

LAINE

THEATRE ARTS

Policies

Diploma Course Assessment Policy

DIPLOMA COURSE ASSESSMENT POLICY

ASSESSMENT REGULATIONS FOR THE LEVEL 6 DIPLOMA IN PROFESSIONAL MUSICAL THEATRE VALIDATED BY TRINITY COLLEGE LONDON

1. INTRODUCTION

- 1.1 Welcome to the Laine Theatre Arts (hereafter referred to as 'the College') Assessment Regulations for the Level 6 Diploma in Professional Musical Theatre. This document aims to set out clear and straightforward rules to support the assessment of students on the Diploma course, including marking, progression and award. It also contains additional instructions for staff on operational arrangements relating to assessment processes.
- 1.2 As Trinity College London (TCL) requires assessment processes on their Professional Performing Arts Diplomas to be institution-led, the College has chosen to align these regulations, where appropriate, with the University of Portsmouth's *Assessment Regulations for Undergraduate Courses*. This ensures that all students studying level 6 qualifications at Laine Theatre Arts are subject to a standardised approach to assessment, with variations occurring where the requirements of the awarding bodies differ.
- 1.3 It should be noted that in seeking to align assessment processes at level 6, the College has ensured that these regulations consistently support the assessment of Diploma students in accordance with the assessment framework set out in TCL's *Qualification Specification and Course Delivery Guide* for the Professional Performing Arts Diplomas. TCL expects providers to 'map' the Professional Performing Arts Diploma/s to their

preferred course structure/s, which at Laine Theatre Arts is a 3-year modular structure.

- 1.4 The purpose of assessment is to enable students to demonstrate that they have achieved the learning outcomes of each module of their course, which align specifically with those attributed to each unit of the Level 6 Diploma qualification.
- 1.5 The following principles underpin these regulations and meet the Office for Students' expectations for assessment:
 - a) Students are assessed effectively (assessment serves its intended purpose in measuring student learning);
 - b) Each assessment is valid, reliable and inclusive (assessments will measure the published learning outcomes, using clearly defined criteria and standardised processes that are fair, transparent and applied equally to all students);
 - c) Assessment is designed to be developmental and supportive of student progression.
 - d) Via the marking schemes, students are assessed for technical proficiency in the English Language in a way that appropriately reflects the level and content of the assessment.
- 1.6 The College has a two-tier system for agreeing assessment results. First, Module Assessment Boards confirm the marks for all students in a specific module, Second, the Laine Theatre Arts Progression and Award Board decides on student progression to the next year of study and recommends final awards to Trinity College London.

2. RESPONSIBILITIES

- 2.1 It is the responsibility of the College:

- a) To assess students fairly;
- b) To design assessment tasks to minimise opportunities for academic misconduct, including plagiarism, and ensure students are provided with the knowledge and skills to be able to enable good academic practice;
- c) To investigate allegations of academic misconduct and act appropriately on findings (see *Academic Misconduct Policy*),
- d) to consider appeals against decisions of Extenuating Circumstances, Module Assessment Boards and/or Progression and Award Boards (see *Academic Appeals Policy*).

2.2 In relation to these assessment regulations, it is the responsibility of students to:

- a) Register onto their course and re-register annually on the course start date;
- b) Check their Laine Theatre Arts email account regularly. All course-related emails will be sent to the student's College email address only;
- c) Follow the *Reasonable Adjustments Policy* if alternative provisions need to be made in respect of any module;
- d) Undertake the learning activities for their course of study;
- e) Provide any information on personal circumstances that has prevented the student from attending or submitting any assessment through the Extenuating Circumstances mechanism (see *Extenuating Circumstances Policy*), and which they wish for the Module Assessment Board or College Progression and Award Board to consider;
- f) Attend and/or submit assessments, including Referrals and Deferrals, as required;
- g) Undertake assessments honestly, and in a way that does not take to gain unfair advantage;
- h) Engage with feedback provided;

- i) If relevant, seek support and guidance relating to withdrawal and/or suspension, and follow the College's procedures for withdrawal and suspension of studies (see *Intermissions Policy* and *Student Terms and Conditions*).

3. BEFORE ASSESSMENT

- 3.1 The following information must be made available to students either at, or before the start of the teaching of a module or unit, typically through the Virtual Learning Environment:
 - a) The learning outcome(s) of the module;
 - b) The learning activities that students are expected to undertake in order to achieve the learning outcomes of the module;
 - c) What the assessments are (including any Referrals or Deferrals);
 - d) The submission dates for assessed work, which will be within the academic year dates published by the College;
 - e) Details of when and how they might expect feedback on assessments;
 - f) Assessments that will not be marked anonymously;
 - g) The weighting that each element of assessment makes to the overall assessment of the module/unit outcomes;
 - h) A statement of the marking criteria to be used for each assessment;
- 3.2 Teaching staff will provide opportunities for students to discuss the assessment criteria, so they have a good understanding of how these are being applied.
- 2.3 Module specifications will provide details of the module learning outcomes and assessments.

- 2.4 Any information that these Assessment Regulations require to be given to a student will be considered received by the student if they are available on the VLE.

4. ASSESSMENT SUPPORT

- 2.5 The College is committed to sustaining a high-quality and positive learning experience for all students. At times, we may need to adapt assessment to make a reasonable adjustment to support students' needs. The Student Services office can provide advice and support on reasonable adjustments (also see the *Reasonable Adjustments Policy*).
- 2.6 It is the responsibility of the student to notify the College of a condition that may require an adjustment in a timely way, to ensure that the appropriate adjustment can be considered prior to assessment. Such notification must normally be substantiated by provision of appropriate medical or other evidence before adjustments will be implemented. However, there may be circumstances where the need for an adjustment has been reported to or observed by a member of College staff, and there is sufficient urgency or severity to make adjustments without prior documentary evidence.

5. SUBMISSION OF WRITTEN COURSEWORK

- 2.7 Unless indicated otherwise, it is expected that all coursework is typed. Students must keep a digital copy of the final submission which may be requested at any time.

- 2.8 Extensions to submission dates for coursework for individual students are not permitted under any circumstances unless the student has a valid extenuating circumstances claim.
- 2.9 Exceptionally, the submission date for assessed work may be revised for all students undertaking an assessment. In such cases, all students will be notified of the revised submission date at the earliest opportunity.

3. EXTENUATING CIRCUMSTANCES

- 3.1 Extenuating Circumstances (ECs) are short term circumstances that impact a student's ability to complete or sit their assessment by the official deadline, or at the scheduled time. These circumstances may have either substantially impacted on the standard of their work, have prevented the student from completing/submitting their assessment, or being able to sit an examination or practical assessment at the scheduled time. Further information can be found in the College's *Extenuating Circumstances Policy*.
- 3.2 The College operates a 'Fit to Sit' policy. This means:
- a. If a student hands in a piece of work on or before the deadline, or attends and completes an assessment, then they are claiming that they are fit to do so, and an Extenuating Circumstances claim will not be accepted.
 - b. To be eligible to undertake summative practical assessments (e.g. acting, singing, dance, integrated performance); students must have attended at least 60% of their scheduled training classes for the relevant discipline or unit. Students who fall below this threshold for

attendance may be deemed ineligible to sit the assessment.

Exceptions may only be granted by the Academic Director on a case-by-case basis.

- 3.3 Procedures for ECs apply to individual students, although they can apply to groups of students where a piece of group work is involved and one or more members of the group has valid extenuating circumstances. In such a case the student should include the names of other students affected.
- 3.4 If the student is unable to complete the assessment by the deadline provided for by the valid EC, then an automatic Deferral will be granted. This applies to first attempts only.
- 3.5 Further student information on Extenuating Circumstances, including how to apply for them can be found in the College's *Extenuating Circumstances Policy*.

4. LATE SUBMISSION OF WRITTEN WORK (FIRST ATTEMPT)

- 4.1 A Late Submission is when a student submits the assessment work after the original deadline date.
- 4.2 Assessment submitted within 10 working days of the original deadline date will be marked. The mark for the assessment will be limited to the module pass mark, but the uncapped mark must also be shown on the coursework.
- 4.3 Where students with valid extenuating circumstances submit their first attempt within 10 working days of the original deadline date, the original mark will be reinstated and the cap lifted.
- 4.4 Students with valid extenuating circumstances who are not able to submit their first attempt within 10 working days of the original deadline date will be given a Deferral in the affected assessment.

- 4.5 Assessments submitted more than 10 working days after the original deadline without valid extenuating circumstances will not be marked and will be recorded as a non-submission.

5. LATE SUBMISSION OF WRITTEN WORK (REFERRAL AND DEFERRAL ATTEMPTS)

- 5.1.1 All Referral and/or Deferral assessments must be submitted by the published deadline date.
- 5.2 For students doing their assessments during the standard academic year, the latest deadline for all Referral and Deferral assessments will be the end of the Referral period.
- 5.3 Assessments submitted after the original deadline will not be marked and will be recorded as a non-submission.
- 5.4 Exceptionally, the College may allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, it will publicise this when making students aware of their Referral and/or Deferral assessments (and any subsequent further attempts in the same academic year) to ensure that students are aware of this.
- 5.5 Where a student has extenuating circumstances for Referral and/or Deferral coursework, they should use the extenuating circumstances procedures.

6. THE USE OF PLAGIARISM CHECKING SOFTWARE

- 6.1 The use of anti-plagiarism software will be introduced to students at the start of their course. Course teams will agree which modules will employ the use of the software as part of their assessment strategy and Teaching Staff will inform students.
- 6.2 Students will not be asked to submit originality reports with each assignment although they must retain electronic copies of all their assignments. Students can be asked for an originality report (or an electronic copy of their assignment where the intent is for a staff member to generate the originality report), under limited circumstances:
- a) as part of a random sample from a particular class or cohort;
 - b) where the nature of the assignment is deemed to make collusion more likely;
 - c) where the assignment constitutes a major piece of assessment; or
 - d) where an assignment has been submitted that raises concerns of plagiarism.

7. INTERNALLY AND EXTERNALLY ASSESSED UNITS

- 7.1 The Level 6 Diploma in Professional Musical Theatre comprises six units: Technical Skills, Supporting Technical Skills, Employability, Research and Reflection, and Performance.
- 7.2 All units, other than the Performance unit, are assessed by Laine teaching staff. Trinity Assessors attend various performances throughout the students' final year of study to assess achievement against the learning outcomes and assessment criteria detailed in the PPAD specifications.
- 7.3 Trinity Assessors also attend a sample of skills assessments throughout the year in order to moderate the College's internal assessment processes; ensuring rigour, parity, and adherence to national standards.

8. OUR APPROACH TO MARKING

- 8.1 The Level 6 Diploma in Professional Musical Theatre is a pass/fail qualification. Laine Theatre Arts maps its course structure, including module/unit learning outcomes and assessment criteria, to the learning outcomes specified by Trinity in the PPAD Course Specification document. However, Trinity considers it good practice for course providers to create a broad range of assessment criteria and detailed marking systems, so that achievement and progress levels are fully understood by both students and staff. For the purposes of alignment between all level 6 courses run by the College, and to allow for greater transparency of feedback to students, Laine Theatre Arts chooses to award numerical marks to students for assessment work in years 2 and 3.
- 8.2 All modules/units must include formative assessment points, designed to support skill development and student self-awareness.
- 8.3 Where numerical marks are used to assess student performance in modular assessments, The College has adopted key aspects of the University of Portsmouth's marking and feedback processes.

9. MARKING AND FEEDBACK

- 9.1 All staff involved in teaching and assessment must demonstrate good practice in assessment and providing feedback when participating in any assessment activities.
- 9.2 Student work will always be marked by specialist practitioners in the area of assessment.

9.3 The Academic Team will be responsible for ensuring that systems are in place for mark verification and second marking. In particular:

- a) where there are multiple markers for the same assessment, systems must be in place to ensure consistency and equality of marking.
- b) where the assessment piece is not a physical assessment piece e.g. presentations, oral assessments, performances.

10. ANONYMOUS MARKING

13.1. The College supports a policy of anonymous marking of all assessments wherever possible or appropriate.

10.1 All assessments taken under examination conditions will be marked anonymously.

10.2 Wherever practicable, all non-examination assessments will be marked anonymously. Teaching Staff must inform students whether or not non-examination assessments will be marked anonymously.

10.3 Where it is impractical for anonymity to be maintained, these assessments should be verified. If it is not practical to do this at the time, then consideration should be given to making a copy or recording.

11. MARKING SCHEMES AND CATEGORICAL MARKING

11.1 Marking schemes are criterion-referenced and enable internal and external assessors to distinguish between different categories of achievement and to justify marks awarded.

11.2 Markers must use percentages where numerical marking schemes are used.

- 11.3 For assignment-based work, markers must use categorical marking technique and scale. Markers will assess the assignment by determining which category best describes the quality of the work in each area.
- 11.4 The scale should be regarded as readily lending itself to use with respect to single pieces of work that currently attract a mark out of 100, such as essays, dissertations, reports, individual examination questions or any similar assessment that requires a qualitative judgement by the marker against criterion referenced standards.
- 11.5 Where the format of assessment precludes use of the scale, markers are encouraged to consider whether they can avoid awarding marks that fall immediately below a class boundary.

Access the Categorical Marking Scale here:

<https://docs.google.com/document/d/1A15KbrbYbhV-IIRQRQrN7ccYlgofDnBA/edit?tab=t.0>

12. VERIFICATION OF MARKS

- 12.1 All assessed work is subject to verification or double-blind marking as follows:
- a. Major Module Assessments: All the assessed work must be 'double blind' marked. This means that the two markers must mark the work without having sight of the mark awarded by the other marker. The markers must then determine an agreed mark and agree both the form and content of the feedback. If the two markers significantly disagree and the differences cannot be resolved by discussion, then a third marker must

be appointed to review the work, unaware of the previous marks. The final mark awarded should then be derived by discussion between all three Markers.

- b. All other modules: If a module is assessed by a single element with a single marker or if it is an assessment where it has been impractical for anonymity to be maintained, all assessments will be subject to verification. Otherwise, 10% of ALL assessments, with a minimum of 6 pieces and a maximum of 20 pieces, will be subject to verification.

Verification means that a second member of staff scans the assessments to ascertain that the marks for the module are broadly appropriate and have been fairly arrived at as described within these regulations. The sample must include work covering a full range of marks. If significant discrepancies arise, then there may be a requirement for all assessed work to be reviewed or moderated.

- 12.2 If, after verification or double-blind marking, an agreed final mark cannot be awarded, then the assessment must be referred to a Trinity Assessor for an opinion. The Trinity Assessor will not determine the final mark but will report to the Module Assessment Board, where the final mark will be determined.

13. ASSESSMENT FEEDBACK

- 13.1 Normally, Teaching Staff will be responsible for providing feedback to students as required.
- 13.2 The Director of Courses will monitor provision of feedback.
- 13.3 Feedback should provide an indication of the extent to which the work has met the assessment criteria. The minimum requirements for summative feedback are:

- a) major strengths of the work;
- b) ways in which the mark could have been improved;
- c) original mark and any penalties that have been applied

13.4 The precise nature of the feedback may vary, however, feedback will normally be typed and issued via the College's VLE.

13.5 If oral feedback is used to supplement the written feedback, it may be delivered to individuals or to groups of students.

13.6 Feedback procedures should not prejudice marking where the first mark is concealed from subsequent markers ("double blind marking").

13.7 Feedback will be made available within twenty working days for all assessment types.

13.8 If feedback is unexpectedly delayed, students must be informed of the reason(s) and the date on which they will receive the feedback at the earliest opportunity. This information must also be reported to the Academic Director.

13.9 The mark or grade provided to a student as part of the assessment feedback is a provisional mark subject to change and/or moderation until it is determined by the Module Assessment Board.

13.10 A student who submits work after the published submission date forfeits the right to feedback on that work, unless there were valid extenuating circumstances.

14. RETURN OF ASSESSED WORK

- 14.1 The College must make provision for systems to ensure that the return of work submitted via hard copy (not supported through the VLE) to students is timely and secure.
- 14.2 Teaching staff must ensure that work for their module is returned in a timely fashion and is accompanied by feedback as required.
- 14.3 The Academic Team must ensure that a sample of work is either retained, or a copy/recording created so that it is available for scrutiny by the Trinity Assessor.
- 14.4 Work may be returned in a timetabled or non-timetabled session, or it may be appropriate for students to collect the work from a central collection point.
- 14.5 Where a student is unable to collect the assessment in person for a legitimate reason, the student may identify in writing to the College a named third person to collect their work. This person must be able to produce a form of identification to establish that they are the student's proxy.
- 14.6 Students must be informed that there will be a time limit for collecting their work, after which it will be confidentially destroyed. The work should be held long enough to allow students a reasonable opportunity to reclaim it. For guidance on retention see the College's *Retention of Student Work and Records Policy*.

15. MODULE ASSESSMENT BOARDS

- 15.1 The Module Assessment Board will oversee the assessment of modules, confirm marks or grades to students studying modules within its purview in accordance with approved module descriptions.

- 15.2 In exercising the powers provided by these Assessment Regulations, the Module Assessment Board will have due regard to academic standards and to the identified aims, objectives and learning outcomes of the module(s).

16. MODULE ASSESSMENT BOARD MEMBERSHIP

- 16.1 In respect of each module considered by the Module Assessment Board (MAB), the following have membership rights:
- a. Director of Courses (Chair);
 - b. All members of staff responsible for the teaching and assessment of the module;
 - c. Directors of Faculty
 - d. Academic Director (as registrar)
- 16.2 The Module Assessment Board will be quorate to consider each module with the following membership:
- a. Chair
 - b. Directors of Faculty
 - c. Academic Director (as registrar)

17. MAB PROCESS AND POWERS

- 17.1 The Module Assessment Board (MAB) will receive the following generic information:
- a. the minutes of its previous meeting and any intervening sub-committee(s);
 - b. notification of actions taken under delegated authority from previous meetings;
 - c. the current approved module description of each module;

d. The current approved module descriptor for each module in respect of each student:

- The overall mark for each module;
- The mark for each assessment element, (i.e. artefact, coursework, presentation etc);
- The mark for each assessment
- a record against each assessment mark of Extenuating Circumstances found valid;
- a record against each assessment mark showing if it is the result of the application of an assessment penalty, and if it is, the record must also show the mark without penalty;
- a record against each assessment element showing if, by virtue of a special exemption, there is a threshold pass mark;

e. In respect of each module, the following aggregated information:

- The number of students;
- The mean, range and standard deviation;
- The number of students in each band of marks, as follows:
 - ❖ 0 to 39.4
 - ❖ 39.5 to 49.4
 - ❖ 49.5 to 59.4
 - ❖ 59.5 to 69.4
 - ❖ 69.5

The following items are also available electronically upon request:

- f. The examination papers, course work and other assessments used;
- g. The names of all students identified by the University as having disabilities and details of any special provision made.

17.2 The Module Assessment Board will:

- a. agree the final version of the minutes of the previous meeting to be a true
- b. record of that meeting and note any matters arising from them;
- c. scrutinise the marks or grades relating to each module and the analysis of
- d. the marks and identify any anomaly or other cause for concern. The criteria
- e. defining an anomalous module is an overall mean mark for the module
- f. outside of the range 50%-70%;
- g. obtain an explanation of any anomaly or cause for concern and take any
- h. action considered necessary, seeking advice from the awarding body
- i. make decisions in relation to each student;
- j. confirm the marks or grades for each student in each module;
- k. determine the Referral assessment requirements for those students who
- l. have not passed;
- m. determine whether to defer confirmation of a mark or grade until specified conditions, within a specified time scale, have been met;
- n. authorise the publication of confirmed results to students;
- o. consider the annual Trinity Moderation report and report to the Academic Director any issues for consideration through annual course monitoring;
- p. consider the adequacy of assessments material and practices used in each module and make recommendations for future assessments;

18. MODERATION OF MARKS

- 18.1 Moderation of marks relates to particular assessment pieces, and the results may apply to some or all of the students attempting the assessment. Moderation may alter the module mark, which must be re-calculated following moderation.
- 18.2 Module Assessment Boards may moderate marks as a collective decision, after reviewing the full range of information in the following circumstances if:
- a. the pass threshold has been incorrectly applied;
 - b. the marks do not fall within the expected mark distribution.
- 18.3 In addition, Module Assessment Boards may moderate marks as a collective decision, with agreement of the awarding body, and after reviewing the full range of information, if a course management issue has disadvantaged students.
- 18.4 Moderation may take the form of discounting an assessment and extrapolating a module mark from the remaining assessments, re-weighted accordingly.
- 18.5 The Chair of the Module Assessment Board must ensure that any moderation, and the reason for it, is recorded in the minutes and is made known to Trinity when marks or grades in respect of that module are shared.
- 18.6 The Director of the Faculty in which the module resides must inform students in writing of the reason(s) for any moderation and of its impact.

19. MAB AND EXTENUATING CIRCUMSTANCES

- 19.1 At the first sitting, where extenuating circumstances have been found valid, Module Assessment Boards may:

- a. defer the missed examination as a Deferral until specified dates;
- b. permit the assessment of the missed examination by means of different assessments as a Deferral, which must be defined and made known to the student, to be submitted by the end of the Referral Assessment Period;
- c. where valid extenuating circumstance has prevented the student from completing the assessment but sufficient evidence can be adduced that the learning outcomes of the module have been met from at least two other completed and unaffected assessments contributing to the final mark of the module, extrapolate an overall mark for the module from completed and unaffected assessments.
- d. where the student is not eligible for Referral but has a valid extenuating circumstance, if the student cannot pass the module solely on the Deferral, then the Module Assessment Board can set aside the extenuating circumstances and change the decision to Repeat.

19.2 At the Referral and Deferral sitting, where extenuating circumstances have been found valid, Module Assessment Boards will make the decision of Deferred Repeat.

20. MAB DECISIONS

- 20.1 The mark reported to students and to the LTA Progression and Award Board will be an integer as follows:
- a. A decimal of .5 or greater will round up to the next integer;
 - b. A decimal of less than .4 will round down to the last integer
 - c. Module marks ending in a 9 after rounding will be rounded up to the next integer.

20.2 The Module Assessment Board will make one of the following decisions for each student:

a) Passed:

- i. Confirms that the module has been passed

b) Deferral:

- i. Deferral confirms that the student has not completed the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module.
- ii. The purpose of the Deferral is to allow a student who has not attempted an assessment at the normal attempt and has submitted extenuating circumstances which have been found valid to have the opportunity to complete that stage and make normal progress without having their mark for the assessment capped.
- iii. The Deferral will take the form of assessment(s) determined by the Module Assessment Board.
- iv. The Academic Team will set the dates by which Deferrals must be completed.
- v. The Deferral Assessments will be marked as if they were submitted for the first time and will not be capped.

c) Referral:

- i. Referral confirms that the student may be eligible for Referral and that the requirements have been determined.
- ii. The purpose of the Referral is to allow a student who has failed a module or modules at the first attempt, or after repeat assessment, to have the opportunity to make normal progress without having to repeat the module(s) in full.
- iii. The Referral will take the form of assessment(s) determined by the Module Assessment Board for failed assessments within the

module. The student will be deemed to have failed an assessment in any failed module if they have not achieved the relevant pass mark threshold. The Module Assessment Board may prescribe either a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome or assessments arising from the failed assessment components.

- iv. The Referral will be marked with the assessment mark capped at the pass mark of the module. The overall module mark will be recalculated with the capped Referral marks, but the overall module mark will not be capped. Where the Module Assessment Board has prescribed a single re-assessment task that allows the student to demonstrate achievement of the module's learning outcome, the capped Referral mark will be used for all the failed assessments.

d) Combined Referral Deferral:

- i. Combined Referral Deferral confirms that the student has not completed one or more the assessment of the module for good reason and that conditions and a time scale have been set for the student to undertake the assessment or further assessment of the module and that the student has failed one or more other assessments and may be eligible for a Referral Assessment.
- ii. Repeat confirms that the student is not eligible for Referral Assessment or has failed either their Referral Assessment or Deferral Assessment.

e) Deferred Repeat:

- i. Deferred Repeat confirms that the student has submitted valid extenuating circumstances for their Referral and/or Deferral (or any subsequent attempts within the same academic year.) The

student will normally be eligible to repeat the module in the set resit/referral week. The Module Assessment Board will determine:

- whether the student has to repeat the whole module or just one of more failed assessments.

f) Decision Pending:

- i. Decision Pending confirms that the Module Assessment Board has been unable to confirm the mark and assign credit because of some procedural delay.

21. ASSESSMENT PENALTIES

21.1 The Module Assessment Board is responsible for applying assessment penalties when determining the final mark for a module.

21.2 All instances where assessment penalties have been applied will be reported to the Module Assessment Board and the Board of Examiners.

21.3 The Module Assessment Board will waive assessment penalties, if it receives a decision about an Extenuating Circumstances case that late submission of work was due to valid Extenuating Circumstances.

21.4 The Module Assessment Board has no discretion to waive penalties imposed in accordance with the College's Academic Misconduct Policy. Such penalties invalidate any valid extenuating circumstance in relation to the same assessment element.

22. COURSE MANAGEMENT ISSUES

22.1 The Module Assessment Board will have discretion, in exceptional circumstances, to depart from any of these regulations if it believes a course management issue has arisen, and strict application of the regulations would be unjust to a student or students.

- 22.2 In such a case the minutes must record the following information:
- a. reference to this regulation;
 - b. the name of the student(s);
 - c. the regulation from which the Module Assessment Board wishes to depart;
 - d. the full circumstances in which the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation;
 - e. the reason why the Module Assessment Board considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of both exercising and not exercising discretion for the student.
- 22.3 The Chair of the Module Assessment Board will send a copy of the minute extract to the Academic Director.

23. DISCLOSURE OF MARKS AND GRADES

- 23.1 Marks are available to students on Blackboard as soon as they are released but they remain provisional until confirmed at the Module Assessment Board.

24. MAB MINUTES

- 24.1 The Chair of the Module Assessment Board (MAB) will appoint a Minutes Secretary to draft the minutes of the Module Assessment Board and of any sub-committee. When discretionary powers are used according to these Assessment Regulations, the minutes will summarise the meeting discussions and explain why the decision to exercise discretion was made or why it was decided not to do so.

25. LTA PROGRESSION AND AWARD BOARD (PAB)

- 25.1 The primary role of the Progression and Award Board is to oversee the assessment process for the Level 6 Diploma Course. It determines whether students' Progress on to the next level of their course, and recommends student awards.
- 25.2 The Progression and Award Board will meet once each academic year and additionally will hold a sub-committee meeting to consider both Referrals and Deferrals.
- 25.3 In exercising the powers provided by these Assessment Regulations, the Progression and Award Board will have due regard to the principles, the standard of the award, the identified aims and objectives of the course and each student's overall performance.

26. PAB MEMBERSHIP

- 26.1 The following have membership rights to the Progression Board:
 - a. Academic Director (Chair);
 - b. Director of Courses
 - c. Directors of Faculty
 - d. Head of Student Services
- 26.2 The Progression Board will have the following quorum:
 - a. Chair;
 - b. Director of Courses

27. PAB PROCESS AND POWERS

- 27.1 The Progression and award Board will receive:
 - a. the minutes of its previous meeting and any intervening sub-committee(s);
 - b. notification of actions taken under delegated authority from previous meetings;
 - c. the current course specification and assessment matrix;

- d. the confirmed marks from the appropriate Module Assessment Board(s) for each student registered for the award for which it is responsible;
- e. decisions made with regard to Referrals and repeat assessments;
- f. a record against each module mark of Extenuating Circumstances found valid;
- g. a record of any actions taken by the Module Assessment Board because of Extenuating Circumstances found valid or of any assessment penalties waived by the Module Assessment Board;
- h. the name of any student alleged to have been guilty of academic misconduct in relation to a module and details of any action taken in relation to that offence;
- i. the annual report(s) of the TCL Assessors

27.2 The Progression and Award Board will have marks presented to it according to the following conventions:

- a. module marks in integers;
- b. weighted mean averages, as appropriate to the classification criteria being reviewed, reported as integers as follows:
 - i. a decimal of .5 or greater will round up to the next highest integer;
 - ii. a decimal of .4 or less will round down to the integer;

27.3 The Progression and Award Board will:

- a. agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
- b. note any actions taken under authority delegated at its previous meetings;
- c. determine whether failure to achieve the outcomes of a module can be compensated;

- d. determine whether to permit a student to progress to the next stage of a course;
- e. determine whether a student will be excluded from the University on academic grounds;
- f. determine whether repeat assessment following extenuating circumstances that affected Referral and/or Deferral should be repeating the whole module or one of more assessments within the module considering the course structure and student circumstances;
- g. recommend the conferment of an award;
- h. determine whether or not to defer recommending the conferment of an award until specified conditions, within a specified time scale, have been met;
- i. consider the annual Trinity Assessor Report(s) and refer matters of concern to the Board of Studies;
- j. fulfil, as appropriate, any specific and additional requirements of any external accrediting body

28. COMPENSATION

- 28.1 The purposes of compensation are to allow the Progression and Award Board to grant progression or recommendation for the conferment of the final award to students who have not met progression requirements.
- 28.2 The Progression and Award Board can exercise the power of compensation at its discretion and having due regard to the standard of the award and the learning outcomes of the course.
- 28.3 The Progression and Award Board may award credit in compensation to a student in failed modules due to strength of overall performance at a stage.
- 28.4 Compensation can only be awarded if the student has achieved a minimum of the following:

- a. Attempted or had a valid extenuating circumstance for the final assessment in the module to be compensated.
 - b. A weighted average mark of 40% across all relevant modules at that level.
- 28.5 As compensation is a discretionary power, the Progression and Award Board may set higher thresholds than those set out in these Assessment Regulations when exercising its judgement regarding the standard of the award and the learning outcomes of the course.
- 28.6 The limit applicable to compensation will be:
- a. two modules at level 4 of the course
 - b. one module at each other level of the course
- 28.7 The Progression and Award Board will not compensate modules subject wholly to pass/fail assessment.
- 28.8 Where the Progression and Award Board awards credit in compensation, the reasons for doing so will be stated and recorded in the minutes.

29. PAB DECISIONS

- 29.1 The Progression and Award Board will make one of the following decisions:
- a. Progress;
 - b. Recommend the award;
 - c. Deferral;
 - d. Referral;
 - e. Combined Referral Deferral;
 - f. Repeat Assessment;
 - g. Deferred Repeat;
 - h. Exclude;

- i. Decision Withheld;
- j. Decision Pending

29.2 It is the responsibility of the Progression and Award Board to decide on academic progression from one course level to the next. This will normally be the first day of the next academic year.

30. PAB DEFERRAL

30.1 The Progression and Award Board will be notified that certain students have valid extenuating circumstances affecting specific modules. They will also be informed about the decisions made by the Module Assessment Boards regarding these students.

30.2 The Progression and Award Board will minute all decisions reached in respect of valid extenuating circumstances, together with reasons. It may:

- a. endorse defer decisions already made by a Module Assessment Board and defer its decision about progress or recommending an award.

30.3 Where a student is offered the opportunity to be assessed again, the offer must be made in writing with content that makes it plain:

- a. the assessment will be as if for the first time, or if it is in relation to a repeat module will be as if for the repeat attempt;
- b. If the student has achieved a pass in the module(s) for which they have valid extenuating circumstances, the student must signal within a specified time their intention whether, in relation to the passed module(s) affected, to accept the offer to be assessed again in the missed assessment. If the student does not respond within the specified time they will be deemed to have elected not to be assessed again.

- 30.4 Exceptionally, the Progression and Award Board may allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Progression and Award Board will make the student aware of this and the minutes will record the reason for the exceptional marking of late work.

31. PAB REFERRAL

- 31.1 At each level of a course, the Progression and Award Board will permit students to undertake Referrals.
- 31.2 The Progression and Award Board will require a student who has failed modules after referral, and where compensation cannot be awarded, or repeat assessment, or be excluded from the course.
- 31.3 Exceptionally, the Progression and Award Board may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Progression and Award Board will make the student aware of this, and the minutes will record the reason for the exceptional marking of late work.

32. PAB COMBINED REFERRAL AND DEFERRAL

- 32.1 The Combined Referral Deferral indicates that the student has both a Referral and a Deferral in the same module.
- 32.2 Exceptionally, the Progression and Award Board may determine to allow the marking of late work if submitted within a set period and with valid extenuating circumstances. In such cases, the Progression and Award Board will make the student aware of this, and the minutes will record the reason for the exceptional marking of late work.

33. PAB REPEAT ASSESSMENT

Repeat Assessment has the following purposes for students who have failed modules, including failure after Referral:

- a) firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
- b) secondly, at the final stage, to give an opportunity to achieve the credit required for recommendation for the conferment of the final award.

33.1 There are two opportunities for repeat assessment during the academic year.

33.2 A student with Repeat Assessment cannot choose to repeat modules that have already been passed.

33.3 Where a student undertakes Repeat Assessment, the following will apply:

- a) the student must attempt all the assessment components in the module description, and no marks may be carried forward from any earlier attempt;
- b) the Module Assessment Board will award the student the full mark their assessment earns on merit if she or he passes a module after repeat assessment;
- c) the Progression and Award Board will use the mark recorded for the Repeat Assessment when recommending the conferment of an award;

34. PAB DEFERRED REPEAT

34.1 Deferred Repeat has the following purposes for students who have not been able to pass one or more modules taken as Referrals and/or

Deferral (and any subsequent attempts during the same academic year) due to extenuating circumstances:

- a) firstly, to give an opportunity for students to progress to the next stage of the award;
- b) secondly, at the final stage, to allow for recommendation of the conferment of the final award.

34.2 A student may be allowed a Deferred Repeat on one or more occasions.

34.3 A student with Deferrals cannot choose to repeat modules that have already been passed.

34.4 Where a student undertakes Deferred Repeat, the following will apply:

- a. The Progression and Award Board will decide whether a student must attempt all the assessment components in the module description, and no marks may be carried forward from any earlier attempt or whether marks can be carried forward from earlier attempts;
- b. the Module Assessment Board will award the student the full mark their assessment earns on merit if she or he passes a module after Deferred Repeat;
- c. the Progression and Award Board will use the mark recorded for the Deferred Repeat when recommending the conferment of awards;

34.5 Exceptionally, the Progression and Award Board may determine that there will be a further attempt in the same academic year. In such cases, the student will be made aware of this, and the minutes will record the reason for the exceptional further attempt.

35. PAB DECISION WITHHELD

- 35.1 This decision confirms that a recommendation has been determined but not yet published because the student is in breach of one or more of the College's terms and conditions.

36. PAB DECISION PENDING

- 36.1 This decision confirms that the student has to consider whether to accept an offer of compensation, deferral, or some other offer.

37. COURSE MANAGEMENT ISSUES

- 37.1 The Progression and Award Board will have discretion, in exceptional circumstances, to depart from any of these regulations if, in its opinion, a course management issue has arisen, and a strict application of the regulations would be unjust to a student or students.

- 37.2 In such a case the minutes must record the following information:

- a. a reference to this regulation;
- b. the name of the student(s);
- c. the regulation from which the Progression and Award Board wishes to depart;
- d. the full circumstances in which the Progression and Award Board considered it necessary to exercise the discretionary power under this regulation;
- e. the reason why the Progression and Award Board considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion.

- 37.3 The Chair of the Progression and Award Board will report the matter to the

38. PAB DELEGATION

- 38.1 The Progression and Award Board will delegate to a sub-committee its authority in relation to the progression and recommendation of awards to students following Referrals and Deferrals. The Board must define the membership and quorum of such a sub- committee and set out the reporting arrangements to the Progression and Award Board.
- 38.2 The Progression and Award Board will delegate to the Chair its authority in relation to the progression and recommendation of awards to students in order to correct decisions based on erroneous or incomplete information. Chairs must ensure the possibility of such action does not remove a student's right of appeal against decisions of a Progression and Award Board. The Chair must document the decision, with the reasons for the decision and the extent of any consultation and report the decision to the next meeting.

39. PAB MINUTES

- 39.1 In the case of the exercise of any discretionary powers under these regulations, the minutes will reflect the discussion at the meeting and record the reasons for the decision to exercise discretion or not to do so.

40. ACADEMIC APPEALS

- 40.1 Academic Appeals refer to all appeals against outcomes by:
- a. Extenuating Circumstances
 - b. Module Assessment Boards
 - c. Progression Boards.

- 40.2 A student who is unhappy with a formal academic assessment or its consequences should first seek a meeting with the Director of Courses to discuss their situation.
- 40.3 The only grounds on which an appeal will be considered are that:
- a. there had been a material and significant administrative error in the information received and considered;
 - b. that the assessment(s) had not been conducted in accordance with the approved regulations;
 - c. that some other material irregularity has occurred;
 - d. the student had been prevented from attending or submitting an assessment artefact by illness or other good cause that related to the student's personal circumstances, that she or he had been unable, for a sound and acceptable reason related to the circumstances themselves, to divulge before the deadline for extenuating circumstances
 - e. that the decision made by the Extenuating Circumstances Officer was perverse by reference to the evidence supplied by the student.
- 40.4 The College's Academic Appeals Procedure has further details.
- 40.5 Students have 10 working days from the date of the official communication in which to submit an appeal.
- 40.6 Students may not question the academic judgement of the assessors and any requests based on such grounds alone will be dismissed.
- 40.7 Students can only request a remark under the following circumstances:
- a. there had been a material and significant administrative error;
 - b. there had been a procedural irregularity in the assessment process.

- 40.8 All requests for remarks should be made to the Director of Courses within 10 working days of the receipt of the result, together with a copy of the work to be reviewed.
- 40.9 If a student's request for a review is deemed to be invalid, the Director of Courses will write to the student giving clear reasons for turning down the request for review.
- 40.10 Should a student's request for a review of the mark be valid, the Director of Courses will arrange for the assessment artefact to be remarked by an appropriate academic member of staff. The final mark may be higher or lower than the original mark, or it may stay the same. There is no further right of appeal against the mark awarded.
- 40.11 Where the review identifies a problem affecting other students on the same module, the Director of Courses will arrange for all assessment artefacts to be reviewed.
- 40.12 Due to their nature, certain forms of assessment, such as presentations, cannot be reviewed. However, if a valid case is made for a review of a mark, the Director of Courses may suggest remedies under the course management issues procedure.
- 40.13 There may be appeals against academic decisions that refer to matters and allegations which are, or which become, the subject of a formal student complaint. In such circumstances, the processing of the appeal will be resolved before the completion of the written report of findings and conclusions relating to the complaint.

41. ASSESSMENT OFFENCES

- 41.1 Assessment offences are defined as below:

- a. any attempt to complete any assessment by means considered to be unfair;
- b. plagiarism, which the College defines as “the incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student's own when in fact it is wholly or substantially the work of another person or persons”. By 'substantial', the University means large and significant sections of the work; by 'adequate', the University means accurate referencing in accordance with one of the University's approved referencing conventions. This includes, but is not limited to:
 - i. copying material from any source and trying to pass it off as your own work
 - ii. paraphrasing material without appropriate acknowledgement and not in accordance with the agreed referencing conventions
 - iii. collusion, where the assessment artefact is prepared by someone else and presented as your own work,
 - iv. purchase of essay/project/computer program
 - v. submission of essay/project/computer program written by someone else,
 - vi. submission of another student's work with or without that student's knowledge or consent;
 - vii. failure to provide an electronic copy of an assessment artefact when requested;

42. REPORTING OF ASSESSMENT OFFENCES

- 42.1 Where a student has been suspected of an assessment offence by any member of Staff then this will be initiated for investigation in line with the Academic Misconduct Policy.

KEY DATA

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