

COLLEGE OF INTEGRATED CHINESE MEDICINE

ASSESSMENT POLICIES AND PROCEDURES

Assessments Strategies

The assessment strategy at CICM is designed to :

- Comply with the QAA Quality Code, Qualification Frameworks including the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ's) and Subject Benchmark Statements from the British Acupuncture Accreditation Board.
- Meet the requirements of the Health Sciences University's (HSU) Academic Quality Framework
- Enable the students to demonstrate what they know and understand and what skills they have acquired.
- Ensure that at each stage of the course the individual student has attained a level of knowledge, understanding and skill and the values and attitudes appropriate to the established standard in acupuncture education in this country.
- Act in the role of gatekeeper for entry into the acupuncture profession and to ensure that the professional standards of the acupuncture profession are maintained.
- Ensure that competence to practice at the point of registration is determined.
- Ensure that detailed and objective information is recorded about each student's progress, including samples of the student's work.
- Ensure that an individual student's progress can be reported on at any time and that each student is aware of his or her progress at all stages of the course.
- Ensure that students failing to make adequate progress through the course are identified and remedial measures taken and to identify any students inappropriately placed on the course.
- Enable self-evaluation to be widely used and encouraged throughout the course to lay the foundations for reflective practice after graduation.
- Measure the effectiveness with which the College curriculum is delivered and to contribute to curriculum planning by highlighting the strengths and weaknesses of the teaching and learning on the course.

Assessment Practices and Process

- Assessments are designed to meet the learning outcomes of the unit.
- Assessment is divided into two categories – **formative and summative**. Feedback is given on formative assessments but not individual marks. Formative assessments are designed to prepare the student for the summative assessment.

Timing of Assessments

- Detailed assessment criteria are published at the beginning of the academic year on the virtual learning environment including the hand in dates and the return to student dates. It is the responsibility of the Unit Leaders and the Academic Director to ensure this happens.
- Marked work is returned to students within 25 working days. The return date is clearly marked on the assessment schedule.
- Should a delay occur in the marking process and the returning of work is delayed, it is the Unit Leader's responsibility to inform the students of the delay to results and the reasons why. They also notify the administration team and the Academic Director.
- Key assessments are introduced to the students in class, either by a member of the course team with briefing notes or by the unit leader.

Word length and format of assessments

- Assessment criteria are clearly specified and are used as the basis for marking and grading. The weighting of each area is clearly specified on each paper.
- Students are given assessment criteria and copies of the marking grid
- Each assessment is prefaced with a standard hand in sheet.
- Guidelines on format of assessment are clearly stated on the assignment criteria.
- The word count of each assessment is clearly stated and complies with HSU AQF guidelines on word counts per unit.

Submission of Assessments

- All coursework must be submitted by 2pm on the date specified on the assessment.
- Students must submit their coursework on the VLE using the Turnitin system.
- All course work is submitted anonymously, using the student number, with a standard preface sheet.
- It is the students responsibility to submit assessments on time and to attend examinations. Information about extensions and special circumstances is available in our Special Circumstances and Coursework Extension Policy.
- Proof of submission is provided for each assignment by the college.
- If written assignments exceed the stipulated number of words by a margin of more than 10%, normally the first part of the text up to the assignment limit only should be graded.
- If work is not submitted in the specific format required, the work may be downgraded or the Board of Examiners may resolve that it should not be graded.

Administration of Assessments

- The administration team provide the marker with copies of all submitted work, together with a list of the student numbers for those who have submitted.
- The administration team inform the Academic Director and the Unit Leader (usually the moderator) of any students who have not submitted work and have not applied for extensions. These students are then contacted by the Academic Director.
- The administration team are responsible for the distribution of work to the markers via the VLE.
- The Unit leader is responsible for co-ordinating the marking process and for moderating the work.
- All moderators reports, markers feedback, moderators reports and whole class feedback are sent to the Academic Director for information.
- The administration team check the final mark sheet for any errors. Marks are then sent to the Registrar for input into the marks spreadsheet. Once marks have been put onto the spreadsheet, they are cross checked again.
- The administration team ensure that the marked work and feedback is returned to class at the appropriate time.
- The administration team and the Registrar are responsible for keeping records of the marks and for the production of awards and progression lists to the standard required by HSU. This process is overseen by the Academic Director.

Administration of Examinations

- The Unit Leader is responsible for ensuring that the appropriate examination paper is ready for the examination date.
- The Office Manager oversees the production of the examination papers and ensures the smooth running of the examination itself.
- Following each exam the invigilator submits a report on the examination which is sent to the Academic Director.
- The administration team are responsible for the distribution of papers to the markers.

Confidentiality

- All staff involved in the marking, recording and collating of assessments understand that electronic and hard copies of assessment results and decisions are confidential documents.
- Access to assessment results and information regarding assessment judgements about individual students is restricted to key administration staff, the Registrar and the Management Committee and may be viewed by course teaching and support staff by request only.

Disposal & Retention of work that contributes to a Degree Assessment

- Hard copies of assessments are returned to students and digital copies are kept. Samples of Level 4, 5 and 6 assessment are provided to the external examiners.
- Any returned assessments which are not collected by students are kept for one calendar year and then confidentially destroyed.
- All examination scripts are scanned and retained, these and electronic copies of assessments are kept for a period of seven years.

Grading

The pass grade for assessments is 40%, with the exception of the following assessments where the pass grade is 70%:

- a) Year 1 Anatomy (ANA1): Anatomy Written Exam
- b) Year 1 Anatomy (ANA1): Anatomy Practical Exam
- c) Year 1 Point Location (PLO1): Point Location Practical Exam
- d) Year 2 Points & Skills (PSK2): Point Location Practical Exam

These pass grades apply to each piece of work in each unit.

Marks	Classification
70 – 100%	<i>Marks represent first class performance</i>
60 – 69%	<i>Marks represent upper second class performance</i>
50 – 59%	<i>Marks represent lower second class performance</i>
40 – 49%	<i>Marks represent third class performance</i>
30 – 39%	<i>Marks represent marginal fail performance</i>
0 – 29%	<i>Marks represent fail performance</i>

Feedback on Assessments

- Clear, detailed written feedback on written assessments is given to the individual. There is also a whole class feedback for most assessments.
- If a student has a query about their feedback or wishes to understand further how to improve their work, they should first speak to the marker. They can arrange to speak in person or via

email. If the marker is not available then the student can go through the work with the Unit Leader or the Academic Director.

- The college does not provide individual or class written feedback on examinations.

Marking and moderation

FHEQ Level 4 and Level 5 Assignments	Sample second marking: 20% of the cohort (to include a minimum of 2 of those at grade boundaries) and all A's and fail grades. If concerns or questions regarding marking/performance arise a broader sample should be reviewed.
FHEQ Levels 6 (with the exception of research paper) Assignments	Sample second marking: 20% of the cohort (a minimum of 2 from each pass grade band), all A's and fail grades; if concerns or questions regarding marking/performance arise a broader sample should be reviewed.
FHEQ Level 6 Research Paper Assignments	Complete double marking. In cases of papers where there is a significant difference in the marks, papers may be third marked. The final results are agreed by the dissertation panel, which includes the unit leader and all the markers.

Exams

FHEQ Level 4 and 5 and 6 examinations and	Double marking of a selection of papers (4-5 scripts from a cohort of 28-32) to establish consistency. Secondary marking of a sample to include any fails, firsts and papers with marks at grade boundaries. The moderator discusses any proposed changes with the marker(s) and produces a written report on the moderation and the final decisions.
All practical exams	All practical exams are marked on a one to one basis. A moderator attends all practical exams (point location, needling, cupping, moxa, five element skills). Each examiner is moderated at least once by the moderator double marking the candidate being examined. Any discrepancies between marker and moderator are discussed and an agreed mark decided.

FHEQ Level 6 Presentation Exam	Presentations are marked by a clinical supervisor, with a moderator attending a sample of the presentations to agree a standard of marks.
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Assessments and examinations are marked by the first marker(s) and then sent to the moderator (usually the Unit Leader)

The moderator discusses any proposed changes with the marker, agrees the mark and produces a written report on the moderation and the final decisions.

In addition to individual written feedback the marker and moderator draw up general feedback for the whole group aimed at informing future assignments.

The FHEQ Level 6 Research Paper is marked separately by two markers, marks are discussed at the marking meeting and if necessary third marking takes place. The committee agree all the final marks and the first marker collates the feedback to the student.

The moderator has responsibility for agreeing the final marks with the marker(s) and producing the final list of marks. In cases of disagreement between markers, the markers will follow the HSU Academic Quality Framework guidelines AQF 7.76

Late submissions (i.e. after the moderation of the standard submission set), including any late submissions accepted on the basis of Special Circumstances or academic appeal, are subjected to moderation, regardless of whether the moderation process has been completed in full within the standard submission set.

Conflict of Interest

All staff involved in the marking and assessment process are required to declare any conflict of interest to the Dean at the beginning of the academic year. Where there is a conflict of interest then staff are not allowed to be involved in the marking process.

Plagiarism & Cheating in Assessment

Where a marker suspects that there may have been plagiarism in an assessment they refer the student to the Academic Misconduct – Plagiarism & Cheating In Assessment Policy

Appeals and Complaints

Academic appeals will be considered only in matters of procedure, competency and / or prejudice.

Further details are provided in the Academic Appeals Policy.

Special Circumstances and Extensions to Coursework

Students can apply for a short extensions (5 working days) or for a longer extension of 20 working days if they have special circumstances. Further details about this are included in the Special Circumstances and Extensions to Coursework Policy.

Assessment of Students with Disabilities

In cases of student with disabilities, reasonable adjustments can be made to assessment procedures. It is the student's responsibility to inform the college of their disability and to apply for consideration of variation in assessment conditions commensurate with the disability; written evidence must be provided in the form of a medical or diagnostic report provided by a doctor or other appropriately qualified professional.

The Learning Support Manager and the Academic Director will work together to ensure that the administrative team are aware of any students with additional needs for examinations and assessments.

The college follows the policy of the HSU on specific allowances for students with disabilities (AQF 7.86). Further detail is outlined in our Learning Support Policy and Conduct of Examinations and in Course Assessment Policy

Recognition of Prior Learning

Occasionally students have prior learning experience which may exempt them from a Unit or from assessments. This is normally only acceptable at Level 4. However for students with accredited prior learning in bio-medicine they may be considered to be exempt from Level 5 CMS.

External Examiners

The Academic Director is responsible for ensuring that work is sent to the External Examiners, they set a schedule for the sending of work for scrutiny (usually done via Sharepoint). If there is any deviance from the schedule it is the Academic Directors responsibility to report to the Board of Examiners.

New coursework assessments / examinations are sent to the External Examiner in advance of publication for comment and advice.

The procedure for sending coursework and examination samples is outlined below :

4-6 weeks in advance of a Module, Programme and Degree Award Board the external examiners are sent samples of student coursework from Level 5 and 6 (samples of written exam scripts are sent as soon as internal marking and moderation has been completed) relating to the upcoming Board. A 20% sample will be sent which must include all fails, the highest and lowest marks, samples of marks on grade boundaries and samples from within each grade.

In addition to the samples the following paperwork must be included for each piece of coursework:

- Assignment specification
- Marking grid and, where appropriate, model interpretation
- Moderator's report
- General class feedback
- Individual student feedback for the samples sent
- A list of marks for the whole cohort.

In the case of written exams at Level 5 and 6, the external examiner is sent the draft exam papers for consideration as soon as they are ready and once the exam has been marked and moderated samples are sent (20%) including all fails, the highest and lowest marks, samples of marks on grade boundaries and samples from within each grade. The following paperwork must be included:

- Exam question paper(s)
- Marking grid and, where appropriate, model interpretation
- Moderator's report
- Individual moderator comments for the samples sent
- A list of marks for the whole cohort.

Setting and Arranging Assessments

- Assessments are regularly reviewed in the programme leaders meetings as well as with course teams and as part of annual reporting to HSU.
- New assessments are set in accordance with HSU AQF 7.36.
- It is the responsibility of the Academic Director and the Unit Leader to ensure that assessments vary appropriately from year to year.
- In designing new assessments the team should ensure that the total word-count associated with assessment for a 30 credit unit will not normally exceed 10,000 words and the total word-count for a 15 credit unit will not normally exceed 5,000 words.
- The Unit Leader is responsible for preparing assessments and publishing them on the VLE.

- New assessments are commissioned by the Unit Leader in consultation with the Academic Director. They may be commissioned externally or from within the course team.
- Once drafted new assessments and examinations are considered by a small committee including the Unit Leader, Academic Director, and one or two course team members with responsibility for marking.
- Draft assessments and examinations are sent to the External Examiner for approval. Any comments are incorporated or if changes have been requested redrafted papers are returned to the External Examiner for further comment.
- Once the papers have been approved by the External Examiner, then the Academic Director confirms that they are available for use.

Recruitment and Induction of New Markers

The process for recruitment of new markers is that candidates who wish to be considered for marking are approached by the Unit Leader. They are given a sample of work to mark – this is work that has been previously marked and covers different grade boundaries. They are required to complete student feedback and class feedback sheets. Their marking is compared with the previous marks and feedback is considered by the Unit Leader and the Academic Director. If marking and feedback is detailed and consistent the new marker may be given a ‘live’ assessment to mark – in this case all work will be double marked by the moderator. If the sample feedback or marking needs further work the new marker will either be given a second opportunity to improve their marking and it will be considered again.

Initially when assessments have been marked by a new marker they will be given additional scrutiny by the moderator, 50% of the work will be second marked. Feedback to all markers is given via the moderators report.

Regular sessions on marking and assessment take place during staff development days. It is the responsibility of the Unit Leader and Academic Director to organise these.

Progression Criteria

Please see the Academic Regulations for further information on progression criteria.