



## Assessment of Learners Procedure

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**1. REVISION HISTORY AND APPROVAL**

<b>Revision</b>	<b>Nature of change</b>	<b>Approval</b>	<b>Date</b>
1.0	First Issue	JL	27/7/21
1.1	Amendment 14.3	JL	11/08/23
1.2	Addition of 7.3	JL	26/9/2023
1.3	Addition of 13 and 18. Amended section 17	EM	25/04/24
1.3.1	Replaced Plagscan for Turnitin section 15	EM	12/09/24
1.4	Change to late submission policy	AL	03/10/2024

## **2. ASSESSMENT OF LEARNERS SCOPE**

- 2.1 PCI College, adheres to the assessment guiding principles and standards as set by both QAA (Quality Assurance Agency, [Quality Code \(qaa.ac.uk\)](http://qaa.ac.uk)) and QQI (Quality and Qualifications Ireland, [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 are written to be fair, valid, and supportive of learning. The Assessment of Learners procedure guides all staff as well as external assessors with responsibilities for learner assessment.

## **3. SCHEDULE OF ASSESSMENT**

- 3.1 In preparation for commencement of an academic year, the Programmes Office produces a schedule of assessment listing:
- 3.1.1 Assessment requirements (Schedule of Assessments - programme handbook).
  - 3.1.2 Submission dates (Student timetable – student portal.)
  - 3.1.3 Module titles and assignments/assessment descriptors (Module narratives – programme handbook).
  - 3.1.4 Assignment titles (Module materials – student portal).
  - 3.1.5 Percentage of marks awarded for the submission (Module narratives – programme handbook).
- 3.2 Lecturers receive the schedule of assessment with their teaching schedule (Programmes Office).

## **4. ASSESSMENT CRITERIA**

- 4.1 Periodically, assessment criteria are developed, evaluated, revised and occasionally retired for example, during programme design, annual reviews, module reviews etc.
- 4.2 Assessment criteria are developed locally at course/module level, to take account of variations in subject content and the level of award.
- 4.3 Assessment criteria are derived from each module's required learning outcomes and measured using the grading scale for the validated programme.
- 4.4 Annually, Programmes Office produce and communicate assessment schedules to all stakeholders.

## **5. ASSESSMENT AND LEARNER FEEDBACK**

- 5.1 Once a programme has been validated/accredited, module leaders produce the necessary assessment tools for their assigned modules.
- 5.2 Module assessment tools are reviewed annually during module reviews and are available to all lecturers on the student portal.
- 5.3 Formative, normative and restorative feedback is provided to learners on an ongoing informal basis e.g. during class, and formally, during progress review meetings and in written form when work is graded.
- 5.4 Programme Leaders are tasked with capturing assessment training needs on the PCI College Staff Development Plan as they arise during the academic year.
- 5.5 Learners submit assignments through the College's eSubmissions portal as per their programme timetable.
- 5.6 In line with the module assessment tools, internal assessors, on receipt of a package of scripts from the Programmes Office evaluate each script using the assessment tools and submit a provisional grade/mark and written learner feedback using eSubmissions to the Programmes Office.
- 5.7 Provisional grade/marks and feedback are checked in the moderation process.
- 5.8 Note: the grading systems are made available to both learners and assessors through the Programmes Office and within their Programme Handbook, see also Appendix 1 – Grading

Systems).

## **6. SUBMITTING AN ASSIGNMENT**

- 6.1 In advance of any learner assignment submission, Programmes Office create an entry on the eSubmissions tool for that assignment.
- 6.2 Learners upload their assignment submission using the e-Submission tool on or before the timetabled submission date.
- 6.3 On submission of their work, learners receive a submission receipt email.
- 6.4 The Programmes office manages the workflow and timing for assessment of submitted work including internal and external assessment procedures.
- 6.5 Once all submissions for a module are complete (grades/marks and feedback have been internally and externally assessed and quality checked by the Programmes Office) learners are informed of their provisional grades and feedback via email.

## **7. LATE SUBMISSIONS (MITIGATING CIRCUMSTANCES)**

- 7.1 Learners indicating that they will not meet the timetabled submission date due to mitigating circumstances are directed by the Programmes Office to the relevant guidance in their Programme Handbook.
- 7.2 The EEO (Executive Examinations Officer) reviews complete mitigating circumstances forms, adjudicates learner claims and informs learners of resulting outcomes which may include for example being given a revised submission date, a new assignment title and submission date or a repeat of the module at a future date.
- 7.3 Learners studying on Middlesex University programmes can submit late up to 24 hours after the initial deadline date. This submission must be submitted directly to assignments@pcicollege.ie. All late submissions are subject to a grade penalty of 10% or capped at a passing grade, whichever is higher.

## **8. FAILURE TO SUBMIT AN ASSIGNMENT**

- 8.1 Should a learner fail to submit an assignment by the timetabled submission date, they are given an opportunity to re-submit in line with Programmes Offices procedures.

## **9. FAILING AN ASSIGNMENT**

- 9.1 Where a learner's assignment is failed, the learner record is updated, and learners are permitted to carry the module related to that assignment into the next academic year
- 9.2 Programmes Office informs Student Services that the module needs to be repeated in the next academic cycle
- 9.3 Student Services manage this re-enrolment with the learner (e.g. including fee implications, etc.). See Re-enrolment Procedure.

## **10. INTERNAL MODERATION**

- 10.1 All submitted assessments are subject to internal moderation for the purposes of academic integrity, transparency, consistency, and reliability.
- 10.2 Programmes Office allocates Internal Assessors based on two criteria: that they...
  - 10.2.1 are qualified to assess submissions against the module learning outcomes
  - 10.2.2 have not been involved in the original marking of the assessment.
- 10.3 Programmes Office assigns one moderator per module across all locations and ensures that Internal Assessors are trained and equipped to perform this function for assigned modules. This includes the provision of assessment criteria, provisional grades and module learning outcomes, including assessment tools such as grading rubrics with which to moderate learner submissions.
- 10.4 Programmes Office sends a package of scripts to Internal Moderators once first-pass marking

is complete.

- 10.5 Internal moderators validate marking consistency across all venues.
- 10.6 Where disagreement with a provisional grade occurs, the internal moderator will inform Programmes Office who initiates a collaborative conversation with the internal assessor and moderator to review the original grade and decide on a final result.
- 10.7 Having validated provisional grades and internal assessor feedback they confirm with the Programmes Office who proceed to release grade/mark and feedback to the learner.
- 10.8 Internal Moderators present a report on moderation activities at Subject Boards and engage with the External Examiner where necessary in consultation with the Programmes Office.

## **11. EXTERNAL EXAMINATION**

- 11.1 During programme initiation, an External Examiner is appointed according to the relevant validating body's External Examiner Nomination Criteria for a tenure described by that standard and reviewed annually.
- 11.2 External Examiner roles and responsibilities are managed and supported through the Programmes Office.
- 11.3 External Examiners are invited by the Programmes Office to attend all Assessment Boards associated with their assigned programme in advance of each boards cycle and provide all information necessary to fairly and accurately quality assure learner assessments, including the description and context of assessment, individual learning outcomes, overall programme outcomes and associated assessments.
- 11.4 External Examiners submit a draft report in preparation for an Assessment Board.
- 11.5 External Examiners attend Assessment Board(s) as integral members and corroborates the integrity of assessment methods and outcomes.
- 11.6 Following Assessment Board(s), the External Examiner will submit a final report using the report template provided by Programmes Office.
- 11.7 External Examiner reports are published on the Student and Staff areas of the College portal by the Programmes Office following receipt of the final report and discussed at Programme Voice Groups and All Lecturer's Meetings.
- 11.8 Actions arising from the External Examiner's report are reviewed by the Head of Counselling and Psychotherapy and Academic Council and allocated to relevant college stakeholders.

## **12. LEARNER PROGRESSION & ELIGIBILITY**

- 12.1 Overview of eligibility:
  - 12.1.1 Learners can progress to each new academic year by meeting the progression requirements attached to their programme. There are several factors which must be assessed when considering progression within a programme. All progression requirements and associated procedures are outlined in the relevant programme handbooks. These include:
    - Attendance requirements (see attendance procedure)
    - Successful completion of modules (See also RPL Procedure, Re-enrolments of Failed Modules, Procedures Associated with Access, Transfer & Progression)
    - Clinical Element requirements and
    - Fitness to Practice
  - 12.1.2 Learners who do not meet the progression requirements will have alternative arrangements made, which are decided at the Progression Boards. The College will support learners to make these transitional arrangements.
  - 12.1.3 Alternative arrangements include those listed in the Learner Supports section of the QMS, in particular, please refer to the Programme Interruption and Withdrawal policy & procedure.

## 12.2 Attendance:

- 12.2.1 Attendance requirements are stated within the programme handbooks (see also attendance procedure ....)
- 12.2.2 Registers are provided to lecturers by the Programmes Office prior to module commencement.
- 12.2.3 Registers are maintained throughout the module by the lecturer, returned to Programmes Office upon completion of a module and uploaded to the learner record.
- 12.2.4 A master progression tracker is maintained and available to all stakeholders responsible for learner progression.
- 12.2.5 Attendance issues are communicated to the stakeholder responsible for learner progression on that programme, e.g., SDPO, Year Head, Programme Leader and may result in discussion and decisions affecting learner progression.
- 12.2.6 Attendance is discussed with learners during scheduled progression meetings and meeting outcomes are recorded.

## 12.3 Completed Modules:

- 12.3.1 Modules are deemed completed when attendance requirements have been met and the assignment(s) has received a minimum of a pass grade.
- 12.3.2 Grades are stored in the Programmes Office and Student Record and tabulated for each learner onto a Boards Sheet in advance of Awards Boards.

## 12.4 Clinical Requirements:

- 12.4.1 Management of clinical requirements is covered within the relevant course handbooks.

## 12.5 Fitness to Practice:

- 12.5.1 Programmes comply with professional standards which ensure that learners have the requisite skills, knowledge, attitude, good health, and good character to practice safely, ethically and effectively.
- 12.5.2 Fitness to practice is monitored on an ongoing basis via four formal mechanisms:
  - 12.5.2.1 Attendance Monitoring (see section 10.1)
  - 12.5.2.2 Lecturer End of Module Feedback
  - 12.5.2.3 Progress Review Meetings
  - 12.5.2.4 Progression Boards
- 12.5.3 Prima facie circumstances which render a learner unfit to practice are listed in that learner's Programme handbook.
- 12.5.4 Disclosure of fitness to practice arises from 2 primary sources:
  - 12.5.4.1 Learner self-disclosure
  - 12.5.4.2 Independent referral (eg. College stakeholder, supervisor, placement, professional body, member of the public).
- 12.5.5 Stakeholders responsible for learner progression periodically review the circumstances which may call into question a learner's fitness to practice.
- 12.5.6 A consultation with the Programme Leader will result in specific outcomes/actions which may include. Eg. Consultation with...
  - 12.5.6.1 Relevant members of teaching and faculty
  - 12.5.6.2 Internal and external clinical supervisors
  - 12.5.6.3 Client work or placement team
  - 12.5.6.4 The learner
- 12.5.7 The procedure for level one, two and three adjudication of fitness to practice is described in the relevant programme handbook.
- 12.5.8 Following appropriate consultation outcomes may include:
  - 12.5.8.1 A decision for the learner to continue in practice with additional supports and collaborative monitoring in place.

- 12.5.8.2 Withdrawal from the programme
- 12.5.8.3 Pause of Programme with a specific remedial plan to support the learner in achieving an appropriate resumption of practice.

### **13. ATTENDANCE PROCEDURE**

- 13.1 Attendance will be tracked for all PCI College modules and course requirements (e.g group supervision) via attendance registers that will be circulated prior to class by the Administrative Officer. Lecturers/Group Supervisors will return these registers to [attendance@pcicollege.ie](mailto:attendance@pcicollege.ie) following the conclusion of each module/course requirement. (See section 12.2 for details on this)
  - 13.1.1 Where the Administrative Officer has received an application for Extenuating Circumstances, they will consult with the Programmes Office Manager and relevant Programme Leader to decide if the learner's application should be approved. (see Extenuating circumstances procedure)
- 13.2 If a learner has been absent for a period of 4 weeks or more without informing the college the Administrative Officer will issue the learner with an email warning them, they will be withdrawn from their course of study if we do not hear from them in the next four weeks. This email correspondence will be sent to the learners PCI College and personal email and also include where relevant the learners Student Development and Progression Officer, Academic Team Lead, Year Head or Programme Leader.
  - 13.2.1 Should the learner make no contact in the four weeks after the withdrawal warning email is issued the Administrative Officer will update the learner's enrolment to withdrawal and send an email to their PCI College and Personal email to confirm this to them. (see PCI College [terms and conditions](#))

### **14. ASSIGNMENT RECHECKS, REVIEWS AND APPEALS**

- 14.1 Learners are entitled to seek a recheck, a review and an appeal of their grade and final award.
- 14.2 Learners who are unhappy with their provisional grade/feedback are encouraged to discuss the matter with their lecturer
- 14.3 Learners complete and submit an RR1 form (available on the student portal) within 15 days of receipt of their provisional grade to the Programmes Office.
- 14.4 Where a learner intends to appeal a ratified grade or award they must submit an RR1 form within 28 days of the relevant Board.
- 14.5 Refer to the relevant course handbook for the stepwise procedure.

### **15. ACADEMIC MISCONDUCT**

- 15.1 Definitions are presented for Academic Misconduct within section 12 of the Assessment of Learners Policy and communicated to learners in the programme handbook.
- 15.2 Plagiarism:
  - 15.2.1 Internal Assessor communicates a suspicion of Plagiarism to the Programmes Office.
  - 15.2.2 Programmes Office informs the stakeholder responsible for learner progression of the suspicion of Plagiarism and requests a review of the assignment.
  - 15.2.3 Programmes Office submits the assignment to a text comparison system, eg. Turnitin, and sends the resulting report to the stakeholder responsible for learner progression.
  - 15.2.4 If plagiarism is determined the learner will be required meet with the stakeholder responsible for learner progression. The purpose of the meeting will be to obtain an explanation from the learner and provide advice about correct citation and how to avoid plagiarism in future.
  - 15.2.5 Should sanctions be appropriate, these are listed in the Scale of Academic Misconduct Offences table below. All decisions and sanctions must be



communicated in writing to the learner.

15.3 Cheating/Unauthorised use of AI Technology/Fabrication/Falsification of Data/Re-use of Work:

- 15.3.1 Internal Assessor communicates a suspicion of Cheating/Fabrication/Falsification of Data/Re-use of Work to the Programmes Office.
- 15.3.2 Programmes Office informs the stakeholder responsible for learner progression of the suspicion and requests a review of the assignment.
- 15.3.3 Programmes Office submits the assignment to a text comparison system if appropriate, eg. Turnitin, and sends the resulting report to the stakeholder responsible for learner progression.
- 15.3.4 The stakeholder responsible for learner progression may request access to other scripts written by the learner to compare writing style and standards across submissions. This request is facilitated by Programme Office.
- 15.3.5 The stakeholder responsible for learner progression may request access to marks awarded for previously submitted assignments. This information will be provided by Programmes Office
- 15.3.6 The stakeholder responsible for learner progression may request the learner to provide draft copies or word document with audit history as part of this process.
- 15.3.7 If the suspicion is justified, the learner will be required to meet with the stakeholder responsible for learner progression. The meeting should be exploratory in nature and the learner should be asked various questions to determine if they were the original creator of the assignment. Accusatory language should not be used. The learner may be required to present (viva style) their assignment to gauge their authentic understanding and depth of knowledge about the topic. They may also be asked to produce drafts of their submitted work.
- 15.3.8 The purpose of the meeting will be to obtain an explanation from the learner and to make a determination as to whether to uphold the suspicion of cheating or not.
- 15.3.9 Should sanctions be appropriate, these are listed in the Scale of Academic Misconduct Offences table below. All decisions and sanctions must be communicated in writing to the learner.

15.4 Breaching Ethical, Legal or Conduct Obligations:

- 15.4.1 Please refer to the Fitness to Practice procedure where incidences of ethical, legal or conduct breaches occur.

**16. SCALE OF ACADEMIC MISCONDUCT OFFENCES:**

Academic Level	Level of Seriousness	Examples	Summary of Actions
4	Low Plagiarism	<ul style="list-style-type: none"> <li>• First offence with minor/major quantity plagiarised.</li> <li>• First offence with incorrect use of quotations/infrequent plagiarism of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting organised with examiner.</li> <li>• Resubmit work without penalty.</li> <li>• Record of Plagiarism.</li> </ul>
	Moderate Plagiarism	<ul style="list-style-type: none"> <li>• Second offence with minor quantity plagiarised.</li> <li>• First offence with major quantity plagiarized.</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to Year Head for meeting.</li> <li>• Resubmit work with 4 grade points penalty.</li> <li>• Record of Plagiarism.</li> </ul>
	High Plagiarism / Cheating	<ul style="list-style-type: none"> <li>• Plagiarism: Second offence with major quantity plagiarised.</li> <li>• Cheating: First offence</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to Year Head for meeting.</li> <li>• Resubmit work subject to being capped at grade 16.</li> </ul>

			<ul style="list-style-type: none"> <li>Record of Plagiarism/Cheating.</li> </ul>
5	Low Plagiarism	<ul style="list-style-type: none"> <li>First offence with incorrect use of quotations/infrequent plagiarism of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting organised with examiner.</li> <li>Resubmit work with 4 grade points penalty.</li> <li>Record of Plagiarism.</li> </ul>
	Moderate Plagiarism	<ul style="list-style-type: none"> <li>First offence with a major quantity of the work plagiarised, i.e. frequent plagiarism of sentences, or occasional whole paragraphs.</li> <li>Second offence with incorrect use of quotations/infrequent plagiarism of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Referred to Year Head for meeting.</li> <li>Resubmit work subject to being capped at grade 16.</li> <li>Record of Plagiarism.</li> </ul>
	High Plagiarism / Cheating	<ul style="list-style-type: none"> <li>Plagiarism: Second offence with minor/major quantity plagiarised.</li> <li>Plagiarism: First offence where the whole essay is plagiarised.</li> <li>Cheating: First offence</li> </ul>	<ul style="list-style-type: none"> <li>Referred to Year Head / Programme Leader for meeting.</li> <li>Resubmit work subject to being capped at grade 16;</li> <li>OR excluded from module;</li> <li>OR exclude from programme.</li> <li>Record of Plagiarism/Cheating.</li> </ul>
6 & 7	Low Plagiarism	<i>This category is not applicable at Level 6.</i>	
	Moderate Plagiarism	<ul style="list-style-type: none"> <li>First offence with incorrect use of quotations/infrequent plagiarism of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Referred to Year Head for meeting.</li> <li>Resubmit work with 4 grade points penalty.</li> <li>OR resubmit work subject to being capped at grade 16.</li> <li>Record of Plagiarism.</li> </ul>
	High Plagiarism / Cheating	<ul style="list-style-type: none"> <li>Plagiarism: First offence with a major quantity of the work plagiarised, i.e. frequent plagiarism of sentences, or occasional whole paragraphs.</li> <li>Plagiarism: Second offence.</li> <li>Cheating</li> </ul>	<ul style="list-style-type: none"> <li>Referred to Year Head / Programme Leader for meeting.</li> <li>Resubmit work subject to being capped at grade 16;                             <ul style="list-style-type: none"> <li>OR excluded from module;</li> <li>OR exclude from programme.</li> </ul> </li> <li>Record of Plagiarism/Cheating.</li> </ul>
<b>Additional information</b>	For cases of academic misconduct that is proven at resubmission, the learner re-registers for the module (with re-sit fee) and the module is subject to being capped at a pass grade 40%		

## 17. EXTENUATING CIRCUMSTANCES PROCEDURE

- 17.1 A learner who wishes to apply for Extenuating circumstances should submit an Extenuating Circumstances form (available in the student support section of the portal) with supporting documentation to [programmesoffice@pcicollege.ie](mailto:programmesoffice@pcicollege.ie) immediately following the last class of the module.
- 17.2 Examples of supporting documentation include but are not limited to; a doctors note, notification of the death of a close family member. If the learner has surpassed the maximum permitted missed hours for an individual module due to any of the below reasons, they are liable to fail the module due to lack of attendance: work commitments, moving home, going on holidays. This is not an exhaustive list rather to illustrate examples of reasons that shall not be approved for extenuating circumstances. Each case is reviewed on an individual basis.
- 17.3 Once submitted the College will assess the application and either approve or reject the application. If approved then the learner will be assigned relevant catch-up material, if rejected the learner will be required to re-sit the module at the next available opportunity. (see attendance policy for full details)

## **18. INTERRUPTION OF STUDY PROCEDURE**

- 18.1 Learners who wish to defer their studies at the beginning of an academic year should consult the [terms and conditions](#) to determine which policy applies to their individual programme of study.
- 18.2 The learner will need to email [interruption@pcicollege.ie](mailto:interruption@pcicollege.ie) in order to receive a deferral form that they must complete and return to this email address during the specified window for deferral outlined in the college terms and conditions.
- 18.3 If PCI College has concerns in relation to an individual student's capacity to engage with their programme of study for a variety of reasons they may initiate a fitness to study meeting. The outcome of this meeting may be that the student is directed to take a pause of programme for a specified period of time. (see support for learners section 12 fitness to study procedure)

## **19. ASSESSMENT BOARDS**

- 19.1 Assessment Boards are managed by the Programmes Office.
- 19.2 A schedule of Assessment Boards are set in advance of the academic year and communicated to all relevant stakeholders.
- 19.3 Assignment submissions are timetabled to ensure inclusion at a relevant Assessment Board.
- 19.4 In preparation for an Assessment Board, all relevant information will be provided to the External Examiner.
- 19.5 Learner's final award is determined through the relevant validating body's award classification criteria, see Appendix 1.
- 19.6 Assessment Boards are divided into 3 categories:

## **20. SUBJECT BOARDS**

- 20.1 Individual module grades are reviewed and ratified during a subject board.
- 20.2 Learner's individual provisional grades are presented on the Subject Board Sheets, which are prepared by the Programmes Office.
- 20.3 Internal assessors, Internal , Learner Representatives, External Consultant and External Examiners are invited to comment on and validate the provisional grades presented.
- 20.4 The provisional grades are ratified through the Chair.
- 20.5 Grading trends across modules and venues are presented within the Subject Board Sheets in order to initiate modular and programme level reviews.
- 20.6 All decisions and discussions are minuted and circulated to all attendees post-meeting.
- 20.7 The Subject Board Sheets are sent to the relevant validating body post-meeting.
- 20.8 Following the ratification of learner grades at the Subject Board, each learner is sent a transcript of final grades.

## **21. PROGRESSION BOARDS**

- 21.1 Issues that impact individual learner progression are highlighted on the Assessment Board Sheets in order to facilitate discussion and adjudicate on decisions to advance or hinder an individual learner's progression.
- 21.2 Progression issues highlighted within Board Sheets include:
  - Attendance related progression issues
  - Clinical requirement related progression issues
  - Academic related progression issues, i.e. incomplete modules
  - Fitness to Practice concerns (presented through stakeholders responsible for progression reports).
- 21.3 Progression decisions and actions are ratified through the chair.
- 21.4 All decisions are minuted and actions allocated to the stakeholder responsible for the individual learner's progression in each case. The minutes are circulated to all attendees post

meeting.

## **22. AWARDS BOARDS**

- 22.1 Programme Awards are reviewed and ratified during Awards Boards.
- 22.2 Learner's individual profiles are presented within the Awards Board Spreadsheet for review, commentary and validation.
- 22.3 Learner's final awards are ratified through the Chair.
- 22.4 The Awards Board Sheets are sent to the relevant validating body post-meeting.
- 22.5 Actions identified which may be at the discretion of the Chair are identified and managed as Chair's Actions.
- 22.6 All outcomes are minuted and circulated to all attendees post meeting.

## **23. ORGANISATION OF BOARD MEETINGS**

- 23.1 Dates and times for the meetings are set ahead of the start of the academic year.
- 23.2 Programmes Office sends out invitations to all relevant attendees to ensure they have plenty of advanced notice. All submissions that are to be presented at the relevant board meeting will be completed well in advance. This allows sufficient time for the Programmes Office time to share in its entirety all grades, submissions and feedback awarded with the external examiner before the board takes place.
- 23.3 The External Examiner is given access by Programmes Office to all relevant programme handbooks that include relevant module narratives and expected learning outcomes in advance of the assessment board meetings taking place.
- 23.4 Board sheets are drafted by the Programmes Office that illustrates each grade awarded to each learner as well as the overall grading trends for each module. These documents are presented at the board meetings to help facilitate decisions on awards classifications, progression and overall learner performance. These documents are also sent to the relevant validating body post-meeting.
- 23.5 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.
- 23.6 All assessment board meetings are minuted with these minutes being circulated to all attendees after the meeting takes place. All follow up actions will be clearly assigned to relevant parties and clearly noted.
- 23.7 The board sheets of 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.
- 23.8 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.
- 23.9 Following the ratification of learner results at an assessment board the learner is sent a transcript of results that notes the exact grade awarded for each module ratified.

## **24. LINKED POLICIES AND PROCEDURES**

Assessment of Learners Policy
External Examiner Procedure
External Examiner Nomination Criteria
Internal Moderation Procedure

Lecturer Grading Guidelines
Annual programme review procedure
Module Review Procedure
Mitigating Circumstances Procedure
Extenuating Circumstances Procedure
Fitness to practice Procedure
Complaints Procedure
Assessment Board Procedures
Programme Interruption and Withdrawal Procedure
Re-Enrolment of Failed Modules Procedure
RPL Procedure
Artificial Intelligence Policy

### Appendix 1 – Grading Systems.

Grading systems are presented below. The table's below show how the 1-20 grading scale for Middlesex Programmes and the percentiles grading system of QQI are applied.

Undergraduate Gradings and Guidelines Middlesex University Validated Programmes	
Grade Band	Middlesex University Grades
01-04 First Class	01-02
	02-03
	03-04
05-08 Upper Second Class	05-06
	06-07
	07-08
09-12 Lower Second Class	09-10
	10-11
	11-12
13-16 Pass	13-14
	14-15
	15-16
17-20 Fail	17
	18
	19
	20

Postgraduate/Other Grading and Guidelines Middlesex University Validated Programmes	
Grade Band	Middlesex University Grades
01-04 Distinction	01-02
	02-03
	03-04
05-08 Merit	05-06
	06-07
	07-08
09-16 Pass	09-10
	10-11
	11-12

	13-14
	14-15
	15-16
17-20 Fail	17
	18
	19
	20

#### QQI Classification of Grading & Guidelines

##### Classification of Higher Certificates (Level 6)

Distinction	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects
Merit Grade 1	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this.
Merit Grade 2	50%	Achievement includes that required for a Pass and in some respects is significantly beyond this.
Pass	40%	Attains all the minimum intended programme learning outcomes

#### QQI Classification of Grading & Guidelines

##### Classification of Ordinary Bachelor's Degrees (Level 7)

Distinction	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects
Merit Grade 1	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this.
Merit Grade 2	50%	Achievement includes that required for a Pass and in some respects is significantly beyond this.
Pass	40%	Attains all the minimum intended programme learning outcomes

#### QQI Classification of Grading & Guidelines

##### Classification of Honours Bachelor's Degrees (Level 8)

First-class honours	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects
Second-class honours Grade 1	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this.
Second-class honours Grade 2	50%	Achievement includes that required for a Pass and in some respects is significantly beyond this.
Pass	40%	Attains all the minimum intended programme learning outcomes

#### QQI Classification of Grading & Guidelines

##### Classification of Postgraduate Diploma (Level 9)

Distinction	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects
Merit	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this.
Pass	40%	Attains all the minimum intended programme learning outcomes

QQI Classification of Grading & Guidelines		
Classification of Masters (Level 9)		
First-class honours	70%	Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects
Second-class honours Grade 1	60%	Achievement includes that required for a Pass and in many respects is significantly beyond this.
Pass	40%	Attains all the minimum intended programme learning outcomes