



Assessment Policy

POLICY DETAILS	
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Version History	1. Deleted the Introduction section 2. Added Purpose section 3. Added Scope section 4. Added definitions section 5. Added Roles and Responsibilities section 6. Degree programme Procedures added 7. Moved: Table 1: Examples of Corrections to Spelling, Punctuation and Grammar in appendix 1. 8. Grading aligned with The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024). Annex D. 9. Added section 7 PMU Procedures 10. Added section 8 LTU Procedures 11. Added section 9 Student Risk Assessment
Related Policies / Procedures	Internal Verification Policy Extenuating Circumstances Policy Student Registration and Certification Policy Student Academic Misconduct and AI Use Policy Staff Malpractice and Maladministration Policy Assessment Board ToR Academic Regulations
Effective Date:	12 November 2025

1. Purpose

- 1.1 This policy outlines how assessment is designed, implemented and quality assured to uphold academic standards and ensure that awards are aligned with awarding body and OfS requirements as well as QAA UK Quality Code sector agreed principles.
- 1.2 It supports the College's goals in curriculum development, teaching, assessment and student experience by ensuring assessment processes are valid, fair and consistent.
- 1.3 All assessments must be prepared in line with the relevant awarding body or partner university documentation and assessment regulations.

2. Scope

- 2.1 This policy applies to all assessment activities done for Pearson-awarded qualifications delivered by the College and programmes delivered in partnership with University Partners.
- 2.2 It covers the planning, delivery, marking, internal verification and recording of assessment, including formative and summative feedback, reassessment and grade review.
- 2.3 Where programmes are delivered through a university partner, assessments must also meet the partner's requirements. In such cases, this policy applies alongside the partner institution's assessment framework.
- 2.4 The policy applies to all staff involved in assessment, including lecturers, assessors, internal verifiers, Programme leads and members of assessment boards.

3. Definitions

- 3.1 **Assessment:** The process of judging whether a student has met the required learning outcomes.
- 3.2 **Assignment Brief:** A document that sets the task, outlines the assessment criteria and states the evidence required. It must be internally verified or approved before use.
- 3.3 **Formative Feedback:** Guidance given before submission to help students improve their work.
- 3.4 **Summative Feedback:** Final comments and grade given after marking. Must refer to the assignment brief and grading criteria.

- 3.5 **Internal Verification:** Checks on assignment briefs and samples of marked work to ensure accuracy and consistency.
- 3.6 **Moderation:** Second marking and/or sampling of student work carried out to ensure fairness, accuracy and compliance.
- 3.7 **Assessment Board:** A formal panel that reviews assessment outcomes, confirms grades, considers reassessments and repeat units or modules and authorises progression and awards.
- 3.8 **Module Assessment Board:** A partner university board that considers and confirms marks for individual modules, applies referral rules and confirms reassessment tasks.
- 3.9 **Programme Assessment Board:** A partner university board that determines student progression, classification of awards and conferment of qualifications.
- 3.10 **Reassessment/Resit:** A second attempt at an assessment after a fail.
- 3.11 **Resubmission:** A further chance to submit the same task. Must be approved. Grade is capped at Pass.
- 3.12 **Repeat Unit:** A full retake of a failed unit. The grade is capped at Pass.
- 3.13 **Retake Module:** A full retake of a failed module under the partner university's regulations.
- 3.14 **Extenuating Circumstances:** Serious, documented events that prevent timely submission.
- 3.15 **Standards Verification:** External review of samples and processes to confirm that assessment meets awarding body standards.
- 3.16 **External Examiner:** An external academic appointed to ensure fairness, comparability and the maintenance of academic standards.

4. Roles and responsibilities

Role	Responsibilities
Principal	Approves the planned programme of assessment and internal verification.
Academic Board	Responsible for implementation and oversight of the procedure.
Quality Manager	Develops procedures with Programme Leads.
Programme Leads	Plan assessments, allocate internal verifiers, maintain the assessment schedule, manage resubmissions and repeats.

Role	Responsibilities
Assessment Boards	Confirm grades, manage certification and repeat decisions, authorise resubmissions/resits/retakes.
Internal Verifiers	Verify assignment briefs and sampled work before release, ensure internal verification is carried out.
Lecturers / Tutors	Prepare and adapt briefs, give feedback, assess work, set deadlines, use awarding body criteria.
Students	Submit assessments on time, engage with feedback, meet required standards.

5. Pearson Awarded Qualifications

5.1 This policy aims to ensure that:

- 5.1.1 assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- 5.1.2 assessment procedure is open, fair and free from bias and meets national standards.
- 5.1.3 there is accurate and detailed recording of assessment decisions.

5.2 In order to do this, the College will:

- 5.2.1 Ensure that students are provided with assignments or other assessment activities that are fit for purpose, and that enable them to produce appropriate evidence.
- 5.2.2 Produce clear and accurate assessment plans at the start of all programmes.
- 5.2.3 Provide clear, published dates for handout of assignments or other assessment activities and deadlines for submission.
- 5.2.4 Assess students' evidence using only the Awarding Organisation's published assessment and grading criteria.
- 5.2.5 Ensure that assessment decisions are transparent, objective, valid and reliable.
- 5.2.6 Develop assessment procedures that will minimise the opportunity for academic misconduct, malpractice or maladministration. These procedures are developed by the Quality team in association with Programme Leads,

and **partners where** applicable, to ensure consistency of practice.

Procedures include:

- Internal Quality Assurance and Verification by qualified persons assigned to the role
- Regular standardisation activity with all assessors in attendance, both within a team and across teams
- Progress and Assessment Boards
- Weekly team meetings
- Consistent application of procedures for awarding grades, claiming certification and approving extenuating circumstances
- Checks by the Lead IV and Quality Manager to highlight any errors or inconsistencies
- CPD to maintain expertise in assessment practice
- Raising awareness of any assessment issues and changes

5.2.7 Maintain accurate and detailed records of assessment decisions and keep these records for five years after the programme end date.

5.2.8 Maintain a robust and rigorous internal verification procedure.

5.2.9 Provide samples for standards verification/external examination as required by the Awarding Organisation.

5.2.10 Monitor standards verification/external examination reports and undertake any remedial action required.

5.2.11 Share good assessment practice between all teams across the centre.

5.2.12 Ensure that assessment methodology and the role of the assessor are understood by all staff.

5.2.13 Provide resources to ensure that assessment can be implemented accurately and appropriately.

6. Procedure for Pearson Awarded Qualifications

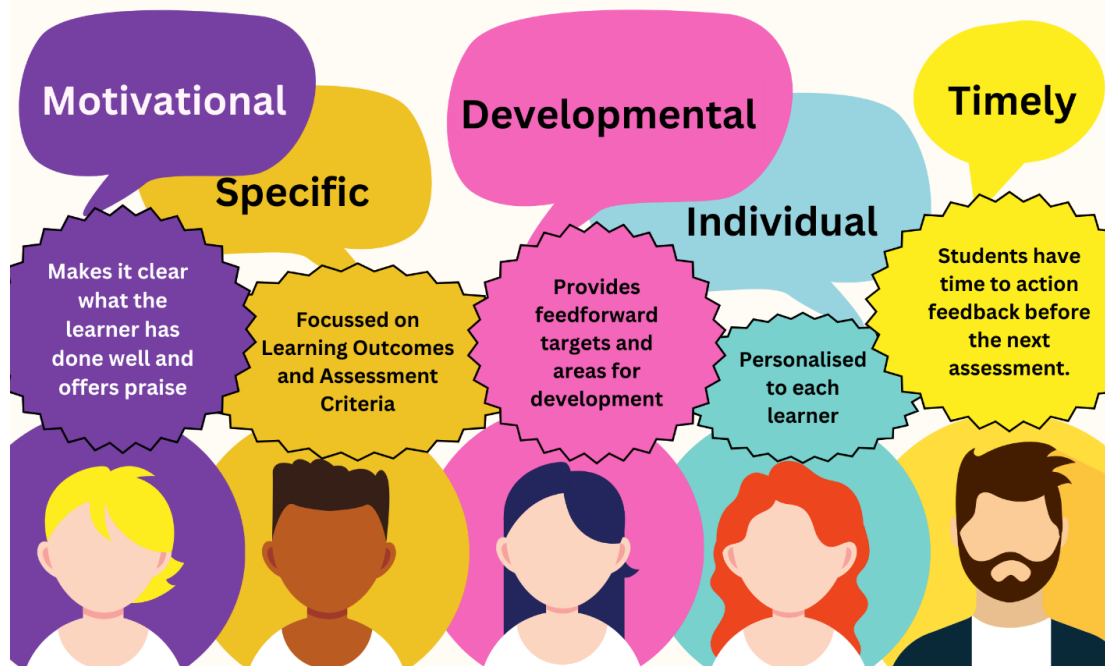
6.1 The Academic Board is responsible for implementation and oversight of this procedure.

6.2 The Principal and Quality Manager will approve the planned programme of assessment and internal verification to ensure that it meets the requirements of the

Awarding Organisation, the programme specification, the OfS Quality and Conditions standards, and the Teaching Excellence Framework indicators of excellence.

- 6.3 The Programme Lead is responsible for planning a programme of assessment for a programme of study, ensuring that a suitable Internal Verifier is allocated for each assignment and that accurate assessment information is presented to Assessment Boards.
- 6.4 Lecturers, Tutors and Assessors are responsible for checking and modifying existing assignment briefs and other assessment activities for each new cohort. At least one opportunity to provide formative feedback to students on an individual basis must be planned. Issue and submission dates must be set to complement the unit delivery format and schedule. Lecturers, Tutors and Assessors are also responsible for providing formative and summative feedback and grades for student work.
- 6.5 **Assessment and Internal Verification Schedule.** Following the admission of a new cohort of students on a programme, the Programme Lead in collaboration with Lecturers and the Lead Internal Verifier will agree an assessment and IV schedule and responsibilities. The schedule will be maintained by the Programme Lead or their nominee and will be published to all staff involved in the assessment process.
- 6.6 **Assignment Briefs.** All assignment briefs for Pearson programmes will be prepared on the current recognised Pearson Assignment Brief Template, by the appointed unit Lecturer. Assignment briefs will map tasks against the specific criteria targeted by the brief and give guidance on the forms of evidence students should provide. Once a Lecturer has completed an assignment brief it should be passed to the allocated Internal Verifier for verification. *Under no circumstances may assignment briefs be shown to students until the internal verification process is complete.*
- 6.7 **Assessment Recording and Tracking.** Student progress must be tracked using the current College tracking system. Once the Assessment Board has confirmed student achievement, the College will apply for certification.
- 6.8 **Formative Feedback.** Formative feedback will be provided 2 weeks prior to submission date for each student studying a unit. This enables students to revisit work to consolidate a Pass grade or to enhance their work for a higher grade. Feedback should follow recommendations in the graphic below:

The best feedback is ...



6.9 **Summative Feedback.** For each student, summative assignment feedback showing grade achieved will be completed by the Unit Assessor.

- 6.9.1 Student assignment evidence submitted must be assessed against the Assessment Criteria for the unit as shown on the assignment brief. A link to the brief should be included in the feedback to support students in making connections to their assignment tasks and instructions.
- 6.9.2 Assessors must annotate on student work where the evidence supports their grading decisions against the unit grading criteria.
- 6.9.3 Spelling, punctuation and grammar should be corrected by making appropriate annotations on students' work. The first time an error is made in a piece of work, the Assessor should highlight it, using Canvas marking tools, and make the correction. The reason for the correction needs to be explained. The second, and subsequent errors, in the same piece of work should be highlighted only. Some examples are shown below in Appendix 1 (Table 1).
- 6.9.4 Mistakes in spelling and grammar should not influence assessment decisions unless:
- the mistakes are so problematic that they undermine evidence of student understanding or use technical language that is incorrect or misleading
 - specific assessment criteria require good communication, spelling, punctuation and grammar
 - the work is difficult for the reader to make sense of and understand.

If a student work lacks the spelling, punctuation and grammar needed to make it understandable, it should not be accepted for marking and should be returned to the student to be corrected. The deadline for correcting the work should be no longer than 5 working days from the date on which it was returned to the student.

6.10 **Internal Verification of Assessment.** Once summative feedback forms for a cohort have been completed, including grades, the Assessor should make the sample on the Internal Verification Schedule available to the Internal Verifier.

6.11 **Grading Decisions.** All Higher Education programmes offered by the college fall within the government's Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). They may be HND, HTQ, Foundation degrees, Bachelor's degrees, or Master's degrees. Each successfully completed unit or module will be assessed and some will be graded as a Pass, Merit or Distinction, see

Table 2 below:

Table 2: Grading

Grade	Criteria
Pass	Student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
Merit	Student must have satisfied all the Merit criteria (and the Pass criteria) through high performance in each learning outcome.
Distinction	Student must have satisfied all the Distinction criteria (and the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.
Unclassified	Student does not satisfy the Pass criteria for the learning outcomes, or does not show coverage of the unit content, and therefore has not reached Level 4 or 5 of the national framework.

6.12 **Information on the Summative Assessment Process for Students.** Assessors must make students aware that summative assessment decisions published on Canvas are subject to External Examiner and Assessment Board confirmation, therefore, assessors' grading decisions are *provisional*.

6.13 **Late Submission of Student Assignment Work.** Student work that is submitted after the deadline will be capped at a Pass grade, unless an Extenuating Circumstances form has been submitted by the student *before* the assessment

deadline and accepted by the College.

For exceptional circumstances where the student could not submit on time and was unable to complete an Extenuating Circumstances form, the College can, at its discretion, accept a claim for extenuation after the submission date. An example of these circumstances would be a student having a medical emergency on the day of submission. Evidence of such a situation is required.

- 6.14 **Assessment Boards.** An Assessment Board will take place immediately after all assessments for a programme of study are completed. The decisions of the Assessment Board will be communicated to students and will be passed to Registry to complete student certification according to the Student Registration and Certification Policy.
- 6.15 **Resubmission of Student Assignment Work.** A student who, for the first assessment opportunity, has not achieved a Pass for that unit or module must undertake a reassessment.
- 6.15.1 Only one opportunity for reassessment of the unit will be permitted.
- 6.15.2 Reassessment for coursework, project or portfolio-based assessments will normally involve reworking of the original task.
- 6.15.3 For examinations, reassessment will involve completion of a different examination paper from the original.
- 6.15.6 A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- 6.15.7 A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded, i.e. students cannot resubmit to achieve a higher grade.
- 6.16 **Procedure for resubmissions.** If the Programme Lead or Assessment Board authorises a resubmission, the following conditions apply:
- 6.16.1 There can be no resubmission where a Pass grade in the unit has already been achieved.
- 6.16.2 The resubmission must be recorded in the relevant assessment documentation.
- 6.16.3 The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission.
- 6.16.4 Students are normally asked to resubmit work within 15 working days of the student being notified that a resubmission has been authorised.
- 6.16.5 The resubmission must be undertaken by the student.
- 6.16.6 The original evidence submitted for the assessment can remain valid and be extended or may need to be replaced partially or in full.
- 6.16.7 The Programme Lead or their nominee should make arrangements for resubmitting the assessment in such a way that does not adversely affect

other assessments and does not give the student an unfair advantage over others.

6.17 **Repeat units.** The following applies to a student who, for the first assessment opportunity and the resubmission opportunity, still failed to achieve a Pass for a unit:

6.17.1 At the discretion of the Assessment Board, students can be permitted to repeat a unit. In such cases students will be expected to study the unit again with full attendance and make payment of the unit fee.

6.17.2 Units can only be repeated once.

6.17.3 The overall unit grade for a successfully completed repeat unit will be capped at a Pass for that unit.

6.17.4 A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit, will be expected to undertake a reassessment. This reassessment will be subject to the standard resubmission rules and regulations as stated above.

6.17.5 All repeat unit assessments should be included in the External Examiner's Sample.

6.18 **Retention of student evidence and assessment records**

6.18.1 The evidence and assessment records must be stored safely and securely to ensure they are available for verification by the Awarding Body. Up to date, securely stored assessment records also help to minimise the risk of assessment malpractice.

6.18.2 The College must store all assessment records securely and safely relating to both internally and externally set assessments and maintain records of student achievements that are up to date, regularly reviewed and tracked accurately against national standards. Internal and external assessment records for college and Awarding Organisation scrutiny must be kept for a minimum of three years following certification. In addition, assessment records must be kept for five years on qualifications at Level 4 and above to satisfy OfS requirements.

7. Procedure for Plymouth Marjon University Qualifications in Business

7.1 **Oversight and Governance**

The Academic Board of the partner institution (*herein referred to as Results Consortium*) holds overall responsibility for ensuring that this procedure is implemented in accordance with Plymouth Marjon University's Student Regulations Framework (SRF). Oversight includes monitoring compliance with the University's

Assessment Regulations, Progression Rules, and OfS Quality and Conditions standards.

7.2 Programme and Assessment Planning

The Programme Lead and Quality Manager will approve and oversee the programme's assessment strategy, ensuring that it reflects the academic standards, learning outcomes, and credit requirements specified by Plymouth Marjon University. Assessment plans will align with the QAA Quality Code, Teaching Excellence Framework indicators, and the University's Academic Calendar.

7.3 Roles and Responsibilities

Programme Leads will be responsible for designing assessment schedules and confirming that marking and moderation processes are properly implemented. Second marking will be conducted and overseen by the Academic Link Tutor (ALT) assigned to Results Consortium by the University. Module Tutors and Assessors will ensure assessments are valid, reliable, inclusive, and representative of learning outcomes at the appropriate FHEQ level.

7.4 Design and Approval of Assessments

All assessments will be approved at programme level and conform to the approved Programme Specification and Module Descriptors. Assessments must be clearly mapped to module learning outcomes and will follow the principles of fairness, consistency, and transparency. For substantial assessment tasks such as dissertations or honours projects, ethical clearance will be obtained where applicable, as required by the University's Research Ethics Policy. This will be collated by the Programme Lead and kept securely for record keeping.

7.5 Assessment and Internal Verification Schedule

A full assessment schedule will be produced at the start of each academic year by the Programme Lead, in consultation with module leaders. This schedule will include assessment types, submission dates, and marking deadlines. Moderation schedules including timelines, and responsibilities for second marking will be produced by the ALT.

7.6 Marking and Moderation

7.6.1 Formative Assessment Marking and Feedback:

Formative Assessments will be conducted twice in a semester in the fourth and eighth week. Module leaders and tutors will mark these immediately after each formative assessment session and feedback will be given to students both verbally and in writing at the end of each formative assessment session. Module leaders and tutors will proceed to complete RAG rating sheets and individual learning Plans (ILP)

for each student to highlight necessary steps/actions to support students ahead of their summative assessments.

7.6.2 Summative Assessment:

All summative work will be marked using the University's published grade descriptors. At Levels 4–6, grades are recorded numerically (First Class 70–100, Upper Second 60–69, Lower Second 50–59, Third 40–49, Fail 1–39). All work will undergo second marking or moderation to ensure parity. Where disagreement arises between markers beyond a 5% variance, a third marker within the cognate subject area will adjudicate.

7.7 Feedback and Return of Work

Students will receive written feedback within twenty working days of submission. Feedback will explain the grade awarded, link to assessment criteria, and provide clear guidance for improvement. All marks remain provisional until ratified by the Module Assessment Board (MAB).

7.8 Submission and Late Work

Students will submit all assessments electronically via Turnitin through Canvas (VLE) unless otherwise agreed. Work submitted after the deadline but within seven calendar days will be accepted but subject to a deduction of ten marks per day up to the pass mark. Work submitted later than seven days will receive a mark of zero. Extenuating Circumstances may be applied for, as outlined in Section 4 of the University's SRF.

7.9 Academic Integrity and Misconduct

All assessments are subject to Result Consortium's Academic Misconduct Policy which aligns with the University's Academic Misconduct Policy. Where a student is found to have breached integrity standards, the Result Consortium's Academic Misconduct Committee may authorise a resubmission or alternative assessment task, in line with university regulations.

7.10 Module Assessment Boards (MABs) and Progression and Award Boards (PABs)

MABs determine the final module marks and ensure alignment with the approved standards and learning outcomes. PABs review student progression and confirm award classifications. Both Boards will include the External Examiner and follow the University's two-tier assessment structure.

7.11 Resubmission and Reassessment

Students who fail to achieve a pass mark in a module at the first attempt are permitted one reassessment opportunity. Reassessments will normally be based on

the same task or a revised equivalent, as determined by the Module Leader. The maximum grade achievable for reassessed work is a Pass (40%).

7.12 Repeat Study

If a student fails both the initial and reassessment attempt, the PAB may permit the student to repeat the module. Repeated modules will be attended in full and the fee for such modules will be determined by the University and repaid by the student. The maximum grade achievable for a repeat module is a Pass (40%).

7.13 Feedback and Student Communication

Students will be clearly informed that grades published on Canvas are provisional until confirmed by the MAB. They are entitled to feedback and can discuss their results with their Programme Lead or Personal Tutor. Appeals will follow the Academic Appeal Procedure in Section 16 of the SRF.

7.14 External Examiners

All assessments and moderation samples will be made available to the appointed External Examiner, who is responsible for ensuring parity and comparability with sector standards. The External Examiner's feedback will be considered in Annual programme monitoring and staff development.

7.15 Retention of Assessment Records

All student assessment records will be securely stored for at least five years following certification to comply with the Office for Students (OfS) and University requirements. Records should include assessment briefs, grading sheets, internal verification reports, and Board minutes.

7.16 Continuous Improvement

The Programme Lead will review assessment outcomes annually, using data from External Examiner reports, module performance trends, and student feedback. Actions arising will be incorporated into the Programme Annual Review and shared with the Quality Assurance and Academic Standards Committee.

8. Procedure for Leeds Trinity University Qualifications in Business

8.1 Oversight and Governance

The Academic Board of Results Consortium holds overall responsibility for implementing and monitoring this procedure in line with the Leeds Trinity University Taught Programme Academic Regulations and associated handbooks. Oversight ensures that all assessment and feedback practices are credible, consistent with sector-recognised standards, and aligned with the University's Learning, Teaching and Academic Experience Sub-Strategy and OfS Conditions of Registration.

8.2 **Programme and Assessment Planning**

The Programme Lead, and Quality Manager must approve and oversee all planned assessments to ensure compliance with the University's policies and regulatory expectations. Assessment design must promote authentic, inclusive and career-led learning. Assessment plans should clearly map to learning outcomes, graduate attributes, and module specifications approved by LTU.

8.3 **Roles and Responsibilities**

Programme Leads are responsible for planning an assessment strategy across all modules and ensuring that assessors are appropriately allocated. LTU assessment team is responsible for designing assessments that demonstrate constructive alignment between learning outcomes, tasks, and marking criteria. The Academic Partnership Unit (APU) oversees implementation and moderation across collaborative partners, ensuring that standards are equivalent to those on campus.

8.4 **Assessment Design and Approval**

The University prepares all assessment briefs using the University's approved template. Briefs should state the assessment criteria, submission format, and feedback timeline. The Programme Lead is responsible for entering all submission deadlines. Assessments must offer equitable opportunities for success, flexibility, and clear communication. No assessment may be issued to students before internal verification is complete by the University.

8.5 **Assessment and Moderation Schedule**

At the beginning of each academic year, the University assessment team, in consultation with the College Liaison Tutor (CLT), produce an assessment and moderation schedule. This specifies moderation windows and Assessment Panel dates. The schedule is shared with partner Programme Lead and reviewed each term by the APU.

8.6 **Marking and Moderation**

Marking will be conducted in line with the Marking and Moderation for UK Franchise Collaborative Provision policy.

- **Standardisation** occurs before marking begins to ensure consistency of interpretation of criteria.
- **Internal Marking** is conducted by partner tutors, applying the University's grade descriptors.
- **Internal Moderation** is conducted by the College Liaison Tutor, who samples work across the classification range.

- **External Moderation** is carried out by the External Examiner, who is appointed by the University, to ensure parity and alignment with national standards.

Where significant discrepancies arise, a third marker or CLT adjudication will be sought.

8.7 **Feedback and Return of Work**

All students must receive clear, developmental summative feedback within twenty working days of submission. Feedback should relate directly to learning outcomes, demonstrate the rationale for the grade awarded, and include guidance for improvement. Students must be reminded that all marks are provisional until confirmed by the Assessment Panel and Progression and Award Board.

8.8 **Late Submission and Extenuating Circumstances**

Students must submit all assessments electronically through Turnitin on Moodle. Late work up to seven calendar days after the deadline will be capped at the pass mark of 40%. Work submitted beyond seven days will receive a mark of zero unless an approved Mitigating Circumstances claim is granted in line with university policy.

8.9 **Academic Integrity and Misconduct**

All students are subject to the College's *Academic Misconduct Policy* which aligns with the partner University's. Suspected cases must be reported to the Academic Misconduct Committee. Where misconduct is proven, a resubmission or alternative assessment may be authorised. Any such resubmission must be approved by the Programme Lead in consultation with the Lead CLT and will be capped at a pass mark.

8.10 **Assessment Panels and Progression and Award Boards**

Assessment Panels confirm module marks and ensure that moderation processes have been followed. Progression and Award Boards confirm progression and final award decisions, chaired by the University Dean or nominee, and include the External Examiner. All meetings must follow LTU's *Assessment Panel and Progression and Award Board Handbook*.

8.11 **Resubmission and Reassessment**

Students who fail to achieve a pass mark (42%) at the first attempt are entitled to one reassessment opportunity. Reassessment will normally involve reworking the same task or an equivalent alternative as approved by the Module Leader. The maximum grade attainable for a reassessment is a Pass.

8.12 **Repeat Study**

If a student fails both the first and reassessment attempts, the Progression and

Award Board may permit a module repeat with full attendance. Repeat modules are capped at a pass mark, and students are required to pay the module fee.

8.13 Feedback, Communication and Appeals

Students should be clearly informed that grades shown on Moodle are provisional until confirmed by the Progression and Award Board. Students have the right to appeal under the University's *Academic Appeals Procedure* if they believe that a procedural or administrative error occurred in the assessment process.

8.14 External Examiners

External Examiners are nominated by the university and play a crucial role in confirming standards and comparability. Their reports must be reviewed as part of the annual monitoring and enhancement cycle, and actions taken in response must be recorded in the Programme Annual Review.

8.15 Retention of Assessment Records

All assessment and moderation records must be securely stored for at least five years following certification to meet Office for Students (OfS) and University requirements. This includes assessment briefs, feedback forms, moderation reports, and records of Assessment Panels and PABs.

8.16 Continuous Quality Enhancement

Programme Leads must review assessment outcomes annually using statistical data, External Examiner reports, student feedback, and module performance trends. Actions arising should be documented in the *Programme Annual Review* and discussed within the Academic Partnership Unit to inform future planning and staff development.

9. Student Risk Assessment

9.1 The College applies a risk-based approach to internal quality assurance in line with Pearson Centre Management Standards and Office for Students expectations.

9.2 The purpose of student risk assessment is to identify any circumstances that may affect the validity, authenticity or reliability of assessment outcomes and to act early to maintain academic standards.

9.3 Indicators may include:

- Repeated late or non-submission of work
- Abrupt or unexplained changes in performance
- Suspected academic misconduct
- Poor attendance or limited academic engagement
- Failure to provide complete or credible evidence
- Previous academic or conduct concerns

- 9.4 The Curriculum Lead maintains a Student Risk Log recording identified risks, actions taken and outcomes (RAG rating sheet). The log is reviewed monthly and shared with the Quality Manager.
- 9.5 Where a student is identified as medium or high risk, their work may be subject to increased internal verification and they may be offered additional academic support.
- 9.6 Risk levels (low, medium, high) must be assigned consistently and based on evidence.
- 9.7 Trends and outcomes from student risk monitoring are considered during the Annual Management Review and used to inform improvement activity.

Appendix 1:

Table 1: Examples of Corrections to Spelling, Punctuation and Grammar

Original text	Why it is an error	Correction
The mcdonalds gr franchise is an example of	Grammar - This is the name of a company and is therefore a proper noun. Proper nouns should begin with capital letters. Names with Mc or Mac at the beginning have a second capital letter after the prefix.	The McDonalds franchise is an example of
When u r able to ...	Spelling - Text speak should not be used in academic writing or business communication.	When you are sp able to ...
Weather communications are internal or external ...	Spelling - Weather refers to climate conditions, e.g. rain, sun, snow. The word needed here is 'whether'. Spelling – an 'm' is missing from communications.	Whether sp communications sp are internal or external ...
Customer is the most important person in the whole marketing process. he is the cause and purpose of all activities.	Grammar - It is appropriate to write 'Customers are' as a plural, or 'The customer is' as a singular noun. If using plural you would also need to change the singular 'person' to the plural 'people'. Punctuation - There should be a full stop or semi-colon after the word 'process'. A new sentence is started but it is related to the previous sentence, so a semi-colon or full stop are appropriate. Grammar - Try to avoid using gendered language where possible.	Customers are gr the most important people in the whole marketing process. pu; they are gr the cause and purpose of all activities.