

## Deferral of Assessment Policy and Procedures

<b>Version</b>	<b>1.0</b>
<b>Effective date</b>	<b>April 2015</b>
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<b>Policy owner</b>	<b>Registrar</b>
<b>Reference points</b>	<b>QAA Quality Code Chapters B6; Middlesex Regulations 2014/15; ACM Student Handbooks 2014/15; Pearson's BTEC UK Quality Assurance Handbook 2014-15, Managing Assessment: Malpractice and appeals and Guide to Internal assessment for BTEC Firsts and Nationals</b>
<b>Audience / handling notes</b>	<b>Public</b>
<b>Dissemination and implementation plan</b>	<p>This Deferral of Assessment Policy and Procedure will be published on the My ACM area of the ACM website for reference by students, staff and all other stakeholders.</p> <p>Heads of School will be informed by email that this policy and procedure has been agreed and directed to where it is published. Heads of School will be responsible for the dissemination of the policy and procedures to academic staff; the Registrar will be responsible for the dissemination of the policy and procedures to support staff.</p> <p>Students will be informed by email that this information has been updated and is available on the ACM website. The Student Handbook already points students to the ACM website for information about this policy and procedures.</p>
<b>Approving Committee</b>	<b>Policy and Strategy Committee</b>
<b>Date approved</b>	

<b>Version</b>	<b>Date</b>	<b>Activity</b>

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## Initial Equalities Impact Assessment (EIA) Questions for ACM Policies:

Equality Impact Assessments (EIA) are a legal requirement of public bodies and form part of the specific duties on universities and colleges to help them meet their general equality duties. For more information on EIA, please refer to the ACM Equality and Diversity Policy.

An EIA involves gathering and using evidence to make a judgement about how a particular policy or practice affects, or is likely to affect, protected equality groups of people when it is implemented. Protected groups<sup>1</sup> are identified in the Equality Act 2010 as sharing a particular characteristic against which it is illegal to discriminate. The assessment should identify whether the policy and its related procedures affect people from different equality strands in different ways and if they do then it should establish whether the differential impact is positive, negative or neutral.

This form is intended to provide a quick assessment of whether a policy requires a Full EIA. It is also intended to be used to EIA all new policies.

- a) Is there any aspect of the policy, procedure or practice that is likely to have a differential impact (negative or positive) on any of the protected characteristics?

No  
 Yes

If yes, identify how the impact would affect the specific equality strand:

- b) Is there a possibility of unlawful discrimination, directly or indirectly, on any of the protected characteristics?

No  
 Yes

- c) Could there be an effect on relations between certain groups?

No  
 Yes

- d) Can the above differences be justified?

No  
 Yes  
 N/A

- e) What mechanisms are in place to monitor the application of the policy, procedure or practice across people from all protected equality groups? Please explain:

Registry will record the number and type of Deferral of Assessment forms received in an academic year in order to identify trends, evaluate the effectiveness of and make enhancements to the Deferral of Assessment Policy and Procedures.

<sup>1</sup> The nine protected groups are defined in the ACM Equality and Diversity Policy. In brief, they are: Age; Disability; Gender re-assignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion and belief; Sex; Sexual orientation.

## Deferral of Assessment

### 1. Policy Statement

- 1.1. This policy describes how the Academy of Contemporary Music (ACM) looks upon the issue of Deferral of Assessment
- 1.2. This policy applies to all students and is designed to ensure that students are treated in a fair and equitable manner.
- 1.3. The Registrar is responsible for managing and reviewing this policy and Registry staff are responsible for the effective operation of the Deferral of Assessment Policy and Procedures outlined below.
- 1.4. The content of this policy aligns with the regulations of ACM's validating partners and other external stakeholders to whom ACM must make reference:
- 1.5. For students studying on a Higher Education course (Cert HE or Degree) this policy applies in full, as per the Regulations of Middlesex University.
- 1.6. Students studying on a BTEC Diploma are subject to guidelines as defined by Pearsons, therefore deferral of assessment is applied in a different way from how it is applied to students on ACM's Higher Education courses (see item 4 of the Deferral of Assessment Procedures below).
- 1.7. Deferral of Assessment has a direct link with the following policies and procedures:
  - Academic Appeals
  - Assessment
  - Attendance
  - Equality and Diversity
  - Extenuating Circumstances
  - Online Submission

### 2. Objectives

- 2.1. To explain in an open, transparent and accessible way how ACM will treat students who submit a request for Deferral of Assessment.
- 2.2. To describe the steps of the Deferral of Assessment process.

### 3. Deferral of Assessment

- 3.1. Deferral of assessment or reassessment may be granted where exceptional circumstances prevent a student from completing assessment through no fault of the student. Deferral may only be granted by Registry acting under authority of a Student Progression and Assessment Board or Final Examination Board.
- 3.2. Students must advise Registry of the circumstances surrounding the request for deferral and provide, where appropriate, a medical certificate or other supporting evidence. If sufficient evidence is not provided within one month of the submission of this form, the request will be rejected automatically.
- 3.3. The final deadline for application to Registry for deferral is **no later than 10 working days following the assessment deadline**. Any request for deferral after this

deadline will not normally be granted except where exceptional circumstances have prevented the student from applying for deferral at the appropriate time, and it can be demonstrated to the satisfaction of ACM why they were unable to meet the deferral deadline.

- 3.4. Deferral of assessment may affect the decision of a Student Progression and Assessment Board on whether a student may proceed to the next stage of their programme, and in what mode of study.
- 3.5. Deferred assessment in a module must take place at the next available assessment opportunity unless a further deferral is exceptionally granted by Registry.
- 3.6. In all other instances failure to complete assessment normally results in the failure of the module (0%) should the required learning outcomes not be met.
- 3.7. Deferred assessment which is failed must be reassessed at the next available opportunity.
- 3.8. Students who have deferred assessment are not entitled to further tuition in the deferred component.
- 3.9. A student is not entitled to undertake deferred assessment if the qualification which contains the module has already been awarded.
- 3.10. No guarantee can be given that, following deferral of assessment or reassessment beyond the next available opportunity, the module content and form of assessment will remain unchanged. Normally, deferred assessment or reassessment will not normally be permitted beyond two years following commencement of study for the module.

#### **4. Appeals**

- 4.1. Students have the right to appeal the decision on a Deferral of Assessment request. Please refer to the Internal Academic Appeals policy for details.

#### **5. Extenuating Circumstances**

- 5.1. If the assessment period has passed or the reason for deferral of assessment is severe, the student may have reason to make use of ACM's Extenuating Circumstances policy and procedures.

## Procedures (Deferral of Assessment)

1. Student completes *Deferral of Assessment* form attaching supporting evidence as required:

- **Illness or injury** - an original medical certificate must be provided and be signed, dated and stamped by an approved Doctor/Surgery/Hospital. It must state what you are suffering from, the period of time affected and how it may affect your academic performance
- **Death of a relative or friend** - normally a copy of the death certificate
- **Burglary or theft** – a Police crime report or case reference number
- **Public transport delay of over 1 hour** – a letter from the Operating Company
- **Private transport problem** – will only be considered if acceptable authoritative evidence is supplied

2. Student submits *Deferral of Assessment* form and supporting evidence to Registry no later than 10 working days after the recorded deadline. Supporting evidence should be submitted no later than 20 working days after submission of the *Deferral of Assessment* form, otherwise the request may be rejected.
3. Registry log request of *Deferral of Assessment* form and supporting evidence.
4. Registry assesses evidence and accepts or rejects the request:

**Degree students:** Where deferral is authorised, and is categorised as a first attempt, work will be assessed without penalty. If deferral is not authorised and/or work is categorised as a second attempt, a capped mark (minimum PASS grade - 40%) will be recorded for that assessment.

**Diploma students:** For students studying on a BTEC Diploma, where deferral is authorised it is categorised as a first attempt. The student will then be given a date by which the assessment must be completed. If deferral is not authorised, or the reassessment deadline is not met, **further opportunities to complete this assessment may not be possible.**

5. Registry informs student of decision in writing, the date set to complete the outstanding work (if applicable) and the Academic Appeals Policy and Procedure. Registry also updates the student's record on the MIS.
6. Students will receive a response to their submitted form within 5 working days.
7. The following would not normally be considered acceptable as a reason for deferral of assessment:

- Gig or other professional engagement that affects completion of assessment
- Wedding of a family member or friend
- Death of a pet
- Holiday which takes place during term time
- Strike action on public transport which has been publicised in advance
- Issues with personal computers/laptops or software for electronic submissions via Handitin (see Online Submission policy)
- Routine doctor or dental appointments