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Policy & Procedure

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- o [info@lcwc.ac.uk](mailto:info@lcwc.ac.uk)

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## 1 Summary of this document

This document sets out the expectations of you, as a student, where you are completing higher education assessments and consists of the Assessment Policy and the procedure to be followed in relation to assessments.

This document is located within the Lakes College designated SharePoint site and, where relevant, on the Lakes College Higher Education website so you can access this before applying for your programmes and to use throughout your journey.

## 2 Scope

Our Higher Education Assessment Policy and Procedure is for enquirers, applicants, Higher Education students, staff, and external stakeholders. The policy contains the Institution’s approach and commitment to fair, transparent, accessible, and inclusive, Higher Education learner experience. The policy sets out our approach to academic standards in line with assessment design, implementation, submission, moderation, and feedback. Our SEND Vision “*we are committed to ensuring that all learners become independent and reach their potential while achieving success in an inclusive and ambitious environment.*” is central to our assessment design principals.

It is our statutory duty to follow the Equality Act 2010 for all concerned and the Institution’s [Reasonable Adjustment Policy and Procedure](#) sets this out, including monitoring the impact.

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### 3 Responsibility

Title	Responsibility
The Dean of HE	Has overall responsibility for the strategic management of Higher Education Assessment Policy, monitoring of achievements and for the implementation of plans for improvements in outcomes for learners.
Board of Examiners	Is responsible for overseeing and administering examinations and assessments. They ensure the fairness, integrity, and the reliability of the examination process.
Examinations Officer	Ensure that learners are registered accurately and in a timely way with relevant Awarding Organisations. Manage examination in line with Awarding Organisation's requirement
External Examiners	are external professionals and appointed by the Institution to ensure assessment are fair, and that they meet standards of academic assessments and examinations.
Higher Education Academic Board	Is responsible to the College Executive for the planning, development, operation and monitoring of the higher education academic work of Higher Education Programmes; and providing assurance that appropriate academic regulations as indicated by awarding and regulatory bodies are followed and methods for monitoring are effective.  The Academic Board's primary duties are to oversee Higher Education academic standards, the quality of all Higher Education programmes within the Institution, and the student learning experience.
Institution Board of Governors	Monitors the Higher Education provision to review performance. The Chair of the Academic Board will report to the Board of Governors.

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Quality Assurance Committee	Will monitor all curriculum activities against performance standards from the Office for Students and Awarding Bodies.
Quality Manager	Ensures all external requirements from Awarding Organisations are met and that you are not disadvantaged in the assessment process.
Curriculum Operational Leaders	Ensures that assessment arrangements are appropriate, monitored and that plans for improvements to learner pass rates and grades are implemented and monitored.
Programme Team Leaders	Ensures you have assessment schedules. These are prepared and setup for tracking in a timely way, are communicated to learners and updated within the schedule timeframes.
Programme Teams	Ensure that they carry out and record your assessments/ marking, in compliance with awarding organisation requirements.

If you have any questions in relation to the Assessment Policy, please contact [info@lcwc.ac.uk](mailto:info@lcwc.ac.uk).

#### 4 Introduction

You will have the opportunity to acquire the necessary underpinning skills and knowledge prior to assessment and Reasonable Adjustments will be offered where necessary. Please refer to the [Reasonable Adjustments Policy](#).

Your participation on a Higher Education programme will include assessment and it is important that you understand the assessment requirements to ensure you achieve your potential. The programme assessments demonstrate your competence level to meet the learning outcomes for the programme.

Assessment ensures you demonstrate your learning on the programme.

You can find your assessment information in the following documents and location.

Information	Where it can be found
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Programme handbook	LCWC HE Website, Canvas
Programme specification	Website, Canvas
Grade Marking	Canvas
Assessment Schedule	Canvas

## Assessment Policy

### 5 Assessment Policy Design

#### 5.1 Principals of assessment design

The principals of assessment design are based on a holistic approach to support the learner journey, while setting and maintaining academic standards. Assessment design is focused to develop your knowledge, skills, and behaviours by the:

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- Level of appropriateness, testing competence in relation to defined academic standards, vocational relevance and subject to internal and professional regulatory statutory body standards.
- Curriculum planning which considers inclusivity in assessment design.
- Assessment design which takes into account your overall workload.
- Assessment to support personal development and good citizenship.
- Inclusion of professional and statutory regulatory body requirements.
- The design of assessments which in all cases follow the respective Awarding Organisation guidance, protocols, and regulations.

Alongside this, assessment includes:

- Assessment outcomes and assessment criteria which relate to the grading scale in your programme specification.
- Defined tasks to be completed and how these meet the learning outcomes/assessment criteria and/or competence standards.
- The evidence that will be required from you for a successful assessment outcome.
- Where appropriate, a vocational scenario will be set to develop and demonstrate your application of knowledge, skills, and behaviours to industrial activities.
- The assessment will develop your transferable skills and competence.
- Your assessments are checked carefully before they are released to you.
- Each Programme has an assessment strategy as approved by the awarding body. Assessment strategies can be found in the Programme Handbook and Specification.
- Assessment activities are approved internally prior to release and checked by an external examiner.
- We also undertake at minimum, an annual review on assessment tasks to include formative and summative assessment to ensure continued fitness for purpose.
- All assessments are designed to promote inclusivity.

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- The language in the assessment is clear, unambiguous, and appropriate to the programme level.
- Programme assessment tasks will incorporate a range of assessment methods. Included but not limited to, report, essay, presentation, vocational scenarios, field study, exam, group work, controlled assessment, practical, portfolio, skills assessment.

## 6 Higher Education Programme Information

We will provide you with accurate, up-to-date, and upfront programme information. This information is located on the [LCWC Higher Education webpage](#) for applicants and will contain key information including delivery methods and assessments.

If you think you may require reasonable adjustments based on this information, please contact the Inclusive Learning Leader at [teamlearningsupport@lcwc.ac.uk](mailto:teamlearningsupport@lcwc.ac.uk).

### 6.1 Assessment Schedules

You will be provided with an Assessment Schedule which will be included in the programme handbook. The handbook will be published at the start of each academic year:

- You can find your programme handbook on Canvas (VLE). It will be shared and discussed with you as part of your Induction.
- The handbook includes your assessment schedule identifying key dates for your reference with deadlines for assessment, submission, and feedback.
- Submission and feedback dates will also apply to completing practical assessments. This will also be reflected in the subject 'Scheme of Learning' (SOL) and be setup within EBS Markbook for the monitoring of your progress and grade reporting.

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- Anonymised student assessment outcome data will be used to monitor programme progress and report back to relevant personnel. It may be supplied to external regulators.

For all learners, Programme Teams will ensure that:

- The Assessment Schedule is reasonable, so that assessments are spread as evenly as possible throughout the course,
- The Schedule allows equality of opportunity and access.
- Assessments will include grading opportunities that are clearly understood and accessible to all.

### 6.1.1 Apprenticeship Delivery Models

For 'Apprenticeship Learners,' a delivery model will be provided at Induction. This will show the components of the programme and expected timeframes for completion. A personalised learning plan will be established with you and your employer at your first tripartite review.

### 6.2 Issuing of Assessments

Your assessment will be issued to you digitally on Canvas in accordance with your assessment schedule.

Where appropriate, paper copies will be distributed to you in class with consideration to Reasonable Adjustments where required.

Please refer to the [Reasonable Adjustments Policy](#) for further details.

All assessments will have an issue, submission, and feedback date.

### 6.3 Submission of Assessments

Your assessment will have a clear submission date and you are expected to meet this deadline. However, we understand that you

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may have extenuating factors which impact your ability to submit your work in a timely manner.

Please refer to the Institution's [Extenuating Circumstances Policy](#) and Procedure for further details.

Your assessment will provide you with guidance on formatting, and requirements for submission. This may include referencing, word count and how the submission is to be made. Guidance and requirements for the production of work and for summative assessment must be followed.

The Institution is committed to developing your transferable skills using digital tools to produce work for summative assessment, for example word processed reports, presentations, spreadsheets and to include audio-visual digital evidence where this is permitted by Awarding Organisations.

### 6.3.1 Digital Submissions

For Higher Education programmes, **digitally produced assessment evidence** will be submitted through **Canvas** using the Institution's Submission of Digital Learner Work for Assessment. Please refer to the Submission of Digital Learner Work for further details.

When you submit your work digitally, you will declare that the assessed work is your own work. Digital submissions will be date and time stamped when submitted on Canvas.

In some cases, the use of systems such as **Turnitin** (which is built into Canvas), will be used to check work for originality particularly at higher academic levels of learning and digital receipts added to the work for submission.

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### 6.3.2 Non-Digital Submissions

Where assessed work is a physical product or artefact (non-digital), this will be submitted to the relevant lecturer, and you will be provided with an acknowledgement of receipt where you confirm that the work submitted is your own.

### 6.3.3 Late Submissions Penalties

If you submit your work past the submission date, without prior approval, penalties will apply in line with the awarding organisation rules. Please refer to your Academic Regulations for further information, or your Programme Handbook.

## 6.4 Assessment Marking

Assessment is key to demonstrating your competence on the programme. Your work is marked in line with assessment criteria which are aligned to programme outcomes and academic standards and:

- Programme staff marking your work will be suitably qualified and experienced. New staff will undertake CPD activities to support the development of assessment grading.
- Your work will be checked for authenticity as set out in the Institution [Assessment Conduct and Misconduct Policy](#).
- The marking and grading of assessments will follow respective awarding organisation guidance and protocols.

### 6.4.1 Practical Assessment

For all other assessments of practical work, the Module Lecturer will provide a checklist against which skills and competence is being assessed. You will have access to

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this checklist prior to the assessment. Where you require reasonable adjustments with your practical assessment, please refer to the [Reasonable Adjustment Policy](#) and Procedure for further information.

For your practical assessments, your Module Lecturer will follow the awarding organisation code of practice and standards for assessment as required.

#### 6.4.2 Provisional Assessment Grades

The Programme Academic Team will maintain accurate and timely records of all completed criteria for all modules associated with your programme. This will include late submissions and resubmitted work using the Institution's EBS Markbook. The recording of the results of extenuating circumstances will be on this system. Please refer to the [Extenuating Circumstances](#) procedure for further information.

Your assessment grades are subject to the Institution's Internal Quality Assurance of Assessment Procedure. Qualification. Please refer to the Internal Quality Assurance of Assessment Procedure for further information.

Your provisional grades will be used for assessment progress and performance. This will be periodically reviewed by the Programme Academic Team to ensure you are making expected levels of progress on your programme.

#### 6.4.3 Recognition of Prior Learning

You may have existing knowledge, skills and competencies gained through non-formal or informal learning experiences.

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Your knowledge and skills may be acquired through work experience, volunteer work, or other life experiences and this allow you to gain recognition of prior learning. Please refer to the Institutions [Recognition of Prior Learning Policy](#) for further details.

### 6.5 Assessment Feedback

Your lecturer will mark work against appropriate criteria for assessment. This will be shared with you as well as checking the authenticity of the work as set out in the college [Academic Conduct and Misconduct policy](#). In all cases, the marking and grading of assessments will also follow respective awarding organisation guidance and protocols.

Your assessment feedback will include:

- Comments on what you have achieved, noting what you have done particularly well including, where relevant, the grade achieved.
- To support your development, identification of what may be improved. Feedback may include reference to English, Maths and Digital skills development. We will highlight any errors within the work and how you correct these for future submissions and support your development of these skills.
- Where work is digital and so submitted and assessed via Canvas, assessment feedback and annotations will also be provided digitally.
- Your assessed work feedback will be returned to you within 20 working days of the submission date.
- Where relevant reasonable adjustments will be made to support your feedback. Please refer to the [Reasonable Adjustment Policy](#) for further details.

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### 6.5.1 Good Academic Practice, Misconduct, Malpractice & Maladministration

**Good Academic Practice** is key to you achieving the best assessment grades. Good Academic Practice includes the following principles:

- Honesty and integrity
- Originality
- Use of appropriate technical language and report structure
- Use of clear citation and referencing
- Respect for copyright
- Fairness
- Adherence to Academic Regulations

**Academic Misconduct** is unethical and dishonest actions in completion of assessment and examination. It is a serious breach of academic ethics and subject to sanctions. Academic Misconduct may include but not limited to plagiarism, cheating, fabrication, collusion, inappropriate use of artificial intelligence and ghost writing. Please refer to the Institution's [Academic Conduct and Misconduct policy](#) for further details.

**Academic Malpractice** is a breach of trust and can result in severe consequences, including termination of employment, legal action, and damage to the Institution's reputation. It is serious and deliberate actions that undermine the integrity of the Institution. Examples of Academic Malpractice include bribery, forgery, falsification of credentials. You may jeopardise your professional prospects including professional body registration. Please refer to the Institution's [Academic Conduct and Misconduct policy](#) for further details.

**Academic Maladministration** refers to instances of improper or unethical administrative practices within the Institution or

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academic program. Academic Maladministration can include but is not limited to, administrative irregularities, grade tampering, discrimination and bias, bribery, conflicts of interest, breach of academic policies, inadequate student support, credential fraud, accreditation violations, research misconduct. Please refer to the Institution's [Academic Conduct and Misconduct policy](#) for further details.

### 6.5.2 Storage of assessment (lost papers)

We will take all reasonable steps to secure and confidentially store you assessed work. When work has been submitted and is in transit or being stored within the Institution, we will follow the [Higher Education Data Protection Policy and Procedure](#). Assessment tracking records will be kept separate from your assessment evidence using the college systems identified above.

In the event of us, you, or internal/external systems (electronic/postal) losing your assessment evidence, please refer to the Assessment Procedure for further information.

### 6.6 Examinations Board

For your programme there will be an Examination Board which will confirm your provisional grades given to you at feedback. We have a calendar of events which includes when Examination Boards will be held.

The Examinations Boards set, maintain, and monitor academic standards.

### 5.7 External Examiners

All higher education programmes have External Examiners:

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- Appointed by the relevant the Awarding Body.
- Selected for their professional and academic expertise ensuring national standards are maintained.
- Independent of the Institution and the awarding body and therefore impartial.
- Who ensures that all learners are treated fairly and equitably in assessment and examination.

### 6.8 Assessment appeals

Your assessment will be marked in accordance with the marking criteria. You may appeal against any marking or assessment decision (for both written and practical work), in line with the Institution [Academic Appeals Policy and Procedure](#).

### 7 Declaration of Conflicts of Interest

We are committed that your assessment is independent and fair.

In addition to set grading criteria we have a Conflicts of Interest Policy where staff are required to declare any conflicts of interests which may impact on their ability to make objective assessment decisions.

If there is a conflict of interest identified, arrangements should be made for an alternative lecturer or internal quality assessor to be allocated to you.

### 8 Equality, Diversity & Inclusion

Assessment will be designed to enable you to have the best opportunity to demonstrate your knowledge, understanding and **skills**.

Commented [JM1]: Call out policies which reference this.

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The [Reasonable Adjustment Policy](#) outlines our responsibility to you should you inform us that you require adjustment to your studies and assessment. Please see the Reasonable Adjustment Policy for further details

### 9 Your Assessment Data

Your assessment record will be kept confidentially and securely in line with the [Higher Education Data Protection Policy and Procedure](#).

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Your assessment data is stored electronically on the EBS system. Together with your grade profiles, outcomes, IQA and summary records, these will be kept in accordance with current awarding organisation policies. However, specific Awarding Organisation policies must be referred to and updated and reviewed with the college [Data Retention Policy](#).

Where required, your assessment evidence (assignments) must also be kept in line with the awarding organisation policy).

## Assessment Procedure

This sets out the Institution's Higher Education Assessment Procedure in line with the [Higher Education Assessment Policy](#). It aims to ensure that you have fair and equal access to assessment opportunities in line with the respective Awarding Organisation policies.

### 10 Procedure

#### 10.1 Schedule of Assessment

Before the start of your programme, the Programme Leader will produce an assessment schedule to include module assessments 'Start date,' 'Submission date' and 'Return of Marked Work dates.' This will include the completion of practical assessment.

The assessment schedule will reflect the 'Scheme of Learning' (SOL). The assessment schedule will be used to update EBS Markbook, which will be used to monitor your progress on the course and support grade reporting.

#### 10.2 Registration with Awarding Organisation

From your enrolment you will be registered with the appropriate Awarding Organisation within the timeframe prescribed. Your enrolment will give you access to programme materials on Canvas.

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### 10.3 Assessment Design

The design of internal assessments will follow respective Awarding Organisation protocols.

Assessments will be written by the Programme Academic Team to meet the assessment outcomes and assessment criteria.

An Internal Verifier (IV) will check that your assessment meets the module outcomes and criteria. The IV is a suitability qualified member of staff who will follow the Internal Quality Assurance (IQA) process to ensure the module assessment meets the Academic Standards

The IV will complete the appropriate Awarding Organisation documentation to confirm that the assessment is fit for purpose.

### 10.4 Assessment Release

Once your assessment has been internally verified. Your assessment will be available on Canvas in line with your assessment schedule.

If you require your assessment in an alternative method, please refer to the [Reasonable Adjustment Policy](#).

### 10.5 Production of Assessment

You will need to produce your assessment in line with the requirements of the assessment brief.

To support your study skills, you will have the opportunity to upload your work on Turnitin. Turnitin is an online software which will check the originality of your work. You are encouraged to use this software to ensure your work meets Academic Standards.

### 10.6 Submission of Assessment

Your assessment will need to be submitted in line with the requirements of the assessment brief etc. submission date, method of submission. For all digital assessment it will need to be submitted on Canvas (VLE). In

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some cases, the use of Turnitin via Canvas will be used to check work for originality. When you submit your work on to Canvas, you accept the work you submitted is your own work. A digital receipt will be created to date stamp the assessment submission.

For non-digital submission, you will need to submit in accordance with the assessment brief. You will need to submit to the relevant academic member, and you will be provided with an acknowledgement of receipt. Submission of your work will confirm that you declare all the assessed work is your own.

This will be communicated to you during your induction.

### **10.7 Assessment Marking**

Your assessment will be marked in accordance with the assessment criteria by a suitably qualified member of staff. Staff will check the authenticity of work as set out in the [Academic Conduct and Misconduct policy](#) guidance.

Your provisional assessment grade will be recorded on EBS, and this grade is subject to the Internal Quality Assurance process.

### **10.8 Assessment Feedback**

Your assessed work will be marked within 20 working days. Your provisional assessment grade will be provided to you on your feedback. Digital submissions will receive digital feedback. You will be provided feedback on what you have achieved and areas for development. Your assessment feedback will be linked to the assessment criteria.

### **10.9 Examinations Boards**

Your assessment grade will be presented to the Examinations Board who will confirm your grade. Your confirmed grades will be updated on EBS from provisional to awarded grade.

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## 10.10 External Examiners

To maintain Academic Standards an External Examiner will review the assessment process. They ensure assessment are fair, and that they meet standards of academic assessments and examinations. The External Examiner will compile a report. The report may include actions and recommendations which are logged with the Quality Team to include in the Higher Education Continuous Improvement Plan.

## 11 Complaints

We are committed to a fully inclusive and transparent Assessment Policy and Procedure. You can complain about your Assessment process should you be dissatisfied with any aspect of your experience. Please refer to the Institution's Complaints Policy and Procedure for further information, which can be found in section 13 of this document.

## 12 Source of further information

The following staff may assist you with further information and guidance:

- Inclusive Learning Leader
- Programme Delivery Team
- Progress and Welfare Coach

## 13 Other relevant policies and procedures

- [Open University Validation Regulations](#)
- [Academic Conduct and Misconduct policy](#)
- [Complaints Policy & Procedure](#)
- [Higher Education Data Protection Policy and Procedure](#)
- [Extenuating Circumstances.](#)
- [Reasonable Adjustment Policy](#)
- [Recognition of Prior Learning Policy](#)

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#### 14 Any external references

- Competition Markets Authority [Competition and Markets Authority - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Consumer Rights [Consumer Rights Act 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk)
- Equality Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Office for Students [Home - Office for Students](https://www.officeforstudents.org)
- Office for the Independent Adjudicator [Office of the Independent Adjudicator for Higher Education - OIAHE](https://www.oiahe.ac.uk)
- The Open University [Distance Learning Courses and Adult Education - The Open University](https://www.open.ac.uk)
- Pearson [Pearson | The world's learning company | UK](https://www.pearson.com)
- University of Central Lancashire [University of Central Lancashire - UCLan](https://www.uclan.ac.uk)
- University of Cumbria [University of Cumbria](https://www.cumbria.ac.uk)

#### 15 Glossary of Terms

Term	What is it?
Academic Standards	are specific and measurable expectations or criteria that define a particular grade level of what you should be able to do in various subject areas
Assessment	the process of determining the extent of your learning on a module and across your degree programme.
Assessment Criteria	are specific and well-defined standards or guidelines used to evaluate and judge the quality,

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	performance, or achievement of your assessment.
Assessment Outcome	refers to the result of an assessment process.
Assessment Schedule	a key document that identifies key dates for your reference with deadlines for assessment submission and feedback.
Assessment Submission	is defined as producing and presenting your work for assessment by the specified deadline.
Awarding Organisation	is an institution who is responsible for designing, developing, and administering assessments, examinations, and qualifications.
Delivery Model	is for apprentices and it outlines key activity dates for your full apprenticeship program.
EBS Markbook	is the Institution's learner record management system. It will record your programme data.
Examinations Board	is a panel which is responsible for the administration, and assessment of examinations and assessments.
Extenuating Circumstances	refer to exceptional factors which can affect your ability to meet your obligations as a student.
External Examiners	are appointed by the Institution to ensure assessment are fair, and that they meet standards of academic assessments and examinations.

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Formative Assessment	is used to evaluate and monitor your understanding during the process of learning.
Inclusivity	is providing equal opportunities, access, and participation.
Late Submission	defined as submitting a piece of work for assessment after the published deadline.
Module Lecturer	is responsible for teaching and delivering a specific module within an academic programme.
Office for Students	is a government organisation which oversees and regulates higher education institutions.
Professional Bodies	are formal groups which serve the interest and needs of professionals within that field.
Programme Academic Team	Refers to a group of stakeholders who have an interest in the programme being delivered. This includes the planning, development, implementation, oversight of the academic programme.
Programme Handbook	is a document which contains important details and requirements of an academic program.
Programme Specification	Is a detailed document to understand the essential components and characteristics of your program.

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Programme Team Leaders	is the responsible for the management of your programme.
Progress and Welfare Coach	Provides pastoral support during your programme of study. They will work alongside the Programme Academic Team to monitor your performance and provide support.
Recognition of Prior Learning	is identifying knowledge, skills, and competencies which you have at a suitable level and exempting you from components of your programme.
Scheme of Learning	is a document which details the sequence of topics, lessons, learning activities to be delivered for a programme.
Summative Assessment	is a formal assessment method to evaluate and measure your understanding of learning at the end of a module. This results in a grade for a piece of work which will form part of your programme grade.
Turnitin	is an online plagiarism software which detects the originality of a piece of work and highlights the source of information.
Virtual Learning Environment	is where you can access learning materials and programme information. We use Canvas and you will be shown this during induction.

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