

|                                |                  |
|--------------------------------|------------------|
| <b>Document Version Number</b> | <b>Version 7</b> |
| <b>Last Reviewed Date</b>      | <b>June 2026</b> |
| <b>Next Review Date</b>        | <b>June 2027</b> |

## **Assessment and Marking Policy**

### **1. Introduction**

This policy sets out the principles governing the assessment and marking of students at The Language Gallery (TLG).

This policy ensures that assessment practices are fair, transparent, consistent and aligned with the academic standards of the Framework for Higher Education Qualifications (FHEQ).

Both formative and summative assessments are integral to learning and teaching and provide evidence of achievement against learning outcomes. This policy supports academic standards, student development and confidence in the awards conferred.

### **2. Definition of assessments**

Assessments are described as any processes that appraise knowledge, understanding, abilities and skills.

Assessments should be regarded as an integral part of the learning opportunities offered to students and should also provide students with clear guidance on the progress that they have made and on the areas in which further development of their knowledge and skills is desirable.

There are many different forms of assessment, serving a variety of purposes, which include:

- evaluating a student's knowledge, understanding, abilities or skills,
- providing a mark or grade that enables a student's performance to be established, and may also be used to make progress decisions,
- promoting student learning by providing the student with feedback, normally to help improve a student's performance,

- enabling the public (including employers) and Higher Education providers to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution, the FHEQ and PSRBs where relevant.

### **3. Scope and Application**

This policy applies to all students enrolled on a programme at TLG and to all stakeholders (both internal and external) involved in assessment design, marking, moderation, and academic decision-making. It applies to all summative assessments contributing to module outcomes and progression decisions.

### **4. Related Policies**

The following policies can be read in collaboration with this policy:

- Extenuating Circumstances Policy.
- Academic Misconduct Policy.
- Academic Appeals Policy.
- Complaints Policy.
- Acceptable Use of AI in Learning and Teaching Policy.
- Reasonable Adjustment Policy.
- Fitness To Study Policy.

### **5. Principles of Assessment and Marking**

The following principles are the underpinnings of Assessment and Marking at TLG:

#### **5.1 Development of the Assessment**

- When preparing and designing summative assessments, academic staff need to consider a range of assessment methods to promote effective learning. These assessments must be consistent with the Framework for Higher Education Qualifications (FHEQ) and, where relevant, meet the requirements of professional, statutory or regulatory bodies (PSRBs).
- All assessment tasks will be varied for each module delivery occurrence.
- In setting assessment tasks, care should be taken to avoid replication which would allow students to answer based on research conducted for previously assessed work.

- Assessment tasks should be developed by the Module Leader, in conjunction with a Subject Lead and/or a Course Director.
- Internal moderation of the assessment should occur to ensure the standard of the assessment task, and the effectiveness of the task in testing the learning outcomes is assured.
- Once the assessment has been internally aligned and reviewed by the TLG Quality team, it is shared with the degree-awarding provider.
- The degree-awarding provider reviews the assessment to ensure it is suitably testing candidates on the required learning outcomes, and at the correct level. When approved by the degree-awarding provider, it is sent to the External Examiner and can be issued to students.
- Every assessment issued to students must be in the approved format at the start of the module.

## **5.2 Assessment Submission**

- It is the responsibility of students to follow the instructions for the submission of their work for assessment. They should submit their work electronically within the submission window stated, and before the deadline stated on the assessment brief. It is the responsibility of the student to always upload their own work and not allow anyone else to do this on their behalf.
- Students should submit their work with the provided cover sheet document.
- In submitting work for assessment or reassessment, students are agreeing to the following statement:
  - By submitting this cover sheet and assessment to us, you confirm that it is entirely your own work, and that all sources, published or otherwise, have been properly acknowledged. You agree to your assessment being submitted to TurnitinUK, a plagiarism detection service, where it may be stored in a database and compared against work submitted from this or any other institutions using the service and/or from any other published sources, including the internet. In the event the service detects a high degree of similarity between the assessment content and any other source(s), this will be reported and investigated further. This may, ultimately, lead to disciplinary action, should instances of plagiarism or misconduct be detected.
- Work submitted electronically will be screened to check against other material on the web as well as other submitted works. It will also be stored

electronically and may be shared with other institutions for purposes of plagiarism detection.

- Where assessed work is submitted after the deadline, the late submission shall lead automatically to the imposition of a penalty following the marking process:
  - up to and including 24 hours after the deadline, a penalty of 10 marks will be deducted from the mark awarded for that component of the module;
  - if the 10-mark penalty takes the mark below the pass mark, the pass mark will be awarded in recognition that the work met the threshold standard for the award (i.e. 40%);
  - where the mark achieved by the student for the component of the module falls in the compensatable range of 39%-35%, the penalty will be the lowest compensatable mark (i.e. 35%);
  - work submitted later than 24 hours after the deadline will receive a mark of 0%.
- Students may apply for an extension, if they meet the Extenuating Circumstances criteria.
- Students need to make a timely Extenuating Circumstances claim, fully supported by documentary evidence. This will enable TLG to make an informed decision and ensure appropriate support is offered. Unless it is outside of the students control; an Extenuating Circumstances claim should be made before the assessment deadline / assessment date.
- TLG will not ordinarily accept claims of extenuating circumstances past the agreed submission deadline (or agreed extended deadline).
- If a student submits a cover sheet only with no content or very little content, this will be classed as a non-submission.

### **5.3 Assessment Marking / Marking Moderation**

- Assessments must be marked and returned to students within the advertised timeframe and in accordance with the published criteria.
- Appropriate feedback should be linked to the learning outcomes assessed. It should promote the student's learning and further development.
- Marking moderation is the process whereby the quality and appropriateness of the feedback are assured.
- Marked assessments should be available to students within 20 working days after the submission date. A longer return period may sometimes be

required due to moderation requirements. If this is the case, students will be informed with an expected date of published results.

- Module marks obtained by individual students are regarded as confidential.
- Marking moderation does not change the mark of individual students.
- All students need to be treated fairly and consistently. If there are any concerns with marking, this needs to be applied across the cohort or across those who were marked by a particular marker in collaboration with the marker to ensure continuous improvement and ongoing monitoring as appropriate.
- Assessments will have a moderated sample of at least 10% (at least 6 pieces, where possible, including a sample of all classifications and most borderline marks).

#### **5.4 Academic Staff**

- All newly appointed staff and visiting lecturers must be provided with information and training on assessment practices.
- All staff should have logged continuous professional development to ensure continued best practices of academic standards.

### **6. Assessment Boards and Confirmation of Results**

Assessment outcomes are considered through a two-stage board process:

- An internal pre-assessment board at TLG reviews the main assessment board papers. The purpose of this review is to confirm accuracy of all data being presented for ratification.
- A formal assessment board led by the degree-awarding provider considers and ratifies marks and progression decisions in accordance with the academic regulations.

Provisional results may be released to students following completion of the marking moderation process. However, results are not final until ratified at the assessment board.

#### **Quality Assurance and Review**

Assessment and marking practices are subject to ongoing quality assurance and periodic review to ensure continued alignment with the degree-awarding provider and sector best practices.

This includes reviews through internal quality processes, assessment boards as well as responding to feedback from students, external examiners and all other relevant stakeholders as appropriate to do so.

## **7. Policy Review**

This policy is reviewed annually or as required to maintain alignment with academic regulations and institutional requirements.