

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student Centred Teaching, Learning and Assessment			
Policy and Procedure Title:	Assessment Policy	Policy No. CCTP503	Version: 2.0
<p>Policy Statement</p> <p>The assessment policy outlines CCT’s approach to assessment and summarises the assessment regulations applied. The type(s) of assessment employed and their contribution to the overall grade must be decided as part of the Programme Assessment Strategy during Programme Design and Validation.</p> <p>CCT programmes leading to QQI awards are governed by the QQI Assessment and Standards, revised 2013, the assessment regulations of CCT and the approved programme schedule of the programme in question. Any special regulations are articulated on the approved programme schedule as part of the validation process and are communicated to learners at the outset of their studies and as part of the assessment brief.</p> <p>CCT operates assessment, assessment regulations, and QA policy to reflect the good practice guidelines of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015, as evidenced in the CCT policies and procedures for Assessment.</p> <p>As recommended all faculty designing, implementing and grading assessment in CCT are familiar with the specified assessment tools and techniques and are supported in developing their skills, knowledge and practice in respect of assessment.</p> <p>In accordance with QQI Assessment and Standards, CCT assessment practice supports the following principles:</p> <ul style="list-style-type: none"> • Learners are responsible for demonstrating their achievement • Assessment supports standards based on learning outcomes • Assessment promotes and supports effective learning and teaching • Assessment procedures are credible • Assessment is fair • Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements • Learners are well informed about how and why they are assessed 			

<p>Definitions</p> <p>Continuous Assessment refers to summative assessment whereby learners receive a grade towards the completion of a module.</p> <p>Summative Assessment: Aims to determine if (or sometimes the extent to which) a set of specified learning outcomes has been attained by a person and (typically) their entitlement to academic credit. It normally contributes to learner's results for a module or a programme. It includes results from continuous assessment, project work, oral assessment, written examinations etc.</p> <p>Formative Assessment: supports the learner in attaining specified learning outcomes. It does not normally penalise error, or credit achievement. 'Formative assessment is concerned with how judgements about the quality of learner responses (performances, pieces, or works) can be used to shape and improve the learner's competence by short-circuiting the randomness and inefficiency of trial and error learning. Formative assessment supports learning and should therefore involve formative feedback. It is an essential part of any programme of education and training.</p> <p>An assessment worth less than 30% is classed as a minor assessment, an assessment weighted 30% or more is considered a major assessment.</p>		
<p>Staff Involved:</p> <p>All full time and part time lecturers, Heads of Faculty, Dean of School, Dean of Academic Affairs, Faculty Co-Ordinators</p>		
<p>Procedure Outline / Method(s) used to carry out this procedure</p>		
<p>Responsibility of</p>		
<p>Evidence generated by this procedure to ensure its effectiveness</p>		
<p>Learning Outcomes</p> <p>Assessment in CCT is learning outcomes focused with the learning outcomes having been interrogated for their suitability as part of the programme validation process.</p> <p>Learning outcomes are clear statements of the knowledge or skills a learner is required to demonstrate on completion of a specified block of learning. The learning outcomes for CCT programmes are documented at module and programme level, reflecting the framework level applicable.</p> <p>The summative assessments issued to learners as part of a programme of study are designed to test a learner's ability to attain the specified learning outcomes. Summative assessments can take the format of continuous assessments, projects, and examinations. As part of the assessment process learners are advised of which learning outcomes are being assessed by each assessment. This enables learners to make a reasonable attempt to demonstrate this and it also informs examiners, including external examiners, what is being assessed.</p> <p>Learning outcomes represent the threshold standard for a pass i.e. to be awarded a pass mark a learner must have evidenced attainment of the learning outcomes. Higher grades are awarded based upon how the learner exceeds the learning outcomes and to what extent. Assessment feedback provided to learners should be learning outcome focused indicating how the outcomes may be more fully addressed or how</p>		
<p>Learners</p>		
<p>Lecturers F/T P/T</p>		
<p>Records of correspondence between CCT teaching staff and other faculty members</p> <p>Programme schedules, validation documents, student handbooks, assessment briefs</p> <p>- Minutes of Academic Council and/or Programme Board meetings, discussing any issues relating to assessment</p> <p>Minutes of Boards of Examiners</p> <p>- Records of correspondence between Faculty Heads, lecturers and learners</p>		

they may be exceeded.

The author of an assessment is required to ensure that the assessment tools, techniques and activities selected will enable the learners to evidence their attainment of the learning outcomes. The length and complexity of the assessments should be reflective of the learning outcomes requirements and the weighting of the assessment in relation to the overall module and programme. Over assessment should be avoided. Over assessment included the requirement for learners to complete assessments that:

- are unnecessarily complex,
- are repeatedly assessing the same learning outcomes
- are unnecessarily large or long
- are excessive in the workload burden placed on the learner for the weighted value of the assessment
- require the learner to undertake activities that don't relate to the learning outcomes being assessed.

Good practice in assessment in higher education recommends the inclusion of diagnostic, formative and summative assessment. Diagnostic assessment does not contribute to an overall mark but provides information to the lecturer and the learner about areas where further support or development may be required.

Formative assessments are activities designed to provide the learner with the opportunity to practice and receive feedback and guidance. Formative assessments may be marked for feedback purposes, but the mark does not contribute to the overall result for the module or programme.

Summative assessment tasks are formal assessments which are marked, and the mark contributes to the overall result from the module or programme. Summative assessments can also include a formative element. CCT requires that all continuous assessments incorporate the provision of feedback to learners. This does not apply to examinations; however, feedback can be requested, or arrangements made to discuss the examination performance with a relevant examiner or suitable nominee. Where a learner wishes to receive a copy of their examination script or discuss their examination performance they are required to put the request in writing to the QA Officer. The QA Officer will make the appropriate arrangements.

All summative assessments are subject to the assessment regulations of CCT and the results of these assessments are reported to the Board of Examiners.

Marking Schemes

CCT requires each assessment to include a marking scheme that identifies how the marks are awarded and what is expected within each section.

Marking schemes should be sufficiently detailed to enable different examiners to interpret and apply it consistently.

Information within the marking scheme should relate to the learning outcomes being assessed.

Lecturers

Learner
QA Officer
Lecturer

Lecturer

Feedback forms

Requests

Records of meetings or provision of script

<p>Marking</p> <p>Marking of assessments is based upon the extent to which learning outcomes have been attained or exceeded. There must be a clear, demonstrable relationship between the learning outcomes and the mark awarded.</p> <p>Assessments are criterion referenced against the learning outcomes and the full range of marks from 1 – 100 is utilised with 40 indicating a pass mark, except where otherwise stated. Assessment decisions are not based upon the comparison of one learner against others or by the requirement to have a specified number in any given mark band.</p> <p>Marking learner's work is the making of a quality judgement against clearly defined criteria. It is greater than the mathematical totalling of marks for subsections and therefore examiners are required to make a final quality judgement, having totalled marks, in order to determine the final mark to be awarded. Examiners are free to add or deduct marks to reflect more accurately the standard of the overall piece of work assessed.</p> <p>Examiners are required to avoid issuing borderline marks i.e. 1% below the next marking band, particularly when this pertains to the pass / fail borderline.</p> <p>A mark below 40 % is reflective of work which is deemed unsatisfactory in that it has not evidenced attainment of learning outcomes and may only show a superficial understanding of the subject matter. However, a mark of 35 – 39% should be awarded where the examiner feels the fail is marginal in that it demonstrates that attainment of some of the learning outcomes, albeit limited. Pass by compensation may apply in these cases, subject to programme regulations and the requirements of QQI Assessment and Standards.</p> <p>Details of the allocation of marks, in line with the marking scheme, must be clearly apparent to second markers, external examiners and learners, as appropriate. Internal moderation and external examination of a sample of all assessments takes place as standard in CCT.</p> <p>Recording and Communicating Results</p> <p>Following the marking of assessments faculty should forward the assessments to the nominated internal moderator. Once the examiner and the moderator have agreed marks for the learners, all results are communicated to the faculty coordinator to record and populate broadsheets for the Board of Examiners. Marks and feedback must not be communicated to learners until any required moderation is complete. Marks and formative feedback must be returned to learners within reasonable time (normally two weeks from the assessment submission date), and no less than one week before the exam period. All assessment results are issued electronically through either Moodle or Eolas. In all cases marks are provisional until ratified at the Board of Examiners.</p>	<p>Lecturers/ examiners Moderators</p> <p>Lecturers Moderators</p> <p>Faculty Coordinator</p>	<p>Marking schemes</p> <p>Marking records</p>
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<p>Assessment Scheduling The assessment strategy for a programme and its constituent modules is formed and evaluated as part of the programme development and validation process. This also factors in the type, nature and timing of assessments. It is expected that formative assessment takes place in the early stages of a module, normally within the first five weeks.</p> <p>Assessment timing must be closely aligned to the teaching and learning schedule, ensuring sufficient relevant curriculum content has been addressed to enable learners to complete the assessment. Module lecturers must not schedule their assessments in isolation. Consideration must be given to the assessments planned for all modules across a semester and a stage and the schedule designed to avoid grouping of assessments.</p> <p>Upon issuing assessments to learners, faculty should adhere to the assessment schedule. In exceptional cases where a deviation is required this should only be done in consultation with the Head of Faculty. In all cases, learners must be made aware of the weighting of the assessment issued to them and the due date for the assessment must be communicated in writing as part of the assessment brief.</p> <p>The assessment schedule should be reviewed, and where necessary revised, on an annual basis. The schedule should be provided to learners at the outset of the semester to allow them to plan appropriately.</p> <p>Real time assessments, i.e. in class assessments, must be announced at least one week in advance (ideally in class and on Moodle) and held during normally scheduled class time.</p> <p>Real time assessment is limited to 60% in modules which do not have a final module examination, and 30% in modules which have a final modules examination.</p> <p>Assessment Regulations All CCT programmes leading to a QQI award are subject to the following regulations, except where programme specific regulations replace these as per the programme validation.</p> <p>Pass mark To be deemed to have successfully completed an assessment a learner must achieve a minimum pass mark of 40%, except where stated otherwise. Where the approved programme schedule provides for a minimum pass mark other than 40%, learners, examiners and external examiners must be notified of this in advance and it must also be clearly noted on the Broadsheet of Results.</p> <p>Pass by Compensation In certain circumstances, a learner awarded a mark between 35% and 39% may be entitled to pass by compensation. Pass by compensation is governed by the QQI <i>Assessment and Standards, Revised 2013</i> and will only be applied in accordance with the requirements stated therein, or in a subsequent policy replacing that. In summary, Assessment and Standards allows for Pass by Compensation in the following</p>	<p>Lecturers</p> <p>Programme leader and faculty for programme</p> <p>Programme team</p>	<p>Moderation records</p> <p>Broadsheets</p> <p>Results issued</p> <p>Assessment schedules</p> <p>Publication to learners</p>
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circumstances:

Compensation can only be applied in the following circumstances:

- The student has been assessed for all stage modules and no module in the stage has been failed outright (below 35%).
- In the case of full-time students, the results are from the same sitting (session).
- The stage aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage aggregate of credit-weighted deficits of marks (under 40) and the potentially compensatable results account for no more than one-third of the credit for the stage, i.e. 20 credits in a 60-credit stage or 10 credits in a 30-credit stage.

Compensation may be applied only to enable a student to pass a stage.

At the award stage, a student who passes by compensation remains eligible for honours or other such classification higher than pass. Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Diploma Supplement), the actual result is returned, for example, 37% along with an indication that the module Pass has been granted by compensation.

In the programme assessment strategy and approved programme schedule, certain modules may be designated as not passable by compensation.

Borderline Marks

Examiners should demonstrate confidence in their academic judgement and in doing so avoid issuing borderline marks. Where combination of assessment marks result in an overall module borderline mark or an overall award stage borderline, the Board of Examiners is authorised to review the profile of the learner's performance in the module in question or across the award stage and determine the final mark or classification to be recorded.

Where an award stage classification is amended due to consideration of a borderline percentage point average, the overall classification changes but the constituent module marks normally remain unchanged.

Meetings of the Board of Examiners allow for full and frank discussion of all award borderline cases before a final decision is made. That final decision is based on the cumulative evidence presented rather than on the view of one internal or external examiner. Borderline award classifications are not automatically increased to the next award classification.

Assessment Submission

Except where otherwise stated, learners must submit their assessments via Moodle and the following apply:

1. All learners must submit their assignments through their personal Moodle log in in the case of individual submissions. Or by nominated group leader in group assignments.
2. In the rare case of Moodle access problems, assignment submissions may be made to a valid lecturer's or administrator's cct.ie email address, at the discretion of the lecturer. Once Moodle access is restored the submission must be made to Moodle.

Board of Examiners

Lecturers / examiners

Board of Examiners

**Minutes of Board of Examiners
Broadsheets**

<p>3. For all assessments accepted via Moodle, the Moodle log showing the learner submissions (and dates/times of submissions) is to be printed and retained in lieu of (and serves as) a CCT Assignment Submission Sheet</p> <p>Where assessments are submitted outside of Moodle the following apply:</p> <ol style="list-style-type: none"> 1. For all paper-based submissions (not using the CCT Moodle), the submission must be accompanied by a CCT Assignment Submission Sheet. The CCT Assignment Submission Sheet is available via Moodle in 'General Information' 2. Assignments submitted without a CCT Assignment Submission Sheet are considered incomplete and may be refused by the lecturer/assessor, or be deemed late or inadmissible 3. Any electronic means of submission (for example personal email, dropbox etc) are prohibited with the sole exception of the CCT Moodle and in exceptional cases CCT email addresses <p>Late Submission</p> <p>Developing effective workload and time management skills and practicing punctuality are essential skills expected of a learner on a higher education programme. To reinforce the importance of this and to provide a disincentive for late submission of assessments CCT operates a late submission policy where penalties are applied. The following rules apply:</p> <ol style="list-style-type: none"> 1. Assessments (with the exception of real-time assessments) will be accepted as late submissions up to and including 5 calendar days after the submission deadline. 2. Real-time assessments (in-class tests, Moodle quizzes, interviews, presentations, etc) cannot be late. Failure to attend a real-time assessment will result in a mark of 0% and will be considered as an assessment opportunity for the purpose of entitlement to repeats. 3. Except where otherwise indicated, CA is submitted online through Moodle. 4. Moodle will automatically keep track of all CA submissions. A Moodle message will notify the learner when their assignment has been submitted successfully. 5. Learners must submit the assignment for each subject by the due date indicated on the continuous assessment grid. 6. Where no extension has been granted and the assessment is submitted late, 10% of the mark for the assessment will be deducted for each day the assignment is overdue. A zero grade will be allocated to any assessment submitted later than 5 calendar days (120 hours) after the submission date. <p>Where a late penalty is applied this must be clearly indicated to the learner and notified to the Faculty Coordinator. The Faculty Coordinator will make a record of the penalty applied as well as the original result.</p> <p>Extensions</p> <p>CCT recognises that from time to time circumstances may impact on a learner's ability to fulfil their programme requirements as scheduled. The following requirements apply to learners who feel they have personal mitigating circumstances which prevent them from fulfilling their obligations as scheduled:</p>	<p>Learners</p>	<p>Results</p> <p>Minutes</p> <p>Broadsheets</p> <p>Submission</p>
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<ol style="list-style-type: none"> 1. Where personal mitigating circumstances will result in late submission of assessments, the learner must submit a PMC form with supporting evidence to the Faculty Coordinator. 2. PMC applications and a request for extension should normally be made in advance of the submission deadline for the assessment. 3. CCT operates the fit to sit / submit principle whereby a learner who is fit to complete an assessment at a specified time in the academic calendar is also fit to complete all other assessments at that time. Extensions will not be approved where it is felt the learner is seeking to secure an unfair advantage. 4. Extensions are not automatic and PMC applications (on form CCTF111) will be dealt with on a case-by-case basis, approved by the Faculty Head or QA Officer. All PMC forms must be supplied with supporting documentation 5. If an extension is approved, a new submission date is communicated to the learner, lecturer and faculty coordinator 6. Standard late submission regulations apply to the revised submission deadline. 7. Circumstances relating to an application for an extension are retained on record and remain confidential. Faculty will be notified that an extension is granted but are not informed of the reason. 	<p>Lecturer Faculty Coordinator</p> <p>Learner</p>	<p>Feedback form / results</p> <p>Notification to coordinator</p> <p>Results records</p>
<p>Repeat Assessment Opportunities</p> <p>Where a learner fails an assessment, or fails to avail of an assessment opportunity, they are normally afforded a maximum of 3 repeat attempts, except where the programme validation states otherwise. For Masters programmes, the capstone assessment is normally restricted to a maximum of 2 repeat opportunities.</p> <p>Details on the number of repeat attempts are agreed at validation and will be communicated to learners via the programme handbook or Moodle.</p> <p>The provision of repeat opportunities may not be automatic, and the College reserves the right not to provide a repeat opportunity in circumstances where it is deemed in the best interest of the College, the learner or other parties impacted by the undertaking of any such assessment. Programme-specific policies on entitlement and access to repeat opportunities will be detailed in the handbook for each programme.</p>	<p>Faculty Head QA Officer</p>	<p>PMC applications</p>
<p>Learners are advised that modules that do not contribute to the overall award calculation which are failed at the first attempt, except where PMCs apply, will have their repeat module mark capped at 40%. Modules that do contribute to the award classification will not have repeat module marks capped but will be restricted to an overall award classification of a pass.</p> <p>CCT applies the QQI sectoral convention on no repeat for honours which specifies that the calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (i.e. those that contribute to the classification) for modules of a specific programme which has been validated by QQI. Honours classification, or any classification higher than 'Pass', shall be made based on first attempt grades. Necessary procedures to allow consistent treatment of a repeat grade as a first attempt</p>	<p>Programme leader</p>	<p>Learner record</p>

grade, where exceptional mitigating circumstances exist, shall not compromise this principle. Accordingly, a learner cannot attain an honours award, or other such classification above a pass, where award bearing modules have not been passed at the first attempt.

Note: where the programme regulations require the independent passing of each component, repeat regulations apply to those components.

For full details see Policy CCTP503 Repeat Assessment.

Management of Failed Assessments, Non-Submissions and Issuing of Repeat Opportunities

Learners are required to attempt all assessments. Non-submission of an assessment or non-attendance at an examination without authorised extension of PMC approval will constitute an attempt and a mark of 0% is awarded. This may have implications for a learner's status on the programme or their final award.

A learner who fails to secure a pass mark within the maximum number of repeat opportunities will be deemed to have failed the programme, subject to ratification by the Board of Examiners. Standard exceptions apply where the College learner has accepted and formally recognised PMCs.

It is the learner's responsibility to familiarise themselves with the regulations relating to repeat assessments and the impact on their grades of failing to submit or pass assessments.

Academic Misconduct and Plagiarism

Academic misconduct, plagiarism or any form of academic impropriety is not acceptable, and all cases will be subject to the CCT Academic Misconduct Policy (CCTP511)

Progression

In accordance with the guidelines communicated in *QQI Assessments and Standards, Revised 2013*, in order for a learner to be eligible to progress to the subsequent stage, a learner should normally have satisfied the minimum intended learning outcomes of all preceding stages.

Subject to any special conditions of the programme, there are three exceptions to the general requirement of passing all the required modules in order to progress to the next stage. These are:

- Pass by Compensation
- Exemption from part of the programme (with or without the allocation of a grade and credit)
- Eligibility to progress carrying the failed modules to be passed during the subsequent stage

In the case of the latter, the failed modules carried to the subsequent stage should not normally exceed 16% of the stage or 10 ECTS.

Award Classification

The classification of awards shall be determined in accordance with *QQI Assessment and Standards, Revised 2013*, sectoral convention number 1. All awards, except minor and supplemental awards shall be classified. Special purpose awards with a volume of at least 60ECTS and are comparable to a major

Board of Examiners

Learners

Board of Examiners

Student handbook / Moodle

**Minutes of meeting
Broadsheet of results**

<p>award at the same level may be classified. Classification for awards higher than a pass will be determined on first attempt marks only in award bearing modules. Except where otherwise stated, and considered as part of the validation process, the award classification is determined based upon the percentage point average in the award stage, using first attempt marks. Consistent treatment of repeat marks as a first attempt in cases where approved PMCs apply will not compromise this regulation.</p>	<p>Board of Examiners</p>	
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Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Board of Examiners	As scheduled	Review of assessment performance Adherence to regulations
QA Officer	Ongoing throughout the academic year	<ul style="list-style-type: none"> - Review of completed forms - PMCs
Faculty Heads Faculty Co-Ordinators and	Annual review for full academic year	<ul style="list-style-type: none"> - Review of records of correspondence between CCT staff member and external examiners - Review of adherence to assessment schedule and issuing of results - Review of minutes of Academic Council and/or Senior Management Team meetings, Programme Boards, Examination Boards discussing issues surrounding CA repeat - Review of records of correspondence between CCT and internal staff - Review of all written records

POLICY CONTROL SHEET

Policy Title	Assessment Policy
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	August 2018
Effective Date	September 2018
Last Review Date	March 2018
Supersedes	CCT Assessment Policy 2017
Next Review Date	August 2019
Designated Reviewer	Dean of Academic Affairs
Scope	Internal academic staff (full and part time); External (Examiners & Consultants), Learners, QA Officer, Faculty Coordinators

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
10.03.2015	August 2015	Update from 2013	College Registrar	Academic Council
Aug 2016	Aug 2016	Policy renamed to reflect the full range of module assessment methods (as opposed to CA only as stated previously) Minor edits for clarity	Dean of Academic Affairs & College Registrar	
August 2017	August 2017	Policy extended to include full documentation of CCT marks and standards and academic regulations applied in practice.	Dean of Academic Affairs	QA Committee
March 2018	April 2018	Addition of restriction on repeat attempts for Masters capstone assessment. Addition of statement clarifying calculation of award classifications.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Assessment and Standards
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies /	CCTP511 – Academic Misconduct & Plagiarism

Forms	CCT P504 - Repeat Continuous Assessment & Examination CCTF111 – Personal Mitigating Circumstances
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