Assessment Policy for Open University (OU) Programmes

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Contents

1. Assessment Approval

1.1. The type of assessment, its weighting and its timing must be those approved through the Open University at the point of validation and also by the relevant External Examiner(s).

1.2. Where reasonable adjustments are required to be made to assessments i.e. for disability, this must also be approved by the External Examiner(s).

1.3. The programme handbook must be updated annually to include up to date and approved assessment details (such as after minor modifications have been requested and approved). Submission dates must also be published.

1.4. A *viva voce* is used as an assessment method on some programmes. However, the regulations also allow for a *viva voce* as an additional measure in some circumstances. This must be agreed by the Board of Examiners and the external examiner:

> 16.1 Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):
>
> (a) to confirm the progression/result status of a student;
> (b) to determine the result status of unusual or borderline cases;
> (c) when there is conflicting evidence from the various assessment components;
> (d) as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.
>
> *(Regulations for validated awards of The Open University)*

Assessment Submission

1.5. All written work must be submitted *via* Turnitin to check its authenticity and confirm its submission date. Where authenticity is doubted, the process detailed within the *Cheating, Plagiarism and Other Forms of Unfair Practice Policy* must be initiated.

1.6. The submission procedure for other assessment formats such as posters, plans, recordings etc. must be confirmed by the module tutor at the start of the module.

Late Submission

1.7. The penalty for late submission (without registered Extenuating Circumstances) is a deduction of 10% for every working day that the work is late (excluding weekends, Bank Holidays and College shut down dates). The mark may be reduced down to the Pass mark but no further. On the seventh day, the submission is refused and a mark of zero must be applied.

1.8. The next working day following a deadline begins one minute after the time of the agreed deadline. For example, for a submission deadline of 16.00 on Friday 13th, the next working day begins at 16.01 on Friday 13th.

Discretionary Extensions

1.9. A discretionary extension of up to five working days may be granted which must be documented by the module leader on the student/group's Promonitor record and Markbook with a clear justification. The extension gives an exemption from the late penalties ordinarily imposed up to the date that the extension expires:

- 2.4.1 The extension may be applied to an individual student where circumstances warrant, for example, a short-term health issue or urgent family or work commitment, or
- 2.4.2 The extension may be applied to a whole group, for example, where adverse weather or an/other external factor/s have had a negative impact on the time available for the teaching to be delivered in the scheduled way.
- 2.4.3 If work is submitted after the expiry date of the extension then normal late penalties will apply (see 2.3).
- 2.4.4 If a student is experiencing very serious or severe circumstances which would not be mitigated by a discretionary extension then the arrangements for Extenuating Circumstances should be applied.

Extenuating Circumstances

1.10. The University Centre's policy and process for registering Extenuating Circumstances (ECs) are outlined in the *ECs and Interruption of Studies Policy and Procedure*.

1.11. All applications for ECs will be considered by the ECs Panel which meets prior to the Board of Examiners meeting. The Panel's recommendation will be reported to the Board of Examiners.

1.12. A successful application for ECs usually allows the student to submit the assessment as a first attempt at a nominated later date and receive the full marks available. If required, a subsequent resit opportunity is allowed, as outlined in section 4.

1.13. If a student has ECs applied, but does not submit at the resit opportunity or fails the resit attempt and does not request to have further Extenuating Circumstances taken into account, then this first submission attempt will be recorded as a Non-submission or Fail and the subsequent resit attempt will then be capped at a Pass mark in line with the regulations in section 4.

1.14. A student may apply for ECs against a resit attempt, depending on their circumstances at the time of the resit. However, if the first submission attempt was a Non-submission or Fail with ECs not granted, then the second resit attempt – given after ECs are granted – would be capped at a minimum Pass mark (40%). In this case, the successful application of ECs provides a further resit submission under the same conditions as for the first resit.

1.15. If a student's Extenuating Circumstances are on-going (such as through long-term illness) or affect a considerable number of assessments then the Board of Examiners may decide to put a longer deferral in place - such as extending the

period of registration for the level or allowing the student to attend part-time. This may lead to an Interruption of Studies.

1.16. Further guidance on Extenuating Circumstances is available in the *ECs and Interruption of Studies Policy and Procedure*. Students can also be referred to Learner Services for independent support.

2. Assessment Marking

General Information

2.1. All assessment components for all modules are required to be completed to achieve the award. A student who passes the module will be awarded the credit for that module (as determined within the programme specification)**.**

2.2. Students who do not submit an assessment component or who submit and do not achieve a Pass mark will be required to undertake a resit.

2.3. The minimum aggregate pass mark for all undergraduate awards is 40% at assessment, module, level and qualification point.

2.4. Where there are options available within programmes and modules are identified as pre-requisites or co-requisites then module tutors/programme leaders should ensure that the student pathway meets these requirements.

2.5. Students should be informed that their marks are provisional (and subject to second marking/internal moderation and external moderation) until the Board of Examiners has met to confirm the marks. Students are then notified of outcomes in writing, following the Board of Examiners meeting.

Formative feedback

2.6. Formative feedback is that given during the formative stage of assessment. While students are in the process of developing drafts, an opportunity should be given for feedback in order that a student can check that their work-to-date meets the requirements of the brief.

2.7. Students should be given a formative feedback opportunity for every assessment, where practical. For written work this should be submitted and feedback given *via* Turnitin.

- 2.7.1. Using Turnitin for written work will allow the student to see their originality report – highlighting any Unfair Practice issues that may be present.
- 2.7.2. All formative feedback should be clearly responding to the student's draft submission in terms of how it addresses the brief and how it may be developed further.
- 2.7.3. At this stage, a mark should not be given, as the work is likely to substantially change between this stage and the final submission.
- 2.7.4. Where required, a one-to-one tutorial opportunity can be made available to talk through the feedback.

2.7.5. Peer-review can be an excellent tool for formative feedback and should be considered, where appropriate.

2.8. In order to avoid grade-polishing, sensible limits should be placed on the work seen during the formative stage. Students have their own part to play in drawing attention to the parts or elements of the work on which they would particularly like feedback. A brief guide is shown below:

Component	Suggested formative feedback
Presentation	It may be practical to use peer-review or a short one-to-one tutorial to discuss the presentation, rather than a full presentation rehearsal.
Practical art/design work	Peer-review may be used. For example, a group-critique. One-to-one tutorials may also be used.
Practical performance work	Peer or tutor review may be used. For example, the students or tutor observe and give feedback on an excerpt of a rehearsal, dress-rehearsal or performance. One-to-one tutorials may also be used.
Short essay or written piece	A complete draft may be submitted *via* Turnitin and feedback given. Alternatively a plan may be discussed in a one-to-one tutorial.
Extended essay or longer written piece (2,500 words or more)	A plan or outline may be discussed in a one-to-one tutorial. A draft may be submitted to Turnitin but with an agreed limit, such as 500-1,000 words. In this case, the student will have responsibility for selecting the extract that they particularly want feedback on. This will depend on what is practically possible, and should be agreed by teaching teams.
Research Project	It is expected that there will be a number of formative feedback opportunities as the group moves through each section of the project. However, these should be limited and made clear to students in advance.
Dissertation (usually 8,000 words or more)	Supervisors will give a limited number of appointments or hours to each student during the formative stage. There may also be limits on the number of times a particular section/chapter can be discussed in a formative opportunity.

Summative feedback

2.9. Summative feedback is that given to a student after the final submission according to the assessment schedule. This feedback will be based on the assessment of the work in terms of whether it has met the learning outcomes, has passed or not, what mark it has therefore been awarded, and will include commentary on other characteristics as detailed in the marking criteria or grading scheme.

2.10. Students will be given summative feedback on every assessment. Marking, internal moderation and feedback should be completed within three working weeks (15 working days). As with formative feedback, for written work this should be submitted and feedback given *via* Turnitin.

2.11. As a minimum it is expected that written summative feedback includes:

2.11.1. A mark as a percentage (0-100%);

2.11.2. Comment on whether each learning outcome has been met, and how well;

2.11.3. Comment on the work as-a-whole that enables a student to understand how their mark has been calculated. This will refer closely to the marking criteria or grading scheme;

2.11.4. Development points that, if successfully acted on, will enable a student to gain a better mark at the next submission.

Non-adherence to word counts

2.12. A word count attached to a component is used as a guide to how much work needs to be produced, according to the requirements of the module specification. It is not an expectation that the word count in a submission exactly matches the specified word count for the component, but where a student deviates from the word count by +/- 10% then, as a minimum, this should be noted in the summative feedback and, ideally, discussed with the student in a one-to-one tutorial.

2.13. Where a student has produced work significantly over the word count this may affect their ability to gain credit for conciseness, editing and proof-reading, construction of argument and/or other relevant qualities that are being assessed according to the rubric or mark scheme. These points should be highlighted in the feedback given.

2.14. Where a student has produced work significantly under the word count this may affect their ability to adequately meet the learning outcomes applicable to the assessment, or to gain credit for an appropriate level of detail, knowledge and understanding, analysis and/or other relevant qualities that are being assessed according to the rubric or mark scheme. These points should be highlighted in the feedback given.

2.15. If, after marking, doubt arises about the validity of any mark then it should be included in sampling for Internal Moderation, according to paragraphs 3.22 - 3.30.

2.16. Certain elements of a student's written work should <u>not</u> be included in the calculation of the total word count, including:

2.16.1. Contents page (where used)

2.16.2. Reference list

2.16.3. Appendices

2.16.4. Abstract, where included in Dissertation or Research Project reports

2.17. All other elements of a student's written work are included, such as – but not limited to:

2.17.1. Footnotes
2.17.2. Citations
2.17.3. Tables

2.18. There are no penalties that apply where non-adherence to word counts has been identified.

Marking Bands

2.19. All assessments are marked as a percentage (0-100%)

% Score	Performance Standard
70+	Excellent Pass
60-69	Very Good Pass
50-59	Good Pass
40-49	Pass
0-39	Fail

Half Marks

2.20. Half marks may occur after weighted percentages have been calculated. No half marks can be given for an assessed component. Half marks that do arise are rounded by ProMonitor after being calculated according to the weighting of components within modules. Where a final aggregated mark includes half marks, the following shall apply:

14.4 Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

(Regulations for validated awards of The Open University)

2.21. Where examinations are used, module tutors should be aware that consistent use of half marks can cause 'double rounding'. Assessment components may be rounded up or down and rounding up or down may then occur at the classification level. For example a student can be working at a 2:2 level yet achieve a 2:1 (without any clear exit velocity) and the same can happen with rounding down, where a student may receive a lower classification than their marks suggested to date.

Internal moderation

2.22. Arrangements for Internal Moderation (IM) exist to ensure that first marking is fair and consistent with the marking criteria or grading scheme and to ensure comparability of assessment across a cohort. A moderator should be appropriately qualified, with experience of assessing in the subject area and at the level of study, and be suitably impartial (i.e. there are no conflicts of interest).

2.23. For new members of teaching staff IM can be a key learning experience in the development of an appropriate approach to marking on OU-validated programmes. During their first semester conducting assessment a new member of teaching staff may have all work sampled for IM to support this learning. This may be reviewed and extended if appropriate.

2.24. For each moderated piece of work the moderator needs to complete an IM pro-forma, indicating whether, and on what grounds, they agree or disagree with the original mark. Moderators should consider and confirm whether they agree that:

2.24.1. The learning outcomes have been met;

2.24.2. The marking criteria or grading scheme has been applied appropriately;

2.24.3. After taking 3.22.1. and 3.22.2. into consideration, the original mark is correct.

Although not required, the moderator may also comment on any additional development points not highlighted by the original marker.

2.25. A sample of work for each assessed component should be selected according to the following:

For small groups with six or fewer students	For groups of seven or more students
<u>All work</u> should be sampled for internal moderation (including any College staff undertaking the programme)	All Firsts/Distinctions All Fails (39 or lower) A representative sample from the middle range (3rd – 2:1/Pass – Merit) Any College staff undertaking the programme must be included

2.26. Where there is a variance of within +/-2pp between the original and the moderator's mark the original mark should stand, except if the moderator's mark moves the original mark across a grade boundary. If the moderator recommends moving the mark across a grade boundary then a rationale for the new mark must be provided. The final mark must be agreed in discussion between the original marker and the moderator.

2.27. If a final mark cannot be agreed during discussion between the original marker and moderator then a second moderator may be appointed to review the work and give their recommendation, guided by paragraph 3.22.

2.28. If IM of a component highlights significant or widespread discrepancies between the original and the moderated marks then the sample should be extended to include the remainder of the cohort for moderation of that component.

2.29. Only after sampling of the whole cohort for IM, according to 3.25., should amendments be applied to the marks of the whole cohort.

2.30. After IM has been completed, any updates to marks should be applied on Turnitin.

Resit Opportunities

2.31. If a student does not submit or fails a component of a module then they are eligible for a resit opportunity. However,

17.3.1 Resit provision is subject to all the following conditions:

(a) A student may resit the failed assessment components of a module only once. Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process and programme specification.
(b) A student who does not complete the resit by the date specified shall not progress the programme, except in cases where the process for allowing extenuating circumstances has been followed.
(c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
(d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum pass mark for the module.
(e) A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above.
(f) The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

(Regulations for validated awards of The Open University)

2.32. Students should always have the opportunity and be encouraged to resit rather than rely on compensation (see section 5.). If they receive a compensated pass this is shown on their transcript and diploma supplement and is included in the calculation of the overall classification.

2.33. The minimum aggregate pass marks for all undergraduate awards is 40% at assessment, module, level and qualification point.

3. Level Progression

3.1. For a student to be eligible to progress to the next level (if applicable), then 120 credits at the current level must have been achieved (whether through assessment or recognition of prior learning) at the aggregate pass mark of 40%.

Compensation

3.2. In some cases level or stage compensation may be applied, allowing a student to progress with an overall module mark below 40% but over 35% (up to a total of 20 credits), if their overall aggregate mark for the level is 40% or greater and provided that all learning outcomes are met.

3.3. In-module compensation may also be applied, allowing a student to gain credit for a module with one component with a mark of below 40% but over 35%, where the module has an overall Pass mark (40%) and all learning outcomes are met.

17.4.1 Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met:

(a) No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
(b) Compensation is not permitted for modules within awards of less than 120 credits in total.
(c) It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
(d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
(e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved).
(f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.
(g) No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
(h) A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

(Regulations for validated awards of The Open University)

4. Level Failure/Repeat Opportunities

17.5.1 If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass; the Board of Examiners may at its discretion permit one of the following repeat options:

(a) Partial repeat as fully registered student:

(i) The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
(ii) The student has full access to all facilities and support for the modules and/or components being repeated,
(iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
(iv) The student retains the marks for the modules and/or components already passed,
(v) No further resit opportunities are permitted.

(b) Partial repeat for assessment only:

(i) As in paragraph 17.5.1(a) except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

(c) Full repeat:

(i) This is only permitted where the student has extenuating circumstances;
(ii) The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
(iii) The student has full access to all facilities and support,
(iv) The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

(Regulations for validated awards of The Open University)

4.1. If a student is offered a repeat opportunity then programme leaders/Board of Examiners should advise the student to seek further guidance from Student Services before they accept the option to repeat - repeating can have considerable financial implications, particularly if study is funded through Student Finance England.

- **Progression with Trailing Assessments**

4.2. There is provision for a student to progress without having gained the required number of credits. The Open University regulations relating to a student progressing with trailing assessments can be found in section 17.5.3:

17.5.3 With the approval of the Board of Examiners students may be eligible to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage, may exceptionally be allowed to do so provided that each of the following conditions are met:

(a) A minimum of 80 points at the lower level have been successfully completed including passes in all designated core modules;
(b) All requirements for academic prerequisites for the higher level modules are met;
(c) The Examination board have approved progression following a successful application for extenuating circumstances, and results are still pending in the student's profile;

(Regulations for validated awards of The Open University)

5. Final Awards, Classification and Exit Awards

Foundation Degree

5.1. For the award of Foundation Degree, a student will have met the programme learning outcomes, achieved 120 credits at FHEQ Level 4, 120 credits at FHEQ Level 5 and achieved an aggregate pass mark of at least 40% across both levels.

5.2. The classification of a foundation degree is based upon the mean mark across all modules at both levels (Levels 4 and 5), unless the requirements of a Professional, Statutory or Regulatory Body (PSRB) state otherwise.

Aggregate % Score	Grade
70+	Distinction
60-69	Merit
50-59	Pass
40-49	
0-39	Fail

5.3. Like assessment/module marks, rounding up (.5% or greater to the next full point) or rounding down (.4% or below) occurs if a half mark arises at the classification point.

5.4. As detailed within programme specifications, a student withdrawing after successful completion of Level 4 may request the award of a Certificate of Higher Education.

BA Honours Degree (3 years full-time)

5.5. For the award of an Honours Degree, a student will have met the programme learning outcomes, achieved 120 credits at FHEQ Levels 4, 5 and 6 and achieved an aggregate pass mark of at least 40% across all levels.

5.6. Classification is based upon the mean mark across Level 6 and Level 5 at a ratio of 2:1 respectively.

Aggregate % Score	Grade
70+	First Class (1st)
60-69	Upper Second Class (2:1)
50-59	Lower Second Class (2:2)
40-49	Third Class (3rd)
0-39	Fail

5.7. Like assessment/module marks, rounding up (.5% or greater to the next full point) or rounding down (.4% or below) occurs if a half mark arises at the classification point.

5.8. As detailed within programme specifications, a student withdrawing after successful completion of Level 4 may request the award of a Certificate of Higher Education, or after Level 5, a Diploma of Higher Education. A student may also be eligible to withdraw before completion of the project/dissertation component of an Honours degree and be eligible for the award of an Ordinary Degree (successful completion of Levels 4 and 5 and 60 credits at Level 6).

BA Honours Degree (Top-up) (1 year full-time)

5.9. For the award of an Honours Degree (Top-Up), a student will have met the programme learning outcomes, achieved 120 credits at FHEQ Level 6 and achieved an aggregate pass mark of at least 40% across the level.

5.10. Classification is based upon the mean mark across Level 6.

Aggregate % Score	Grade
70+	First Class (1st)
60-69	Upper Second Class (2:1)
50-59	Lower Second Class (2:2)
40-49	Third Class (3rd)
0-39	Fail

5.11. Like assessment/module marks, rounding up (.5% or greater to the next full point) or rounding down (.4% or below) occurs if a half mark arises at the classification point.

5.12. As detailed within programme specifications, a student may be eligible to withdraw before completion of the major project/dissertation component of an Honours degree and be eligible for the award of an Ordinary Degree (60 credits at Level 6).

6. Recognition of Prior Learning (RPL)

6.1. As detailed within the *Student Guide to Recognition of Prior Learning (RPL)* there are limits on the use of RPL, some of which impact upon classification:

- No more than 50% of a programme's credit can be awarded through the RPL process, i.e. 180 credits of a Bachelor's Degree or 120 credits of a Foundation Degree, with the exception of an Honours Degree (Top-up), in which applicants must complete all 120 credits at Level 6.

- Modules/levels for which RPL is granted cannot be granted marks or used toward final classification unless an Open University approved articulation/credit transfer agreement is in place with the named institution.

- No credit can ever be awarded for the dissertation/major project element of any programme.

- Modules/levels that are granted RPL should be designated a 'Pass' on the transcript of results. No marks can be awarded for a module that RPL has been granted for, unless the applicant is transferring programmes internally and some modules are core and studied across all programmes. The calculation of the final classification will not include modules for which RPL has been granted.

6.2. For further information about the use of RPL within assessment please refer to the *Student Guide*.

7. Aegrotat and Posthumous Awards

7.1. Under exceptional circumstances, an Aegrotat award may be made by the Board of Examiners. This is only if a student is unable to complete their studies, such as through serious and permanent illness or other circumstances.

7.2. If an Aegrotat award is made, the Board must be confident that if the circumstances had not arisen, the student would have passed the award.

7.3. The Board of Examiners can also apply to the Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) to request an award for a student who passes away before study is completed.

7.4. For further information on Aegrotat and Posthumous awards please see 21.0 in the *Regulations for validated awards of The Open University.*

8. Recording and Publishing assessment decisions

General Information

8.1. All decisions on final awards are provisional until ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Following the Board of Examiners meeting the documentation is submitted to The Open University within 2 working days. The expected timescale for confirmation of ratification by MRAQCP is within 7 working days of receipt of the documentation.

Recording assessment decisions

8.2. After marking and internal moderation (IM) have been completed, results for individual components are recorded in the ProMonitor system. Students may see these marks via ProPortal and should be advised that all marks are provisional at this stage.

8.3. Prior to the Board of Examiners Meeting a sample of assessed work is reviewed by the external examiner (EE). This sample should be agreed between the EE and programme leader, and should include all assessed work by any College staff undertaking the programme. The regulations relating to EEs can be found in section F2 of the *Handbook for Validated Awards*.

8.4. Outcomes other than numerical marks will be added *in lieu* of marks to the mark sheet presented at the Board of Examiners meeting, using the codes shown in the table below. These outcomes will be confirmed to students in an outcome letter following the Board of Examiners meeting.

Description of outcome	Code used on ProMonitor	Code on outcome letter
Non-submission of component	NS	NS Resit
Extenuating circumstances applied	EC	EC Resit
Unfair Practice – Penalty 1 applied	UP1	UP Penalty 1
Unfair Practice – Penalty 2 applied	UP2	UP Penalty 2
Unfair Practice – Penalty 3 applied	UP3	UP Penalty 3
Interruption of studies	INT	Interruption of Studies
Exempt from undertaking the component due to RPL	EX	Exempt

8.5. Outcomes with final marks may result in other outcomes, including Fail (for marks below 40%) or Compensation (according to the regulations for Compensation – see section 5.). These outcomes will be confirmed and minuted at the Board of Examiners meeting and confirmed to students in their outcome letter following the meeting, using the following codes:

Description of outcome	Code on outcome letter
First failure to gain a Pass mark	Fail Resit
Second failure to gain a Pass mark	Fail Retake
Compensation has been applied	Comp

Publishing assessment decisions

8.6. Following the completion of all internal and external moderation and having been reported and agreed at the Board of Examiners meeting, marks are considered to be final and may be confirmed to students.

8.7. Students can view their confirmed marks using ProPortal – the student- facing part of the ProMonitor system. During the assessment process (see Section 3.) ProMonitor will be updated to reflect agreed marks.

8.8. Following each Board of Examiners meeting a letter will be sent to every student:

8.8.1. To confirm that – where work has been completed and a Pass gained – this has been agreed at the Board of Examiners meeting, and that the marks shown on ProPortal are now final;

8.8.2. To confirm that – where work has been completed and not gained a Pass, work has not been completed, or Extenuating Circumstances, Unfair Practice or Interruption of Studies applies –the outcome has been reported and agreed at the Board of Examiners meeting and is now final;

8.8.3. To give – in the case of the various outcomes listed in 10.8.2 – a brief explanation of the applicable outcome(s) and the action(s) required;

8.8.4. To confirm that should a student wish to appeal an assessment decision they should do so within 10 working days of receipt of the letter.

8.9. After ratification of final award decisions from MRAQCP has been given, certificates are sent from the Open University. An Open University-approved diploma supplement is produced by the University Centre to accompany the certificate. The diploma supplement is signed by the Head of Higher Skills and bears the College stamp. The diploma supplement includes the following information:

Section	Information
1	Information regarding the holder of the qualification
2	Information identifying the qualification
3	Information on the level of the qualification
4	Information on the contents and mode of study (including the transcript of results – see 10.10)
5	Information on the function of the qualification
6	Additional information
7	Certification of the supplement
8	Information on the national higher education system

8.10. The transcript of results – section 4.3 of the diploma supplement – includes the following information:

Student	***Notes***
Name	*Student's name*
Date of birth	*Student's date of birth*
Registration Number	*OUVS ID number*
Student ID	*University Centre student number*
Date of Award Assessment Board	*Date that the Board of Examiners meeting was held to confirm the student's results*
Academic Year	*The academic year in which the diploma supplement has been produced*
Language of instruction	*English*
Language of assessment	*English*
Institution responsible for programme delivery	*University Centre Calderdale College*
Programme	***Notes***
Module ref	*Reference code for the module*
Module title	*The title of the module*

Level	*This will be either 4, 5 or 6, depending on the programme*
Credits	*The number of credits awarded for the module*
Grade %	*Expressed as a percentage in whole numbers.* *Where Compensation has been applied, an asterisk '*' is shown next to the applicable mark on the transcript of results.* *Where RPL has been applied and a module has not been undertaken then the grade will be shown as 'Pass'.*
ECTS	*European Credit Transfer and Accumulation System equivalent (each credit equals 0.5 as ECTS)*

Credits achieved	Total number of credits achieved:	
	CertHE	*A minimum of 120 credits at Level 4*
	FD	*240 credits (120 at Level 4 and 120 at Level 5)*
	BA (Hons)	*120 credits at Level 6*
	BA	*A minimum of 60 credits at Level 6*

Result %	*The aggregated percentage mark when all applicable module marks have been taken into account across the programme.*

Award	The name of the award:	
	CertHE	*Certificate of higher education (an approved combination of 120 credits at Level 4)*
	FD	*Foundation degree*
	BA (Hons)	*Degree with Honours*
	BA	*Ordinary degree (an approved combination of 60 or more credits at Level 6)*

Classification	CertHE	*Unclassified – a Pass is given*
	FD	*See section 7.2.*
	BA (Hons)	*See section 7.10.*
	BA	*Unclassified – a Pass is given*

9. MONITORING

Compliance to this policy will be monitored through the internal and external moderation processes.

10. RELATED POLICIES/PROCEDURES/DOCUMENTS

Academic Appeals Policy
Academic Misconduct Policy
Extenuating Circumstances and Interruption of Studies Policy
Recognition of Prior Learning HE Programmes
Single Equality Scheme
Staff Code of Conduct and Malpractice Policy
Malpractice and Maladministration Policy

11. POLICY REVIEW

Change(s) Made	Reason for Change
Section 2 – Assessment submission - This sub-heading has been divided into the following: Late Submission Discretionary Extensions Extenuating Circumstances Para 2.4 - Paragraph added to clarify when the next working day begins following an assessment deadline. 'The next working day following a deadline begins one minute after the time of the agreed deadline. For example, for a submission deadline of 16.00 on Friday 13th, the next working day begins at 16.01 on Friday 13th.' Para 2.7 – New Para Added to clarify how the decision to apply ECs is made. 'All applications for ECs will be considered by the ECs Panel which meets prior to the Board of Examiners meeting. The Panel's recommendation will be reported to the Board of Examiners. Para 2.8 - Paragraph clarified and the word 'usually' added here as the ECs policy provides that other remedies may be applied by the Board of Examiners- 'A successful application for ECs usually allows the student to submit the assessment as a first attempt at a nominated later date and receive the full marks available. If required, a subsequent resit opportunity is allowed, as outlined in section 4.' Para 2.9 split out from what was previously para 2.6 - 'If a student has ECs applied, but does not submit at the resit opportunity or fails the resit attempt and does not request to have further Extenuating Circumstances taken into account, then this first submission attempt will be recorded as a Non-submission or Fail and the subsequent resit attempt will then be capped at a Pass mark	Changes made in line with OU

in line with the regulations in section 4.' Para 2.10 re-worded to 'A student may apply for ECs against a resit attempt, depending on their circumstances at the time of the resit. However, if the first submission attempt was a Non-submission or Fail with ECs not granted, then the second resit attempt – given after ECs are granted – would be capped at a minimum Pass mark (40%). In this case, the successful application of ECs provides a further resit submission under the same conditions as for the first resit.' Para 2.11 - Added a mention of the Interruption of Studies – this is incorporated into the new ECs policy. Para 3.1 – split into two paras 3.1 and 3.2 wording unchanged Formative Feedback – New section added. Non Adherence to Word Counts – New section added. Para 3.20 - Paragraph re-worded to clarify how half-marks may arise and how they are dealt with. – 'Half marks may occur after weighted percentages have been calculated. No half marks can be given for an assessed component. Half marks that do arise are rounded by ProMonitor after being calculated according to the weighting of components within modules. Where a final aggregated mark includes half marks, the following shall apply:' Para 3.21 - Wording added to clarify that this paragraph applies to examinations only. Internal Moderation – new section added Para 4.2 – Wording change from '…and could affect their degree classification.' to 'and is included in the calculation of the overall classification.' Compensation sub heading moved.	

Para 8.1 – bullet 4 wording amended from 'Modules/levels that are granted RPL should be designated a 'Pass' on the transcript of results. No marks can be awarded for a module that RPL has been granted for, unless the applicant is transferring programmes internally and some modules are core and studied across all programmes. The calculation of the final classification will not include modules for which RPL has been granted.' to 'Modules/levels that are granted RPL should be designated a 'Pass' on the transcript of results. No marks can be awarded for a module that RPL has been granted for, unless the applicant is transferring programmes internally and some modules are core and studied across all programmes. The calculation of the final classification will not include modules for which RPL has been granted.' Section 10 Recording and Publishing Assessment Decisions – new section added Whole document – 'Mitigating Circumstances' amended to 'Extenuating Circumstances'	

Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
Sep 2020	Quality, Partnership and Learner Engagement Manager	Policies and Procedures Committee	Policies and Procedures Committee	Sep 2021	1 year

15. EQUALITY IMPACT ASSESSMENT

First Assessment Conducted by:	Date:	Final/Approved Assessment Conducted by:	Date:
Angela Harrison – Quality Administrator	09/10/2019	Angela Harrison – Quality Administrator	09/10/2019

16. PUBLICATION

Audience:	Published:
Staff	Staff Intranet
Students	Moodle