



Assessment of Learners Policy

Revision: 1.4
Issued: 25th April 2024

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1. REVISION HISTORY AND APPROVAL

Revision	Nature of change	Approval	Date
1.0	First Issue	JL	27/07/21
1.1	Amendment 15.17	EM	10/05/2023
1.2	Amendment 22.18.2	JL	11/08/23
1.3	Addition of 12.1	JL	26/9/2023
1.4	Addition of 13, 15 and 21. Removal of No Detriment	EM	25/04/24

2. ASSESSMENT OF LEARNERS SCOPE

- 2.1. PCI College, adheres to the assessment guiding principles and standards as set by both QAA ([Quality Code \(qaa.ac.uk\)](http://qaa.ac.uk)) and QQI [Assessment and Standards Revised 2013.doc \(qqi.ie\)](#). Quality assured assessment ensures that learner awards are based on measures of learning outcomes at a national standard level. These measures must be fair, valid and supportive of learning. This policy and accompanying procedures guide all staff and Associate Lecturers with responsibilities for learner assessment as well as external assessors involved in the assessment of adult learners enrolled on College Programmes.
- 2.2. This document refers to part-time courses offered by PCI College where the College has responsibility for curriculum development and delivery, and the assessment of learners in the field of Higher Education and the associated Higher Education and Training Awards.

3. PURPOSE

- 3.1. The purpose of these policies are to ensure that the College operates assessment methods that:
 - 3.1.1 Are fair and consistent and comply with standards determined by the College and, relevant validating and professional accreditation bodies including QQI, Middlesex University & The Irish Association of Counselling and Psychotherapy standards
 - 3.1.2 Comply with National Framework of Qualifications standards
 - 3.1.3 Are effective in measuring learner's attainment of intended learning outcomes
 - 3.1.4 Provide feedback to the learner for the purpose of performance improvement
 - 3.1.5 Contribute positively to the learner's total study experience and achieve stated learning outcomes
 - 3.1.6 Encourage creativity and originality in demonstrating achievement of stated learning outcomes.
 - 3.1.7 Support effective learning.

4. INTRODUCTION

- 4.1. The impact of assessment on learning cannot be over emphasised. It is well recognised that how learners learn and what learners learn is significantly influenced by assessment mechanisms employed.
- 4.2. The following policies focus on developing and maintaining an assessment process in line with the purposes stated above. Policies relevant to learners are reflected in Programme Handbooks and ancillary documents. These assessment processes are informed by the standards listed at the very end of this document.

5. GUIDING PRINCIPLES

- 5.1. The following overlapping QAA and QQI guiding principles underpin the assessment strategy at PCI College:
 - 5.1.1 Assessment methods and criteria are aligned to learning outcomes and teaching activities. (Principle 1, QAA, Principle 2, QQI). This requires that:
 - Learner awards are based on measures of learning outcomes.
 - A constructive alignment model is applied to learning outcomes.
 - 5.1.2 Assessment is reliable, consistent, fair and valid. (Principle 2, 4, 5 QAA, Principle 4 QQI). This requires that:
 - The assessment process is objective.
 - Academic standards are set and maintained in accordance with national standards.
 - Assessment is explicit and transparent
 - Assessment is inclusive and equitable
 - Assessment is fit for purpose

- Assessors are suitably qualified and knowledgeable
- 5.1.3 Learners are responsible for demonstrating their learning achievement. (Principle 1, QQI, Principles 4,7,10, QAA). This requires that:
 - Every learner has an equal opportunity to demonstrate their achievement through the assessment process.
 - Learners have clear expectations in relation to assessment requirements.
 - Academic integrity is supported and evidenced.
- 5.1.4 Assessment promotes and supports both effective learning and teaching. (Principles 3, 5, 6, QAA, Principle 3, QQI). This requires that:
 - A constructive alignment model is applied to all assessments.
 - Assessment is fit for purpose and methods are valid in measuring achievement against learning outcomes.
 - Feedback on assessment builds on dialogue and opportunities for learners to reflect on their learning.
- 5.1.5 Assessment methods are reviewed and renewed as necessary. (Principle 5, QQI, Principle 3, QAA). This requires that:
 - Assessment methods are audited in line with programme reviews.
 - Assessment methods are reviewed on an ongoing basis and with learning outcomes and external stakeholder standards in mind, i.e. in relation to workplace/practicum learning.
- 5.1.6 Learners are well informed about how and why they are assessed (Principles 5, 7, 8, 9, QAA, Principle 6, QQI). This requires that:
 - Learners are clearly informed of the purpose and requirements of each assessment task and the standard expected.
 - Learners have the necessary support to understand and interpret assessment criteria.

6. THE LANGUAGE OF MODULE SUBMISSIONS

- 6.1. It is important to distinguish between formative assignments and summative assessments.
- 6.2. Formative assignments are designed to have benefits for both learning and teaching but do not contribute to an overall mark. Formative assignments offer learners an opportunity to receive feedback on their knowledge and integration of module material. This form of assignment usually occur at the midway point of module delivery.
- 6.3. Summative assessments are required to provide a measurable and comparable indicator of a learner's knowledge and skills. With a summative assessment, learner's performance is evaluated with respect to prescribed learning outcomes.
- 6.4. Characteristics of an assessment instrument are; the power to discriminate; objectivity in scoring; validity and reliability.
 - **Discriminate:** It is important that assessment recognises the different levels of achievement of learners. A test or assignment that is too easy will not reflect the greater achievement of the excellent learner relative to the less proficient learner.
 - **Objectivity:** An objective assessment instrument yields the same result, irrespective of who marks the work.
 - **Validity:** In assessment terms, validity means the extent to which the assessment instrument measures what it is supposed to measure.
 - **Reliability:** Reliability in assessment means the degree to which the assessment instrument consistently measures what it is supposed to measure.
- 6.5. These characteristics of individual assessments will be reviewed during the annual module review cycle.

7. SCHEDULE OF ASSESSMENT

- 7.1. PCI College recognises the need for transparency and setting clear expectations in relation to assessments and academic requirements.
- 7.2. All assessment requirements will be outlined and communicated to learners and assessors at the beginning of the academic year.
- 7.3. All assessment requirements will remain accessible via the online timetable, within programme handbooks, within module materials folders and communicated by lecturers during each module.

8. ASSESSMENT CRITERIA

- 8.1. Appropriate assessment methods must be used by the College to ascertain if the learner has achieved the required learning objectives. These can include written assignments, skills demonstrations, learner records/case studies, in-class presentations and, supervisor reports. In addition to these summative assessment techniques, the following approaches are also used to provide valuable insight for learners on a formative level: personal journalling, reflexive exercises, creative interventions, group work, etc.
- 8.2. Assessment criteria must be closely aligned to the knowledge and skills requirements of a module. Assessment criteria are designed to evaluate learners acquisition of necessary learning outcomes and employ the appropriate grading scale as dictated by the validating body (percentage or grade band).
- 8.3. Assessment criteria required to meet professional requirements will be clearly outlined within the relevant programme handbook.
- 8.4. Assessment criteria must be clear to both learners, lecturers and those assessing work.
- 8.5. Assessment criteria, including a grading rubric, are developed at course/module level, to take account of variations in subject content and the level of award.
- 8.6. Assessment criteria are reviewed annually during module reviews.
- 8.7. Learners are responsible for retaining copies of work submitted for assessment, including drafts of this work.
- 8.8. Where extenuating circumstances arise that prevent a learner attending an assessment day, or meeting a submission deadline, there must be a formal mechanism in place. This is described in the Mitigating Circumstances Procedure.
- 8.9. Progression decisions are informed by assessment criteria set out in the assessments table in the Programme Handbook.

9. ASSESSMENT AND LEARNER FEEDBACK

- 9.1. Assessment instruments are designed with learner feedback in mind. It should be evident to the learners why they obtained the mark they did. It should also be clear to the learner how their grade could be improved. Feedback identifies learner strengths and weaknesses and is written objectively.
- 9.2. Internal assessors are trained in providing formative, normative, restorative, directive and conducive to learning (see Lecturer Grading Guidelines).
- 9.3. The learner is made aware of both how and when assessment judgement will be made. Deadlines and return of feedback dates are provided within the timetable on the student portal and programme handbook.
- 9.4. The learner has the right to seek a review, recheck and appeal of an assignment grade.
- 9.5. It is a College requirement that, in designing new programmes and in the review of existing programmes, the rationale for the various assessment methods is examined and the provision of assessment feedback is adequately considered.

10. ASSESSMENT REGULATIONS

- 10.1. Clear assessment regulations must be in place within the College.

10.2. Assessment regulations should be accessible to all learners and include the following:

- 10.2.1 A schedule of assessment
- 10.2.2 Assessment criteria
- 10.2.3 Programme Assessment Strategy
- 10.2.4 Assessment grading guidelines
- 10.2.5 Award classification
- 10.2.6 Assessment supports
- 10.2.7 Academic Misconduct policy
- 10.2.8 Extenuating/mitigating circumstances procedures
- 10.2.9 Rechecks, Reviews, and Appeals Procedures
- 10.2.10 Annual Monitoring Report
- 10.2.11 Assessment Board Procedures
- 10.2.12 Student Voice Groups
- 10.2.13 Module Review Procedures
- 10.2.14 External Examiner Policy
- 10.2.15 Moderation Procedure
- 10.2.16 Revisions following the output of learner complaints

11. E-SUBMISSIONS POLICY

- 11.1. All assessments must be submitted via e-Submissions.
- 11.2. E-Submissions is a secure online portal managed by Programmes Office.
- 11.3. Learners are provided with clear instructions on how to access and use e-Submissions.
- 11.4. Prior to submitting an assignment, learners must ensure that their work includes the college's approved cover sheet (template is available from the Student Portal)
- 11.5. Cover sheets must include a statement of academic integrity which is deemed certified by the learner when they submit the work for assessment via e-Submissions.
- 11.6. PCI College provides a plagiarism detection tool – PlagScan (available via the Student Portal) to assist learners with assessing the academic integrity of their work.

12. LATE SUBMISSIONS (MITIGATING CIRCUMSTANCES)

- 12.1. Learners who fail to submit for the assigned assessment deadline as confirmed on the student portal timetable for all Middlesex University Programmes can submit late up to 5 days after the assessment deadline. This assessment is subject to capping at a passing grade.
- 12.2. The mechanism through which learners can avail of late submissions of coursework without capping is called Mitigating Circumstances.
- 12.3. Mitigating Circumstances requests can be made by learners where circumstances beyond a learner's control prevent a timely summative submission.
- 12.4. Acceptable grounds for Mitigating circumstances must be clearly stated and the procedure made readily available to learners.

13. EXTENUATING CIRCUMSTANCES

- 13.1. PCI College recognise that on occasion learners may miss class over the acceptable permitted level for an individual module for genuine reasons beyond their control.
- 13.2. Where this occurs, the learner can apply for Extenuating Circumstances and provide supporting evidence as to why they missed class time in excess of the permitted hours that the course allows. (see attendance section of programme handbook).

14. INTERNAL ASSESSMENT

- 14.1. All assessment is to be consistent with programme syllabus and module learning outcomes.
- 14.2. Design of assessment is vigilant of the need to discriminate, have objectivity in scoring, validity and reliability.
- 14.3. The timing and weighting of assessments accords with the approved course and assessment schedule.
- 14.4. Feedback to learners on submissions is an integral part of the process and must be provided within the timescale dictated. Internal assessors are available to discuss provisional grades and feedback informally at any stage in a learner's programme.
- 14.5. Internal assessors must be sufficiently competent and understand the role of assessment in the progression of learners towards the achievement of their programme outcomes.
- 14.6. Internal assessors must have an understanding of the overall programme assessment strategy.
- 14.7. Internal assessors undertake assessment cognisant of External Examiner suggestions.
- 14.8. Internal assessors must notify the Programme Leader of any special assessment requirements or deviations from standard practice.
- 14.9. Internal Assessors must act ethically and professionally at all times.
- 14.10. Learners are informed at the start of the academic year of assessments and the structure of assignment(s).
- 14.11. Internal assessors are aware that assessment materials are made available to Internal Moderators and External Examiner(s).
- 14.12. Internal Moderators may be required to meet External Examiners prior to Assessment Boards to discuss potential assessment issues.
- 14.13. Submitted assessment material is retained by the College for the length of the programme plus 3 years following the meeting of the relevant Assessment Board. Material that is under review/appeal is retained for one year following the completion of the review/appeal process.
- 14.14. Submitted scripts are managed by the Programmes Office (Assignments) which are stored safely with limited access in e-Submissions. Scripts are only handled in electronic format and are archived in this format.
- 14.15. Learners are normally permitted to be reassessed once in a failed module.
- 14.16. Where applicable, alternative titles, agreed by internal assessors, will be provided to learners in order to facilitate re-submission.
- 15.17 On Middlesex University MSc Programmes Level 9 Ireland/7 UK failed first assessments will be reviewed by the first marker, the moderator and the External Examiner. Once the fail grade has been confirmed by both the first marker and the moderator it will be sent to the External Examiner and only confirmed as a failed submission with a reassessment opportunity set following agreement by the External Examiner.
If the External Examiner disagrees with the fail grade awarded by the first and second marker the assessment would then need to be reviewed by a impartial, senior qualified lecturer to determine what mark should be awarded for the learners assessment.
- 15.18 Resubmissions are capped at grade 16 / 40% for level 7 Ireland/5 UK and above.
- 15.19 Internal assessors undertake rechecks, reviews and appeals.
- 15.20 Learners are required to comply with PCI Colleges adoption of the American Psychological Association (APA) Publication standards for academic works. A suite of tools are provided to learners to aid in compliance and training in this regard and are available from the Student Portal

15. ATTENDANCE POLICY

- 15.1. It is the expectation that learners should attend for all scheduled classes as outlined on their programme timetable available on the PCI College student portal. Class dates for repeated/

- deferred modules will be emailed to the learner by Student Services.
- 15.2. An occasional missed learning session due to illness or other circumstances will be noted as an absence with no further action taken.
 - 15.3. Where a learner absence exceeds over 50% of module time the learning will be required to re-sit the module in the next academic year.
 - 15.4. Where the absence is for less than 50% of the module but still exceeds the maximum time permitted as outlined in the attendance section of the relevant programme handbook the learner will be required to re-sit the module in the next academic year unless they have relevant Extenuating Circumstances (See Extenuating Circumstances section).
 - 15.4.1 If the learner is undertaking a module of study for the second time and they fail to meet the minimum attendance requirements (outlined in relevant programme handbook) for the module they will be withdrawn from the course of study.
 - 15.5. If a learner, due to religious observation, is going to be absent in excess of the maximum permitted missed hours for an individual module, they must contact programmesoffice@pcicollege.ie in advance of the module outlining the length of the absence and which sessions they will not be able to attend.
 - 15.5.1 The Programmes Office will then review the case with the relevant programme leader and inform the student if alternative attendance arrangements can be facilitated.
 - 15.6. learners with four consecutive weeks of non-attendance without any valid Extenuating Circumstances will be sent an email warning them they will be withdrawn from their course of study if they do not engage in course work.
 - 15.6.1 If the learner fails to engage in with the College and return to attending classes, they will be withdrawn from their course of study.
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16. INTERNAL MODERATION

- 16.1. Assessments are subject to internal moderation for the purposes of academic integrity, transparency, consistency and reliability.
- 16.2. Internal moderation is carried out by PCI College Internal Assessors who were not involved in the original marking of the assessment.
- 16.3. Internal moderation is managed through the Programmes Office.
- 16.4. Internal moderators assess:
- 16.5. Internal assessor's application of the associated grading system and module specific grading rubric to the assessment under review.
- 16.6. Consistency across all cohorts and venues.
- 16.7. The internal moderation process complements the external moderation process provided by the External Examiner.

18 ADMINISTRATIVE QUALITY ASSURANCE

- 18.17 All assessment submissions are subject to administrative quality checks conducted by Programmes Office in order to verify the accuracy of assessment procedures. This includes:
 - 18.17.1 Verifying minimum word count
 - 18.17.2 Alert Programme Leader to unusual grading trends
 - 18.17.3 Calculating percentage grades for multiple submissions for single assessments

19 EXTERNAL EXAMINING

- 19.17 A principal outcome of external examining is the introduction of an independent element into the procedures for the assessment of learners. An External Examiner is an independent expert who is a member of the broader community of practice within the programme's field

of learning. (QQI 2015, p1).

- 19.18 An External Examiner, or team of External Examiners, will be appointed for all programmes according to the validating body's External Examiner Nomination Criteria.
- 19.19 An External Examiner's role is to:
- 19.19.1 Assess the appropriateness of the assessment methods
 - 19.19.2 Assess the attainment of learners
 - 19.19.3 Assess accuracy of the intended learning outcomes and their ability to be met
 - 19.19.4 Measure the attainment of learners and the intended learning outcomes against the national standards and across other higher educational institutes in the same field
 - 19.19.5 Review and provide feedback in relation to assessment tasks
 - 19.19.6 Submit a formal report and recommendations summarising the above
- 19.20 Programmes Office will ensure that the External Examiner is:
- 19.20.1 Fully briefed and inducted to their roles and responsibilities, including an invitation to informally provide feedback to the programme team at any stage during their tenure.
 - 19.20.2 Trained and supported in the online submission process, which includes access to all assessments and all relevant assessment documents
 - 19.20.3 Provided with a reasonable timeframe within which to execute all External Examiner duties, including attendance at Boards and the production of reports. A schedule of Boards and timeframes will be prepared in advance of each academic year
 - 19.20.4 Provided with all information necessary in order to fairly and accurately quality assure learner assessments, including the description and context of assessment, learning outcomes and overall programme outcomes
 - 19.20.5 Consulted with in relation to programme design and review, upon request of the Programme Leader

20 GRADING

- 20.17 Grading is a component of the assessment process.
- 20.18 The numeric grading system is used within PCI College (refer to awarding body classification system procedure)
- 20.19 Grading is based on specified criteria which are aligned to the modular and programmatic learning outcomes.
- 20.20 Grading is based on learner's assessment performance.
- 20.21 Specific grading criteria (grading rubrics) are necessary in order to enable consistent standards of marking and judgement to be maintained.
- 20.22 Learners should have a clear understanding of what is expected.
- 20.23 Learners receive transcripts detailing their grades at the end of each academic year.
- 20.24 Learners receive a final transcript detailing their final award classification upon completion of their programme.
- 20.25 Determination of award classification is set out by the validating body.

21 PROGRESSION ELIGIBILITY

- 21.17 Learners can progress by meeting the progression requirements associated with a particular programme of study.
- 21.18 All progression requirements are outlined in the relevant programme handbooks and include:
- Attendance requirements
 - All modules achieve a minimum of a pass standard.
 - Clinical Element requirements
 - Fitness to Practice
- 21.19 Exceptions to progression requirements:

- 21.19.1 Pass by compensation (See Procedures Associated with Access, Transfer and Progression)
- 21.19.2 Exemption from part of the programme (with or without the allocation of a grade and credit) due to Recognition of Prior Learning/Acknowledgement of Prior (certified) Learning.
- 21.19.3 Eligibility to progress carrying the failed modules to be passed during the subsequent stage. These learners will have alternative arrangements made, which are decided at the Progression Boards. The College will support learners to make these transitional arrangements to progress with missing credit.

21. INTERRUPTION OF STUDY POLICY

- 21.1. Where a learner wishes to defer their year of study on their chosen course they should apply for deferral within the window specified in the terms and conditions of PCI College (see [terms and conditions](#)).
- 21.2. Learners may also be required by the college to pause their studies for a period of time if concerns are raised in relation to their fitness to study. More information in relation to this can be found in the support for learners policy see section 6.

22 RECHECKS, REVIEWS AND APPEALS

- 22.18 Learners are entitled to seek a recheck, a review and an appeal of their graded assessments and their final award.
- 22.19 Rechecks, reviews and appeals are formal procedures.
- 22.20 Lecturers are available to discuss results and feedback informally at any stage in a learner's programme. A Recheck means the "administrative operation of checking (again) the recording and combination of component scores for a module and/or stage" (QQI, 2013).
- 22.21 A Review means "the re-consideration of the assessment decision, either by the original assessor or by other competent persons" (QQI, 2013).
- 22.22 An Appeal means "request to a higher authority for the alteration of the decision or judgement of a lower one" (QQI, 2013).
- 22.23 Recheck, Review and Appeals procedure can be found within each programme handbook.
- 22.24 Learners are entitled to submit a formal complaint at any stage of their programme of study.

23 ACADEMIC MISCONDUCT

- 23.18 At PCI College Academic Misconduct refers to any action taken by a learner to secure an unfair advantage in academic assessment or clinical elements of a programme of study (refer to procedure for testing academic cheating). Note: there are five categories of academic misconduct:
 - 23.18.1 Plagiarism: either taking credit for the work of another as your own, or, failing to properly credit an author due to a failure to perform effective referencing. Plagiarism is a scalable academic offence (see policy in learner handbook) in that it may be intentional (a deliberate attempt to deceive) or unintentional (due to poor academic skills).
 - 23.18.2 Cheating: the activity wherein a learner will submit a work for assessment with the involvement of one or more third parties where that input is not permitted. E.g. commissioning a piece of work from a third party and representing it as if it were their own as in the case of commercial 'paper/essay mills' and/or submitting work generated by a language processing tool driven by Artificial Intelligence (AI) Technology without declaring in what ways and under what purpose such a tool was used in the development of a submission. Having peer support in the form of editing, reading, providing comments etc. may not constitute contract cheating but this depends on the scale of the input. The essential principle of academic integrity

is that the work remains that of the learner and not on the integrity of the product itself. Cheating violates the mission, vision and values of PCI College and its partners and undermines trust, fairness, honesty, transparency and integrity in academic study.

- 23.18.3 Fabrication/Falsification of data: presenting fabricated or distorted data, analyses or results as factual and accurate as part of research or other project work e.g. case-study projects.
 - 23.18.4 Re-use of work: Submitting one's own prior work without referencing that prior work and/or without permission to re-produce the work for another purpose e.g. for programme assessment. This may also include submitting the work of another learner from another year, location or programme cohort as their own. This offence includes instances of collusion – where learners work with another learner to co-author work for mutual assignment submission.
 - 23.18.5 Breaching ethical, legal or conduct obligations: failure to comply with the college fitness-to-practice policy, the code of ethics of the learner's accrediting body or representative body/professional standards. Breaches of these sorts are covered by the college's Fitness To Practice (FTP) policy (refer to FTP section in programme handbook).
- 23.19 A policy on academic referencing, complying with the APA Style and effective citation is included in the learner's Academic Writing Guidelines.

24 ASSESSMENT BOARDS

- 24.18 Assessment boards are held for each programme annually to rule on several different areas, these are as follows:
- 24.18.1 Validity of grades for all summative assessments
 - 24.18.2 Eligibility of learners to progress from one academic year to the next
 - 24.18.3 The eligibility of learners to receive relevant awards
 - 24.18.4 Determining the classifications of and awarding said awards
- 24.19 College Assessment Boards are held for each programme annually to rule on:
- 24.19.1 Validity of grades for all summative assessments
 - 24.19.2 Eligibility of learners to progress from one academic year to the next
 - 24.19.3 The eligibility of learners to receive relevant awards
 - 24.19.4 Determining the classifications of and awarding said awards
- 24.20 Each board has a clearly defined agenda and terms of reference which outlines its purpose and function. Board categories are as follows:
- **Subject Board:** The subject board takes places regularly and when necessary for each programme. The purpose of the subject board is to ensure all individual grades and results are reviewed and ratified. This includes an overview of the module grades and grading trends to ensure consistency across programme venues to track and address issues such as grade inflation.
 - This meeting is attended by all internal assessors, internal moderators, relevant year heads, programme leaders, the External Examiner, External Consultant, a learner representative and validation body representative (if required).
 - The meeting is Chaired by a representative of the Academic Council, typically the Head of Counselling & Psychotherapy.
 - **Progression Board:** The progression board takes place regularly and when necessary for each programme that has progression elements associated with it or multiple academic years. The purpose of the progression board is to highlight and review learners with individual progression issues.

- Various progression issues such as deferral, fitness to practice or concerns related to clinical requirements may be presented at this meeting. All alternative arrangements are minuted and actioned as appropriate.
 - The progression board is attended by relevant year heads, relevant programme leaders, the clinical manager, External Consultant. The meeting is Chaired by a representative of the Academic Council, normally, the Head of Counselling & Psychotherapy or an approved delegate.
 - **Awards Board:** The awards board takes place regularly and when necessary for each programme. The main function of the awards board is the processing of relevant awards for learners who have successfully satisfied all programme requirements. The awards board also determines, where it is applicable, the award classification. This process is based on academic achievement across the programme of study.
 - The awards board is attended by relevant year heads, programme leaders, the External Examiner, External Consultant, validation body representative (if required).
 - The meeting is Chaired by a representative of the Academic Council, normally the Head of Counselling & Psychotherapy or an approved delegate.
- 24.21 At a meeting of an Assessment Board every effort shall be made to reach a decision by consensus, between all members including the Chair and External Examiner. If it proves necessary to vote on any matter it shall be determined by a simple majority; each member present shall have one vote and if the votes are tied the Chair shall have an additional casting vote.
- 24.22 Board sheets of learner results are sent to the relevant validating body to notify them of all results ratified at the assessment board. These sheets note the grade awarded for each module across the programme of study and the overall classification the learner achieved.
- 24.23 Learner's transcript of results and final awards are communicate to learners on completion of the relevant Awards Board.
- 24.24 On rare occasions where there is a legitimate reason for doing so, the college may decide to withhold a learner's results from the assessment board meetings. In cases such as this a decision will need to be taken as to whether the learner should have their award presented at a future board.
- 24.25 Representatives from validating bodies are invited to attend all boards, this includes the External Consultant. External Examiner, Link Tutor etc.
- 24.26 Quorum for Boards
- 24.26.1 The External Examiner must be present at all assessment boards where the Learners grades/award classifications are being ratified.
- 24.26.2 In exceptional circumstances if the External Examiner is unable to attend, they may appoint a suitable person to represent them at the assessment board. This appointed individual will report back to the External Examiner who in advance of the Board will have access to all proposed grades and classifications so that they can communicate via their stand in their viewpoint.
- 24.26.3 Where the External Examiner is unable to attend, they will also need to provide a report in advance of the academic board.
- 24.26.4 The assessment board requires a suitable number of assessors, Programme Leaders and administrative managers attend this is defined as a minimum of half the invited attendees plus 1.
- 24.27 Certification: requests for learners to be certified will not be made unless learners have fully completed their validated programme
- 24.28 Learners will not be enrolled on programmes whose validation has expired.
- 24.29 Learners who have expired their programme will not be presented for certification with the awarding body.

25 LEARNER RESPONSIBILITY

- 25.18 Learners are expected to:
- 25.18.1 Ensure that they are correctly registered for assessments
 - 25.18.2 Attend practical assessments
 - 25.18.3 Complete all continuous assessment/assignment work as required
 - 25.18.4 Immediately notify the relevant lecturer and the relevant Student Development & Progression Officer of any absences from class
 - 25.18.5 Comply with any College requirements for
 - submitting work on time, and
 - avoiding plagiarism
 - writing in the APA Style
 - referencing
 - Clinical requirements
 - 25.18.6 Retain a copy of submitted work
- 25.19 It is the responsibility of candidates to check the date, time and venue for each assessment as well as their college email regularly in case of emergency changes to scheduled programmes.
- 25.20 Learners are expected to bring to the attention of the relevant lecturer, at the earliest possible opportunity, any ambiguity in the requirements of an assignment
- 25.21 Learners are expected to bring to the attention of the relevant lecturer, at the earliest possible opportunity, circumstances preventing them completing a prescribed assignment in the allotted time.
- 25.22 Where a physical, learning, psychological or sensory impairment, or a serious medical condition may impair a learner's ability to comply with the assessment standard, this information should be disclosed at interview to the programme so that the Disability Support Policy and Protocols can be followed, and reasonable accommodations applied. Late disclosure of an impairment affecting on-time, on-standard submission of work may seriously affect the learner's grade.

26 ROLES AND RESPONSIBILITIES FOR ASSESSMENT

- 26.18 The ownership of assessment related quality assurance strategies are as follows:

Role	Responsibility
Development of assessment methods in line with learning outcomes	New Programme Development Team (new programmes) Programme Leaders (in-flight programmes)
Development of documented marking criteria	Module Leaders
Assessment based progression	Programme Team
Providing access to assessment based information	Programmes Office
Assessment related professional development for programme team	Head of Counselling and Psychotherapy
Assessment related policies/procedures	Head of Counselling & Psychotherapy (New policies & procedures) Academic Council (Approvals) Programmes Office (Procedure implementation) QA Co-ordinator (Audit & reporting compliance)
Internal moderation	Module moderators
Assessment Boards	Programmes Office
External Examiner & External Consultant	Programmes Office
Teaching and Learning Strategies	Head of Counselling and Psychotherapy

Assessment Reviews e.g. module/programme reviews	Programme Leader
End of module feedback	Programmes Office
Programme Voice Groups	Student Services
Internal assessment monitoring and reporting (AMR)	Link Tutor (Middlesex) Link Tutor (PCI College)
Independent quality assurance of the assessment of learners	External Examiner
Independent advice and consultation on course/learner assessment	External Consultant
Governance of Quality Assurance for the assessment of learners	Academic Council

27 LINKED POLICIES AND PROCEDURES

Linked Policies	<p>Completion Rates Policy Ethical Guidelines for Assessors Policy External Consultant Policy External Examiner Policy Programme Assessment Strategy Policy Programme Level Management of Assessments Policy Retention of Assessments Policy Transfer and Progression Policy Recognition of Prior Learning Policy Learner Support Policy Assessment of Learners Policy Artificial Intelligence Policy</p>
Linked Procedures	<p>Assessment of Learners Procedure Administrative Quality Assurance Procedure Annual Comparative Study Procedure Classifications of Awards (MU) Procedure Classifications of Awards (QQI) Procedure Ethical Guidelines for Assessors Procedure External Consultant Procedure External Examiner Policy External Examiner Nomination Criteria Academic Misconduct Procedure Retention of Assessments Procedure Transfer and Progression Procedure Recognition of Prior Learning Procedure Learner Support Procedure</p>