

Hertfordshire International College (HIC)

CPR QS9: Assessment Regulations

Version: 2.3 February 2020

1. Introduction

1.0 Introduction

This document sets out the regulations that govern assessment in Navitas UPE Colleges. Where the terms of a particular College/University partnership require the application of different regulations for specific aspects of the assessment policy, these must be agreed by the Navitas UPE Academic Registry and documented in the College's CPR9. Alternatively, a College* may adopt its Partner University Assessment regulations in their entirety with approval from the UPE Academic Registry.

*Please interpret 'College' as 'Campus' or 'Centre where applicable

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2.0 Assessment Principles and General Assessment Regulations

2.1 The purpose of assessment is to enable students to demonstrate that they have met the Learning Outcomes (LOs) of a given module and/or programme and to provide the evidence of achievement that is used to determine whether prescribed progression or completion criteria of a stage of study have been met. To achieve this purpose, Navitas UPE supports and promotes the following principles for assessment in each of its colleges:

- a) Effective assessment techniques enhance learning and should be fully integrated within the curriculum at each stage, not a separate activity that takes place in isolation.
- b) Assessment contributes positively to learning development and growth and measures the learning gain that takes place throughout the student journey
- c) Assessment is a joint responsibility and must involve a continuous dialogue between tutor and student.
- d) Successful graduates of Navitas programmes are those who are able/aim to develop the skills to self-assess and assess the work of peers.
- e) The development of assessment literacy amongst students is a core component of the Navitas curriculum.
- f) Assessment processes will be robust and all appropriate College staff and invigilators will be trained accordingly.
- g) Assessment processes will be equitable with all students being assessed fairly and on their own individual merit and ability.
- h) The management of assessment will be just, with associated clearly documented procedures; and
- i) The policy and procedures of assessment will be subject to monitoring by the Academic Registry

2.1.1 To achieve this Navitas will ensure that:

- a) Assessment processes are fair, reliable, constant and equitable with all students being assessed fairly and on their own individual merit and ability
- b) Assessment processes are robust and all appropriate Hertfordshire International College staff and invigilators will be trained accordingly
- c) Feedback is supportive, constructive and timely (within ten days of submission) and presented to students in accessible language and using electronic formats where possible
- d) The balance of assessment tasks and types on modules and programmes will address the target needs of students in the next stage of their academic study, as well as their current needs
- e) Programmes and modules include assessment activities that involve students in their design.

2.1.2 Students are expected to:

- a) Familiarise themselves with the Navitas and University of Hertfordshire regulations, particularly in relation to academic conduct and submission deadlines.
- b) Engage fully and enthusiastically with the feedback process.
- c) Provide thoughtful feedback individually or via the student representative system on the assessment process at appropriate stages.

2.2 Colleges operate a two-tier system of formal procedures to agree assessment outcomes as follows:

- a) College Module Panel – confirms marks at module level for all students in a stage of study (see section 7).
- b) College Progression Board – makes decisions with regard to the progression of students to the next stage of study (see section 8).

2.3 At the start of a module students must be provided with assessment regulations and details of assessment that applies to their programme of study and modules that constitute the programme. The information that is supplied should specify:

- a) The details of each assessment element, its weighting and how it is assessed
- b) The grading criteria for each assessment
- c) Submission dates for assessed coursework and dates of any scheduled examinations
- d) Which elements and how many elements must be passed
- e) Whether there are any assessment elements that may in no circumstances be the subject of compensation for failure
- f) The measures that in place to enable students to make good an initial failure
- g) Timeframes for feedback and the dates of final results release

2.4 College Responsibilities

It is the responsibility of College Learning and Teaching Boards (CLTBs) to ensure that:

- a) Students are assessed fairly;
- b) The regulations concerning scheduled examinations are published in a timely manner and are consistent with Navitas UPE Academic Registry requirements;
- c) Proper invigilation arrangements are made for scheduled examinations;
- d) Results of student assessments are published;
- e) Marks and grades are issued as scheduled and as requested to individual students;
- f) All reports of allegations concerning assessment malpractice are sent to Navitas UPE Academic Registry for further instruction and/or investigation;
- g) Student appeals are considered within policy guidelines, and;

- h) It is satisfied that all assessment and its associated quality control processes are carried out appropriately and consistently within the agreed policy guidelines.

2.5 Student Responsibilities

It is the responsibility of each student to ensure that he/she:

- a) Undertakes the learning activities specified for each module in which he/she is enrolled;
- b) Attends examinations and submits work for assessment as required – note that where a student fails to attend an examination and/or to submit work for assessment, without mitigating circumstances, the College Module Panel will determine that the student has failed the assessment concerned;
- c) Notifies the College of any changes to his/her contact details;
- d) Notifies the College at the point of application or when there has been a change in circumstances affecting learning and assessment of an enrolled student (evidence must be provided and professionally supported), of any required reasonable adjustment in the provision of assessment of a module to be or being undertaken;
- e) Provides, in a timely manner (within seven calendar days), evidence and/or supporting documentation with regard to personal circumstances that may have affected performance and which may be presented to the Mitigation Circumstances Panel as grounds for mitigating circumstances (see section 10).
- f) Undertakes assessments honestly and in a manner that does not attempt to gain unfair advantage
- g) Follows all policy guidelines and associated procedures set out in the Student Handbook and/or CPR QS10B relating to Academic Appeals, grievance, deferral, withdrawal, suspension and exclusion from studies.

3.0 Examination Regulations

3.1 An examination is defined as any assessment undertaken over a controlled timeframe in a set location and where the candidate follows a specified rubric of instruction. Examination for academic purposes may include the following styles – closed book, open book, in-class test. They may take place mid-semester (in-class tests), or at the end of a semester. Presentations and laboratory reports are not referred to as examinations. Where normal examination styles do not apply, enrolled students must be notified at least five working days prior to the commencement of the examination.

3.2 Candidates must observe all instructions given by an invigilator.

3.3 A candidate alleged to have committed any examination offence will be subject to the disciplinary procedures of the CLTB (See CPR QS11).

3.4 Candidate conduct:

3.4.1 Each candidate must have his/her Student ID card on show at all times from signing in to undertaking an examination. Where a candidate is unable to satisfy an invigilator of his/her identity, then the candidate will be excluded from the examination and asked to report to the College with immediate effect.

3.4.2 A candidate must be registered on the formal 'sign-in sheet' prior to the commencement of an examination to be eligible for entry to and sitting an examination. Sign-in sheets must be provided by the CLTB to the invigilators with any amendments at least one hour prior to an examination commencing.

3.4.3 Candidates may be admitted to the examination room no more than 15 minutes prior to the commencement of the scheduled examination. Where reasonable adjustments in timed assessments have been approved by the CLTB, then the CLTB may agree that admittance of the candidate in question may be made prior to the scheduled commencement to allow of usage of additional time.

3.4.4 A candidate may not enter an examination later than 30 minutes after the scheduled commencement.

3.4.5 A candidate wishing to attract the attention of an invigilator must remain seated in silence and raise their hand.

3.4.6 A candidate may leave an examination room for illness or other acceptable reason only after 30 minutes has passed from the commencement of the examination. Permission to leave the room must be granted by an invigilator. Where a candidate leaves without permission, he/she will be deemed to have withdrawn from the examination and will not be permitted to re-enter the examination room.

- 3.4.7 A candidate may not leave an examination room within the last 30 minutes of the scheduled time unless there are exceptional circumstances such as illness and with the permission of an invigilator.
- 3.4.8 A candidate wishing to leave the examination room prior to the last 30 minutes of the examination must attract the attention of an invigilator and exit the room with minimum disturbance to other candidates.
- 3.4.9 At the end of an examination, all examination papers, scripts and associated materials must be collected from all candidates by an invigilator prior to any candidate exiting the room. All candidates remaining in the examination room at the end of the scheduled period must remain seated in silence until this process is concluded. No pages or part of such items may be removed by a candidate from the room.
- 3.4.10 All candidates must collect their personal items, including any litter, as requested by an invigilator, on exit from an examination room.
- 3.4.11 A candidate arriving late to an examination will be required to finish at the scheduled time and as directed to do so by the invigilator.
- 3.4.12 Where a candidate is taken ill during an examination, an invigilator should be notified. The invigilator will then draw a *line underneath* the latest record of assessment (where the candidate has got to in answering an examination paper). Along the line the invigilator will state the time at which the illness occurred, date, state their name in full and sign.
- 3.4.13 Candidates are not permitted to leave the examination room and then return unless relevant medical or other appropriate evidence has been provided to justify this (see s.10 Mitigating Circumstances). Candidates who leave the room without the necessary medical or other appropriate evidence will not be permitted to return to the examination’
- 3.4.14 A candidate may not commence writing (or typing) until directed to do so by an invigilator.
- 3.4.15 A candidate may not continue writing (or typing) or working after directed to stop by an invigilator.
- 3.4.16 All candidates must complete the examination in silence and remain seated until given permission to leave.
- 3.4.17 All scripts and associated workings (inclusive of rough work) must be written in the booklets or on the relevant associated materials provided. All booklets and associated materials must be clearly marked by the candidate with a Student ID number and date.
- 3.4.18 Where approved calculators are allowed in an examination, the type is specified on Student Portal five working days prior to the examination and also on the examination paper. A candidate who does not comply with the stated type of

calculator is deemed to have committed an assessment offence, see section 12.

3.4.19 The use of translation dictionaries, in any form, is prohibited in all examinations.

3.4.20 Invigilators have the right to inspect any and all materials and items in the examination room or in a candidate's possession at any time during the examination.

3.4.21 A candidate must remain in silence throughout the examination with the exception of requesting an answer booklet/associated materials or where there is a need to exit the examination room – all such requests must be made to an invigilator only. No communication with any other persons, bar an invigilator, may take place during an examination.

3.4.22 A candidate may not bring food or drink (apart from water, in a clear bottle or beaker) into the examination room.

3.4.23 No personal items bar permissible calculators and writing and/or drawing instruments may be taken into an examination room. Where personal bags are taken into an examination room they must be placed in part of the room away from the examination seating area and only as permitted by the invigilator. All such items are and remain the responsibility of the candidate regardless of where they are to be deposited for the duration of the examination.

3.4.24 A candidate in possession of a mobile phone or of other means of transmitting/receiving information (such as Smart Watches) in any form must ensure that the device is switched off for the duration of the examination and kept with their non-permissible personal items and away from the examination seating area as directed by the invigilator.

3.4.25 Except where stated (e.g. open book examinations), no candidate may bring into the examination room any form of written notes or like materials.

3.4.26 Where reasonable adjustment has been granted for computer aided assessment, the invigilator will inform the candidate of the software to be used and any limitations that apply. Only permitted software can be used.

3.4.27 Where another person takes the identity of a candidate in an examination, this is considered an examination offence.

3.4.28 Any form of cheating in examinations is considered malpractice and is treated as a serious examination offence.

4.0 Coursework Regulations

4.1 Internal Verification of Assessments

All summatively assessed work (course work and examination) is subject to internal verification before being issued to students. A sub-committee of the CLTB will meet and approve all assessment elements (this may include academics/Collaborative Partnership Leaders from the University of Hertfordshire). This process ensures that module assessments are aligned with module descriptor requirements and the assessment calendar. The assessment calendar is produced by the CLTB at the start of the teaching period and sets out the nature of the assessment, dates of issue and submission to help students plan their workload.

4.2 Submission of Coursework

4.2.1 Hard Copy Submissions:

The CLTB must ensure that submission of coursework is recorded and that receipts are provided to students. It must also ensure that coursework is held securely and that return of coursework to the relevant students is timely and secure.

4.2.2 Electronic Submissions:

The CLTB must ensure that appropriate instructions are given to students in accessible formats and that secure submission records are kept by the College.

4.2.3 Late Submission and Extensions

4.2.3.1 Extensions to submission dates for coursework may be granted only by the Chair of the CLTB and only via the Mitigating Circumstances process. A student who is unable to meet a submission date must complete a Mitigating Circumstances Form, see section 10.

4.2.3.2 Scheduled submission dates may be subject to change by the instructor or CLTB and all students will be notified of such via Student Portal and email.

4.2.3.3 Coursework submitted on or before the scheduled submission date will be marked promptly and returned to the relevant students with the appropriate feedback from the instructor.

4.2.3.4 Hertfordshire International College, in consultation with the University of Hertfordshire will decide on the appropriate penalty or set of penalties that apply to late submission of work.

5.0 Marking and Moderation

5.1 Definitions:

5.1.2 **Moderation** is a process intended to ensure that an assessment outcome is fair, valid and reliable, that assessment criteria are being applied consistently and accurately and that there is a shared understanding amongst the marking team of the academic standards that students achieve. Moderation may refer to the sampling and second marking of a representative number of pieces of assessed work across the marking range on a module; or it may involve second marking the work of all pieces of work (double marking).

Generic assessment criteria are presented in Appendix 1. These are used by academic staff as the basis for the production of localised assignment and examination marking schemes/rubrics.

5.1.3 **Double-marking** is the process in which a separate allocation of marks is given to a piece of work by a second internal marker. The marking team may choose to carry out this process blind (where neither marker has access to one another's marks) or sighted (where the second examiner can view the marks and comments of the first marker, and adds their own). Dissertations should always be blind second marked.

5.1.4 **Anonymous marking** is a process of concealing the identity of a student on a piece of assessment when they are marking it, through the use of examination numbers or bar codes. Only once a mark has been agreed will the student's identity be revealed, and feedback confirmed.

5.1.5 **Verification** is a process whereby internal moderators such as Collaborative Partnership Leaders or external examiners or advisors check that the marking and moderation process has been conducted fairly, that marks have been added up correctly and a representative number and range of scripts have been included in the moderation process.

5.2 Moderation Principles

The following principles apply to Moderation at Navitas UPE Colleges:

5.2.1 Internal Moderation

5.2.1. All coursework and examinations at each stage (Foundation, Year One, Pre-Master's) is subject to Internal Moderation.

5.2.3 All completed assessments should be first marked independently by an experienced member of the teaching team. Evidence of marking and an indication of how the marks have been allocated should be recorded for each assessment, usually on a feedback sheet or electronic equivalent, e.g., on Grade-mark, that includes the marking criteria that have been used. In order to reduce the perception of bias in the marking process marking should be conducted anonymously where practical.

5.2.4 Internal Moderation is carried out for each assessment element using either a second-marking or double-marking approach:

5.2.5 Second marking (Sampling) approach

Where a sampling approach is used, an internal moderator (appropriately qualified academic from Hertfordshire International College or University of Hertfordshire) second marks a sample of completed assignments. The sample must be: selected from, and reflect, the full range of marks, including borderline cases and fail grades; be of an appropriate size with respect to the size of the cohort (10%, minimum or 10 scripts); in the case of small module cohorts with 10 or fewer students, all scripts and examination papers should be double-marked; include all components of the assessment for the module.

5.2.6 Double-marking approach

Where a double-marking approach is used all assignments should be second-marked.

5.2.7 Moderation Process

A: First and second markers should meet to review the marks that have been assigned to the moderated scripts and agree on the final mark.

B: Once the moderation process has been completed the marking team makes available the moderated work to the Collaborative Partnership Leader, External Examiner or External Assessor for verification. This consists of:

The moderated sample of work as described in 5.2.3

A report that verifies the marks assigned for each script in the cohort

The Collaborative Partnership Leader, External Examiner or External Assessor may wish to refer any anomalies found in the verification process back to the marking team.

5.2.8 Marking Discrepancies

In the event that discrepancies in the marking process are identified which the markers are unable to resolve, a moderation report outlining the nature of the disagreement must be prepared for the Chair of the Examinations Board. The Chair of the Examinations Board is then required to appoint a third marker to adjudicate.

The third marker will blind mark the sample or full cohort and will have no knowledge of the first or second marker's results, and then review their marks in line with marks awarded by the first and second marker. They may decide to agree with the first marker, second marker or make further amendments to the marks/grades of the entire cohort.

For example, they could moderate up or down all marks of that particular assessment element or remark all work for that assessment element. The decision of the third marker is final.

5.2.9 Single Mark

Students should be provided with a single mark on their assessed work, as agreed by the internal examiners, and information on marking rubrics and feedback sheets must be consistent with the final assigned mark.

5.2.10 Moderation Record

A moderation record showing how the process operated and the rationale for decisions in relation to marks and grades should be kept for review purposes.

5.3 Additional Moderation:

5.3.1 a ILSC/EAP and Skills Moderation

Navitas UPE Academic Registry (NVT UPE AR) appoints an External Assessor to monitor the Navitas ILSC and EAP and Skills module provision at the end of each semester. Each College is required to send a moderated sample of work to the Academic Registry at least once a year to ensure consistency in delivery across the College network. A report is prepared and returned to the Colleges at the end of this process.

B Maths Module

Navitas UPE Academic Registry (NVT UPE AR) appoints an External Assessor to monitor the mathematics provision at the end of each semester. Each College is required to send a moderated sample of work to the Academic Registry at least once a year to ensure consistency in delivery across the College network. A report is prepared and returned to the Colleges at the end of this process.

5.3.2 External Examiners

Partner Universities appoint External Examiners to oversee some or all teaching provision within the Navitas College. Selection of appropriately qualified External Examiners is the sole responsibility of the partner University and is subject to the Partner University's regulations.

5.3.3 Anonymous Marking

5.3.3.1 Navitas supports a policy of anonymous marking of all summative assessment, unless it is not possible for that form of assessment to be carried out anonymously (anonymity is assumed in all computer aided assessment software).

5.3.3.2 Where it is not possible to mark work anonymously, attention must be given to ensure that the processes of marking are seen to be fair.

5.3.3.3 Examination answer booklets are anonymised. Candidates must record their Student ID on the front designated space of the answer booklet or coversheet.

5.3.3.4 An attempt by a candidate to invalidate anonymity where the examination has been classified as such, will be considered as an assessment offence.

6.0 Feedback to Students

Feedback is provided to students to enhance their understanding and learning of the course content, and give them an opportunity to reflect on how they can improve their level of attainment on the course. It can take many forms and is a two-way dialogic process which should engage students in learning.

The following principles of good feedback have been adopted by Navitas:

6.1 Feedback must be clearly communicated to all students and must be available to all students on their in-course formative and summative assessed work. CLTBs should monitor the provision and operation of feedback.

6.2 Feedback should, as a minimum, consist of:

- a) Provisional/raw mark – after any penalties have been applied and recorded as such;
- b) Any major shortcomings;
- c) Ways in which the mark could have been improved and;
- d) Direction for students to reflect on their development as learners and further enhance independent learning proficiency

6.3 Feedback on summative assessments must be linked to the grading classification criteria as set out in the relevant Programme Specification and/or Definitive Module Descriptor (DMD).

6.4 The form of feedback may vary depending on the discipline and type of assessment. Feedback should be delivered in a form most appropriate to the learning context: written, verbal, audio, peer-to-peer. Students should be given opportunities to reflect on their feedback and/or discuss it with their tutor or personal tutor.

6.5 Feedback should be regular, sequential and prompt. In addition, The CLTB should ensure that instructors make feedback available to students directly within 10 working days of the scheduled submission deadline. Where feedback is unexpectedly delayed, the tutor should inform the CLTB and students should be notified on the Student Portal immediately.

6.6 The CLTB should ensure that all stakeholders are aware that the mark/grade provided to a student as part of the immediate assessment feedback is a

provisional/raw mark only and may be subject to change via the process of moderation and as approved by the Module Panel.

- 6.7 Late submission of work for assessment (after 10 working days from the scheduled deadline) will forfeit the right to a mark or any associated feedback unless it has been approved by a Mitigating Circumstance Panel.
- 6.8 Feedback should be delivered consistently and in accessible manners to all students. All forms of assessment including examinations will be available to view.

7.0 Examination Committees: 1 College Module Panel

- 7.1 The CLTB shall ensure that a College Module Panel is convened once per academic intake, once all provisional/raw marks have been assigned. All modules that have been offered in a semester or over an academic year (if “long and thin”) must be listed and included for consideration. Panels may be called more frequently given the requirements of a module.
- 7.2 Panels shall oversee the assessment of modules, taking account of the module learning outcomes, and confirm marks/grades in accordance with the regulations.
- 7.3 Where a student has chosen at the outset to take a module without undertaking the formal assessment associated with that module, he/she will be assigned at AT (attendance only) grade.
- 7.4 Where **mitigating circumstance** have been proved a Panel must:
- a) waive the assessment penalty and ensure that the assessment is marked in full where valid mitigating circumstances have prevented the student from submitting an assessment by the scheduled submission date; and
 - b) record all decisions reached in respect of valid mitigating circumstances.

7.5 Membership

- Chair – CDP or Nominee
- College Senior Managers
- University of Hertfordshire Head of UK Partnerships
- Relevant Academic Teaching Staff
- Moderators
- External Examiners

As required

- Collaborative Partnership Leader(s)
- Director of Learning, Teaching and Academic Quality Navitas UPE
- Appropriate Heads of Department/School from the University of Hertfordshire.

Secretary

Academic Services Officer

7.6 The College Module Panel shall receive and consider:

- a) Minutes and actions of the prior meeting or any intervening meeting or from the CLTB.
- b) For each module:
 - i. Definitive Module Document (DMD)
 - ii. Assessment papers

- iii. List of candidates by name and their SID
- iv. Number of students
- v. Mean, range and standard deviation
- vi. Proportion of students by grade band
- vii. Moderator/s reports
- viii. External examiner/s report (where applicable)

c) For each student:

- i. The mark achieved for each assessment, and his/her overall mark
- ii. Any individual marks assigned by an Mitigating Circumstances Panel Exemption (where appropriate)
- iii. Record of allegation of misconduct and actions taken to date relating to an assessment offence (as appropriate)
- iv. Any known disability
- v. Exemption (where applicable)

7.7 The College Module Panel shall:

- a) Agree the final version of the minutes of the prior meeting to be a true record of that meeting and note any matters arising.
- b) Scrutinise the marks or grades relating to each module and the analysis of marks (aggregated information) and identify any anomalies or other cause for concern.
- c) Obtain an explanation of any anomaly or cause of concern and take action as necessary and appropriate, seeking advice from a moderator and/or external examiner.
- d) Make decisions in relation to each student and after taking an action arising from consideration of, e.g. penalties.
- e) On determining the final mark (integer) for each student, where a mark is in the margins of a significant boundary, to ensure that the mark is an indicative reflection of the student's achievement and the marking criteria.
- f) Confirm the marks or grades of each student.
- g) Determine whether to defer confirmation of a mark or grade until any specified conditions have been met within an agreed timescale.
- h) Consider the reports of each moderator and/or external examiner.
- i) Consider the adequacy of assessment papers and make recommendations for future assignments/examinations.

- j) Exercise discretion concerning valid mitigating circumstances in the application to assessment and overall module marks.
- k) Have no discretion to waive penalties imposed in accordance with any Learning and Teaching Board disciplinary procedures or where such penalties invalidate any mitigating circumstances.
- l) Note all decisions made about each student with one of the following designations:
- m)
 - Overall percentage mark;
 - Withdrawal from candidature;
 - Exclusion from candidature;
 - Deferral of decision to another meeting, procedural delay, or action of another approved assessment to determine a final mark or grade.
- n) Reported module marks as an integer using the following conditions:
 - A decimal of 0.5 or greater should be rounded up to the next integer; or
 - A decimal of 0.4 or lower should be rounded down to the next integer.
- o) Endorse the final mark sheet.
- p) In exceptional situations and where a module management issue has arisen and a strict application of these regulations would be unjust a student or students, the Panel has discretion to depart from the regulations. However, in such cases the CDP must be present and full minutes recording the regulation in question and where the departure is to be made, the full circumstances necessary for such discretionary power and the consequences of not exercising such discretion. The decision must be recorded on the List of Candidates.

7.8 The CLTB must ensure that provisional/raw marks are notified to students and subsequently the marks confirmed by a Module Panel. The CLTB shall also ensure that student also receive an explanation of marks or grades as required.

8.0 Examination Committees 2: College Progression Board

8.1 All candidates who meet the minimum progression requirements of their pathway course are guaranteed progression to their specified academic programme at the Partner University.

8.2 The CLTB shall ensure that a College Progression Board is convened once a semester or as required, once all relevant marks/grades have been assigned by the College Module Panel.

- 8.3 The primary purpose of College Progression Boards is to determine, in accordance with the regulations, whether each student has met the criteria for progression from one stage to the next, either from one College stage to the next or from a College stage to a University stage leading to a final University award. In the latter case, the Board will formally confer a Confirmation of Attainment. The approved appropriate Programme Specification defines the progression points in a pathway and the amount of credit that a student must obtain at each prescribed College stage.
- 8.4 College Progression Boards may not confer awards or any award associated with the University.
- 8.5 The appointed Secretary to the Board shall ensure that all stakeholders to the Board receive minutes and notes arising within a reasonable time period.
- 8.6 Membership:
- Chair – CDP or Nominee
 - College Senior Managers
 - Collaborative Partnership Leaders
 - Appropriate Head of Department/School from the University of Hertfordshire or nominee
 - Representative of the Academic Registry of the University of Hertfordshire or nominee
 - At least one External Examiner (where applicable)
- Secretary
- College Academic Services Officer
- 8.7 The College Progression Board shall receive:
- a) Minutes and actions of the prior meeting or any intervening meeting or Learning and Teaching Board consideration.
 - b) Stage Programme Specification
 - c) List of Candidates, including:
 - i. Student name
 - ii. Student Identification
 - iii. Confirmed mark or grade for each module (from the College Module Panel)
 - iv. Any disabilities and details of allowances
 - v. Report from the College Module Panel/Learning and Teaching Board of decisions made with regard to Mitigating Circumstances found valid and not valid (where applicable)
 - vi. Report from the College Module Panel of decisions made with regard to allegations of misconduct and actions taken to date relating to an assessment offence (as appropriate)
 - d) Moderator/s reports
 - e) External Examiner/s report (where applicable)

- f) Aggregated information showing tracking data of College students through University stages of study (classification of final award)

Note: All marks presented to a Board must be reported as an integer using the following conditions:

- A decimal of 0.5 or greater should be rounded up to the next integer
- A decimal of 0.4 or lower should be rounded down to the next integer

8.8 College Progression Boards shall:

- a) Agree the final version of the minutes of the prior meeting to be a true record of that meeting and note any matters arising.
- b) Note any actions take under delegated authority at prior meeting.
- c) Determine for each candidate whether he/she has successfully met the criteria within the Programme Specification regulations to progress to the next stage. Where the next stage involves articulation to a prescribed degree programme/scheme at the University, to confer a Confirmation of Attainment.
- d) Determine whether a candidate should be excluded/terminated from a stage of study on academic grounds.
- e) Consider the reports of each moderator and/or external examiner.
- f) Exercise discretion where valid mitigating circumstance has been upheld.
- g) Make decisions in relation to each student and after taking an action arising from consideration of the College Module Panel, see para 3.8 in this document.
- h) Not allow any student to progress to the University with a trailing failure
- i) Exercise the power of compensation at its discretion and having due regard to academic standards and the learning outcomes of the programme.
- j) The grade achieved for a referred module will be capped at the pass mark unless there is a valid mitigating circumstance (See Section 10)
- k) Endorse the Progression List – this endorsement indicates those students who have satisfied the standard of assessment and student profile for progression to the University.
- l) In exceptional situations and where an academic management issue has arisen and a strict application of these regulations would be unjust to a

student or students, discretion to depart from the regulations. However, such cases must be agreed in writing by the Academic Registry.

8.9 The Progression Board shall delegate authority, by resolution, to the Chair in relation to the confirmation of progression decisions arising from deferment decisions. The resolution shall require the Chair to consult with the Academic Registry prior to final documentation of any decision and report of the decision to the next Board.

8.10 The Progression Board shall delegate authority, by resolution, to the Chair in relation to the Confirmation of Attainment in order to correct decisions based on erroneous or incomplete information. Chair decisions must ensure that they do not remove a student's right to Appeal and Review, CPR QS10B, against decisions made by the Board.

8.11 Compensation

The Progression Board reserves the right to award credit in compensation in order to allow students on to the first year degree at the University of Hertfordshire. This will normally be conditional on the following criteria:

- i) it would allow the student to progress to the next level of the programme.
- ii) all assessments have been attempted in the module to be compensated or the student has valid mitigating circumstances for any missed elements.

8.12 Examination Board Minutes

The CLTB is responsible for producing detailed and accurate records of the Module Panel's and Progression Board's proceedings. The minutes are the formal record of the Module Panel's decisions about student achievement and progression.

Minutes from these Boards are confidential. Students should be referred by name and number on the minutes. For the avoidance of doubt, the minutes are not part of the College's published information, but may be referred to in the case of an appeal against an Examination Committee decision. They should be stored securely by the College for a minimum period of 5 years.

9.0 Failure and Reassessment (including deferral and re-enrolment)

- 9.1 A candidate who has not passed the assessment of a module at their first attempt may be given a referral, that is, a re-assessment opportunity in a given module. The following criteria, normally, apply:

Where a student has failed to achieve the relevant pass mark in a module as a whole the Panel may recommend that the student be granted the opportunity to undertake a referral examination and/or assignment. The decision of the Panel should take into account the following guidelines:

- a) Where a student has failed to achieve the relevant pass mark in their module, but they have achieved an overall module numeric grade of 20 or more, the Panel may recommend that the student be granted an opportunity to take referred assessment before the next academic semester.
- b) Where a student has failed to achieve the relevant pass mark in their module and they have achieved an overall module numeric grade of 19 or less, the Panel has the discretion to decide that the student be granted an opportunity to take referred assessment before the next academic semester.

In the interests of ensuring that the assessment process is robust but fair the College Module Panel has the authority to ask the student to sit a singular piece of assessment, regardless of which assessment elements they failed to pass at first sitting, which may be weighted up to 100% of the module grade as long as it allows the student to demonstrate the ability to meet all Learning Outcomes for that module.

- 9.2 A student may be provided the opportunity to repeat a module or modules for which they may have previously failed at first attempt and for which they have not been given a referral. In recommending a repeat(s) of an entire module, the College Module Panel may consider that the student requires substantial further study in the module/s and that it is obligatory for that student to repeat all assessment elements irrespective of their overall performance.
- 9.3 Students may not elect to repeat a module in an attempt to improve their grading.
- 9.4 The grade achieved for a re-enrolled module will not be constrained.

9.5 Deferral

The College Module Panel may, in proven mitigating circumstances, allow a student to undertake a deferred assessment within the assessment regime of the following semester only. Note that deferment pending decisions of an academic nature should not be confused with the approval given to a student to defer studies that is take a leave of absence, from studies.

9.6 Re-Enrolment

A candidate for re-enrolment may not demand reassessment in elements that are no longer current in the module. It is therefore the candidate's responsibility to check whether the syllabus or format of the reassessment is different from the original. The College Progression Board may, where it deems appropriate, make special arrangements where it is not practical for students to be reassessed in the same elements or manner as at the first attempt.

- 9.7 Where an enrolled student has been found to commit a criminal offence, under the laws of the United Kingdom, they will not be permitted to continue their chosen pathway and will be excluded by the CLTB and thus candidature terminated. In such cases, the HCI Head of Teaching & Learning or nominee will issue a formal Letter of Exclusion to the student on behalf of the College, the Partner University, and the UKVI. This will be followed by a reference to the occurrence in the following Academic Report to the Academic and Operational Advisory Committee (a joint committee of Navitas and the Partner University)
- 9.8 Where a student is permitted, under exceptional circumstances pertaining to the nature of the offence or conduct, to continue the pathway after consultation by the CLTB, the Board may impose certain constraints in the enrolment. In these circumstances CLTB will inform the Academic Registry and the Partner University.
- 9.9 Where a student is permitted, under exceptional circumstances pertaining to the nature of the offence or conduct, he/she may progress to another suitable pathway that would not warrant their direct exclusion if:
- a) The student's past conduct would not prevent them from gaining any license to practice or render them ineligible for membership of any professional body for which the new award would qualify the holder;
 - b) A place is available on the pathway; and
 - c) The student meets the entry requirements for the pathway and is deemed suitable by the CLTB.

In such circumstances, the student will be suspended from the College until he or she enrolls in the new pathway. Following this, the HIC Head of Teaching & Learning will ensure that a copy of the Letter of Reinstatement to the student is presented to the University of Hertfordshire, the UKVI, the University's Heads of School/Department and Collaborative Partnership Leader.

- 9.10 The College Module Panel shall, by resolution, delegate authority to the Chair in relation to the confirmation of marks and grades arising from deferment decisions. The resolution shall require the Chair to consult with the Academic Registry prior to final documentation of any decision and report of the decision to the next Panel.
- 9.11 The College Module Panel shall delegate authority, by resolution, to the Chair in relation to the confirmation of marks and grades in order to correct decisions based on erroneous or incomplete information. Decisions by the Chair must

not remove a student's right to Appeal (see CPR QS10B) against decisions made by the Panel.

10.0 Mitigating Circumstances

- 10.1 A mitigating circumstance is an unexpected, unavoidable and disruptive short-term event that significantly affects a student's ability to study or be assessed. Mitigating circumstances events only relate to the health and/or personal matters and which occurred during or before the period of assessment to which they apply.
- 10.2 If a student has problems or difficulties significantly affecting his/her performance on a given module of study, then this should be discussed with the College and appropriate action taken via the Mitigating Circumstance Panel, see section 10.
- 10.3 In emergency and critical situations the CDP must be informed immediately and referral of the case to the Mitigating Circumstances Panel for potential UKVI reporting.
- 10.4 The procedures concerning mitigating circumstances are intended:
- a) To apply to individuals only; and
 - b) Do not apply where there has been a management failure with regard to arrangements that may have disrupted the learning and assessment process – such issues are dealt with via the normal complaints or academic appeals processes, see CPRS QS10A and QS10B.
- 10.5 It is the responsibility of the student in question to notify the College as to the circumstances, in writing as soon as possible before published deadlines or within seven calendar days after the relevant examination session or assignment deadline. **The Mitigating Circumstance Form**, should be used as a basis for a written statement. The written statement should contain full details and **include supplementary evidence** and testimony from independent or third parties, for example a medical certificate indicating the time, nature and probable effect of the circumstances.
- 10.6 A written statement on a student's behalf, when not accompanied by a Mitigating Circumstance Form, may be considered on the proviso that it is given with the full consent of the student and that this consent is detailed within the report. No further intervention on behalf of a student may be considered unless where there are grounds for serious and confidential mitigating circumstances. In such situations, the student and person acting on his/her behalf will be informed of the final College decision.
- 10.7 All completed and submitted Mitigating Circumstance Forms and supporting written/visual evidence must be placed on the student file and the file kept in a secure location for a period of seven years as per normal disposition regulations of Navitas UPE data.

10.8 Where there are grounds for serious or confidential mitigating circumstances, the student in question may notify the CDP directly. Where the student feels more comfortable approaching another member of College or Navitas staff then they are able to do so under the proviso that the matter is brought to the attention of the CDP. The CDP will then judge whether any intervention on the student's behalf can be accepted. Where the intervention is upheld, the CDP will note for the record only the student's name, the fact that serious and confidential procedure has been applied and which assessments the extenuation refers to. The student shall then be informed of the decision.

10.9 Mitigating Circumstances Panel

Mitigating circumstance decisions are made by the Mitigating Circumstance Panel. Membership of the panel is as follows:

- Chair – CDP
- A person who is not immediately associated with the module/s or student in question – from the College, Partner University or Academic Registry
- Administrator – College Student Services Officer
- College Senior Academic Manager
- Additional members as appropriate appointed by the CDP.

10.10 Panels shall meet at the end of each semester and ideally prior to the relevant College Module Panels and Progression Boards. They can be called more frequently as required.

10.11 Students will be informed of a Panel decision within 10 working days from the date of the relevant meeting. All actions and decisions minuted along with rationales must be reported in the minutes.

10.12 Assessment penalties imposed for late submission may, due to valid mitigating circumstances, be lifted by the Chair at a meeting of the Panel.

10.13 A student may qualify for the right to be assessed again where the Panel decides that his/her performance in a specific assessment has been affected by valid mitigating circumstance – unless where the exercising of their right cannot result in the student having the opportunity of passing the assessment. Note that the College Module Panel may vary the assessment to be re-taken in order to assess the student performance across a module.

10.14 The Mitigating Circumstance Panel will inform the College Module Panel where valid mitigating circumstances apply to named students in specific module assessments. Information will be provided in documented minutes.

10.15 College Module Panels must:

- Waive the assessment penalty and ensure that the assessment is marked in full where valid mitigating circumstances have prevented the student from submitting an assessment by the scheduled submission date; and
- Record all decisions reached in respect of valid mitigating circumstances.

10.16 College Module Panels may:

- Permit the relevant module assessment in the form of the affected assessment to be deferred until specified dates;
- Permit the relevant assessment of the module in a different approved mode which must be defined and made known to the student along with the specified date/s; or
- Where valid mitigating circumstances have prevented the student from completing an assessment task but sufficient evidence can be shown that the Specific LOs of the module have been met from at least two other completed and unaffected assessment tasks that contribute to the final mark of the module, extrapolate an overall mark for the module.

10.17 The College Module Panel will inform the College Progression Boards what valid mitigating circumstances apply to a named student and in what module/s along with the decisions of the College Module Panel.

10.18 College Progression Boards must:

- Record all decisions reached in respect of valid mitigating circumstances; and
- Where the decision to permit a student to be assessed again means that the student cannot progress normally, to allow the student to progress within the College framework provided that the combined credit value of the affected module/s does not exceed 40 or except where a student is seeking progression to the University.

10.19 When a College Progression Board offers a student an opportunity to sit for an assessment as if for the first time, the student must inform the College within the specified timeframe of his/her intention to sit the assessment. If the College is not so informed, the Board will record that the student has been deemed not to have elected to sit the assessment again. Where the student undertakes the assessment again it cannot be to his/her detriment, and for purposes of progression, the best mark of the two attempts will be taken and used by the Board.

10.20 For guidelines relating to mitigating circumstance, application, management of procedures, criteria for determining mitigating circumstance and the appropriate acceptable evidence, see College supporting documents.

11.0 Adjustments for Students with Disability

11.1 A disabled person is legally defined as an individual who has a physical or mental impairment which has a substantial long-term adverse impact upon his/her ability to carry out 'day-to-day' activities. Within the environment of a College, 'day-to-day' activities are taken to include those normally encountered by a student accessing learning, assessment and other services offered by a College.

- 11.2 The CLTB in consultation with the University of Hertfordshire's Student Wellbeing Services and the Academic Registry is responsible for ensuring that reasonable adjustments are made for such students, by way of a Student Management Plan. This Plan must include the reasonable adjustments to be made to allow the disabled student to undertake assessments without being placed at a substantial disadvantage in comparison to non-disabled students. Note that such students must undertake the same assessment task as all other students in the cohort.
- 11.3 The nature of any **reasonable adjustment** must be determined by the specific needs of an individual student and may include the provision of:
- extra time
 - a rest break
 - assessment in a separate room or in an approved off-campus site
 - alternative formats
 - a reader, scribe or amanuensis
 - word processing packages and/or assistive technology
- 11.4 When deciding upon the nature of the reasonable adjustment for assessment purposes, academic rigour and parity must be maintained. To assure this process, all adjustments must be approved by the Academic Registry and the University of Hertfordshire's Student Wellbeing Services.
- 11.5 It is the responsibility of the student to notify the College of his/her condition in a timely manner and to allow any reasonable adjustments to be considered and, where approved, made prior to the assessment event. All such notification must be supported by professionally documented medical or other evidence.
- 11.6 The exact nature of approved reasonable adjustments should be communicated and confirmed with the student via an outline schedule and plan in person and delivered by hand. Where this is not possible it should be posted to the latest local address notified to the College. This information should then be confirmed by courier to their home country address notified to the College, five working days prior to the assessment event.
- 11.7 Details of any changes to planned reasonable adjustment must be appended to the Student Management Plan, the Student File (Navigate note and hardcopy in full), the minutes of the CLTB, the Academic Registry, and where appropriate to the University of Hertfordshire's Student Wellbeing Services.
- 11.8 If the notification by a student of a condition for consideration of a reasonable adjustment is delayed in that the College is unable to implement the adjustment in time, then where possible the student shall undertake the assessment in the same way as the other students and use the mitigating circumstances procedures to bring the matter to the College Progression Board.
- 11.9 Where the CLTB is satisfied that any delay in production of evidence is due to justifiable circumstances, then the adjustments may be made to the

assessment as if the evidence was made available in time. In such cases, evidence will still have to be produced and failure to do so may result in the initiation of formal disciplinary procedures.

- 11.10 Reasonable adjustments do not include extensions to submission dates for coursework unless such extension is considered as part of an agreed structural adjustment to a normal stage of study as determined in the Student Management Plan. Where there is an unforeseen worsening of a student's condition, and he/she is unable to meet a submission date for coursework, then mitigating/extenuating circumstances procedures should be used.
- 11.11 Reasonable adjustment does not normally include any allowances at the marking stage for poor structure, expression, spelling, syntax or handwriting.
- 11.12 The use of word processing packages under examination conditions, where approved, does not extend to the use of a student's own computer.
- 11.13 The CLTB may consider that reasonable adjustments to assessments to avoid placing a student at a substantial disadvantage cannot be made. In such cases the Board shall consult with the Academic Registry and University of Hertfordshire's Student Wellbeing Services.
- 1.14 Where a student produces written documentation of an evaluation by a chartered educational psychologist, or appropriately qualified professional, which confirms dyslexia or any non-specific reading or writing dysfunction then the CLTB will ensure that reasonable adjustments in timed assessments are made as guided by the University of Hertfordshire's Student Wellbeing Services.
- 11.15 Where the approved reasonable adjustment includes the appointment of a scribe or amanuensis, the following procedures should apply:
 - a) Practice sessions should be arranged prior to the assessment so that the student and scribe/amanuensis can familiarise themselves with the process and ascertain that the latter can readily understand the student.
 - b) The scribe/amanuensis should be familiar with the vocabulary associated with the module and be able to write or type dictated answers correctly.
 - c) The scribe/amanuensis may not be a member of College staff, an instructor to the student, another student of the College, or anyone who has acted as a scribe/amanuensis for the student during their normal studies.
 - d) Arrangements for any approved rest periods relating to the use of a scribe/amanuensis must be scheduled and approved prior to the assessment and the total time allowance recorded and adjusted accordingly; and
 - e) Separate rooms must be provided for students where approval has been granted for the use of a scribe/amanuensis or word processor and where there will be disruption to other students.

12.0 Cheating

12.1 The Student Handbook must include a section on cheating, plagiarism and other academic misconduct/offences.

12.2 Plagiarism:

12.3 College guidelines define plagiarism as representing, whether intentionally or otherwise, another person's work or idea as being one's own or without clear acknowledgement. It includes:

- a) Importing phrases from another person's work without using quotation marks and identifying the source.
- b) Making a copy of all or part of another person's work and presenting it as one's own.
- c) Making extensive use of another person's work, either by summarising or paraphrasing any form of work by merely changing a few words or altering the order in which the material is presented.
- d) The use of the ideas of another person without acknowledgement of the source, or the presentation of work which substantially comprises the ideas of another person and which represents these as being the ideas of the students or staff member.
- e) Another person's work is any written documentation, original ideas and concepts, research, strategies, arts, graphics, computer programmes, music or other creative expression.

12.4 Plagiarism in any assessed work is an assessment offence and students involved will be subject to disciplinary procedures.

12.5 For reasons of parity, each College will consider the directives of its Partner University's policy on plagiarism and also the use of electronic plagiarism detection methods. Enrolled students must consent to copies of their work being submitted to any plagiarism detection service employed by a College, or Partner University. Where a student is not the rights holder of his or her work, it is the student's responsibility to notify the College.

12.6 Collusion:

12.7 Navitas defines collusion as working together to produce assessed work in circumstances where this is forbidden. It includes:

- a) The representation of work by an individual when the work had in actuality been undertaken along with one or more persons; and
- b) Taking credit for individual merit of a work when all or part thereof was constructed by another person.

12.8 It is important that, unless group work is identified, all assessments are carried out and presented by the individual. Colleges recognise that students will confer during the process of researching a given assessment, however sharing

of information and strategies does not extend to the structure, content and specifics of an assignment/examination. Students found with similar answers will be investigated and subject to disciplinary action as required.

12.9 Students should be aware of the issue of collusion and safeguard their work from copying or duplicity by fellow pupils.

12.10 Any student/s found conferring, in any form, in a closed book examination will be disqualified and be assigned 0% for the examination.

12.11 Contract Cheating:

Contract cheating takes place when a student engages a third party to write a piece of work on their behalf and submits the work as if it is his/her own. This may consist of formative or summative work including, but not limited to, essays, reports, presentation slides, exam notes and dissertations. It may involve either a paid or unpaid commercial transaction using a company or website, or service or favour provided by a friend or family member.

12.12 Navitas pedagogy stresses the importance of maintaining academic integrity in all assignments. In order to develop good practices amongst students, tutors will provide a lot of information and support to students to ensure that they understand the implications of using third-party assistance in cheating. This information will be available in student handbooks and in induction sessions as well as in assignment briefs.

12.13 Assignments will consist of authentic learning tasks where possible and will be designed to limit opportunities to cheat. However, the responsibility to avoid engaging with contract services lies with the student

12.14 Any student who has been found to have engaged a contract service and attempts to submit work that has been prepared in part/entirety by a third party as their own will be subject to disciplinary procedures.

12.15 Examination Malpractice:

12.16 An invigilator who suspects a candidate of malpractice in an examination will take the answer booklet and/or associated materials and draw a *line across* the front cover/page (or record of assessment). Along the line the invigilator will state the time at which the alleged suspected malpractice took place/was discovered, date, state their name in full and sign. The materials will then be removed from the candidate.

12.17 The candidate will then be supplied with new materials and permitted to continue the examination. The candidate is not expected to start the examination again.

12.18 On completion of the examination the invigilator will complete and submit a written report, (see Alleged Malpractice Form), to the College Director/Principal (CDP) along with the record of assessment removed and signed.

12.19 The CDP will then alert the CLTB and the candidate may continue through the examination period in the normal way pending further inquiry.

12.20 Procedures:

12.21 All cases of alleged assessment offence must be reported to the CDP or HIC Head of Teaching & Learning who in turn will inform the CLTB and the College Module Panel.

12.22 The HC Head of Teaching & Learning (or nominee) will act as the Academic Conduct Officer in all cases concerning students of the College for investigation purposes.

12.23 The HIC Head of Teaching & Learning (or nominee) will:

- a) Notify the student in writing of the alleged offence – a Letter of Allegation;
- b) Investigate the allegation and make enquiries to establish the facts of the case seeking advice from appropriate people;
- c) Inform the candidate in writing of the outcome of the investigation – a Letter of Resolution. Any other member of College or University staff are expressly forbidden from communicating such an outcome.

12.24 Where the investigation of allegation/s suggests that an examination offence of cheating, plagiarism or other academic misconduct may have occurred, the student has the right to present his or her case to the CLTB either in writing to the HIC Head of Teaching & Learning (or nominee) within five working days of the date of the Letter of Resolution.

12.25 In a proven (see CPR QS11) case of plagiarism and/or collusion, where the offence is a first offence, a note will be made by the HIC Head of Teaching & Learning (or nominee) on the student's Academic Record (hard copy and on Navigate) and a written warning issued.

12.26 In all other cases the HIC Head of Teaching & Learning (or nominee) will make a report of an investigation and/or record of presentation of a student to the CLTB, and to the Chair of the relevant College Module Panel and/or College Progression Board.

12.27 The CLTB may, at its sole discretion, impose any of the following penalties in a proven case of plagiarism and/or collusion:

- a) The student receives a formal written warning and the work is marked on academic merit, noting that the work may not entirely be that of the student.
- b) The student is required to submit the same piece of work purged of all plagiarism/collusion for a mark/grade capped at the relevant pass mark/grade.

- c) The work is marked on its academic merit, noting that the work may not entirely be that of the student, with an appropriate punitive reduction in mark applied, but capped at the relevant pass grade.
- d) Award 0% for the assessment in which the plagiarism/collusion occurred.

12.28 The-CLTB may, at its sole discretion, impose any of the following penalties in a proven case of other academic misconduct (excluding plagiarism and collusion):

- a) Require the student to submit the same piece of work purged of all false data/duplication, for a mark/grade capped at the relevant pass grade.
- b) Reduce the mark/grade to the relevant pass mark/grade.
- c) Award 0% for the assessment in which the academic misconduct occurred, for example a proven case of cheating in an examination.
- d) Where the offence is due to use of a Ghost Writing service or essay bank then the College reserves the right to conduct a Viva Voce examination to assess the students' knowledge of the written work before any penalties are decided upon. The student will be informed in writing regarding the outcome of the investigation and about any penalties that are to be applied. The student has the right to appeal to the CLTB.

12.29 In determining the appropriate penalty to be imposed (paras. 11.4.7 and 11.4.8), the CLTB will interview the student formally at which time the latter has the right to be accompanied by a nominated person.

12.30 The Chair of the CLTB will:

- a) Notify the student in writing of the action taken by the CLTB, and of his/her right to Appeal, see CPR10.
- b) Make a full report of the action taken by the CLTB to the College Progression Board.

13.0 Policy Review

The equivalent Navitas UPE NPR QS9 will be reviewed annually Navitas UPE Academic Board, unless there are internal or legislative changes that necessitate earlier review.

The equivalent Navitas UPE NPR QS9 was last reviewed on February 12 2020 by the Navitas UPE Academic Board

Appendix 1

Generic Assessment Criteria

Summative assessment methods are varied to ensure appropriate assessment of learning outcomes. These methods include: individual and group projects; open-book examinations; oral presentations; case studies and portfolios, debates and examinations.

College Generic Assessment Criteria:

Indicative Mark Band	Grade	
70 and above	A	Distinctive level of knowledge, skill and understanding which demonstrates a strong grasp of the concepts and principles and ability to communicate them in relation to the assessment event highly competently. Indications of independent and critical thinking in the application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.
60-69	B	Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively. Displays proficiency in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the candidate's application and result can be commended
50-59	C	Level of competence shows an acceptable knowledge, skill and understanding that is sufficient to indicate that the candidate is able to make further progress. The outcome shows satisfactory understanding and performance of the requirements of the assessment tasks. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions
40-49	F1	Some evidence of basic competence but does not meet requirements of the assessment task and event. Some but insufficient evidence of basic acquaintance with

		relevant source material. Limited attempt to organise and communicate the response. Some but insufficient attempt to draw relevant conclusions	
0-39	F2	The candidate's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks	