

Scope

These procedures cover all Higher National Certificate and Higher National Diploma programmes that are delivered by Activate Learning including those that form part of a Higher Apprenticeship. It does not cover those HE programmes that are run under franchise arrangements with a partner HEI, which are subject to the assessment policies, procedures and regulations that operate within the partner HEI.

Assessments

Activate Learning is committed to ensuring that all students have access to formative and summative assessment, which enables them to reach their full potential of achievement within the qualification they are studying.

Assessment will:

- be carried out against assessment criteria laid down by the awarding body
- be fair and free from discrimination and malpractice
- be in line with relevant awarding body procedures
- be transparent in process
- be undertaken at appropriate intervals throughout the learning programme
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- improvement
- meet all awarding body requirements and regulations
- allow for appeals against internal assessment decisions
- conform to the Expectations and Practices detailed within the UK Quality Code for Higher Education

In order to achieve the aims of its procedure statement on assessment, Activate Learning will:

a) On-programme

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

- Ensure that students are actively involved throughout the assessment process, so that they are aware of assessment criteria, methods, standards and grading systems and they are given the opportunity to measure themselves against the assessment criteria.
- Ensure that individual learning needs are taken into account throughout the assessment process.
- Ensure that regular self-directed learning is scheduled as appropriate.
- Ensure that regular, formative assessment takes place to enhance and support the learning process
- Ensure that, where formative feedback is verbal, teaching staff make every effort to ensure that the student records the information and guidance received

Summative assessment

criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.

- Require all teaching staff to issue students with a schedule of summative assessments at the beginning of the handbook and published on the VLE. Best practice dictates that summative assessments should take place twice per term as a minimum.
- Require all teaching staff to provide all students with comprehensive details on assessment including assessment criteria and regulations, so that students understand the purpose of assessment and what is expected of them.
- Require all teaching staff to draw up an assessment plan for each unit which should be passed to the Lead Internal Verifier in advance of issue. All such assessment plans should show details of assignments, the coverage of intended learning outcomes, and identify the formative and summative assessment points.
- Ensure that each programme sets deadlines for the submission of summative assessments, in line with this policy and its procedures, and that these are adhered to and students are informed of such rules, particularly those relating to late or non-submission including the opportunity to request an extension.

- Ensure that any use of Accreditation of Prior learning (APL) is carried out within the guidelines laid down by the awarding body (see appendix 7)
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- Coursework submitted after the published summative assessment deadline, without mitigating circumstances being approved, will not be assessed. An opportunity to repeat the unit will be provided (including payment of relevant fees), but the unit will be capped at a Pass grade. A unit can only be repeated once. A repeated unit must be clearly recorded on the relevant assessment documentation.
- Only one resubmission is allowed if a student does not achieve a Pass on first submission (same assignment). The reassessment opportunity will be capped at Pass for that unit. A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.
- Students are required to resubmit work within 15 working days of being notified that a resubmission is required. The resubmission must be clearly recorded on the relevant assessment documentation.

e) Requests for Extension and Deferral

- Activate Learning has a duty in its maintenance of academic standards to ensure that students who take additional time to complete assessments do not have an unfair advantage over others.
- Any student has the right to draw the attention of Activate Learning to personal extenuating circumstances which seriously impair his/her ability to undertake an assessment, and to request an extension to the submission date of an assessment. Requests for an extension to the submission date on grounds of extenuating circumstances may only be made using the procedure outlined in the next paragraph and must be accompanied by verifiable and current third party evidence. No requests for this shall be considered after the deadline for work submission or examination date has passed unless there are valid and exceptional reasons (such as physical incapacity due to a serious accident).
- A short term extension of up to one week from the set deadline can be requested by a student, prior to the set deadline, by completing the online Request for Mitigating Circumstances form which can receiving the request and notify the student whether the grounds are acceptable or not. If acceptable, the Programme Coordinator will inform the student of the date by which the coursework should be submitted, which should be no longer than one week from the original deadline.
- No capping of grades will take place if coursework is submitted within the extended deadline.
- Where a student requests an extension of between one to five weeks, the student completes the online Request for Mitigating Circumstances form and submits evidence of the circumstances to the

Internal Verification



Date	Unit N° & Title / Assignment N° & Title	Learning Outcome	Hand out Date	Hand in Date	Summative Assessment Date	IV Sampling Date	Assessor Name	IV Name
20/04/14	Assignment 2 Case study 2: Engineering analysis modelling and problem solving: statistics and probability	LO4	20/04/14	25/05/14	25/05/14	06/06/14	D. Smith	J. Davey
18/06/14								
	Programme Coordinator Signature:						Date:	

Internal Verifier (IV) Role (The IV team should consist of all those involved in assessment on the programme)

Responsible for:

- Standards of assessment on the programme
- Ensuring standardised documentation is used by assessor(s)
- Giving guidance and feedback to assessor(s), where needed
- Correct use of documentation by assessor(s)

Duties

(a) *Before assessment begins:*

- Undertake IV of assignment briefs before being distributed to students so they are;
 - o at right level
 - o clear, complete and consistent
 - o appropriate to the qualification
- Checking grading opportunities are appropriate (if relevant)
- Checking assessment activities for validity, reliability, sufficiency and compliance with awarding body requirements

NB Assessment activities MUST be planned before the programme begins.

(b) *During assessment:*

- Sampling assessment standards during programme according to IV plan
- Checking quality of assessment and feedback to students