

**PROVIDER NAME:** CCT College Dublin (CCT)

**POLICY AREA:** Standard 5: Procedures & Guidelines for the Assessment of Learners

**Policy and Procedure Title:** Assessment Policy

**Policy No.**  
CCTP503

**Version:** 2.1

### **Policy Statement**

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.

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.

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.

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.

In accordance with QQI Assessment and Standards, CCT assessment practice supports the following principles:

- 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

**Definitions**

Continuous Assessment refers to summative assessment whereby learners receive a grade towards the completion of a module.

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.

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.

**Staff Involved:**

All full time and part time lecturers, School Manager, Dean of School, Dean of Academic Affairs, Faculty Co-Ordinators

**Procedure Outline / Method(s) used to carry out this procedure****Responsibility of****Evidence generated by this procedure to ensure its effectiveness****Learning Outcomes**

Assessment in CCT is learning outcomes focused with the learning outcomes having been interrogated for their suitability as part of the programme validation process.

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.

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.

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 they may be exceeded.

Learners

Lecturers F/T P/T

Records of correspondence between CCT teaching staff and other faculty members

Programme schedules, validation documents, student handbooks, assessment briefs

- Minutes of Academic Council and/or Programme Board meetings, discussing any issues relating to assessment

Minutes of Boards of Examiners

- Records of correspondence between School Manager, lecturers and learners

<p>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:</p> <ul style="list-style-type: none"> <li>• are unnecessarily complex,</li> <li>• are repeatedly assessing the same learning outcomes</li> <li>• are unnecessarily large or long</li> <li>• are excessive in the workload burden placed on the learner for the weighted value of the assessment</li> <li>• require the learner to undertake activities that don't relate to the learning outcomes being assessed.</li> </ul> <p>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.</p> <p>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.</p> <p>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.</p> <p>All summative assessments are subject to the assessment regulations of CCT and the results of these assessments are reported to the Board of Examiners.</p> <p><b>Marking Schemes</b> 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.</p> <p><b>Marking</b> 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>Lecturers</p> <p>Learner QA Officer Lecturer</p> <p>Lecturer</p>	<p><b>Feedback forms</b></p> <p><b>Requests</b></p> <p><b>Records of meetings or provision of script</b></p> <p><b>Marking schemes</b></p>
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<ol style="list-style-type: none"> <li>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'</li> <li>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</li> <li>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</li> </ol> <p><b>Late Submission</b></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"> <li>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.</li> <li>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.</li> <li>3. Except where otherwise indicated, CA is submitted online through Moodle.</li> <li>4. Moodle will automatically keep track of all CA submissions. A Moodle message will notify the learner when their assignment has been submitted successfully.</li> <li>5. Learners must submit the assignment for each subject by the due date indicated on the continuous assessment grid.</li> <li>6. Where no extension has been granted and the assessment is submitted late, 10% of the mark for the assessment will be deducted for work submitted up to and including 5 calendar days late. A zero grade will be allocated to any assessment submitted later than 5 calendar days (120 hours) after the submission date.</li> </ol> <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><b>Extensions</b></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> <ol style="list-style-type: none"> <li>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.</li> <li>2. PMC applications and a request for extension should normally be made in advance of the submission deadline for the assessment.</li> </ol>	Learners	<p><b>Minutes</b></p> <p><b>Broadsheets</b></p> <p><b>Submission</b></p>
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<ol style="list-style-type: none"> <li>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.</li> <li>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 Coordinator or QA Officer. All PMC forms must be supplied with supporting documentation</li> <li>5. If an extension is approved, a new submission date is communicated to the learner, lecturer and faculty coordinator</li> <li>6. Standard late submission regulations apply to the revised submission deadline.</li> <li>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.</li> </ol>	<p>Lecturer Faculty Coordinator</p>	
<p><b>Repeat Assessment Opportunities</b> 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. 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>Learner</p>	<p><b>Feedback form / results</b> <b>Notification to coordinator</b> <b>Results records</b></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>School Manager QA Officer</p>	<p><b>PMC applications</b></p>
<p>Learners are advised that modules which are failed at the first attempt, except where PMCs apply, will have their repeat module mark capped at 40%. Modules that contribute to the award classification will have repeat module marks capped and will be subject to the QQI regulation of no-repeat for honours i.e. the overall award classification will be restricted to a pass where a module is failed at the first attempt in the award stage.</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 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.</p>	<p>Programme leader</p>	<p><b>Learner record</b></p>

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 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.

Board of Examiners

Learners

Board of Examiners

**Student handbook / Moodle**

**Minutes of meeting**

**Broadsheet of results**

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

## POLICY CONTROL SHEET

<b>Policy Title</b>	Assessment Policy
<b>Responsible Officer(s)</b>	Dean of Academic Affairs
<b>Issuance Date</b>	August 2018
<b>Effective Date</b>	September 2018
<b>Last Review Date</b>	July 2019
<b>Supersedes</b>	Version 2.0
<b>Next Review Date</b>	August 2024
<b>Designated Reviewer</b>	Dean of Academic Affairs
<b>Scope</b>	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
Vers 2.1	Sept 2019	Clarification – all repeat module marks capped at 40% (except where PMC applies) and impact on award classification for award stage modules. Edits to roles to reflect appointment of School Manager	Dean of Academic Affairs	Academic Council

### References upon which the Policy section is based

<b>CCT Policy area</b>	Assessment and Standards
<b>Statutory &amp; System Wide Basis</b>	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
<b>Related CCT Policies / Forms</b>	CCTP511 – Academic Misconduct & Plagiarism CCT P504 - Repeat Continuous Assessment & Examination CCTF111 – Personal Mitigating Circumstances