Assessment Policy

1. Introduction

1.1. This policy describes the nature of assessment in NMITE's credit bearing programmes and the Foundation Year. It articulates the assessment standards that can be expected by students, and how NMITE meet its obligations for standards and quality as described by external bodies, in particular the UK Quality Code for Higher Education, QAA Subject benchmarks, and the Framework for Higher Education Qualifications (FHEQ).

1.2. This policy should be read in conjunction with the following documents:

   i.   NMITE's General Regulations for First Degrees
   ii. Relevant Programme Regulations

2. Assessment Level and Structure

2.1. Where a credit bearing programme includes modules which are designated as FHEQ Levels 4 to 7, assessment at each level will be appropriate to the level as judged against QAA threshold standards and other guidance, such as that from Professional Bodies.

2.2. Assessment will be carried out as detailed within each Module Specification, and an overall mark will be awarded for each assessment within the module.

2.3. Each assessment within a module will have an assessment brief, available in advance to students, highlighting the expectations for the pass standard (i.e., threshold), and for higher standards of achievement.

2.4. The time required to complete an assessment, including preparation time, will be in approximate proportion to its weighting (%) within the module.

2.5. Further details of assessment weighting, nature and the time required are given in the Programme Specifications and Module Specifications.

3. Assessment Types

3.1. The number and variety of assessment(s) in a module will be dependent on its learning outcomes and the means by which achievement of those learning outcomes will be demonstrated.

3.2. NMITE recognises the value and power of assessment-for-learning strategies, and Module Leaders will utilise the assessment process to develop the professional practice of students through experiential learning approaches.

3.3. In line with paragraph 3.2, unseen closed-book examinations will not be used as an assessment method.

3.4. Assessments may be team-based or individual, but an appropriate mix will be ensured at the module and programme level.

3.5. It is the Module Leader's responsibility to ensure that students are adequately prepared for assessment types used within the module. Where students have not previously encountered a specific assessment type within their programme of study, guidance and preparation time will be timetabled.

4. Verification of Assessments

4.1. All assessment briefs will first be verified internally by a suitably qualified colleague, usually the module co-convenor, and then signed off by the relevant Programme Leader. This verification ensures that:

i. the assessment materials students will receive have clear and unambiguous instructions and guidance;
ii. the assessment addresses the intended learning outcomes;
iii. the assessment is at an appropriate level;
iv. the assessment is of an appropriate length and/or workload in relation to its weight and level;

v. the rubric, mark scheme or model answer indicates a sound understanding of expectations of student performance.

4.2. Once verified internally, all assessment materials will be reviewed and approved by an appropriately qualified External Examiner prior to their release to students.

5. Generative Artificial Intelligence (GAI)

5.1. The use of generative artificial intelligence (GAIT) in assessments is strictly prohibited unless explicitly specified within the assessment brief and in line with any existing Policy/Guidelines relating to the use of GAI.

5.2. Students must take responsibility for the originality and integrity of their own work, including asking for clarification of assessment requirements as necessary.

6. Marking and Awarding of Credit

6.1. All assessments worth 25% or more of the module mark will be double-marked independently by two suitably qualified people.

6.2. Notwithstanding paragraph 6.1, assessments worth 25% or less module weighting will be marked in full, and then a sample of 10% of the work or six students – whichever is greater – will be reviewed by a second, suitably qualified marker to assure quality and standards.

6.3. Where marks proposed by each marker differ by 10 marks or fewer (on a 100-point marking scale), the average of those two marks will be taken. Where the difference is greater than 10 marks, the two markers will discuss the work and attempt to reach agreement. Where agreement cannot be reached, the Module Leader's decision will have primacy.

6.4. In the case of assessments marked using a rubric, paragraph 6.3 shall apply at the level of each rubric row as well as to the overall mark.

6.5. The resultant mark for each assessment and the overall module grade will be recorded and reported at a specificity of one decimal place. All assessment marks are rounded to one decimal place before being entered into the calculation of module grades and classifications or considered for awards. Where the second decimal place is 5 or greater, the first decimal place is rounded up.

6.6. Where students pass all assessment components within a module, an overall module mark will be recorded taking account of the assessment weightings as detailed in the Module Specification. Module credits as detailed in the module specification will be awarded when:

6.6.1. an overall mark of 40 or greater (for foundation year and FHEQ Levels 4-6 inclusive), or an overall mark of 50 or greater (at FHEQ Level 7), is achieved; and

6.6.2. the student has passed all components of assessment within the relevant module.

6.7. Credits are not awarded for foundation year modules, which operate on a pass and progress basis.

6.8. In order that assessment feedback can be given in a timely fashion to students, the lead external examiner for a module will review module marks before these are released as *provisional* to students. Marks only become confirmed when they have been approved at an Assessment Board.

6.9. In order that students can complete any required resits in a timely fashion, resits for assessment components within a module can be scheduled once provisional marks have been reviewed by the external examiner and before these marks have been formally approved at an Assessment Board.

7. Late Submission of Assessments

7.1. Where a student submits an assessment late at the first attempt or a submission treated as a first attempt, without an accepted extenuating circumstance, the mark will be reduced in line with the following schedule:

7.1.1. Submission within 6 days, inclusive of weekends and holidays: a reduction of 10 percentage points from the overall mark achieved for each day late, down to the 40 pass mark (for foundation year modules and FHEQ Levels 4, 5 and 6) and 50 pass mark (FHEQ Level 7) and no further. Days are counted as the number of midnights passed after the submission deadline.

7.1.2. Submission that is late by 7 or more days, inclusive of weekends and holidays: a mark of 0 is awarded.

7.1.3. Non-submission: a mark of zero is given.

7.1.4. In circumstances where the late submission results in a Fail of the assessment, students will be permitted a resit or retake opportunity as available to them under NMITE's General Regulations for First Degrees.

7.1.5. In circumstances where it is accepted that Extenuating Circumstances apply to the assessment submission, penalties may be waived for the affected assessment(s). Other options, such as the setting of a revised submission deadline, may also be applied if the Extenuating Circumstances Committee

considers it appropriate and will be advised to the student in writing in line with the Extenuating Circumstances Policy.

7.2. Where a student submits an assessment late at the second or subsequent attempt, without an accepted extenuating circumstance, no grace period for lateness is available, and the submission will receive a mark of zero.

8. Moderation

8.1. The Assessment Board may consider a proposal to award a student a final mark that differs from the original mark derived from an assessment marking process in the following situations:

8.1.1. where it is evidenced that an individual student has not made an appropriate contribution to a team assignment, and the Student Teamworking Guidance has been followed; and/or

8.1.2. where it is evidenced that the work is not that of the student under the Academic Misconduct Policy.

8.2. In such instances traceability of final mark must be maintained and communicated to the Assessment Board at the time marks are reported.

8.3. Assessment Board may consider a proposal to moderate marks to assure academic standards in line with sector benchmarking, and to ensure consistency, fairness and equity between students, modules, cohorts and years. Such moderation will be visible and with the agreement of the Assessment Board, including External Examiners.

9. External Examiners

9.1. External Examiners play a critical role in securing the academic quality and standards of assessments and awards. Academic Council will appoint suitably qualified External Examiners for all credit-bearing study in line with NMITE's External Examiner Policy.

10. Feedback

10.1. NMITE recognises that timely and effective feedback is an essential part of effective teaching and learning. Module Leaders are encouraged to consider how feedback can effectively be used to support learning and development when designing modules and learning experiences. This should also include a consideration of the sequencing and timing of assessment components where multiple assessments are used within a module.

10.2. All modules will include opportunity for students to discuss their work and progress; the learning plan will involve a timetable and activities that facilitate this.

10.3. Feedback will be provided on summative assessments in a form that reflects the nature of the assessment. This will be provided within 28 calendar days of the end of the module of study to which the assessment relates (excepting bank holidays and NMITE closure days).

10.4. Feedback will target the process followed rather than the result gained, and provide guidance to students on areas that could be improved and how they can improve their performance in future assignments.

10.5. Feedback does not provide an opportunity to challenge marks. Students who are dissatisfied with the assessment process may refer to the Academic Appeals Policy.

11. Security of Assessments

11.1. The security and integrity of the assessment process is an important element in maintaining academic rigour. NMITE expects all academic staff to accept their responsibilities to carry out all aspects of assessment in a way that ensures the integrity of the assessment process and, in turn, the integrity of the academic standards of each award.

11.2. To mitigate potential risks to the integrity of assessments, NMITE expects all staff involved in setting, verifying or marking assessments to:

11.2.1. Remain compliant at all times with prevailing guidance from NMITE's IT Department regarding IT Security, including (but not limited to) compliance with all published policies.

11.2.2. Only use designated NMITE approved online storage services when sharing assessments internally or with External Examiners, such as Canvas or SharePoint.

11.2.3. Use dedicated secure physical storage for physical artefacts or assessment material, submitted to the Quality Assurance Office within one week (7 days) of the assessment submission deadline for cataloguing and secure storage.

11.2.4. Arrange that, when unseen individual assessments are given, a trained member of NMITE staff will be present to supervise students, and a second member of staff will be nearby and available on call.

11.3. To mitigate potential risks to the integrity of assessments, NMITE requires that all students submit electronic assessments via Canvas, which requires personal and unique log-in authentication details.

12. Retention of Assessed Work

12.1. The institution must retain student assessed work for a specified period to meet academic, statutory and regulatory requirements. After this period, assessed student work can be securely destroyed to avoid the build-up of documentation for reasons of health and safety, data protection and business efficiency.

12.2. The Module Leader is responsible for ensuring that all assessed student work is retained within the appropriate place. Most student work is retained on the VLE and arrangements are in place for the storage of other assessment types such as ephemeral assessments and artefacts. Physical artefacts will be securely stored in line with the Record Retention Schedule; in a locked room, to which the Quality Assurance Office controls access. The disposal date will be recorded. A video or photo of the artefact should also be uploaded to the VLE upon submission of the assessment. Ephemeral assessments should be recorded and stored securely in a central area on SharePoint. Student scripts from controlled assessments such as Tutorial Questions should be scanned into the secure central area on SharePoint.

12.3. The Quality Assurance Office is responsible for sending appropriate samples of student work to NMITE External Examiners for scrutiny prior to each Assessment Board. This includes a sample of reassessment submissions.

12.4. Academic staff should address any queries regarding the storage of assessed student work to the Quality Assurance Office.

Policy Owner	Academic Director
Version Number	V7
Date Policy (Re)Approved	July 2025
Approval authority	Academic Council
Date of Commencement	1st August 2025
Equality Impact Assessment (EIA) completed	TBC

Amendment History	Date	Reason for Update
	06/2025	Biennial Policy review

Summary of changes made to this version	6.4 added to clarify that paragraph 6.3 applies at the rubric row level as well as to the overall mark; - Paragraph 6.6.2 amended to make clear that module grades are calculated only when a student has passed all components of assessment; - Removal in section 7 of the stipulation of 'working days' in relation to lateness, so that weekends and holidays count as late days; - Amended 7.1 to indicate that the lateness schedule applies only to first attempts, and added 7.2 to state that second and subsequent attempts have no grace period for lateness; - Clarification in Section 8 that different marks are awarded by the Assessment Board and not the module leader; - Reduced the content of section 9, which replicated content in the External Examiner policy, and replaced removed material with a cross reference to that policy to avoid replication; - Removal of 11.2.2 which required that documents be password protected when emailed to an External Examiner, because it contradicted the following paragraph about acceptable systems to share assessment materials.
Date for next review	1st August 2027
Related Policies, Procedures, Guidance, Forms or Templates	NMITE General Regulations for First Degrees NMITE Academic Regulatory Framework NMITE Records Management Policy
Policies superseded by this Policy	Assessment Handbook