
Assessment Framework

Scope: All taught programmes leading to an award or award of credit of Rushmore Business School.	
Date Approved: April 2017 v1 May- 25.05.2021.v2- Kajal Purlackee-Boodhoo	Review Process: To be reviewed on a periodic basis, with allowance for minor annual updates of roles and responsibilities by the Quality Assurance Committee, as required.

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1 Purpose

The purpose of assessment is to measure students' learning, skills and understanding. It also contributes to students' learning because students reflect on their learning and, through feedback, are helped to recognise and enhance their achievements. Assessment enables students to demonstrate that they have fulfilled the objectives of the programme of study on which they are enrolled and have achieved the standard for the award for which they were enrolled. Regulations on the conduct of assessment, the determination of marks, progression and awards support this purpose of assessment.

2 Development and Design of Assessment

For both formative and summative assessments, the assessment tools used are chosen carefully so as to provide evidence of performance against the intended learning outcomes, thus maximising the validity of the assessment by measuring the knowledge and skills expected to have been learnt. The full range of assessment tools are considered, ie written examination, objective testing, short response items, essay questions, data response questions, case studies, dissertations / project work, coursework assignments, workplace assessment / observation, online phase tests, online MCQ, etc.

Furthermore, the development of assessment as part of the curriculum design process takes into account the impact that assessment has on the learning; it aims to encourage meaningful learning and not simply allow assessment to drive the learning process.

All modules are assessed by continuous assessment and/or examinations.

'Assessment' is a generic term encompassing all forms of evaluation of learning, and 'examination' is used to describe a formally convened, timed assessment of a module under prescribed conditions.

All assessments are prepared at the same time as their associated marking schemes / assessment criteria.

Where there is more than one assessment component for a module, careful consideration is given to ensure that appropriate coverage of the syllabus is applied between assessments and is moderated consecutively.

The procedures established for the setting of assessments are designed to ensure that the assessments presented to students are:

- i. consistent with the set of learning outcomes associated with the module;
- ii. in line with the reasonable expectations of students as generally based upon published guidance and previous examples;
- iii. appropriate in terms of the nature of the module and its academic standard;

- iv. technically accurate and presented clearly in appropriate language, both in terms of content and the examiner's requirements of students;
- v. consistent with published assessment criteria and / or grade descriptors; and
- vi. capable of completion within the timeframe allowed.

All assessments are subject to a rigorous moderation process that includes internal and external moderation from experts who are practitioners within the industry at a senior level and from academics in the field of study. This moderation process ensures that there is a consistently high standard of assessment throughout Rushmore Business School's programmes which meet the above criteria.

3 External Examiners

The external examiner for each programme and module (where relevant) is responsible for ensuring that all assessments are appropriate for the level of award and are fair to all students.

Assessments set by internal examiners, together with their associated marking scheme / assessment criteria, and which contribute to a final award, are reviewed by an External Examiner. Assessments, completed by students and marked by internal examiners, are reviewed by the External Examiner.

4 Marking and Moderation of Assessment

All assessments are marked / moderated in line with the marking schemes / assessment criteria prepared and approved in conjunction with the assessment. It includes a formal process of approval by the assessment board prior to the publication of confirmed results.

Every submitted piece of assessment will receive appropriate and timely feedback to students on assessed work that promotes learning and facilitates development but does not increase the burden of assessment.

All marking / moderation processes are numerically based, unless specifically identified to be simply Pass / Fail as appropriate.

Every submitted assessment that contributes towards a final award must either be double marked by an internal marker or subject to a process of internal moderation based upon second marking by a senior examiner of a defined and representative sample of submitted work chosen from across the mark range. The first marker must clearly identify where marks have been awarded for the clarity of the second marker and the external examiner.

Where the initial marking has not been carried out in line with the approved marking scheme / assessment criteria, and / or is inconsistent in terms of the academic standards applied, then all the affected work is remarked by another marker.

An archive of assessment tasks and student work is maintained for each assessment component across all modules so as to allow for monitoring of standards both between modules and over time.

If a request by a student for reasonable adjustments has been approved and implemented effectively, no further consideration is normally applied during the marking process.

If a request for extenuating circumstances has been received from a student, no account of the circumstances surrounding the request is normally taken during the marking of any assessment submitted by the student who may have been affected by those circumstances.

4.1 Penalties for Late Submission of Coursework

Students who fail to submit assessments by the prescribed date without good cause shall be penalised as given below. *Any work not submitted within these limits may not be submitted at that opportunity.*

“Days” include weekdays and include vacations, but exclude weekends, public holidays and other days when the Business School is closed.

Full-time Students

- 1 day late: 5% of the possible total mark will be deducted from the mark achieved by the student.
- 2 to 9 days late: 5% of the possible total mark will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.
- 10 days late or more: a mark of zero will be recorded.

Part-time Students

- 1 to 2 days late: 5% of the possible total mark will be deducted from the mark achieved by the student.
- 3 to 10 days late: 5% of the possible total mark will be deducted from the mark achieved by the student for each *two* days on which the work remains unsubmitted (ie 5% for days 3-4; 5-6; 7-8; 9-10).
- 11 days late or more: a mark of zero will be recorded.

Cases of persistent late submission shall be brought to the attention of the Assessment/Examination Board.

4.2 Grading

Students and lecturers are provided with the assessment and / or grading criteria which will be used when assessing their work in order that they can recognise what is important in the assessment. Opportunities are also provided for students and lecturers to understand the

application of such assessment criteria in order to reinforce their understanding of the requirements and standards associated with positive achievement.

Information regarding the weightings and contribution of different assessment criteria / components to the final assessment for a module is published within the module and / or programme specifications so as to allow students to make informed decisions regarding allocation of learning effort.

Students are also provided with information regarding the process / timing of assessment and the assessment instruments to be used for a given module and / or programme, in order to prepare appropriately and reduce potential anxiety.

All processes relating to assessment and grading are monitored by the Quality Assurance Team to ensure that they are fair to students and consistent with published criteria.

Grade	Weightage	Performance	Result
A	Above 70%	Excellent	Distinction
B	60-69%	Above Average	Merit
C	50-59%	Average	Pass
D	40-49%	Satisfactory	
F	Below 39%	Poor	Fail

The threshold pass for an award is 40%.

5 Resit / Resubmission

All students will normally be provided with at least one opportunity either to resit or, where appropriate, re-submit an assessment component failed at the first attempt.

All students are permitted to retake a module in its entirety after failing the initial resit / resubmission, subject to the prevailing time limits. Award of Credit

The credits associated with a module are clearly stated in the module specification as well as in the relevant programme specification(s).

The requirements in terms of modules and / or credits at each level are explicitly documented in the programme specification and are made up of:

- i. The achievement of all core / compulsory modules at that level; and
- ii. The achievement of sufficient optional units to meet the overall credit requirements for that level.

Any penalties associated with failure, either for a particular assessment component or for a complete module, are made clear to students at the start of their studies together with the requirements and regulations associated with any opportunities available in terms of re-sits and / or re-submission.

6 Assessment/Examination Boards

The assessment/examination board considers the assessments of modules and takes into consideration data and feedback from a range of sources which include, but is not limited to:

- i. Analysis of detailed student performance data;
- ii. Lecturer and student feedback;
- iii. Examiner and / or second marker feedback; and
- iv. External Examiner feedback.

The assessment/examination board lead by the Academic Director, confirms the marks to be awarded for all modules on each programme. It also considers extenuating circumstances claims associated with the session and may:

- i. Approve additional attempts for the module and / or a programme time extension for the student; and
- ii. Flag the case for further consideration at the academic board when considering the student's progression or classification of award.

It also considers any cases of potential malpractice associated with the session and makes decisions accordingly.

7 Extenuating Circumstances

An extenuating circumstance is a serious or significant event which is unforeseen and unpreventable and could have significantly impaired the academic performance of a student in one or more assessed activities, possibly over a period of time.

Students are responsible for ensuring that the School is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the deadline (Extenuating Circumstances Form at Annex 1). The School reserves the right to verify the authenticity of any evidence submitted.

Failure to divulge information and provide evidence at the appropriate time or the inability of the School to verify documentary evidence may mean that a Board of Examiners has insufficient information to accept extenuating circumstances or to judge their severity.

Students will receive prompt decisions as to whether their extenuating circumstances have been approved.

ANNEX 1



RUSHMORE BUSINESS SCHOOL

Extenuating Circumstances Form

CONFIDENTIAL

You should complete this form if you believe that your academic performance has been adversely affected by illness or other serious cause during the period of assessment. Please note that your extenuating circumstances will only be considered if a) the form has been completed in full, and b) your claims are supported by written evidence (such as a medical certificate or a letter from your counsellor or employer) where applicable.

The form must be returned to the Examination Unit before the sitting of the examination board. All forms will be dealt with in strict confidence.

Surname: **First Name:**

Programme: **Year:**

Dates to which you extenuating circumstances apply:

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Assignments or exams affected by the extenuating circumstances:

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Please give details of the extenuating circumstances which you wish to be considered:

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Supporting documentation attached (please tick if applicable)

Signature of Student: **Date:**