

ASSESSMENT POLICY

The University of Law's Assessment Policy has been informed by the Office for Students Sector-Recognized Standards and the General Ongoing Conditions of Registration and has regard to the UK Quality Code for Higher Education. These definitive reference points for all English higher education institutions set out how academic standards are established and maintained and how excellence in the quality of learning opportunities is assured.

This policy sits within The University of Law's Quality and Standards Code, which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

Applicability

- 8 The Board of Examiners will confirm that individual students have met the necessary standard for the award of credit. Where an award is made the Board of Examiners will determine whether individual students have met the required standard for the award by successfully completing the specified credit and grade requirements.
- 9 The Recognition of Prior Learning and Exemption Panel may accredit prior learning or achievement where it is deemed to be equivalent in volume, level, content, and standard to University credit.

Principles of Assessment

- 10 The programme assessment strategy, as detailed in the approved Programme Specification, must be consistent with the requirements of the University Learning, Teaching, and Assessment Framework, including the Catalogue of University Supported Assessments.
- 11 All assessments must provide all students with an equal and fair opportunity to satisfy the learning outcomes through suitable inclusive and accessible forms of assessment.
- 12 Summative assessment must provide all students with the opportunity to demonstrate achievement of the programme and module learning outcomes at the relevant academic level, and to comply with any PSRB or other accrediting body requirements that form part of the expected programme or module outcomes.
- 13 Formative assessment should be used to provide students with the opportunity to understand what is expected of them in the relevant summative assessment, develop their skills, and reflect on their performance and how it can be maintained or improved.
- 14 Assessments must be designed to support student progression over time in terms of subject knowledge, skills, and attributes.
- 15 Assessments must make best use of the technologies available and seek to reduce the opportunities for students to plagiarise, collude or commit other forms of academic misconduct.

- 23.1. The method(s) of assessment, including the delivery/submission platform e.g. Online MCQ, in-person presentation;
 - 23.2. When assessments will take place (the relevant assessment period rather than a specific date);
 - 23.3. The learning outcomes to be assessed, marking criteria and standards to be met at differing levels;
 - 23.4. The moderation and external examiner processes;
 - 23.5. Resources to refer to, and other support available;
 - 23.6. How and when feedback and marks will be provided;
 - 23.7. The resit or reassessment method, timing, and how enrolment on resits will take place;
 - 23.8. Conduct expectations, including whether collaboration with other students is permissible, whether plagiarism detection software will be used, and where to find sources of support and guidance on good academic practice;
 - 23.9. How and when to apply for Mitigating Circumstances, Deferral, and Extensions; and
 - 23.10. The academic appeal process.
- 24 A link to the Assessment Regulations, including any programme-specific Assessment Regulations should be provide within the programme handbook along with a clear description of the requirements for progression

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- 26.9. Conduct expectations, including whether collaboration with other students is permissible, whether plagiarism detection software will be used, and where to find sources of support and guidance on good academic practice;
- 26.10. How and when to apply for Mitigating Circumstances, Deferral, and Extensions; and
- 26.11. The academic appeal process.

Conduct of Assessments

- 30 The University will make reasonable endeavours to accommodate observance of significant religious events during assessment periods.
- 31 Students must notify the Assessment Office as early as possible of religious obligations which may compromise their ability to attempt an assessment using the Religious Observance Form.

Reassessment

- 32 The University will provide students with the opportunity for reassessment in failed modules as specified in the University's Regulations.
- 33 Students are not permitted to utilise campus facilities, or attend other campuses to use any of the facilities, until they have registered for their outstanding resit assessment.
- 34 If a student has not registered for an outstanding resit, but they are in receipt of ULIP arrangements, or learning needs which are evidenced independently by a relevant professional, they may – on occasion – be permitted Campus access by the discretion of the Campus Dean.

Marking and Moderation

- 35 Summative assessments will be marked anonymously insofar as it is reasonable. It is not possible, for example, for oral assessments to be marked anonymously, however, reasonable steps should be taken to ensure objectively is enabled through marking and able to be verified via moderation.
- 36 For each assessment instrument the same marking schema will be applied irrespective of where the student sits the assessment or where marking takes place.
- 37 In advance of the commencement of marking Markers must familiarise themselves with the assessment instrument, marking scheme, and any other guidance issued, including via attendance at meetings as requested by the National Programme Director.
- 38 The role of Moderation is to ensure that assessment outcomes are fair and reliable. Moderation determines whether the marking criteria have been applied consistently across the cohort, and whether the marks or levels of achievement awarded are appropriate and consistent across modules and programmes. Where more than one Moderator is appointed the Moderators must agree in advance the moderation standards to be applied.
- 39 The Moderator(s) will review a representative sample of the students' work from an assessment, which must include a sample from each marker and each level of achievement.

40 Moderators may require remarking

- 48.3. Consider and, if thought appropriate, endorse the marks, credits, and awards recommended to the Board of Examiners;
- 48.4. Consider and, if thought appropriate, endorse recommendations made under the Board of Examiners' discretionary powers;
- 48.5.

Membership

56 The membership of Boards of Examiners must be quorate, as defined in Regulation, and include:

56.1. A Chair, who will usually be the relevant National Programme Director or Programme Director

- 62 The Mitigating Circumstances Panel will provide reports to the Board of Examiners which may include recommendations in respect of individual student cases.
- 63 The Board of Examiners does not have the right to receive or review any specific details of the mitigating circumstances that have been raised.

Conflicts of Interest

- 64 Conflicts of interest may arise from personal, familial, commercial, or other relationships between members of the Board and the students being considered by the Board. Members are responsible for considering whether they have a conflict of interest (actual, apparent, or potential) and reporting this to the Chair of the Board.
- 65 The Chair of the Board will consider the specific circumstances and determine whether a conflict of interest exists and, if so, whether the member should be absent from all or some of the meeting of the Board.
- 66 Members of the Board should report conflicts of interest to the Board and all reports must be included in the minutes of the meeting.

Recognition of Prior Learning, External Assessment, and Exemptions from Study

- 67 The University will award specific credits against individual, specified module(s) where there is appropriate and sufficient evidence that the student has achieved the learning outcomes of the module(s) via either:
- 67.1. Relevant prior learning; or
 - 67.2. External Assessment.
- 68 Specific credits can only be mapped against entire modules and not against parts or fractions of modules.
- 69 The University will award notional credits where there is appropriate and sufficient evidence that, through relevant prior learning the student has successfully completed a course of study consistent with the overall programme learning outcomes. Students granted notional credits must complete any specified elements of the relevant programme and/or may be restricted in their module choices to avoid content overlap.
- 70 Students who gain exemption from the designated PSRB's requirements to study and achieve credit in specific modules

- 71 In all cases credit will only be awarded for learning that can be demonstrated; experience alone is not sufficient.
- 72 Credit from other sources must not exceed 50% of the total credit considered for an award of the University, and is awarded only on the basis that the learner completes the programme.
- 73 The University will consider the extent to which the award of credit will impact upon the student's learning experience – the main considerations are to ensure completeness of content coverage and thus fulfilment of the programme learning outcomes.
- 74 Credits cannot be claimed against modules that a student has attempted and failed previously, nor can a student attempt a module for which specific or notional credits have been studen 841.92 reW*nBT/F1 14.04 Tf1 0 0 1 190.85 793.44 Tm0 g

