



# Assessment Policy

1.	Introduction .....	0
2.	Assessment Level and Structure.....	0
3.	Assessment Types .....	1
4.	Verification of Assessments.....	1
5.	Generative Artificial Intelligence (GAI) .....	2
6.	Marking and Awarding of Credit.....	2
7.	Late Submission of Assessments.....	4
8.	Moderation.....	4
9.	External Examiners .....	5
10.	Feedback .....	5
11.	Security of Assessments .....	6
12.	Retention of Assessed Work .....	6

## 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 (GAI) 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 50% or more of the module mark will be blind double-marked independently by two suitably qualified people.

6.2. Except as noted in paragraph 6.5, all assessments worth less than 50% of the module mark will be single-marked and a sample reviewed by a second marker. The sample reviewed will equal six pieces of work or 10% of the submissions, whichever is greatest; it must include at least one piece of work from each classification represented in the results, and all work which is within one mark of a classification boundary (if applicable), even if this results in more than six pieces or 10% being reviewed. All fails must be reviewed. Where the second marker is unable to be confident that the marking is consistent and in line with the rubric/mark scheme, the whole set must be blind double-marked.

6.3. If all efforts to resolve a difference of more than 10 marks (when the marks are out of 100) fail, a third marker shall be invoked, following consultation and agreement with the Programme Lead, or the Head of Learning and Teaching (if the Programme Lead is involved in the marking). The final mark will be derived from the average of the two closest sets of marks

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 following exceptions to single-marking as defined in paragraph 6.2 shall always apply:

6.5.1. Where a module is running for the first time paragraph 6.2 shall apply with the amendment that the 10% of work reviewed shall be increased to 25%.

- 6.5.2. For all work that is blind double marked, where the two markers' results differ by more than 10 points (on a 100-point scale) in more than 20% of cases, provisional marks will still be reviewed by the External Assessor prior to release to students.
  - 6.5.3. All Bachelor and Master Individual Project Marks will still be reviewed by the External Assessor prior to release to students. The rationale for this exception is that these pieces involve students working on different projects, the work is marked by supervisors and then moderated to ensure consistency across markers, and, in the case of the Master Project, it carries the most weight of any module in the programme.
- 6.6. 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.
  - 6.7. 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:
    - 6.7.1. 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
    - 6.7.2. the student has passed all components of assessment within the relevant module.
  - 6.8. Credits are not awarded for foundation year modules, which operate on a pass and progress basis.
  - 6.9. Once marking is completed, the Programme Leader (or Head of Learning & Teaching Delivery, where the Module Leader is the Programme Leader) will sign off marks. After sign-off, the marks will be released as *provisional* to students. Marks only become confirmed when they have been approved at an Assessment Board.
  - 6.10. The provisional release of marks to students is normally expected to be early in Week 3 of the next module students are taking after the module from which the marks arise.
  - 6.11. 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 released 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. NMITE will review assessment data across cohorts and modules at the same FHEQ Level to monitor consistency of academic standards. Evidence of significant or unexplained divergence from established internal benchmarks may prompt additional scrutiny or moderation to support continuous enhancement.
- 8.2. 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:

- 8.2.1. 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
- 8.2.2. where it is evidenced that the work is not that of the student under the Academic Misconduct Policy.
- 8.3. In such instances traceability of final mark must be maintained and communicated to the Assessment Board at the time marks are reported.
- 8.4. 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 3 weeks 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.

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	02/2026	Formalisation of use of third markers and inclusion of wording around review of mark profile outliers and moderation.
	11/2025	Changes to marking schedules
	06/2025	Biennial Policy review
Summary of changes made to this version	<ul style="list-style-type: none"> <li>• Formalisation of third markers</li> <li>• Inclusion of wording around internal review of grade profiles and the use of moderation</li> <li>• Minor changes for clarification</li> </ul>	
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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	