



**Cheshire College
South & West**

CCSW Academic Regulation – Part F

Assessment Regulations for Taught Programmes

Principles:

Explanation of Terms

- *Assessment component* - essays, presentations, group work activities, projects or other assessments (commonly termed coursework), and seen or unseen examinations.
- An assessment component may sometimes take the form of a number of smaller submissions or elements e.g. lab reports or short in-class tests. The mark for each assessment component is recorded in the student record system with the appropriate weighting, and these are used to calculate the overall module mark.
- *Assessment criteria* - the requirements of an assessment, identified through specific learning outcomes, used when marking a student's work. They are a useful guide to the student to indicate the expected content or approach for an assessment.
- *Deferral* - an approved extension to the deadline date for an assessment, agreed by the student and authorised staff. A deferred assessment will be marked across the whole mark range, up to 100%.
- *Referral* - when a student does not pass an assessment component at the first attempt they may be offered the opportunity to submit further work to achieve a pass standard. In accordance with award regulations (from partner HEIs in particular) if the referral work is of a pass standard the work will be marked at 40% (capped at a pass). Students are advised to read their programme handbooks for more programme specific information on referrals.

Awarding credit for learning achievements.

Credits are awarded to students in recognition of their learning achievements, either within modules studied in their programme, or from recognised prior learning (RPL, (See Part C). Every module has a validated credit value, which is expressed as a number of credits at a specific level, see Part B.

What are learning outcomes?

A learning outcome is a learning achievement, which may take the form of the acquisition of knowledge, understanding, an intellectual skill or a practical skill. Learning outcomes are the basis for the learning and assessment strategy in modules. Each module has a formally identified set of learning outcomes. The learning outcomes, credits, subject content and the level of the module together define the standard.

What are assessments?

Assessments are designed to enable students to demonstrate achievement of the learning outcomes. Different assessment components (coursework and/or practicals/examinations) may be ascribed to a module. Each assessment component may carry one or more learning outcomes which will be assessed against assessment criteria. Students must be informed of the assessment criteria which are designed to test achievement of the learning outcomes of the module and indicate the level of performance required.

Assessments and modules.

The combination of assessment components must test every stated learning outcome for a module. Up to three different assessment components (coursework and/or examinations) may be ascribed to a module.

Student Responsibilities

It is the responsibility of the student to ensure that (s)he understands the assessment criteria and learning outcomes against which their work will be marked. Continual engagement with the delivery of the module is important to enable a student to gain this understanding (see the Student Participation Policy in Part E), and to fulfil their responsibility to the learning experience of fellow students.

It is the responsibility of the student to ensure that they engage with **all** components of assessment within a module. Assignments must be submitted by the formally declared deadline

Academic offences

Students must understand what constitutes an academic offence (Part I), including plagiarism, collusion, breach of examination room regulations (Section G) and ensure that they do not commit such offences in their studies and assessments.

Exceptional Extenuating Circumstances

It is the responsibility of a student to submit a claim for exceptional extenuating circumstances (EEC) where an unexpected and severe situation that will affect their performance in assessment arises. This must be submitted prior to the original submission deadline, with evidence and the work completed to date. See Part H for full details.

Support plans

If a student has a disability or learning difficulty which affects their academic performance it is their responsibility to contact Learner Services and discuss whether a support plan is appropriate. Support Plans identify a student's support needs, and are used to help a student engage fully with assessment.

Legibility of work submitted for assessment

If handwritten coursework is judged by the examiners / assessors to be illegible the work will not be accepted for assessment and examiners / assessors may ask the candidate to produce a typed transcript of all or part of the work. In such cases the candidate will be required to work under supervised conditions using a copy of the relevant parts of the original script.

Outcomes of Assessment

Judging academic performance in an assessment:

In assessing a student's work, the tutor is required to judge the standard achieved in accordance with the stated criteria. If the work demonstrates that the learning outcomes have been achieved, a mark is assigned on the basis of the mark descriptors. If the learning outcomes have not been met, the appropriate fail mark is given. In the case of an examination assessment, it is the overall mark which matters, not the marks given for individual answers or sections.

Marking Scales

Students are referred to their programme handbooks for specific marking scales associated with their programme of study.

Passing Modules

If a student passes a module, the credit is confirmed by the Assessment Board. It is not possible to retake a module that has been passed, unless there is allowance made by an external body associated with the programme, explicitly stated in the programme specification.

Deferral

Consideration in respect of illness, or other valid cause, is given only if the student concerned has submitted a formal written claim (EEC) with their work and has provided acceptable evidence according to the regulations in Part H. If the EEC panel decides to uphold a claim one of the remedies is to offer the opportunity for the student to submit a fresh piece of work by a revised deadline. This is a deferral.

Deadlines for resubmission of work will usually be within the same academic year. In the case of examinations the student will normally be directed to take the assessment at the next available exam period.

The full range of marks will be available provided the work is submitted in line with the approved deadline.

If, following deferral, the assessment is not submitted by the stipulated date, the assessment is considered failed.

Students who have an Assessed Extended Deadline identified in their support plan will be entitled to a deferral for the period of time stipulated in the plan.

Late Submission

Work which is submitted after the designated deadline (including any formally approved agreed extension) for a coursework assessment is deemed late.

If serious circumstances beyond a student's control affect their ability to complete an assessment they may submit a claim for Exceptional Extenuating Circumstances (EEC). This must be accompanied by evidence and the work done to date, by the original assessment submission deadline. This will be considered by an EEC panel. Details of the policy and procedure are in Part H of these regulations.

Failing Modules

A module is failed if:

- The work submitted for an assessment component is not of a high enough standard to warrant an pass overall mark
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- Work has not been submitted for the module assessments.
- The student has committed academic offences and a penalty of failing the module has been imposed (see Part I).

If a student fails a module, the appropriate option from the following will apply:

Referral in an assessment component

Entitlement to referral:

- Students are normally entitled to one referral opportunity in each of the failed assessment components. The deadline for resubmission of work will be clearly stated. In the case of examinations, the student will be directed to take the assessment at the next available examination period.

Qualification for an Award

In order to qualify for an award the student must have satisfied both:

- The general credit requirements for the award; *and*
- All the specific requirements defined in the intended learning outcomes for the programme, for each of the stages leading to the award.

Assessment Board

Programme / Course Team Leaders will keep records of module / unit achievements and will present each individual student academic record to the relevant Assessment Board for the Board to formally agree on the following outcomes:

- The student has completed all required modules and has gained sufficient credit to either cash in the qualification or to progress to the next level
- Confirm a student referral or resit, in which case the Resit Assessment Board will consider the student's academic record post resit or resubmission opportunity
- Confirm a student's EEC and agree a deferred assessment opportunity
- Confirm a student's withdrawal or suspension from study

The Assessment Board will provide a summary of student academic outcomes for the Academic Board.