteria, the setting of deadlines, the provision of good quality developmental feedback to students, and the recording and ratification of assessment results through the College's assessment board.
- 2.2. This policy is the general UKGC Higher Education and Pathways Division policy on assessment, noting that any university-specific policies will be followed as per the contractual arrangements.

3. Aims and Objectives

- 3.1. UK Graduate aims to carry out all its assessments in line with the quality and standards of the Office for Students and the awards that the College delivers. The College intends that all assessments:
- are fair, consistent, and clear
 - comply with the standards and
 - d expectations of awarding organisations
 - make use of assessment criteria for learning outcomes
 - use a variety of assessment tools and methods
 - accommodate individual student needs where possible, including reasonable adjustments for disabilities or learning difficulties
 - ensure students receive feedback that timely and developmental.

4. Assignment Briefs

- 4.1. The assessment brief is the document issued to students at the start of the assessment process which explains what they must do. It should set out clearly the assessment tasks required to meet the learning outcomes of the module.
- 4.2. Where permitted by awarding organisations, the College will use centre-designed assignment briefs so that they are tailored to the specific contexts of the students studying at the College. Where possible, the College will ensure that the College's own assignment briefs are approved by the awarding organisation before handing them out to students.

- 4.3. Where an awarding organisation stipulates that the College must use the assessment brief of the university, the Centre Manager will ensure that briefs have been received ahead of delivery.

5. *Verification of assessment briefs*

- 5.1. Where UKGC has designed the assessment brief, the brief must go through an internal verification process. This involves a review of the brief from another member of academic staff within the programme, and the external examiner, to confirm they are fit for purpose before distributing to students. The process must follow the below:
- 5.2. All assessment briefs and/or examinations must be submitted for internal verification first and then to the external examiner for external verification and appropriate changes made before being given to students;
- 5.3. Internal and external verification of assessment briefs and/or examinations must be evidenced through completion of an Assessment Brief Verification Form;
- 5.4. The assessment brief and/or examinations must be approved following any required changes as a result of the verification procedure and approved on the Assessment Brief Verification Form;
- 5.5. The Centre Manager should keep a copy of all completed forms for all assessment briefs and/or examinations given to students;
- 5.6. Feedback to lecturers setting assessment briefs and/or examinations should be provided by the internal and external verifier so that the lecturer engages in quality enhancement.

6. *Formative assessment*

- 6.1. Formative assessment takes place before summative assessment and focuses on helping students to reflect on their progress through the module and improve their performance, and also help lecturers identify and address any learning and skills gaps. It can be referred to as assessment *for* learning.
- 6.2. Examples of formative assessments include quizzes, mock timed assessments, peer assessment, class discussions.
- 6.3. Formative assessments do not count towards the formal outcomes of the module.

7. *Summative assessments*

- 7.1. Summative assessment is carried out at the end of a teaching and learning process and takes the form of a formal assessment task. Examples include essays, oral presentations, examinations. These are aligned with the module and programme's intended learning outcomes. They should also be aligned with the formative assessments. It can be referred to as the assessment *of* learning.
- 7.2. The marking criteria for summative assessments should be clearly defined so that students are aware of what is required of them to achieve the highest mark possible.
- 7.3. Written summative assessments must be uploaded to Turnitin.

8. *Marking and Feedback*

8.1. Normally, the Module Tutor will also be the assessor. The assessor is responsible for marking students' assignment submissions against the assessment criteria for each learning outcome in each module or unit. The assessor must also provide students with development feedback that tells what they have achieved against the standards set by the assessment criteria for each learning outcome, and how students can improve.

9. *Internal Moderation*

9.1. The Internal Quality Assurer (IQA) will carry out sampling for each module or unit that has been assessed by the assessor. Sampling will be risk-based and may be up to 100% depending upon whether the assessor has identified any issues or concerns, or if the assessor is new. **The work of every student is sampled up to at least 10 students and thereafter 10% of student work is sampled.** If the IQA disagrees with the assessor, they may ask the assessor to remark all the work.

9.2. The internal moderator must complete the moderation proforma.

10. *Results, Resubmissions and Retakes*

10.1. Students will be informed of their results on the published date. Any students who have failed to achieve a pass level or above after their first summative submission, will be given an opportunity to resubmit the original assessment by the published resubmission date, using the feedback provided on the marked assessment, capped at a pass. If the student fails to achieve a pass, they will be offered one opportunity to retake the same assessment after the Assessment Board, after consideration by the External Quality Assurer.

10.2. If the student does not meet the standards required when retaking the assessment, they will be deemed to have failed the unit/ module. Students who fail at this stage can return to learning and repeat the programme of study in the following academic period.

10.3. Feedback will be discussed at tutorials to discuss thematic areas of good practice and areas for improvement across the assessments.

11. *Record Keeping*

11.1. All assessment decisions after IQA approval are recorded on password protected tracking sheets. Results are submitted to the External Quality Assurer (EQA) on the tracking sheets. Finally, the tracking sheets are submitted to the UK Graduate Assessment Board for ratification before certifications can be claimed. The Assessment Board ratifies students who can continue or have completed. The Assessment Board also decides if a student is referred, needs to resubmit or resit a module or unit.

11.2. Awarding Organisations may ask to see copies of the evidence held for specific students. UK Graduate keeps copies of student assessments for 5 years or longer if required by the Awarding Organisations.

- 11.3. The student should always be consulted by the centre before an access arrangement is made by UK Graduate College, or an application is submitted to the Awarding Organisation.

12. Late submissions

- 12.1. Late submissions refer to assessments submitted after the published deadline.
- 12.2. Students affected by adverse circumstances may apply for an extension to the published deadline under the Extenuating Circumstances Policy and Procedure. Where an extension is granted under this procedure, the work should be marked with no penalty.
- 12.3. Where a student submits after the published deadline and does not have an extension granted under this procedure, their work will be marked as a resubmission, which will be capped at a pass grade.

13. Non-submissions

- 13.1. Where a student does not submit summative assessed work to a deadline or extended deadline, they will be deemed to have failed the assessment and will be recorded as a non-submission in the student records system.
- 13.2. Students will be permitted one opportunity for resubmission after non-submission, but this must be submitted by the published resubmission date.
- 13.3. Where a student is permitted a resubmission following non-submission and fails to submit the assessed work by the new deadline without an extension under the Extenuating Circumstances Policy and Procedure, they will be deemed to have failed the assessment and shall not be permitted a retake until after the Assessment Board takes place.

14. Module/Unit Certification

- 14.1. For specific qualifications (this will be explained in the student's induction onto the course), students must achieve the required number of **module/unit** credits to gain the full qualification. They must meet all the assessment criteria for each if they are not able to achieve the full qualification.

15. Reasonable Adjustments

- 15.1. A reasonable adjustment is any action that helps reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in a learning or assessment situation. For example, provision of readers, scribes, and Braille question papers. Access arrangements are agreed by the appropriate member of staff and set in place before learning and assessment activities take place. This requires students to disclose the need for reasonable adjustments before or at enrolment. Late disclosure of any additional needs might not be met initially if disclosed late, as evidence will need to be produced and the support package agreed, so early disclosure is encouraged. See the Reasonable Adjustments policy for further details on making adjustments to assessments for students with particular needs.

16. Academic Misconduct

16.1. A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect an Awarding Organisation to be informed if:

- The student is found guilty of copying, giving, or sharing information or answers, unless part of a joint project.
- The student uses an unauthorised aid during an assessment, test, or examination.
- The student copies another student's answers during an assessment, test, or examination.
- The student talks during an assessment, test, or examination (unless required to do so for the assessment, test, or examination).

16.2. All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant Awarding Organisation. This must also align with the UK Graduate College Academic Misconduct Policy and Procedure.

17. Academic Appeals

17.1. Student may appeal against assessment decisions if they believe there has been a procedural or administrative error or if they believe there is evidence of bias. Students cannot appeal against academic judgements. See the UK Graduate College Academic Appeals Policy and Procedure (HE and Pathways) for more information.