



Centre for Teaching in
M a n a g e m e n t

Assessment Policy

Including Academic Appeals and Academic Deceit

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1.0 Policy

1.1 Introduction

Assessment is a vital part of the learning and teaching process. It also provides diagnostic information that ensures that students are placed on learning programmes which meet their needs and assists staff, trainees and students in the ongoing improvement of the learning and teaching process. It provides a measure of the students' and trainees' achievement on qualification-based courses. To contribute usefully to these functions, it is essential that assessment:

- Is fair and ensures parity of treatment and comparable assessment demands in subjects of equal level and credit;
- Is reliable, ensuring that assessment decisions are made consistently throughout the College;
- Is valid, by ensuring that each assessment relates to the intended outcomes of the subject(s) studied;
- Is transparent, in that it is clear to students, staff and external auditors the criteria and methods by which students' work is being judged.
- Recognizes and respects equality and diversity.

1.2 Scope

The policy applies to all programmes offered through or by the College where all or part of the programme is formally assessed.

1.3 Principles of fair assessment

- 1.3.1 All assessment must be conducted rigorously and accurately and in accordance with the awarding body's published criteria and standards.
- 1.3.2 Assessments/coursework developed and delivered by College staff must be conducted by reference to open and defined standards described in marking/assessment schemes, covering the required skills, knowledge and understanding.
- 1.3.3 The chosen format and method of assessment must be appropriate to the qualification and any conditions specified by the awarding body.
- 1.3.4 Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a student's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.
- 1.3.5 The College will designate assessment staff whose knowledge, skills and understanding are appropriate for the units they assess. Staff will maintain their competence by regular staff development organized internally or externally.

1.4 Initial Assessment

1.4.1 As part of the induction process all new full-time, non-advanced students will undertake an initial assessment of literacy and numeracy skills. This will be used to assess Essential Skill levels and to inform decisions about the learning programme which students should be offered.

1.5 Internal Assessment

1.5.1 Internal assessment must be conducted in line with the principles outlined in section 1.3.

1.5.2 Assessment will be internally verified or moderated according to the College's Internal Verification/ Moderation Procedure.

1.5.3 Written and oral feedback must be given to students as soon as possible after assessment. In the case of written or other product work submitted the feedback must be given within 20 working days of the official submission date. Feedback should be as helpful as possible to the student, i.e. confirming what has gone well and giving clear guidance on what the student needs to do in order to improve on their performance.

1.6 External Assessment

1.6.1 External assessment will be administered strictly in accordance with instructions issued by the relevant awarding bodies.

1.6.2 For coursework assessment (whether internally or externally assessed) the relevant Assessor/Course Tutor will liaise with all awarding bodies.

1.7 Arrangements for Students with Special Assessment Requirements

1.7.1 Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification. However, some students may need access to alternative means of providing evidence and/or additional support. Care must be taken that any proposed assessment methods are of equal quality and rigour to those for mainstream students and demonstrate that the student has achieved the national standard.

1.7.2 Students may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language. This means that they will need appropriate support in their development to help them meet the required standards such as:

- help with communication and number skills;
- adapted equipment and physical environment;

- special information technology;
- Confidence-building.

1.7.3 Awarding body guidance in relation to special assessment requirements must be strictly adhered to.

1.7.4 For internally assessed work, which is subject to external verification/moderation, queries should be directed to the Centre Manager

1.8 Assessment Appeals

1.8.1 All students must be informed of the relevant Academic Appeals Procedure at the start of their course.

1.8.2 That Academic Appeals Procedure is the only recourse open to a student who disagrees with the outcome of an assessment. However, the right of appeal against a decision involving academic judgment is limited. Academic appeals will only be considered on matters of procedure, competency and/or prejudice.

1.8.3 A student may be able to appeal the result of an external examination depending on the regulations of individual awarding bodies. Where an appeal is allowed, it may be originated either by the student or the College, again depending on the awarding body. Students should seek advice from the College's Principal, who, if appropriate will appeal on their behalf.

1.9 Academic Deceit

As an organization that carries out assessment, The Centre for Teaching in Management has an obligation to assessment bodies, its students and any other party who wishes to rely on the value of its qualifications to ensure that the qualifications its student receive are a fair and accurate representation of their work, and of the knowledge and skills they have developed.

Plagiarism, and other forms of cheating, undermines the value of qualifications for all concerned.

The College will use every measure available to ensure that student work is in fact their own, and that plagiarism or any other form of cheating has not taken place.

The College takes academic integrity very seriously. Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all assessments, by means of coursework or examination.

Any student found to have violated this obligation and to have engaged in academic dishonesty will be penalized

What is plagiarism?

Plagiarism is “a practice that involves knowingly taking and using another person’s work and claiming it, directly or indirectly, as your own”.

It can be difficult to distinguish between deliberate plagiarism and poor academic practice that fails to acknowledge sources appropriately. There is a clear difference of degree between poor referencing of a source and the deliberate passing off of an entire piece of work.

However whether it is intentional or not, plagiarism is an issue and interferes with the accurate assessment of a student’s skills and knowledge –

College policy

The Centre for Teaching in Management is committed to the detection of plagiarism and to taking appropriate measures when it is detected including:

- The implementation of electronic means of plagiarism detection.
- The training of its staff in plagiarism prevention and detection.
- Informing its students of the College position on plagiarism, and of the methods being used to aid detection.
- The promotion of effective assessment design and assessment practice.
- Ensuring that students are properly instructed in what constitutes fair practice and appropriate referencing.
- Taking disciplinary action as appropriate.

By enrolling at the College students agree to the submission of their work to any plagiarism service used by the College.

Further they agree to the following:

- The transfer of their College course work and data relating to this work for purposes of plagiarism detection
- The transfer of work submitted for assessment to third parties for the purpose of present and future plagiarism detection
- The processing of such work and related data for the purposes of plagiarism detection and the provision of information to the College relating to this work
- The future use and storage of this material in order to facilitate the work of the Plagiarism detection service
- The above will be carried out only for the purposes of plagiarism detection, and will involve:
 1. Comparison with other works, published or unpublished, either on the internet or in some other electronic form.

2. Comparison with works previously submitted by students for purposes of assessment and maintained on the databases of the third party supplier of plagiarism detection services.
3. Addition of the work submitted to the above databases for purposes of future plagiarism detection.

Responsibilities

It is the responsibility of all students and staff to ensure that student work submitted for purposes of assessment, especially purposes of summative assessment, is in fact their own work.

The following details the specific responsibilities of students and various members of staff.

Students

It is the responsibility of students:

To ensure that work submitted for purposes of assessment is their own.

To ensure that where the words and/or arguments of others are used they are appropriately cited and referenced using an accepted referencing system such as the Harvard referencing system.

Students must not simply copy materials from other students, past or present, from written sources, from the Internet, or from any other source whether this is through cutting and pasting, rewriting or by any other means.

Changing a few words within a copied piece of text will not be viewed as making that work an original submission. It is still plagiarism.

Teaching staff

It is the responsibility of teaching staff:

- To stress to their students the unethical nature of plagiarism.
- To make clear to students the College's policy on plagiarism and the consequences if they fail to comply.
- To ensure that students have the knowledge and skills required to enable them to cite and reference appropriately.

Action on detection of plagiarism

All instances of plagiarism, whether intentional or not, require action.

The following provide guidelines on the action to be taken by staff. In all cases, the member of staff must take care to ensure that there is clear evidence of plagiarism rather than poor academic practice.

1. In the case of a first and minor infraction the assessment must be retaken by the student. This will count as a second attempt at the assessment. Guidance should be provided to address any underlying issues, for example this might include revision of referencing practice.
2. If the plagiarism is extensive, but in the opinion of the member of staff was not intentional cheating, for example cutting and pasting material from the internet, *but in the opinion of the member of staff the student was unaware that this was unacceptable*. The assessment must be retaken by the student. This will count as a second attempt at the assessment. Guidance should be provided to address any underlying issues, for example this might include revision of referencing practice.
3. Where it is the judgment of the member of staff that this is an instance of deliberate attempt to deceive, then disciplinary action will be taken.