Assessment, Progression & Awards Policy

Policy Name:	Assessment, Progression and Awards Policy
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1. Introduction

This policy refers to the rules and regulations relating to Assessment, submission, marking and progression of studies and the award of the final qualification. It explains what you have to do to progress between the various levels of your chosen programme of study.

Each of LCIBS qualifications are broken down in to levels and modules each has a credit bearing (please see programme handbook)

To gain academic credit, a student must demonstrate that they have achieved specified learning outcomes. Academic credit will only be awarded to students as follows:

a) Through granted accreditation of recognition of prior learning see LCIBS policy on APL
b) Successful completion of module summative assessments that meet the specified learning outcomes.

2. Assessment

Modules are assessed through a series of assignments. The particular summative assessment requirements for each module are provided via the Moodle VLE and during the first lecture/seminar session.

Assessments are developed by the LCIBS teaching team in accordance with agreed protocols set by LCIBS and the Open University. Each assessment brief is internally moderated prior to being provided to students.

All written assessments are submitted online by a given date/time via Moodle/ Turnitin. Details of submission deadlines are stated on each module's Moodle page. Work submitted for a summative assessment component cannot be amended after submission, or re-submitted

Work that is submitted late (face to face and blended live students) and for which there are no mitigating circumstances will be penalised as follows:

- Submission within 6 days: a 10% reduction for each working day late down to the 40% pass mark and no further
- Submission that is late by 7 or more days: submission is refused, and a mark of 0 is awarded. Feedback to students is provided on line with guiding comments on the assignment scripts. Normally within 48 hours.

In business, presentation of a document/report can be particularly important in helping you to communicate a specific message. The college requires you to meet the following threshold standard in terms of professional presentation.

- Use the following font style: Arial
- Font size: 12 point main body text
- Font size: 16 and 14 Main Heading and Sub Headings
- Paragraph line spacing: 1.5 lines.
- Spacing: left
- Ensure that the layout is in a professional format – use headings and sub headings as appropriate.
- Ensure that all pages are numbered.
- Ensure that that there is a cover sheet with the appropriate information displayed (this will be stated in the specific module assessment brief).
- Ensure that all work has been proof-read, grammar and spell-checked prior to submission.
- Ensure that all work is properly referenced (in-text and reference list) meeting the Harvard format.

[See notes on Academic Practice and the Referencing Guidelines in the Appendix 1 of the programme handbook].

2.1 Assessment Scores

All undergraduate assessment will be marked on a percentage scale of 0-100.

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

2.2 The Grading Criteria are as follows:

70+	A (1st)	**Excellent pass** As this covers a range of thirty points , the following breakdown shows the variation **(85-100)** Marks awarded to work that is truly exceptional pieces of work. Marks of over 90 are reserved for research worthy material and show a true and full mastery of the subject. i.e. could be published in a high-quality journal **(80-84)** Work is highly original, sophisticated, or shows skills beyond what is expected. **(75-79)** Show originality, impressive and original research, higher critical ability, and a high degree of analytic skills. Goes significantly beyond lecture materials and course reading. **(70-74)** Performs the assigned task to an excellent standard, with accuracy and sufficient detail. For essay based work shows a good range and high number of appropriate sources. Goes beyond material covered in lectures and demonstrates a critical ability, analytic/synthetic skills, and impressive research skills.
60-69	B(2i)	**Very Good Pass.** Some critical thinking or reflection demonstrated. Many relevant points made which are clearly argued, accurate and coherent. Work includes a

		number of points covered in courses materials and lectures and shows an appreciation of their importance.
50-59	**C(2ii)**	**Good Pass ,** a solid piece of work, which shows a level of understanding of the work and has presented it in a readable manner
40-49	**D(3rd)**	**Pass** - just sufficient evidence to pass. Provides some relevant information but show only a rudimentary knowledge of the subject matter. Little tie to relevant sources
0-39	**Fail**	**Fail.** Inadequate in conception, substance or argument. **(35-39)** A failing piece of work, but could be brought to pass standard if either more information was included or better use of the information. Student could be eligible for referral. **(20-34)** Contains very little correct information and not centrally relevant to the topic **(0-19)** Completely inadequate in conception, substance or argument. No understanding of course materials.

2.3 Resits and Repeats

A student will have one opportunity for resubmission/re-sit of a particular assessment. The resit/resubmission must be completed by the next end of block exam board, students will need to discuss this with their module leader. If they fail a re-sit (examination or assignment) they will need to repeat the module (with teaching) when the module is taught again, normally 6 months after it was first taught. In some case this can be sooner they will need to discuss with your module leader or registry.

2.4 Normal Resits

If a student has failed a module but has achieved 30% or above then they are entitled to one resit of that module. The resit module grade will be capped at a maximum of a pass mark - 40%.

2.5 Mitigating Circumstances Resits

If a student has been granted a resit based upon verifiable mitigating circumstances then they will be entitled to one resit of that module. The resit grade will not be capped. Please see full policy here

2.6 Repeats

If a student has either achieved less than 30% on their first sit or have failed the resist then they will be entitled to repeat the module. If they fail the repeated module but achieve 30% or above then they will be entitled to one further resit only. The resit module grade will be capped at a maximum of a pass mark – 40%.

However, if they achieve less than 30% they will **not** be entitled to a further repeat of the module (The only permitted exception to this regulation occurs where they provide verifiable mitigating circumstances that impacted the assessment and thus deemed by the college to eligible to one further Resit.)

When a student repeats a module(s) they must pay a repeat fee for each retaken module. The fees for repeats are published each academic year and based upon the credit values of the modules. The repeat fee is to assist in providing additional support, where necessary and appropriate, and to contribute towards administrative costs.

A student may not repeat an assessment or module that has already passed to obtain a higher mark.

2.7 Compensation for Marginal Failure

Compensation can be applied at stage level and agreed during an examination board if the following conditions are met:

a) No more than 20 credits 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) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated
d) No compensation shall be permitted for any core/project/dissertation/capstone module, as defined in the programme specifications

Students who receive 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 aggregated mark for the stage or qualification.

2.8 Retake Options

If a student has exhausted all permitted resit, retake and compensation opportunities, and a student is still unable to pass, the board of examiners may, at is discretion, permit one of the following repeat options:

a)   Partial retake 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 will have 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 mark
   (iv)   The student will retain the marks for the modules and/or component already passed
   (v)   No further resit opportunities will be permitted

b)   Partial retake of assessment only

   (i)   as in paragraph 2.8a except that the access to facilities and support will be limited to certain learning resources for the module(s) and/or component being repeated. Participation will only be allowed for relevant revision sessions and assessments

c)   Full retake:

   (i)   This is only permitted where a student has mitigating circumstance;
   (ii)   The student will 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 will have access to all facilities and support
   (iv)   The marks that can be achieved are not capped, and the student is normally entitled to a resit opportunities available. However, they will not be allowed to carry forward any credit from previous attempts at the stage

2.8.1   Where a resit, compensation and repeat opportunities have been exhausted, the board of examiners may recommend a student for an exit award as defined in section 3.2.

2.8.2   The Board of Examiners may approve a student to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage, providing 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 higher level modules are met

(c) The examination Board have approved progression following a successful application for mitigating Circumstances, and results are still pending in the student's profile;

3.0 Grading and classification Awards

Undergraduate programmes consisting of at least 120 credits or above may be awarded with Merit or Distinction with the exception of Honours degrees where the award of Merit or Distinction will not apply

For the award of Distinction, the overall aggregate mark will be 70% or above

For the award of Merit, the overall aggregate mark will be 60-69%

The Access course will also be graded on a Pass, Merit and Distinction grading system.

Upon successful completion of the Access course student will be able to progress to the CertHE

Calculation of a CertHE will be based on the average mark across all modules within stage 1 (usually credit level 4)

Upon successful Completion of the CertHE student can progression to level 5

Calculation of a DipHE will be based on the average mark across all modules within stage 2 (usually Credit level 5) and stage 1 (usually Credit level 4).

Calculation of Master Degree will be based on the average mark across all modules within the programme.

3.1 Bachelor Honours Degree Classification

Classification of bachelor degrees will be based on the average mark across all modules within stage 3 (usually Credit level 6) and stage 2 (usually Credit level 5) At a ratio of 2:1 respectively

Honours degree are classified as:

First Class   Aggregate mark of 70 % or above
Upper Second Class   Aggregate mark between 60% and 69%
Lower Second Class   Aggregate mark between 50% and 59%
Third Class   Aggregate mark between 40% and 49%

3.2 Exit awards

Within the programmes there are exit stages. The exit stages are point within the programme that an award can be given to a student should they need to withdraw from a programme early. Please refer to the programme handbooks for details.

If a student leaves with an exit award they may reapply at a later date to upgrade to a higher award on the same programme, if it is still offered.

A student who has withdrawn from a programme or has exhausted all assessment attempts will automatically be considered for an exit award where sufficient credit has been accrued.

3.3 Posthumous and Aegrotat awards

Should a student be prevented by illness, or other circumstances, from completing the final assessment component of a programme, the board of examiners, having considered the relevant evidence (including medical certification) may make a recommendation that an Aegrotat award be made. Such exceptions are limited to students who are permanently unable to continue their studies and are registered for the final module that would complete a qualification, and have been assessed on at least part of the module. The board must be stratified that the student's prior performance shows beyond reasonable doubt that they would have passed but for the illness, or other circumstances.

Posthumous awards are permitted for all programmes. The classification for such awards is based on past performance and aligned to the closest exit award (which may include a classification)

3.4 Recognition for Prior Learning

Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned programme, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted with advance standing, thus exempting them from some modules or stages of the programme. Please see full policy here

4.0 Examination Board and External Verification

A formally constituted Examination Board is convened at the end of each term to review the progress and performance of each student. The Examination Board comprises members of the teaching team, Registry and, where appropriate, representatives of the awarding body and an external examiner.

The Examination Board is authorised to assess students in accordance with the validated programme regulations and to recommend progression, resist and retakes, as appropriate. Once a student has successfully completed a programme, the

Examination Board can recommend the possible conferment of the appropriate award of the validating body upon students who, in the judgement of the Board, has fulfilled the objectives of the programme and achieved the standard required for the award.

It should be noted that:

- All marks are subject to 'approval by the appropriate Examination Board '.
- Final conferment of the award is subject to 'approval by the awarding body.'

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking).

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.