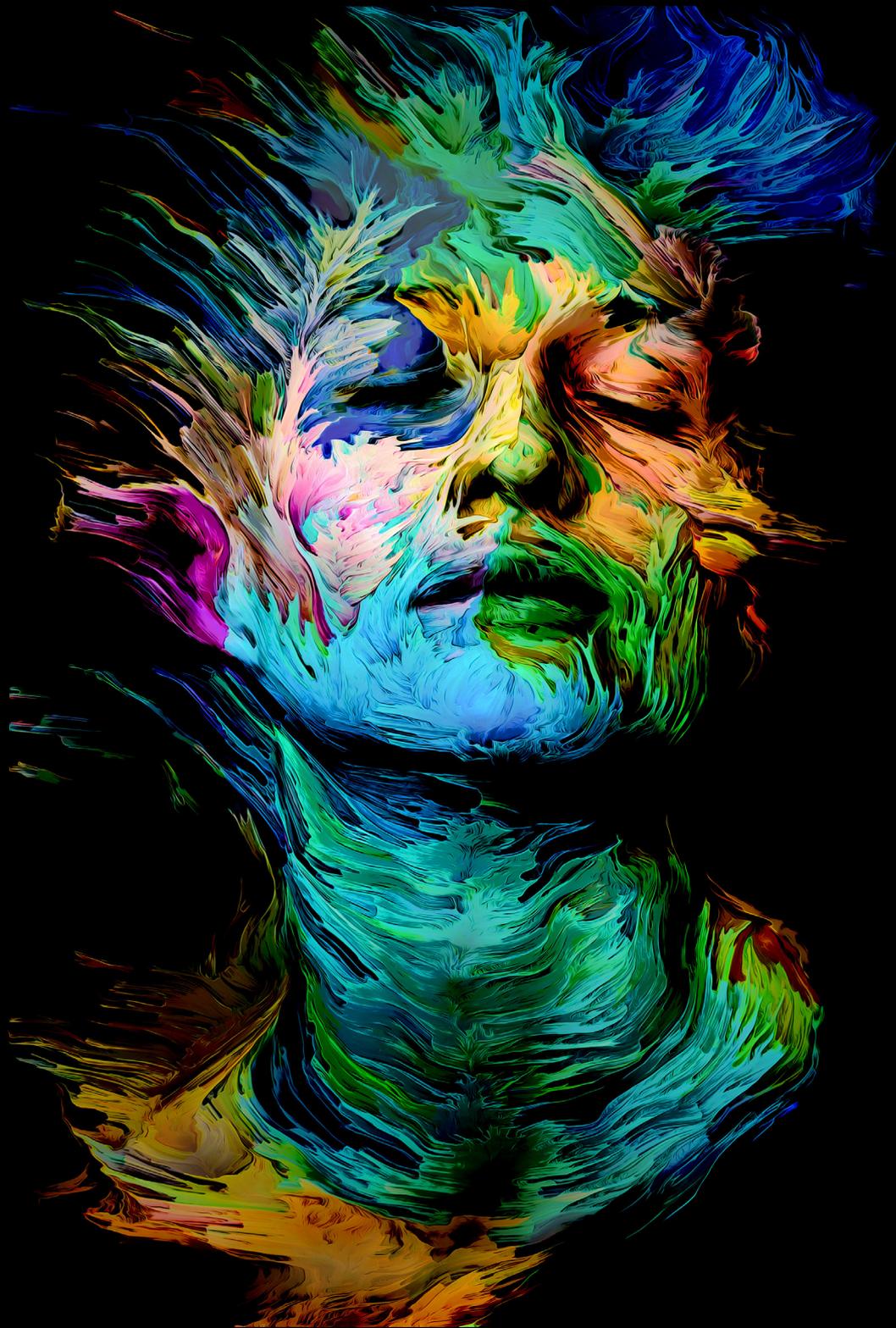


LCCA

**London College of
Contemporary Arts**



**LCCA Assessment & Feedback Policy
2021-22**

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1. Overview

1.1 This policy has been designed to provide staff and students an overview of the key principles which underpin LCCA and the University's (UCA) approach to assessment.

1.2 Details of basis for the approach can be found in several regulatory, policy and procedural documents from UCA including:

- the Quality Assurance Handbook (QAH)
- the Common Credit Framework (CCF)
- the Academic Appeal Regulations
- the Mitigating Circumstances Regulations
- the Academic Misconduct Regulations
- the Policy on Internal Verification
- the Procedure for Making Adjustments to Assessment Tasks for Students with a Disability/ Specific Learning Difference
- the Policy for the Submission, Retention and Return of Student Work

1.3 This document outlines the specific procedures for LCCA and have been developed in line with the regulations and policies set out by the validating partner, UCA. These should also be referenced when reviewing this policy.

1.4 The details in this policy apply to all courses at LCCA, including Extended degrees with foundation years, Honours degrees and Masters.

2. Principles of Assessment

2.1 The purpose of assessment is to enable students to demonstrate that they have achieved the stated learning outcomes of a unit and that they have achieved the standard required for the unit credit to be awarded. In most situations, assessment will also quantify the level of performance by using percentage marks for feedback, processing assessment outcomes and calculation of awards.

2.2 Students' work should only be assessed against the assessment criteria published in each Unit Descriptor. These are set in accordance with national standards in the discipline, with reference to the appropriate outcomes in the Framework for Higher Education Qualifications (FHEQ) and subject benchmarks (HE). These ensure that students are tested for both subject-specific knowledge and general transferable skills.

2.3 UCA distinguishes between assessment criteria and learning outcomes, assessment criteria being the key characteristics against which a learning outcome will be judged. LCCA will follow this approach.

2.4 UCA has developed a lexicon of different assessment requirements (see Appendix 1 of the Assessment Policy Statement), which outlines the main features of the requirements used on courses. LCCA will follow this lexicon.

2.5 LCCA use both formative and summative assessment. The Quality Assurance Agency (QAA) define each type as the following:

Formative assessment: Assessment with a developmental purpose, designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment: Used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.

Only marks from summative assessment count towards the unit grades.

2.6 LCCA requires feedback to be provided for both formative and summative assessment, and where possible all feedback should be made available to the Academic Mentor Team.

2.7 UCA and LCCA are committed to implementing fair and equal access to assessments for all students, including those with any form of Specific Learning Differences (SpLD) or disability and has developed policies and procedures in support of this. See the Procedure for Making Adjustments to Assessment Tasks, Mitigating Circumstances Regulations and Support to Study Procedure for further details here.

2.8 Students should be informed in advance of the assessment requirements for each unit as defined in the Unit Descriptor. More detailed information about assessment briefs and deadlines will be included in the Unit Handbook. **There should be clear published methods for recording and communicating the outcomes of assessment and providing feedback to students, including expected deadlines.**

A Unit Handbook or other detailed information about the unit is issued at the start of each unit and includes:

- unit information (guidance on assessment submission periods/unit descriptor/any explanatory notes/distinctive features of unit);
- unit references (advanced reading lists/ links to websites/ other reference material);
- unit materials (lecture notes/hand-outs/resources/examples of past and current student work);
- unit assessment (description of assessment in unit that expands on information in unit descriptor/briefs/assessment processes formative/summative/explanation of assessment criteria in unit);
- unit staff (contact details of staff teaching on unit using only their LCCA email and phone/ contact time and availability of staff outside scheduled teaching time/ details of learning and student support available);

This information must also be available for each unit on CANVAS.

2.9 Assessments should be reviewed and approved by the Internal Verifier (Link Tutor) annually before the start of the academic year (June cohort), this is to ensure that the assessment meets the requirements of the unit descriptor and handbook, is fit for purpose, and ensures that assessments are not overused.

2.10 The assessment arrangements for work placement and exchange should be clearly communicated to students prior to starting the relevant period of study and applied consistently.

2.11 UCA has procedures in place for maintaining standards and ensuring comparability within the University, between the University and its partners, and externally across the sector. LCCA are part of this process through the procedures detailed below.

2.12 Assessment processes should be equitable, inclusive, transparent, reliable, and valid.

3. Assurance of Academic Standards

Programmes (Courses)

3.1 All LCCA courses, including foundation, undergraduate and postgraduate are subject to a rigorous process of validation by UCA. Courses are validated for a period of a maximum of five years, after which time they are subject to review.

3.2 UCA's responsibility for validation and review (including the determination of procedures and regulations for the process, and confirmation of the outcome of events) is delegated by Academic Board to the Academic Quality Committee. The approved procedures for validation and review are contained within the University's Quality Assurance Handbook (Sections C and H).

3.3 All LCCA courses are subject to rigorous annual academic monitoring, which assures the University that the academic standards of its awards are secure. Annual academic monitoring is a self-critical process that reviews all aspects of the course. Procedures for annual academic monitoring are approved by the Academic Quality Committee and are published in the Quality Assurance Handbook.

Assessment

3.5 Assessed work will be subject to internal moderation by UCA Link Tutors (Internal Verification) to ensure that the standard of marking is consistent and that the level of marks is appropriate. Internal moderation may take several forms but is most often carried out on a sample of assessed work.

3.6 For LCCA, Link Tutors (Internal Verifiers) will be responsible for ensuring there are no conflicts of interest, or potential conflicts of interest present during the internal and external verification processes. Where such a conflict is identified, Link Tutors will be responsible for appointing

appropriate alternate internal and/or external verifiers. Where the conflict involves the Link Tutor, they must inform the CPO, who will be responsible for appointing an appropriate alternate internal verifier.

3.7 For undergraduate and postgraduate HE provision, appropriately qualified and experienced external examiners are appointed for each award to confirm that the standards of awards are appropriate for awards in the discipline at the given level, and that assessment has been conducted competently and impartially. They are also asked to compare student achievement with that at other institutions across the sector.

3.8 The CCF specifies how assessment outcomes are aggregated to determine:

progression, award and classification; the conditions under which compensation may be applied; the type and nature of reassessment opportunities (including penalties to be applied); penalties for late or non-submission; and arrangements for deferred submission or examination.

3.9 When designing courses and reviewing assessment, including both formative and summative, staff should consider the assessment load of students across the programme to ensure that there are not high levels of assessment clustering. Staff should also review the types of assessment provided to students across to programme to ensure sure assessment is varied and relevant to the learning outcomes.

3.10 When marking assessments, staff should avoid giving marks on the grade boundary, staff should ensure that the assessment criteria and learning outcomes are reviewed to provide students with a true reflection of the grade of the work and provide supportive feedback to enable students to progress and understand how to achieve additional marks.

4. Conduct of Assessment

4.1 All courses of study delivered by LCCA are taught and assessed in English.

4.2 Where a course leads to, or forms part of the qualification for a professional or statutory body, a clear statement including requirements for this will be listed in the programme specifications and course documentation. The value of this qualification across the national sector will also be stated.

4.3 As outlined in section 3, the validated course documentation contains information on the aims, learning outcomes and assessment for each course. The unit descriptors detail the assessment requirements and give the specific component weightings for each assessment.

4.4 For HE, each unit passed allows for the award of credit proportional to the unit size.

4.5 Because of the practical nature of courses offered by the University, and the very individual

nature of many projects, it is not possible for all work to be assessed anonymously. The assessment criteria, mark descriptors and verification procedures ensure that assessment is conducted fairly. However, where possible, assessments at LCCA will be marked anonymously.

4.6 Assessments CANNOT deviate from the approved unit specifications, and from the assessments approved by the Internal Verifier at the start of the academic year.

4.7 Specific assessment requirements are to be published in the assessment briefs at the start of the module, including the deadline.

4.8 All assessment (where appropriate) should be uploaded through Turnitin.

4.9 Submission links should be opened no later than 2 weeks before the published deadline by the Administration team only on the relevant CANVAS page. The link will be on the submission deadline (except in unforeseen circumstances where there may be technical issues). The link will only be re-opened for students with approved Mitigating Circumstances.

4.10 When submitting work, students should be informed that they should be the naming conventions for assessment:

surname-first name – unit number – cohort (month and year) – sit number (1st or 2nd) – date of submission - component name (essay/presentation/etc). e.g. Bloggs-Joe-L1234-Oct21-171221 - 1st-Essay

4.11 No deadlines can be amended after they dates have been published to students. Approval for extension of deadlines for whole cohorts must be discussed with and approved by either the Head of Quality Assurance or the Interim Principal.

5. Submission and Marking

5.1 The regulations for assessment submission and marking are contained within the CCF Section 4.

5.2 For the purposes of calculating unit and award outcomes, a mark between 0 and 100 is given for each assessment component, and assessment components will be averaged according to their weighting within each unit to determine the overall mark. Assessment components are weighted in terms of their contribution to the overall unit mark, as stated in the validated unit descriptor.

5.3 Where an assessment component comprises two or more assessment tasks, the mark shall be awarded to the assessment component rather than to the individual assessment tasks (e.g. for a portfolio a single holistic mark is assigned see [CCF Appendix 2](#)).

5.4 A mark of 0 is awarded, with a result of 'Fail' where the student has failed to present the assessment component before the deadline.

5.5 A mark of 0 is awarded, with a result of 'Defer', where the student, normally having failed to

present the assessment component, has been permitted, as a result of Mitigating circumstances, to present that assessment component later.

Where a student is deferred in one or more assessment components, but has not failed any assessment components, the student will be deferred in the unit and will be awarded a mark of 0 for the unit pending completion and assessment of the deferred assessment component.

A student may only be deferred in a unit as a result of Mitigating circumstances. Where a student is deferred in a unit, it will not count as an attempt at that unit and the student will have a right to be assessed as if for the first time (where the deferral was at the first attempt) at the next available opportunity

5.6 Where a student exceeds the maximum word limit/requirements for a submission, the work should be submitted to the Academic Misconduct Panel for review. The panel will review the work and decide on a penalty for the assessment in line with the academic misconduct guidelines.

5.7 All assignments are first marked and depending on cohort size a sample of assignments are second marked. For cohorts smaller than 10 all assessment will be second marked internally at LCCA. A sample is sent to the Interval Verifier (IV – Link Tutor) for review see 5.14. The sample is agreed with the IV and Course Director.

Should there be any discrepancy there will be discussion between first marker and second marker and a final grade will be agreed and changed on grade sheet and the feedback sheet

Where the marking discrepancy is 15% or greater between the first and second marker than a third marker should be assigned, and third marking undertaken. If this cannot be resolved it will come to Course Director for review. Staff should avoid splitting the marks and discussions recorded on how a mark was agreed.

Only the marks can be changed on the original student assessment feedback form filled up by first marker. The IV form should clearly highlight the discrepancy and the outcome of discussions. The External Examiner (also known as the External Verifier) should clearly view that there are cases of disagreement and how they have been resolved and documented them in the IV form.

5.8 All marks provided to students are provisional until ratified by the Board of Examiners.

5.9 Provisional results should be made to students within 4 weeks of their assessment deadline (excluding vacation weeks), and 8 for dissertation or project modules.

5.10 No marks or feedback, including provisional marks, should be released to students until the Internal Board has confirmed due process has been followed, and this includes the completion of the IV process. All feedback and grades should be uploaded via Turnitin. Provisional marks will be released to students by the Administration team 48 hours after the Internal Board, no provisional marks are to be released by academic staff. The Internal Board will sign off the release of provisional grades. Final grades will be released after they have been confirmed by the UCA

Board of Examiners.

5.11 All feedback should be completed on Turnitin, and the Assessment Feedback form or Resit Assessment Form provided by UCA. The UCA forms comments should be made available through Turnitin.

5.12 The contributing assessment components will be averaged according to the respective weightings of each component (the 'weighted average') to determine the overall mark for the unit. Where a student has achieved a weighted average of 40 or above for the unit, the unit will be marked as a pass. This is not the case where it is prescribed that every assessment is to have achieved a pass.

5.13 Where the weighted average of a unit is 39 or less, the student will fail the unit. Where a student passes a unit, the student will be awarded the volume of credit assigned to that unit. The award of partial credit for a unit is not permitted under any circumstances.

5.14 All marks are stored centrally by the Administration team and are provided to UCA after each assessment period. It will be the responsibility of the Course Director to gather the marksheets, ensure that feedback sheets are correctly completed and to ensure marking deadlines are met. They must provide copies/links of all these documents to the admin team who will then be responsible for uploading marksheets, feedback sheets and student submissions into a shared LCCA/UCA folder (SharePoint).

6. Feedback

6.1 Constructive feedback is essential for successful learning. Feedback motivates and supports reflection, especially when valid criticism is accompanied by appropriate praise and commentary. As mentioned in section 2.6, feedback should be provided for both formative and summative assessment.

6.2 Feedback should be provided in a variety of formats, including group written or oral feedback relating to common themes emerging from assessment, individual oral feedback, individual written feedback, peer commentary, etc. In creative arts subjects, there is typically a substantial element of oral formative feedback on practical work contributing to students' learning.

6.3 The University has agreed, as a minimum, that written feedback must be provided on all summatively assessed components and must address all the relevant assessment criteria, with feedback (in various forms such as written, verbal etc.) being made available for formative assessment, **As stated in 5.11, all feedback for LCCA students should be on the Assessment Feedback form provided by UCA and uploaded to Turnitin.**

The **UCA student assessment feedback form should be stored on SharePoint, as in section 5.14,** following the correct nomenclature in the module and group folder.

6.4 Students must receive a separate Assessment Feedback form/Resit Assessment Form for each

assessment component of each unit. Completed Assessment Feedback forms must be made available to students along with their work within four weeks of the final submission deadline for that assessment component, except for:

- dissertation units for level 6 and above: feedback must be provided within eight weeks of the submission deadline; and
- approved late submission (see the Mitigating Circumstances Regulations and the Procedure for Making Adjustments to Assessment Tasks): assessment feedback deadlines will be adjusted to relate to the new submission deadline.

NB: Provisional marks and feedback are released to students via Turnitin by the Administration team 48 hours after the Internal Board has taken place.

6.5 The following principles are intended to inform the academic practice of providing written feedback.

- Feedback should motivate, be positive and include constructive comment on things that have been done well;
- Feedback should provide guidance on what could have been done better and how, so that a student knows how to improve next time;
- Feedback should provide enough detail to evaluate the ideas and techniques that students have used in their work to enable them to digest their learning and to improve their understanding of how they can improve;
- Feedback comments should describe achievement with respect to a clearly referenced assessment criterion;
- The Mark Descriptors should be used to frame description of achievement in a course and its units using language relevant to the subject or discipline so that feedback reflects the level of achievement; and
- Where appropriate, feedback should reference spelling, grammar and use of English.

6.6 The commentary should be explained in straight-forward language consistent with that used for the learning outcomes and assessment criteria, contextualised by the nature of the assignment. It should not introduce confusion in the mind of the student about the basis for the assessment. Written feedback must be consistent with that given orally.

6.7 Where an assessment component comprises multiple assessment tasks, a single Assessment Feedback form for that component will be provided within three weeks of the final submission deadline for the component. In addition, it is good practice to provide informal (ungraded) feedback on the individual assessment tasks at the time that they are undertaken.

6.8 Summative assessment contributes to a unit outcome; whilst formative assessment is purely for the purposes of development learning and does not attract a mark. Formative assessment should be accompanied by informal feedback to develop students' learning in preparation for summative assessment.

7. Additional Assessment Processes

Mitigating Circumstances

7.1 Students with Mitigating circumstances should submit their form to the Administration Office by 5pm on the assessment deadline day. Late forms will only be accepted in exceptional circumstances where a student can demonstrate that they were unable to submit the form before the deadline. In exceptional circumstances students can submit a late Mitigating circumstances form which has a deadline of 10 working days after the assessment deadline. In these

circumstances students must provide evidence to demonstrate that there were exceptional circumstances preventing them from submitting the form on time.

7.2 The Head of Quality Assurance will review the forms and decide whether the student meets the requirements for Mitigating circumstances. The extended deadline will be proportionate to the delay.

7.3 Where a claim is not accepted the original deadline will stand.

Late Assessment Submission without Mitigating Circumstances

7.4 Where a student submits an assessment late without applying for Mitigating circumstances, or fails to submit, a mark of 0 will be awarded, with the result of a fail as detailed in the [CCF section 4.2.3](#).

Academic Misconduct

7.6 LCCAs Academic Misconduct process aligns with the [UCA policy](#) and Regulations, please refer to this when considering academic misconduct. Academic Misconduct is defined as 'where a student gains or seeks to gain, advantage in an assessment by unfair or improper means'.

7.7 Academic Misconduct can include, but is not limited to, the following;

- **Plagiarism, including self-plagiarism.** This is where a student present work which contained unacknowledged published work (words, thoughts, judgements, ideas, structures, images etc.) of another, or presents work that has been previously submitted for another unit or course, or at a different institution.
- **Collusion.** This is where a student work for assessment done in collaboration with another person(s) entirely as their own or collaborates with another student(s) on work which is subsequently submitted as entirely of the other students work.
- **Examination Offences.** This is where a student takes unauthorised materials into an exam room, communicates, or attempts to communicate with another student during the exam, fails to comply with invigilators instructions, or breaches other exam regulations.
- **Dishonest Practice.** This can include offering bribes, seeking to obtain confidential information, making false declarations and falsifying transcripts and certification or other official documentation.

7.8 Where a lecturer suspects that a student has committed an act of plagiarism or collusion, they should inform the Course Director. When using Turnitin, lecturers should consider scores of over 30% to be reviewed for plagiarism. However, a score below 30% may be considered if the lecturer deems there to have been misconduct upon reviewing the work. No mark should be given for the assessment until the matter is resolved, although the work can be marked on merit pending an outcome of the academic misconduct review.

NB: When considering assessments for academic misconduct, staff should use academic judgement in determining whether there is an actual misconduct case, this could include, for example, reviewing the Turnitin score and where the issues have been highlighted. For students on Foundation Courses where it would be a first offense, staff should consider whether the work could be considered as poor scholarship and further support can be provided.

7.9 Once an allegation is received, the Course Director will review the work and provide an outcome to the lecturer in 15 working days. The outcomes will be one of the following;

1. that there is no case to answer, in which case the work will be returned for marking;
2. that the work reflects poor scholarship (e.g. inappropriate or excessive use of sources and/or inappropriate referencing) but falls short of misconduct, in which case the work will be returned for marking on its merits, the student may be offered support from the Academic Mentor team;
3. that the piece of work contains plagiarism or is the result of collusion. In this case the Course Director will determine a point score and a provisional penalty in accordance with the Standard Penalty Tariff ([see Appendix 1](#)), and the student will be invited to admit or deny the allegation and to accept or reject the penalty. Where the tariff point score is 470 or greater, the Course Director should consult with the Head of Quality Assurance before proceeding.

7.10 Students can admit or deny an allegation of academic misconduct and to accept or reject the penalty in point 3 above, where a student is invited to acknowledge the allegations the following procedure applies:

- i. the Course Director will write to the student:
 - to present the allegation;
 - to confirm that it is the Course Director's judgement that the work contains plagiarism or is the result of collusion;
 - to confirm the point score for each category as specified in the Standard Penalty Tariff, the reasons for allocating those point scores, and the total point score;
 - to inform the student of the penalty to be applied;
 - to invite the student to either admit the allegation and accept the penalty, admit the allegation but not accept the penalty, or deny the allegation;
 - to inform the student that:
 - if they either admit the allegation and accept the penalty or fail to respond within the stated timeframe, the penalty will be applied without further right of appeal; and
 - if they either admit the allegation but do not accept the penalty or deny the allegation outright, the matter will proceed to stage 2 and referred to the Head of School to

consider (see paragraph 4. below)

- ii. The student should be given 10 working days within which to respond;
- iii. A copy of the letter should be sent to the Head of Quality Assurance who will log the case for monitoring purposes;
- iv. Where the student either fails to respond within 10 working days or responds and admits the allegation and accepts the penalty, the penalty will be applied. This outcome will be notified to the Head of Academic Quality, who will log the outcome for monitoring purposes. In this instance, there will be no right of appeal and the University's internal procedures are completed;
- v. Where the student either admits the allegation but does not accept the penalty, or denies the allegation outright, the matter will proceed to stage 2 and referred to the Director of Programmes.

7.11 Where any member of the University suspects or believes that a student has committed an act of academic misconduct other than collusion or plagiarism, they should notify the Head of Quality Assurance soon as possible. No mark will be assigned to any piece of work in question, and consideration of the student's results will be put on hold until the matter is resolved.

7.12 On receipt of such an allegation, the Head of Quality Assurance will inform the student in writing of the allegation and will undertake a preliminary investigation, which may involve interviewing the student concerned as well as any witnesses.

Following the preliminary investigation, the Head of Quality Assurance will make one of the following determinations, normally within 15 working days of receipt of the allegation:

- i. that there is no apparent case of academic misconduct, in which case the student will be advised in writing and no further action will be taken;
- ii. that there is an apparent case of academic misconduct, in which case the student will be advised in writing and the matter referred to the Academic Misconduct Panel to consider (see paragraph 7.17 below).

There is no right of appeal against the Head of Quality Assurances determination.

7.13 Where the matter is referred to the Director of Programmes in accordance with paragraph 7.10.v above, the following procedure applies:

- i. in cases where the student has admitted the offence, they should provide a written rationale stating why they believe the penalty they received is not justified and should be lowered (where no written rationale is provided, the Director of Programmes will consider the case based on the available evidence); or
- ii. in cases where the student denies the allegation of academic misconduct, the Director of Programmes will decide based on the evidence presented, including any written rationale and/or evidence presented by the student, as to whether the allegation against the student is justified.

7.14 The Director of Programmes will make one of the following determinations:

- i. that the proposed penalty is appropriate considering the offence and will be applied;
- ii. that the proposed penalty is overly severe and a lower penalty will be applied;
- iii. that the case against the student is justified and the proposed penalty will be applied;
- iv. that the case against the student is justified, but that the proposed penalty is overly severe and a lower penalty will be applied;
- v. that there is no case to answer, in which case the work will be returned for marking.

7.15 The Director of Programmes will write to the student, normally within 10 working days of receipt of the allegation, outlining their determination and reasons for it.

7.16 Where a student is dissatisfied with the Director of Programmes determination, they can request the matter be referred to the Academic Misconduct Panel.

To do this, the student should submit a request to the Administration team who will forward to the Head of Quality Assurance.

7.17 The Head of Quality Assurance will convene an Academic Misconduct Panel. The membership will include the Director of Programmes (Chair), a Course Director not known to the student, a student representative not known to the student and the Head of Quality Assurance. The meeting will only be quorate when all members including the Chair are present.

A student can choose to attend the meeting or submit a written statement for consideration. Students who attend may be represented by a member of LCCA or a friend or family member. The Head of Quality Assurance should be notified of this in advance.

Names and documentary evidence must be provided to the Head of Quality Assurance no later than 5 working days before the meeting. Students will be given 10 working days' notice of the meeting.

7.18 Students will be given the opportunity to present evidence, however the decision of the Panel will be made in private. Where the panel deems an offence has been committed, they will be given one of the penalties listed in the UCA policy [appendix 1](#).

For cases that are not plagiarism or collusion, the following sanctions may also be applied:

- i. a formal warning, in which case a record will be logged on the student's file, any work in question will be marked according to its merits, but the offence will be considered when deciding the penalty for any subsequent offence.
- ii. LCCA to recommend to UCA the revocation of an award, with all credits withdrawn.

7.19 When considering sanctions and penalties, the Panel will consider:

- The severity of offence
- Previous offences
- The impact on other students

7.20 Where the Panel determines that no offence has been committed, all relevant parties will be

notified and any work in question will be marked without prejudice. The decision of the Panel is final. There will be no further opportunities for appeal, and the University's internal procedures are completed.

7.21 The Chair of the Panel will notify the student in writing of the decision, normally within 5 working days of the meeting, giving full reasons for the decision. Where it is not possible for the Chair to meet this deadline, the student will be informed and will be advised of the reasons for the delay. The student's Course Director will also be notified of the AMP's decision.

7.22 Where a student is dissatisfied with the outcome of LCCA's academic misconduct procedure, they may refer the outcome of the case, as a complaint, to the Office of the Independent Adjudicator for Higher Education (OIA).

8. Boards and Resits

Internal Boards (including Resit/Dissertation Boards)

8.1 Internal Boards and Internal Resit/Dissertation Boards will be held after the end of each term to verify that due process has been followed and confirm that provisional marks can be released. Internal Boards will usually take place 4 weeks after the term's assessment deadline, with Resit/Dissertation Boards taking place 8-10 weeks after the terms assessment deadline.

8.2 The Internal Boards comprise of Interim Principal (Chair), Director of Programmes, Head of Quality Assurance, Course Directors, Unit Leaders and a member of the Administration Team (Secretary).

8.3 The Internal Boards are managed by the Administration team. Academic staff are required to provide the Administration team with the provisional marks by the given deadline for review.

8.4 Once confirmed, the Administration team will confirm with academics that the marks and feedback are confirmed, and the marks are released.

Board of Examiners

8.5 For all University taught awards, the Boards of Examiners are charged with confirming the outcomes of assessment and ensuring that the standard of student achievement is commensurate with the agreed learning outcomes for the units and courses for which they are responsible. The Boards of Examiners are responsible for making decisions about progression, award and classification.

8.6 The IV (Link Tutor) is responsible for liaising with the External Verifier (External Examiner) to confirm that marks are appropriate and due process followed. Academic staff are required to support the IV in providing the requested sample as outlined in the CCF.

8.7 Students who fail component(s) will be offered a resit. The resit period is after the Board of

Examiners at the end of the academic year for the relevant intake. The duration of the resit period is normally 3 weeks after the Board. Once submitted, the assessment will be marked within the given deadlines and submitted to the Resit Board for consideration. Students will be informed of the outcome after the boards are complete.

Resits

8.8 A student who fails a unit may, subject to the following conditions, be permitted a further attempt at that unit:

- i. A student undertaking a course leading to a postgraduate award will be permitted a maximum of two attempts at any unit.
- ii. A student undertaking a course leading to an undergraduate award will be permitted a maximum of four attempts at any unit (this includes retakes of modules).

8.9 Full details of resit requirements are outlined in the CCF Section 4.6. A Resit gives the student an opportunity to retrieve the failed assessment component(s) before the start of the next academic year. A Resit will be offered where a further attempt is permitted by these regulations, where the reassessment can be undertaken and completed before the start of the next academic year.

8.10 The maximum mark available for any unit reassessed by Resit will normally be 40. However, the component score should be marked on merit and not capped.

8.11 At Resit, the student will be required to undertake appropriate work, the Resit task(s). The nature of the Resit task(s) shall be determined by the Course Director under the delegated authority of the Board of Examiners and agreed at the beginning of the academic year with the IV.

8.12 Year 0 students on foundation year programmes will be issued resits in-year once marks have been internally confirmed at the end of a unit. The resit period will be directly after the Internal Board at LCCA. Provisional resit marks will be confirmed at the Internal Resit/Dissertation Board. As with other marks, all marks are provisional until ratified by the Board of Examiners.

9. Academic Appeals

9.1 A student can only submit an academic appeal once the unit marks have been ratified by the Board of Examiners. Full details of the UCA Appeals Regulations can be found [here](#).

9.2 A decision of a Board of Examiners may only be modified where one or both of the following criteria (the grounds) have been demonstrated to the satisfaction of the body considering the appeal:

1. that there has been significant administrative or procedural error on the part of the University which has materially disadvantaged the student.

2. that a student's assessment performance was affected (including as a result of non-submission) by circumstances beyond their control (Mitigating circumstances) and which the student was unable, or for justifiable reasons unwilling, to divulge before the Board of Examiners reached its decision, such that the student was materially disadvantaged and had it not been for those circumstances, the student's performance would have been significantly better.

9.3 All students who submit or present themselves for assessment are in doing so declaring themselves fit to be assessed. Therefore, when a student submits an academic appeal based on Mitigating circumstances for a piece of work which they have already submitted/presented, the body considering the appeal must also be satisfied that the nature of the alleged circumstances had the potential to affect the student's ability to engage with the Mitigating circumstances process before the original assessment deadline.

9.4 Matters of academic judgement will not be accepted as grounds for appeal and academic appeals which seek to challenge the academic judgement of the Board of Examiners will therefore not be considered.

9.5 Students who want to make an Academic Appeal should do so within 3 working days of the results release date by completing the AAF1 form and submitting it to the Administration Office. And submissions outside of this time will not be considered.

9.6 The Head of Quality Assurance will review all applications and determine whether there is a case for an appeal. If there are grounds the case will be submitted to UCA for review by the Chair of the Board of Examiners. If there is not a case the appeal will be rejected. The student will be notified of the outcome by the Head of Quality Assurance within 10 days.

9.7 Where a student is dissatisfied with this decision, the student can request a review by the Interim Principal (INTERIM PRINCIPAL). The INTERIM PRINCIPAL will determine whether there is a case and either inform UCA of the case or reject the case. The student will be informed of the outcome within 10 working days.

9.8 If the student is still dissatisfied with the decision, they can request a review by the Chair of the Board of Examiners. At this stage, the review and appeal will either be withheld or rejected, and the student will be informed of the outcome. After this stage, if the student is still dissatisfied, they can request a review by the Office of the Independent Adjudicator for Higher Education (OIA).

10. Assessment Security

10.1 All assessment information which has been entered onto the student record system is backed up regularly by IT Services.

10.2 Access to assessment information is governed by the University Data Protection Policy and LCCA Data Protection Policies and is restricted to those with the appropriate privileges.

11. Review of Assessment Policies and Procedures

11.1 Assessment regulations, policies and procedures are kept under review by UCA's Academic Quality Committee, which makes recommendations to Academic Board. LCCA will review policies and procedures in line with this process to ensure they are meeting requirements and maintain quality and integrity.

12. Summary of Timelines

12.1 This timeline sets out the deadline for the various stages of the assessment cycle and is applicable per intake. The key requirements for assessment deadlines include:

- All assessment must be approved by an IV (Usually the link tutor) before the module starts annually.
- All provisional feedback should be provided to students within 4 weeks of the published assessment deadline (does not include vacation weeks).

12.2 Specific deadlines will be provided annually by the Interim Principal and are available in the Academic Calendar.

Activity	Activity Period/Deadline	Responsibility	Additional Information
Development of Assessment for modules	Summer – To be submitted to the IV for review and approval by March	Course Team/Course Director	Assessments should be developed based on the approved Unit Descriptors. Includes re-sit assessment.
Approval of Assessment by the Internal Verifier (Link Tutor)	2 weeks before the module starts – June	Link Tutor (IV)	
Assessment Links	Open links to assessment on CANVAS (2 weeks before deadline)	Administration Team	Academic staff to provide dates in advance.
Assessment Deadline	End of the teaching period for each term	Students	Dates to be published at the start of term in the unit guide.
Marking	This should be completed within 2 weeks of the assessment deadline.	Course Team/Course Director	
Second Marking	A sample is second mark, one week deadline.	Course Team	
Internal Board	Boards are checked and internally verified.	Course Team/Course Director	
Provisional Marks Released	Provisional marks for assessments are made available to students.		No later than 4 weeks after the published assessment deadline.
Marks are sent to UCA	Marks for all modules are sent to UCA for review by EEs and the BoE.		
IV/EV Review of Assessment	A sample of assessments are sent to the IV for review.	Link Tutor (IV)	IV forms to be saved on SharePoint
Board of Examiners	3 times per year depending on intake		Marks are ratified at this point.
Re-sit Period*	3-week period after Board of Examiners		
Re-sit Board of Examiners	3 times a year depending on intake		
Review of Unit Descriptors	Annually – for approval for June cohort.	Course Team/Course Director/ Link Tutor	

*For Foundation students this will take place immediately after the internal Boards.

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