

ASSESSMENT POLICY

Audience:	STUDENT
Requirement:	Essential
Policy Owner:	Director of Quality
Review Delegation:	SLT
Review Cycle:	Every 2 Years
Last Review:	March 2024
Due for Review:	March 2026

SOUTH HAMPSHIRE COLLEGE GROUP ASSESSMENT POLICY

1.0 Statement of Principles

- 1.1. This policy contains important information to ensure that all staff comply with the South Hampshire College Group's requirements regarding the Assessing & Internal Quality Assurance (IQA) of qualifications.
- 1.2. South Hampshire College Group aim to provide fair access to assessment for all students to ensure consistency across all policies on all programmes. Assessment practice will be open and consistent with the codes of practice and regulations laid out by the relevant awarding and validation bodies including the institute for apprenticeships and end point assessment organisations.
- 1.3. South Hampshire College Group recognises that different client groups will have differing needs and this policy is designed to ensure consistent, effective and fair treatment for all.

2.0 Scope

- 2.1. The policy applies to:
 - All qualifications offered across all campuses within the South Hampshire College Group and its partners.
 - All apprenticeship programmes delivered by the college and its sub- contractors; any college staff employed by the group with teaching, learning or assessment responsibilities.
- 2.2. Through this policy the SHCG aims to:
 - ensure that students receive accurate and useful information about their progress and attainment;
 - ensure that staff receive clear and effective advice on managing the assessment process;
 - ensure compliance with all awarding body regulations, including apprenticeships and any bespoke courses provided directly by the group.
 - support improvements in teaching effectiveness, student achievement and progression.

3.0 Principles of Assessment

- 3.1. The Course Team are responsible for ensuring assessment is conducted with rigour, fairness and in accordance with current awarding body regulations or apprenticeship standards;
- 3.2. evidence for assessment meets the VACSR test in that it is valid (it genuinely tests the skills being assessed), authentic (actually the student's original work), current (sufficiently recent and up to

date), sufficient (it meets the requirements of the assessment tool or awarding body) and reliable (if the assessment were to be repeated, the results would be similar)

- 3.3. **Formative assessment** is used to measure students' progress, challenge students to achieve high standards and prepare them for summative assessment;
- 3.4. For apprenticeships, the lead moderator ensures all gateway activity meets the requirements set by the apprenticeship standards and all mock end point assessment processes are followed in line with end point assessment plans;
- 3.5. Students should be informed in advance, of the assessment methods used along with an assessment schedule for the course programme; this includes assessment arrangements for work placement exchange which should be clearly communicated prior to commencing the relevant period of study and applied consistently;
- 3.6. All students will receive appropriate feedback on assessed work which promotes learning and facilitates improvement (this must adhere to awarding body regulations where strict feedback rules apply, as with Pearson);
- 3.7. Appropriate methods for recording and communicating the outcomes for assessment and providing feedback for students will be established by course leaders and students will be informed of how they will receive this at induction and reminded periodically throughout the academic year.
- 3.8. Assessment decisions will be recorded and documented accurately and systematically, and in accordance with the requirements of awarding bodies or apprenticeship standards.
- 3.9. A conflict of interest may arise when a teacher or assessor has a personal relationship with a student or trainee (such as a family connection, business etc.) and this must be declared in line with the SHCG Conflicts of Interest policy. Where possible work should be assessed by a different member of staff. If this is not possible all work assessed by that teacher/assessor for the student/apprentice must be subject to second marking or moderation;
- 3.10. If a student declares a disability or learning difficulty and it is believed that this would disadvantage their progress on the qualification, then the additional learning support team must be contacted to check to see whether a reasonable adjustment or special consideration should be applied for. This must be completed before assessment begins. A reasonable adjustment would be applied if the student would otherwise be disadvantaged. Any adjustments must be agreed with the internal verifier, recorded as a note in the assessment file and shown during any External Quality Assurance

activity.

- 3.11. The role of Internal Verifier is appointed, and succession planned for all qualifications, with the course team supporting the process. The Course Leader or appointed colleague co-ordinates the Internal Quality Assurance (IQA) process;
- 3.12. Assessment, IQA records and student work will be kept securely for the period stipulated by the awarding body and where required, the Malpractice and Maladministration Policy will be referred to.

4.0 Staff Competence

- 4.1. Awarding body guidelines will outline the requirement of relevant qualifications needed to assess or internally quality assure student work. These can include;
 - Level 3 Certificate in Assessing Vocational Achievement
 - Level 4 Internal Quality Assurance of Assessment Processes and Practice
- 4.2. Where awarding bodies require qualified assessors and IVs, Curriculum Director/Curriculum Area Managers and Heads of Apprenticeships will ensure compliance within course teams and arrange training where necessary.

5.0 Assessment Schedules

- 5.1. Assessment schedules should be made available to all students during induction. Where awarding bodies have their preferred template (as with Pearson), this may be used. Assessment schedules should include all internal and external assessment dates for each unit of the programme. Course Teams should ensure that students are aware of dates for each part of the Study Programme or Apprenticeship for example Mathematics and English.
- 5.2. Rolling apprenticeship programmes will be carried out in accordance with individual delivery models and assessment plans.

6.0 Assessment Calendar: Study Programmes and College Based Apprenticeships

September - October	<ul style="list-style-type: none"> • Course Teams and Professional Coaches ensure all initial assessments are completed
	<ul style="list-style-type: none"> • Course Teams and Professional Coaches ensure correct registration lists are forwarded to Exams • Assessment schedules issued to students • Lead Internal Verifiers registered or re-registered for Pearson QCF and NQF courses • Internal Quality Assurance schedules for all courses completed detailing samples, assessors and internal verifiers • Standardisation exercises carried out by course teams with minutes stored in course files • All assignment briefs internally quality assured before being issued to students • Quality Team confirms External Verifier contact details with course teams • Where awarding bodies require qualified assessors and IVs, Curriculum Director/Curriculum Area Managers and Heads of Apprenticeships ensure compliance within course team and arrange training where necessary • Curriculum Director/Curriculum Area Managers hold Assessment Boards at the end of September with all courses • EQA reports are evaluated in SARs, and actions and recommendations added to QIPs
October - December	<ul style="list-style-type: none"> • Where sampling is required; units and students are agreed • Student achievement tracking is maintained • Records of assignment and student work IQA are maintained • Students informed of visit dates & preparation requirements (if relevant) • Group Profiles are updated • Curriculum Director/Curriculum Area Managers and Heads of Apprenticeships ensure teachers attend sufficient awarding body training to maintain currency • EQA visits begin
January - May	<ul style="list-style-type: none"> • Student achievement tracking is maintained • Records of assignment and student work IQA are maintained • EQA visits continue
May - July	<ul style="list-style-type: none"> • Students with extenuating circumstances offered final deadlines • SRFs & other awarding body forms completed and checked by course teams before submission to Exams by end of June

7.0 Setting Assignments

- 7.1 Course Teams should ensure that assessment schedules and schemes of work/plans of learning contain details of all assignment deadlines and external test dates during Induction. This should also include target dates for the completion of practical work.
- 7.2 Course teams should work together to agree assessment schedules that are staggered across the

year and provide students with an even spread of work. Planning documentation should be checked by Curriculum Director/Curriculum Area Managers or Heads of Apprenticeships

- 7.3 Course overviews/handbooks and assessment schedules must be provided to student at the beginning of their course. All course team members should ensure that students understand the assignment grading criteria at the start of their course (e.g. the difference between a Pass, Merit and Distinction). Assignments should be issued with a top sheet which meets awarding body requirements (using awarding body templates as required)
- 7.4 Any formative assessment deadlines should be set sufficiently in advance of the summative deadlines to enable the students to benefit from the feedback. Staff are advised not to change assessment dates unless it essential. Where changes are necessary, students should be given plenty of advanced notice, and some awarding bodies will need to be informed.
- 7.5 All assignment briefs must be internally quality assured before being issued to students (using awarding body templates as required)
- 7.6 Course Team members are expected to ensure that lecturers set clear guidelines on how work should be submitted and exactly what evidence is required against relevant criteria

8.0 Types of Assessment

Assessment methods could include, but are not limited to; written, practical or oral assessments, observations, assignments/projects, group work and simulations. Course teams should implement a balanced approach including a variety of assessment types/methods, ensuring students' needs are being catered to, while encouraging engagement. A detailed list of different types of assessment and their content can be found at Section 22.

9.0 Receipt of Assignments

- 9.1 Course Teams are expected to set up a tracking system for recording student submission dates via Pro-monitor/OneFile.
- 9.2 Students should have relevant system explained to them at the beginning of the course to avoid any misunderstanding and the processes for submitting work which must be consistent with awarding body guidelines. Pearson has specific guidelines about the meeting of initial deadlines if a student is to be eligible for a re-submission, and these must be rigorously adhered to.

10.0 Late Submissions

Late submission is defined as receipt of an assignment after the final submission time/date. An assignment that is due by noon, for example, is considered late if it is submitted at 17.00 on the same day. Actions taken by course teams to address late submission must always be in accordance with award body regulations. Students may request an extension in accordance with the

procedure in Appendix 3.

11.0 Formative Assessment

- 11.1 Formative assessment is proven by research to be one of the key activities that improves student achievement, and lecturers should plan opportunities to feedback in class and on draft submissions that are sufficient to prepare students for summative assessment or end point assessment in the case of apprentice standards.
- 11.2 Course teams must ensure that their approach to formative assessment meets the awarding body regulations where, for example, Pearson stipulate that no formative assessment or feedback can take place once a summative assignment has begun.
- 11.3 Formative feedback should be constructive, focussed on improvement, criterion referenced where relevant and designed to develop English, maths and employability skills in addition to the subject.

12.0 Assessment Grading

- 12.1 The marking of assessments must comply with the requirements of the assessment criteria laid out by awarding bodies. Summative feedback should be as helpful as possible to the student, i.e. confirming what has gone well and giving clear guidance on what the student needs to do to improve on their performance (except for Level 2 and 3 Pearson courses for which strict guidelines pertain to summative feedback and resubmissions)
- 12.2 Where an assignment is based on group work, students must receive an individual grade which reflects their personal contribution; evidence of individual work must be clearly delineated and demonstrate that all students have met the criteria targeted
- 12.3 Allowances may need to be made for students with additional support needs. Please liaise with the Additional Learning Support team for information on an individual case; they will need to liaise with Exams where arrangements need to be put in place
- 12.4 Assessment grades must be internally quality assured in accordance with the sampling plan before being returned to the students; where actions are necessary, feedback to the assessor must be acted upon by the assessor and signed off by the verifier before the final assessment decision is returned to the student
- 12.5 All course teams are strongly encouraged to attend awarding body standardisation events and relevant training courses to remain current and share best practice in assessment and grading.

13.0 Return of Work

- 13.1 Student written work should be marked, internally verified and returned, with feedback, within three working weeks; assessors should leave adequate time to act on any feedback from the internal quality assurance process within this period. Delaying feedback can have a hugely

deleterious impact on learning and future assignments and should be avoided wherever possible

- 13.2 If it becomes clear that work is unlikely to be returned within three weeks, the Curriculum Director/Curriculum Area Manager or Head of Apprenticeships must be informed, and students given a clear indication of when they can expect feedback.

14.0 Extensions

- 14.1 In exceptional cases an extension may be authorised by the lecturer where appropriate evidence (e.g. a medical certificate) has been provided. Lecturers should ensure that students are aware of the procedures regarding extensions at the start of their course (See guidance: Appendix 3).
- 14.2 Students, or their parents or guardians, must apply for an extension in writing outlining the reasons for their request directly with their lecturers (See guidance: Appendix 3)
- 14.3 All records of extensions granted or declined must be kept by lecturers.

15.0 Internal Quality Assurance (IQA) and Moderation

Principles:

- All programmes are subject to an internal quality assurance procedure to assure standards and consistency. Assessment will be internally verified in line with the principles of assessment set out in this policy and in accordance with awarding body regulations.

Procedure:

- The College's Internal Quality Assurance procedure is set out under Appendix 1.

Feedback:

- It is vital that, having completed internal quality assurance, the internal verifier gives personal feedback to the assessor (which may be to affirm good practice as well as to address areas for improvement), and that this feedback is recorded. It is this discussion that forms the basis for the IQA system and provides the opportunity to review practice.

Disagreements:

- It can be a delicate process commenting on a colleague's marking and assessment, and it needs to be handled with sensitivity and tact. In the event of a disagreement over grades awarded or decisions reached, it is important to try and reach a consensus. If, after discussion, an agreement cannot be reached, it should be referred to the Curriculum Director or Head of Apprenticeship and then to the Quality team or Director of Quality. If agreement cannot be reached at this stage, the Quality team or Director of Quality will seek guidance from the awarding body.

16.0 Resubmissions / Referrals

- 16.1 Students who fail to meet the criteria set out for any assignment may be eligible for resubmission opportunities. Each awarding body will outline their specific requirements, which should be revised

by all delivery staff. Details of this should be set out in individual course handbooks, to ensure students are fully aware of these processes.

17.0 External Quality Assurance (EQA) and Moderation

- 17.1 All programmes are subject to some form of external quality assurance activity, verification, standardisation or moderation and course teams are responsible for ensuring awarding body regulations are being followed. Quality teams will be able to offer support with regards to External Quality Assurance visits where required.
- 17.2 Course teams must send copies of all external reports to the Quality team so cross group tracking of risk ratings can be effectively implemented, with relevant support being provided for curriculum areas/courses with recommendations and actions
- 17.3 Course Teams must ensure that all actions and recommendations from reports are included in course QIPs so that progress can be recorded and reviewed.

18.0 Special Considerations and Reasonable Adjustments

- 18.1 Examination performance can be impaired due to circumstances out of a student's control. Special consideration adjustments can be made post-examination where temporary illness or conditions have impacted upon the student's ability to perform. Individual awarding body processes must be followed in these circumstances. Further advice can be sought through the Quality team who will be able to advise on specific awarding body guidelines in these circumstances.
- 18.2 Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification. Where reasonable adjustments need to be made to accommodate students with particular needs, care must be taken to ensure that they are fair and compliant with awarding body expectations. This applies to students where a disability or difficulty may be at a disadvantage in an assessment and applies to vocational qualifications
- 18.3 Support must be agreed at the pre-assessment planning stage, examples may be appropriate in a variety of ways including:
- help with communication and number skills;
 - adapted equipment and physical environment; extended assessment time; assistive technology
 - Awarding body protocols must be adhered to. The Quality team can advise on awarding body guidelines to ensure full compliance
- 18.4 For external examinations and tests, the lecturer must consult with the relevant SEND Co-ordinator.

19.0 Malpractice

All incidences of academic misconduct, such as cheating and plagiarism, must be dealt with

according to the SHCG Malpractice and Maladministration Policy. Students must be informed of this policy during induction and given careful guidance about what constitutes malpractice and the study skills required to avoid it.

20.0 Appeals

Students who have concerns about the outcome of an assessment should, in the first instance, discuss the matter with their subject lecturer or assessor. If they wish to take the matter further, they should do so through the College's Assessment Appeals Procedure (Appendix 2). The Assessment Appeals Process should be explained to all students at the start of their course.

21.0 Gateway and End Point Assessment (EPA) for Apprenticeship Standards

- 21.1 End Point Assessment (EPA) is the final assessment for an apprentice to ensure that they can do the job they have been training for within their apprenticeship standard. EPA is separate from any qualifications or other assessment that the apprentice may undertake during their on-programme learning and is conducted by a registered End Point Assessment Organisation (EPAO)
- 21.2 The purpose of EPA is to measure that the appropriate knowledge, skills and behaviours have been attained. EPA plans will vary by standard, but common assessments include portfolio showcases, interviews, professional discussions, presentations and knowledge-based tests.
- 21.3 Prior to EPA, all apprentices must pass their 'Gateway' which is individual to each standard. The Gateway outlines the requirements that need to be met for the employer to put forward their apprentice for EPA. The key elements of the Gateway will include mandatory qualification stipulated within the standard, maths and English and signed declaration by employer, provider and apprentice agreeing competence both within the standard and job role.
- 21.4 Support is in place for all staff regarding the criteria set by the EPA assessment plan and ensure that all apprentices have met all requirements of the standard prior to Gateway. Progress will be tracked and monitored within EPA and any retake requirements and successful completions will be fed back.

22.0 Conflict of Interest

The college ensures that any conflict of interest by staff members directly or indirectly involved in assessment is managed as per the Conflict-of-Interest policy.

23.0 Accountability

- 23.1 All course teams are expected to refer to this policy and the relevant awarding body guidance when they plan their assessment schedules. Assessment guidance should be an integrated feature of student and subject inductions and should be included in course handbooks.

- 23.2 Course teams are expected to evaluate their assessment schedules at the end of each academic year as part of the course self-assessment process.
- 23.4 The Curriculum Director/Curriculum Area Manager or Head of Apprenticeship is ultimately responsible for the management of assessment practices for courses in their charge, and for the implementation of actions arising from the internal and external verification processes.
- 23.5 Should a withdrawal of qualification take place in year, SHCG will be committed to ensuring the students registered to the qualification are not disadvantaged.

24.0 Definitions

- **Assignment:** This term is used to denote a summative assessment
- **Formative Assessment:** A form of assessment designed to give the student feedback on how to improve their work before summative assessment begins
- **Summative Assessment:** A form of assessment that contributes to the student's final mark/award for the course
- **Initial Diagnostic Assessment:** identify students' strengths, areas for improvement, and learning needs at the beginning of a course or unit
- **Peer Assessment:** Students assess the work of their peers based on predefined criteria, promoting collaboration, critical thinking, and self-reflection
- **Self-Assessment:** encourages learners to reflect on their own learning progress, strengths, and areas for improvement.
- **Authentic Assessment:** This type of assessment involves real-world tasks and activities that reflect actual workplace scenarios
- **Portfolio Assessment:** compiling a collection of a student's work over time, demonstrating their progress, achievements, and skills development.
- **Final submission date:** The final cut-off date for submission
- **Internal Quality Assurance:** An internal process that ensures that assignments are written, marked and recorded in line with awarding body regulations and criteria
- **External Quality Assurance:** A process whereby an external specialist reviews the performance, standards and quality assurance processes of the course in line with awarding body regulations
- **Course Team:** Members of staff who teach and assess on designated programmes.
- **Awarding Organisations:** those bodies responsible for delivery of award/exams boards (relevant documentation can be found on individual awarding body websites. If support is required in sourcing these, please contact the Quality te

Appendix 1

Internal Quality Assurance Procedure

Purpose

Internal Quality Assurance is undertaken to ensure consistency and standardisation throughout the assessment process, thus maintaining relevant awarding body quality standards. This process allows improvements in teaching, learning and assessment and ensure students receive effective and impactful feedback that can enhance students experience and outcomes.

Internal Verification of Assignments

1. The Course Team, with the Lead Internal Verifier, allocates an Internal Verifier (IV) for each assignment
2. Course teams and the Lead Internal Verifier, where possible, should use awarding body produced paperwork, if this is not available then Course Teams should seek guidance from Quality
3. All assignments go through IQA even if repeated from previous years to ensure dates and any new guidance or industry practices have been considered
4. The assessor submits the assignment to the IV in good time to ensure necessary amendments before the planned hand-out date
5. The IV follows awarding body protocols and uses any templates or checklists provided to assess the assignment
6. Checks are likely to include, but are not limited to:
 - a. correct course codes and titles;
 - b. correct unit/module codes and titles;
 - c. reasonable time for completion between hand-out and submission dates;
 - d. a clear scenario giving an employment context to the assignment;
 - e. correct spelling, punctuation and grammar;
 - f. language suitable for the students, level and subject;
 - g. accurate links of criteria to tasks;
 - h. tasks likely to enable students to produce evidence that meets the criteria at all grades available;
 - i. guidance about how the evidence should be presented by the student;
 - j. tasks which provide adequate coverage of course content;
 - k. tasks which adhere to assessment guidance in the specification.
7. If the assignment is fit for purpose, the IV includes feedback about good practice and signs and dates the IQA form; a copy of the form and assignment should be filed, and the assignment can be issued to students
8. If the assignment is not fit for purpose, the IV completes feedback (on relevant awarding body paperwork where required) including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time to make amendments before the issue date
9. The assessor makes the necessary amendments and hands back the new assignment and the IQA form to the IV
10. The IV checks the assignment again to ensure it is now fit for purpose. If so, the IV signs and dates the form to agree that the actions have been met; a copy of the IQA form and assignment are filed and the assignment can be issued to students

11. If the assignment is still not fit for purpose, the IV should repeat the cycle or alert the Curriculum Director or Head of Apprenticeship if they require further support. It is vital that any issues are resolved in good time to hand out the assignment in accordance with the assessment schedule.

Standardisation Activity

- Regular standardisation activities should take place within Course Teams allowing alignment their understanding of the national standards for grade boundaries (e.g. Fail, Pass, Merit and Distinction grades) across all qualifications.
- This exercise should ensure that assessment decisions are fair, reliable, and consistent across different assessors and assessments.
- Minutes from standardisation meetings will be audited within the Quality team and support can be implemented as required to review and monitor the expertise of assessors and IQA activities.

Internal Verification of Assessments

1. The Course Team and or Lead Internal Verifier completes an IQA sampling planner which ensures coverage of all units, assessors, students and sites
2. The number of pieces of work sampled in each unit must adhere to the awarding body guidelines – some stipulate a percentage or minimum while others are risk- based
3. There may be reasons for increasing the number of samples in a particular unit if the risk of safeguarding academic standards is increased by factors such as a new teacher, a new unit or a unit which was blocked in the previous year. The Course Team and Lead Internal Verifier decides the number and incorporates it in the plan
4. When the work has been submitted, the assessor marks the work and hands the submissions identified on the sampling planner to the nominated IV.
5. The IV checks the assessment decisions and feedback using the awarding body template where provided
6. Checks are likely to include, but are not limited to:
 - a. VACSR (2.0 Principals of Assessment);
 - b. Whether the criteria awarded have been met;
 - c. Whether differentiated grades have been interpreted and awarded correctly;
 - d. Where a unit grade has been awarded, whether the grade has been calculated correctly;
 - e. Whether the awarding of grades is consistent between submissions;
 - f. Whether feedback is constructive, and criterion referenced;
 - g. Whether opportunities have been taken to mark SPAG;
 - h. Whether specific guidelines for giving feedback have been adhered to (as with Pearson).
7. If the assessment is agreed, the IV includes feedback about good practice and signs and dates the IV form; a copy of the IV form and assessment top sheet are filed, and the assessment can be returned to students.
8. If the assessment is not agreed, the IV completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good

time for them to make amendments within the three-week assessment window.

9. The assessor makes the necessary amendments and hands back the submission, the new assessment sheet and the IQA form to the IV.
10. The IV checks the assessment again to ensure it is now fit for purpose. If so, the IV signs and dates the form to agree that the actions have been met; a copy of the IQA form and assignment and assessment top sheet are kept in the IV file and the assignment can be issued to students.
11. If the assessment is still not fit for purpose, the IV should repeat the cycle or alert the Curriculum Director or Head of Apprenticeships if they require further support. It is vital that any issues are resolved in good time to hand the submission back within the three-week window.
12. Copies of sampling should be kept for three years following certification including:
 - a. the assignment and assignment IQA sheet;
 - b. the student work;
 - c. the assessment top and IQA sheet;
 - d. any associated witness statements, observation records, videos, photos etc.;
 - e. student and staff authentication declarations and permissions where required by the awarding body.;
 - f. the sampling plan;
 - g. tracking documents at criterion level.
13. Awarding bodies stipulate how long all student work must be kept e.g. 12 weeks following certification from Pearson; until the next EV visit for C&G.

Appendix 2

Appeals Procedure

In the first instance students who have concerns about the outcome of an assessment procedure or the procedure itself should discuss the matter fully with the assessor. If they continue to have concerns, then they must follow this appeals procedure below.

Stage One

- Students wishing to appeal must do so in writing with five working days of the receipt of their assessment feedback

- The Lead Internal Verifier should;
 - Arrange for a second marker to mark the work if it is assignment-based work;
OR
 - Arrange for the work to be internally quality assured, if the assessment is based within one week of the appeal

- A response will be given to the student within five working days of receiving the appeal.

Stage Two

- Should the student not be satisfied with the result of the appeal, the Quality team or Director of Quality will review the case and make the final decision to refer to the external awarding organisation.

Guidance Notes

- Where an appeal may lead to changes on an external awarding organisation's formal student assessment record (e.g. a Pearson SRF) then the Examinations Officer should be informed immediately by the Course Team, both about the lodging of the appeal and its ultimate outcome.

- This policy complements any external quality assuring organisation's assessment appeals procedures as appropriate.

Appendix 3

Guidance on Assignment Extension

All extension requests by students should be made in writing on an applications basis and must be formally approved and signed off by the assessor.

Granting an extension means that the student must normally submit their assignment no later than three working weeks after the original summative assessment deadline; variations to this contract are agreed by exception.

Authorised Extensions

The following represent legitimate requests for an authorised extension to an assessment deadline:

- certified illness;
- bereavement or personal trauma
- accident that necessitates time-off from college or prevents the student from completing the assessment;
- jury service;
- serious illness of a family member that requires the person to take time-off;
- other notified personal reasons that prevent the student from attending college and/or submitting their work by the assessment deadline
- diagnosed learning disability or difficulty.

It is the responsibility of the individual student to inform their lecturer that they require an authorised extension prior to the summative assessment deadline. The student must present appropriate evidence to justify their request – this is detailed on the Extension Application Form.

Grounds to Reject an Application:

Lecturers are entitled to reject an application for extension where one or more of the following criteria apply:

- uncertified illness;
- the student missed work because they were on holiday;
- the submitted work has been lost due to a problem with a PC, printer or any other hardware/software used in its publication;
- the student claims they didn't know the assessment deadlines and/or procedure;
- any other reason where there is insufficient evidence to support the request.

Students should use the Extension Application Form to apply for an extension.