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SECTION A : GENERAL INFORMATION

1	Document category	Rules and regulations		
2	Document approver	COI		
3	Minimum list of document users to be notified upon release of document update	All Academic Staff and All Students		
4	Document change history			
	E	Document Change Tracking Number	Date released	Change originator
		017/2015	25/02/15	Dalmas Pierre
		Change history (Section/change details)		
		Updated Section B, paragraph 'Not attending Time Constrained Assessment'.		

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Continuous Improvement

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1. PUPPOSE

The purpose of this document is to explain the new assessment rules that have been introduced for the internal assessment of units.

2. SCOPE

The new assessment rules apply **ONLY** to all MCAST-BTEC MQF Level 4 programmes commencing during the academic year 2014/15 (onwards). These rules will not apply retrospectively to learners who registered prior to October 2014.

3. DEFINITIONS

- 3.1) A **resubmission** is the Learner completing more work (Pass, Merit and Distinction) for the first/same assignment and presenting it for a second assessment. The same (original) assignment is used.
- 3.2) A **retake** is a new task or assignment targeted only to the pass criteria which are not achieved in the original assignment.
- 3.3) A **Re-sit** is the Learner completing a new task or assignment under time constrained conditions.

4. PROVIDING FEEDBACK TO LEARNERS

These new rules that have been introduced by the foreign awarding body and are intended to ensure an effective separation between the teaching and learning stage and the assessment stage.

The tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, they must work independently to produce and prepare evidence for assessment.

Before starting an assessment, the tutor must ensure that each learner understands the:

- a. assessment requirements;
- b. nature of the evidence they need to produce;
- c. importance of time management and meeting deadlines.

Once the learner begins work for the assessment, the tutor must not:

- a. provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- b. confirm achievement of specific assessment criteria until the feedback stage.

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The Table below describes the various feedback stages and examples of the kind of feedback that can be given during teaching and learning, and assessment.

1. Teaching and learning	2. During assessment	3. Following assessment
<p>During teaching and learning, the tutor is using best professional judgment about the nature, quantity or level of feedback.</p> <p>The assessment rules do not cover formative feedback – only feedback during and following assessment.</p> <p>Feedback could include, for example:</p> <ul style="list-style-type: none"> • Identification of areas for learner progression, including stretch and challenge. • Clear explanation of how assessment works and what learners need to do to achieve a Pass, Merit or Distinction. • Setting of “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment. • Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc. 	<p>While learners are working on an assessment, the tutor can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills.</p> <p>Feedback could include, for example:</p> <ul style="list-style-type: none"> • Guidance on how to approach the knowledge and skills requirements. • Guidance on appropriate behavior and approach, confirmation of deadlines etc. • Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires. 	<p>On the assessment record, the assessor should give clear feedback on:</p> <ul style="list-style-type: none"> • the criteria the learner achieved (explaining the assessors decisions) • the criteria not achieved (and why) <p>although the assessor should not provide a list of instructions on how to get a higher grade.</p> <p>Feedback could include, for example:</p> <ul style="list-style-type: none"> • Which assessment criteria the learner has achieved and what the learner has done well. • Which assessment criteria the learner has not achieved and what was missing. • Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief etc) • General behaviour and conduct, approach, grammar etc.

Table 1 : Various feedback stages and examples of the kind of feedback that can be given during teaching and learning, and assessment.

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5. THREE-TIER ASSESSEMENT STAGES

The Table below provides a quick reference summary guide of the various assessment stages.

	All types of Assessments (excluding TCA) (Refer to Section A for further details)	Time Constrained Assessments (Only) (Refer to Section B for further details)
End of Teaching and Learning stage		
Tutorials	Not allowed	
1st Assessment Stage	First Submission	1st Sit of TCA
Tutorials	Not allowed	
2nd Assessment Stage	Resubmission	1st Re-Sit of TCA
Tutorials	Not allowed	
3rd Assessment Stage	Retake	2nd Re-Sit of TCA

Table 2: Three-tier assessment stages

Further details are provided in sections A and B.

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6) RECORDING OF DECISIONS

Both Lecturers and LIVs are required to ensure that evidence of decisions taken regarding recommendations for and authorisations of Resubmissions, Retakes and Re-sits is retained.

In order to facilitate the recording of these decisions, the record sheet referenced below is to be used for both home based assignments and TCAs. The record sheet is to be filled in by the Lecturer/Assessor and then subsequently authorised by the LIV.

Other forms of documents used for recording of decisions are allowed as long as the key information is being retained.

Reference Documents:

Doc 097 : LIV Authorisation Record Sheet for Resubmissions, Resits and Retakes Form.

Doc 103 : Request for Consideration of Late Work

7) INSTITUTE REVIEW BOARD

Learners following MCAST-BTEC Level 4 courses (new intakes from October 2014 onwards) are **not** eligible to the end of year Institute Review Board.

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The following sections explain the rules that apply for:

SECTION A : All forms of assessment (excluding Time Constrained Assessments)

SECTION B: Time Constrained Assessments (only)

SECTION A
All forms of Assessment (Excluding Time Constrained Assessment)

(Refer to Figure 1 below)

Assessment Stage	Stage Title
Stage 1	First Submission

One First Submission is allowed for each assignment. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner must submit:

- a. an assignment for assessment which consists of evidence towards the targeted assessment criteria;
- b. a signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor must:

- a. formally record and confirm the achievement of specific assessment criteria;
- b. complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

The assessor must not provide feedback or guidance on how to improve the evidence to achieve higher grades.

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Conditions for Recommending and Authorising a Resubmission

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lecturer to recommend and Lead Internal Verifier (LIV) to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

If the learner still has not met the assessment criteria, then the Lecturer may recommend that the Learner re-submits the work subject to the following three (3) conditions being met.

<p>CONDITION 1</p> <p>The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.</p>

There are four scenarios that need to be considered under Condition 1 as follows:

Scenario	Description of Scenario	Action required
1	Learner submits evidence for First Submission on time or has met an agreed deadline extension.	Nil
2	Learner makes a claim for extenuating circumstances at least 3 days prior to deadline of First Submission.	Learner fills in Form 104 'Request for Extension of Assignment Submission Date'.
3	Learner presents evidence after First Submission deadline but before Re-Submission date.	Learner makes a formal (*) request to the Institute for accepting the late First Submission evidence. If the Learner's justification of the late submission is not deemed to be acceptable, the Learner will fail the Unit. If the request is approved, the Learner will be entitled to receive feedback on all the PMD criteria and will still be eligible for a Resubmission provided that conditions 2 and 3 are met. <i>(*) Use Form 103 'Request for Consideration of Late Work Form - MCAST-BTEC Level 4, October 2014 intake onwards'</i>
4	No submission of work.	Learner fails Unit.

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CONDITION 2

The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.

The authenticity check by the Assessor is mainly intended to establish whether the level and quality of work of the evidence submitted for assessment by the Learner is typically along the lines expected of him/her. It gives the Assessor the option to reject the work if the work is deemed to be not authentic.

This check goes beyond but not exclusive of plagiarism (Refer to Doc 032 'Plagiarism Policy').

If confirmed by the Institute Disciplinary Board, the following misdemeanours will result in the Learner immediately failing the Unit:

- 1) Copying the whole assignment;
- 2) Presenting a project prepared by someone else;
- 3) Commissioning someone else to do assignment.

Other minor forms of plagiarism cases are to be dealt with accordingly and sanctions/penalties determined according to the nature and extent of the plagiarism in line with the College Policy for Plagiarism.(Doc 032 'Plagiarism Policy').

CONDITION 3

The tutor judges that the learner will be able to provide improved evidence without further guidance.

There might be situations where it is evident that the Learner is not keeping up with the assessments on a regular and consistent basis and therefore needs to be counselled in order to establish whether a smaller qualification without this unit would be better or whether to transfer to another qualification. In these cases, discussions are held with the Learner and the Institute Student Support Services Coordinator.

If a Learner has met all the conditions listed above (Conditions 1, 2 and 3) but has failed to achieve any of the criteria, the Lecturer can recommend to the Lead Internal Verifier to authorise a Resubmission.

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Assessment Stage	Stage Title
Stage 2	Resubmission

A **resubmission** is the learner presenting more work (Pass, Merit and Distinction) for the first/same assignment and presenting it for a second assessment. The same (original) assignment is used.

Procedure for Resubmission

If the Lead Internal Verifier does authorise a Resubmission, it must be:

- Recorded on the assessment form (Doc 097 'LIV Authorisation Record Sheet for Resubmissions, Resits and Retakes Form'.
- Given a deadline for resubmission that falls within 10 working days of the release of the results. The set deadline must be within term time and in the same academic year as the original submission;
- Undertaken by the learner with no further guidance.

Evidence of resubmitted work is required and includes:

- Evidence of Lead Internal Verifier authorisation of a Resubmission, signed and dated (refer to Doc 097 'LIV Authorisation Record Sheet for Resubmissions, Resits and Retakes').
- Evidence of the Resubmission deadline clearly stated;
- the initial assessment record;
- the resubmitted learner evidence, accompanied by a signed-and-dated declaration of authenticity by the learner;
- the resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions;
- confirmation from the assessor that the resubmitted evidence is authentic and is the **learner's own work** (refer to Doc 097 'LIV Authorisation Record Sheet for Resubmissions, Resits and Retakes')

Assessment Stage	Stage Title
Stage 3	Re-Take

Conditions for Retaking a new assignment

A **Retake** is a new task or assignment targeted only to the pass criteria which are not achieved in the original assignment.

Learners need to achieve every pass criterion in order to successfully achieve the qualification.

If a learner has met Conditions 1,2 and 3 (listed above) but still not achieved the targeted pass criteria following Resubmission of an assignment, the Lead Internal Verifier may authorise one Retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a Retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

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The key words, as interpreted below, are:

- Necessary
- Appropriate
- Fair

For any learner who has not achieved the Pass criteria it is definitely **necessary** so that they can potentially achieve the whole qualification.

Whether it is **appropriate** may depend on whether the learner has had to retake all of the units to date. If they have then it may be more appropriate for them to move to a smaller sized qualification.

The **fairness** of the decision needs to be tested by taking an overview of the group's performance and the performance of the individual. It is a matter of taking an overview of the situation which will be different for every occasion but fairness means making sure that the quality of the judgment making is free from discrimination.

Procedure for Retake

The Retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment. The assessor cannot award a merit or distinction grade for a retake.

The assessor must agree and record a clear deadline before the learner starts a Retake.

The number of days to be allowed for the retake to be submitted is established at the discretion of the assessor.

The learner and the assessor must sign declarations of authentication as they did for the previous submissions.

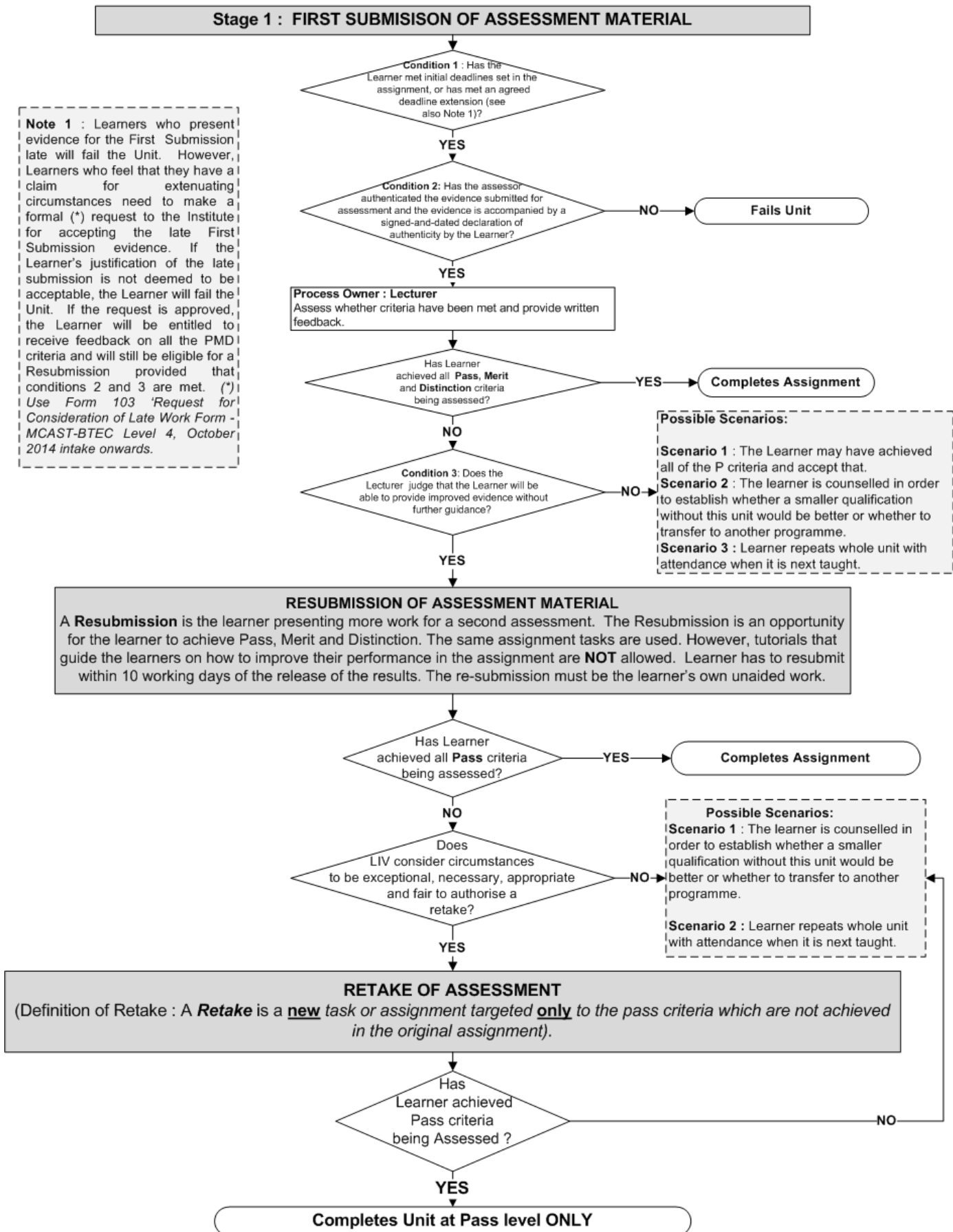
The learner will not be allowed any further resubmissions or retakes.

Evidence work is required and includes:

- a) evidence of Lead Internal Verifier authorisation of a Retake, signed and dated (refer to Doc 097 'LIV Authorisation Record Sheet for Resubmissions, Resits and Retakes');
- b) Evidence of the Retake deadline clearly stated;
- c) The Retake learner evidence.

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**Figure 1 : Internal Assessment Process Map for all Assessments
(excluding Time Constrained Assessments)**



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SECTION B Time Constrained Assessment)

(Refer to Diagram 2 below)

The following section explains the procedure to be followed **only** for Time Constrained Assessments.

Assessment Stage	Stage Title
Stage 1	1st Sit

The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria. The assessor must not provide feedback or guidance on how to improve the evidence to achieve higher grades.

Assessment Stage	Stage Title
Stage 2	1st Re-Sit

Conditions for 1st Re-Sit

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to re-sit assessment criteria targeted by a TCA.

A Re-Sit is the learner completing a new task or assignment under time constrained conditions. The new task or assignment is targeted at the Pass, Merit and Distinction criteria which are not achieved in the original TCA. However, tutorials that guide the learners on how to improve their performance in the TCA are NOT allowed. TCA has to be taken within 10 working days from the release of the results.

The Lecturer can recommend and the Lead Internal Verifier can only authorise a Re-Sit of a TCA if the tutor judges that the learner will be able to provide improved evidence without further guidance.

If a learner does not meet the condition listed above, the Lead Internal Verifier must not authorise a re-sit.

Procedure for 1st Re-Sit (of TCA)

If the Lead Internal Verifier does authorise a Re-Sit, it must be:

- a) recorded on the assessment form;
- b) held within 10 working days of the release of the results. The set deadline must be within term time and in the same academic year as the original submission;
- c) undertaken by the learner with no further guidance.

Evidence of re-sit work is required and includes:

- a) evidence of Lead Internal Verifier authorisation, signed and dated, with the re-sit deadline clearly stated;
- b) the initial assessment record;
- c) the re-sit learner evidence;

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d)the re-sit assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions.

Assessment Stage	Stage Title
Stage 2	2 nd Re-Sit

Conditions for 2nd Re-Sit

Learners need to achieve every Pass criterion in order to successfully achieve the qualification.

If a learner has attempted the 1st Re-Sit of a TCA but still not achieved the targeted pass criteria, the Lead Internal Verifier may authorise a 2nd Re-Sit of a TCA as a final opportunity (only for pass criteria).

A Re-Sit is the learner completing a new task or assignment under time constrained conditions. The new task or assignment is targeted at the Pass criteria which are not achieved in the original TCA. However, tutorials that guide the learners on how to improve their performance in the TCA are NOT allowed.

The Lead Internal Verifier must only authorise a 2nd Re-Sit in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The key words, as interpreted below, are;

- Necessary
- Appropriate
- Fair

For any learner who has not achieved the Pass criteria it is definitely **necessary** so that they can potentially achieve the whole qualification.

Whether it is **appropriate** may depend on whether the learner has had to retake all of the units to date. If they have then it may be more appropriate for them to move to a smaller sized qualification.

The **fairness** of the decision needs to be tested by taking an overview of the group's performance and the performance of the individual. It is a matter of taking an overview of the situation which will be different for every occasion but fairness means making sure that the quality of the judgment making is free from discrimination.

Procedure for 2nd Re-Sit of TCA

The 2nd Re-Sit must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment. The assessor cannot award a merit or distinction grade for a Re-Sit.

The assessor must agree and record a clear deadline before the learner attempts a 2nd Re-Sit.

The number of days to be allowed for the retake to be submitted, is established at the discretion of the assessor.

The learner will not be allowed any further Re-Sits.

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Copying During Time Constrained Assessments (All three stages)

If confirmed by the Institute Disciplinary Board, copying during a test or examination during any of the three stages listed below will result in the Learner immediately failing the Unit.

Not attending a Time Constrained Assessment

When absence from the 1st TCA Sit is not covered by extenuating circumstances, the Learner will fail the Unit.

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Figure 2 : Internal Assessment Process Map for Time Constrained Assessment (TCA)

