

Assessment Policy

Academic Year 2025–2026

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Purpose of the Policy

The main purpose of this policy is to provide clear guidance on assessment practices at London School of Management and Media ('LSMM'), to ensure that all learners have access to assessments which are fit-for-purpose and to establish the requirements for assessment as set out by awarding and regulatory bodies.

Scope

This policy applies to all courses delivered at London School of Management and Media at all its centres and affiliate centres worldwide.

Roles and Responsibilities

Academic Director/Principal

The Academic Director/Principal has overall responsibility and is accountable for ensuring London School of Management and Media and all its centres and affiliate centres comply with requirements for the security and integrity of assessments.

The Academic Director/Principal will:

- oversee the development, implementation and review of the assessment policy
- allocate resources to support effective assessment practices
- monitor and evaluate the effectiveness of the assessment system
- facilitate training and professional development opportunities related to assessment for staff.

Heads of Departments

Heads of Departments manage the academic and administrative functions of their departments, ensuring alignment with the overall assessment strategy of LSMM.

The Head of Department will:

- implement the assessment policy within their department(s)
- ensure sample assignments provided by awarding bodies are used for summative assessment of qualifications or that approval is sought from awarding bodies for internally devised assessments, if required.
- co-ordinate with Internal Quality Assurers (IQAs) to standardise assessment practices
- ensure accurate records of assessment and related activities are maintained
- monitor student progress and performance through regular reviews of assessment data
- address and resolve assessment-related issues within the department, e.g., the implementation of the Reasonable Adjustments and Special Considerations Policy, dealing with an allegation of malpractice, or overseeing appeals
- promote continuous improvement in assessment through feedback and review.

Internal Quality Assurers (IQAs)

IQAs ensure the quality and consistency of assessment practices and decisions within LSMM.

IQAs will:

- ensure that assessment is consistent, fair and transparent and does not unintentionally discriminate against any learner
- ensure that assessors are aware of the different ways unit achievement can be assessed, e.g., one assignment may cover more than one unit to avoid over assessing learners
- ensure that tutors/assessors receive on-going advice and support, e.g., in designing assessment activities that cover the assessment criteria and constructive feedback on their assessment decisions
- prepare a sampling plan
- regularly sample assessment activities, methods and records to monitor consistency of assessment decisions as specified by qualification documentation
- monitor learners' achievement records and centre documentation to ensure that they are completed in accordance with requirements, including records of learner work which has been resubmitted and/or work where learners have been awarded reasonable adjustments or special considerations
- ensure that learners understand assessment requirements and are given opportunities to achieve against the assessment criteria
- ensure that learners' work is organised and presented in a manner that enables effective quality assurance to take place
- disseminate good practice in assessment across LSMM
- ensure equal opportunities and anti-discriminatory practices are upheld in the assessment process

- ensure that evidence of learner achievement is mapped to the learning outcomes and assessment criteria
- ensure that recommendations for the award of credit are valid, reliable and consistent.

Lecturers/Tutors/Assessors

Lecturers/Tutors/Assessors are responsible for evaluating learners' performance and ensuring that assessments are conducted fairly and effectively. They will

- ensure that learners understand the requirements of assessment for each unit
- ensure learners are aware of their responsibility with regard to assessment, including malpractice and maladministration
- produce and disseminate an assessment plan
- develop assignments, using sample assignments provided by Awarding Bodies and/or produce other forms of assessment that enable learners to meet the learning outcomes and achieve the standards shown by the assessment criteria
- make valid, reliable and consistent assessment decisions
- take account of any reasonable adjustments or special considerations that have been granted and record this information on the assessment documentation
- advise the Head of Department and/or IQA if a learner requires a reasonable adjustment to the assessment that: (i) was not disclosed at the beginning of the course but has subsequently come to light, or (ii) is a result of a short-term need, e.g., temporary illness or disability
- provide learners with detailed feedback to show how they have met the learning outcomes at the standards set by the assessment criteria and where further evidence is required
- map evidence of learner achievement to the learning outcomes
- identify any gaps in evidence and agree remedial actions with the learner
- ensure that recommendations for the award of credit are valid, reliable and consistent
- record assessment decisions systematically and ensure that candidate records and documentation are completed in accordance with the requirements of the institution and Awarding Bodies
- be mindful of the Data Protection Act and learners' rights to see any information about them.

Language of Assessment

All qualifications are assessed in the English language at LSMM. However, should an evidenced need arise for an alternative language to be used, LSMM will refer to the Awarding Bodies' policy on Assessment in a Language other than English and sought an approval from them, if needed.

Types of assessment

The following types of assessment are used at LSMM:

Initial and Diagnostic Assessments

Initial assessment takes place before the course begins and is usually part of the application process to ensure learners are recruited with integrity and placed on course that is suited to their knowledge, skills and abilities while also ensuring that the course meets their goals and interests.

At LSMM, we use a range of assessment tools to support learners to ensure they are on the right course, including interview, prior learning (work experience, prior educational achievement), references, documentary evidence and specialist tests, e.g., diagnostic assessments in English language.

Diagnostic assessment takes place at the start of the course or a new unit. It is used to identify any prior knowledge relevant to the course/unit and helps to plan learning to meet an individual learner's needs.

Formative Assessments

Formative assessment – also known as assessment *for* learning – is used to check a learner's progress on the course and informs both the learner and tutor/lecturer of any action that needs to take place to address any misunderstandings or gaps in learning.

Formative assessment will allow:

- Lecturers/Tutors to judge what knowledge/skills and understanding a learner has acquired
- Lecturers/Tutors to plan the next steps, including working towards higher grades as appropriate
- Lecturers/Tutors to give appropriate feedback to a learner
- Lecturers/Tutors to encourage and motivate a learner
- a learner to identify what has been learnt, what they need to learn and what they need to do to improve.

Summative Assessments

Summative assessment – also known as assessment *of* learning – usually takes place towards the end of the learning programme or section of a learning programme. This type of assessment measures the extent of learning that has taken place at the end of that phase of the learning experience. It enables a judgement to be made about whether the learner has achieved all the learning outcomes at the standards stated by the assessment criteria within a unit.

Where the moderation of learner work is focused on achievement of qualifications directly related to job roles, assessment decisions must be based on achievement of each Assessment Criteria (AC). Learners should achieve the Learning Outcome at the standards described by each Assessment Criteria (AC).

Principles of Assessment

Educational

At LSMM, assessment tasks are integrated into the curriculum and contribute effectively to checking learning and reinforcing existing knowledge.

Assessments are clearly planned and documented within the Curriculum Plan to reflect a balanced approach, promoting deep learning while avoiding over-assessment.

Feedback is timely, constructive and provides suggestions for improvement. All interactions between staff and learners can be an opportunity for feedback.

Fair, Transparent and Free from Discrimination and Bias

Learners at LSMM are informed in advance about assessment tasks, marking schemes and criteria. Assessment tasks are clearly aligned with the intended learning outcomes of the programme, and learners are supported in understanding assessment requirements to ensure they are able to demonstrate their achievement.

The assessment process should be free from bias. Learners can discuss with LSMM staff any requirements for reasonable adjustments and special considerations (See Reasonable Adjustments and Special Considerations Policy) and are made aware of the procedures for appealing an assessment decision (see Appeals Policy and Procedure).

Where there is a conflict of interest in assessment, staff at LSMM must refer to the Conflicts of Interest Policy. Assessors must not mark their own work.

Compliant with Awarding Bodies' regulatory practices

LSMM ensures that assessment activities and procedures:

- adhere to Awarding Bodies' regulations, policies and guidance
- are effective in gathering sufficient evidence of learners' achievements to make informed decisions about their progress and achievement of qualifications.

Any instances of malpractice and/or maladministration are reported to Awarding Bodies (see Malpractice and Maladministration Policy).

LSMM uses Awarding Bodies' sample assignments for summative assessment, unless approval has been provided by them to use assignments set internally by LSMM.

Valid, Authentic, Reliable, Current and Sufficient

LSMM will also ensure that learners' work is valid, authentic, reliable, current and sufficient.

Valid – Assessment strategies must correlate with the learning outcomes and the assessment criteria. Valid assessment enables the results to be used with confidence.

Authentic – Assessment practice must have processes in place to ensure that the evidence for assessment is the learners' own work. Staff involved in assessment should at all times be aware of the necessity of confirming the authenticity of learners' work. This has become more important with the advent, and increasing use, of information technology and artificial intelligence, all of which have contributed to the risk of plagiarism and copying.

While it is almost impossible to eliminate all opportunities for plagiarism and other forms of malpractice such as copying, collusion, ghost writing etc., it is possible to take steps to reduce the risks of it occurring. Therefore, LSMM has a Malpractice and Maladministration Policy including a plagiarism statement. All learners are made aware of this, and its meaning and consequences made clear.

Reliable – Reliability refers to the consistency and dependability of the assessment results over time and across different assessors. Reliable assessments ensure that the outcomes are repeatable and not influenced by external factors, such as who is conducting the assessment or when it is conducted. To achieve reliability, standardised assessment procedures and clear marking criteria are established. Training for assessors and the use of moderation processes help minimise subjective bias and variability in scoring.

Current – Work submitted by learners must reflect their current level of knowledge, understanding and/or competence. This is particularly important when considering evidence submitted by a learner relating to prior achievement and/or experience.

Sufficient – The assessment strategy must be appropriate and relevant to the target group of learners and the context in which the learning takes place. The assessment must be appropriate to the credit value and level and provide sufficient evidence so that an accurate assessment judgement can be made.

Group Work in Assessment

Working in groups is an accepted part of learning providing benefits to learners such as developing teamworking skills. However, care must be taken if using group work for assessment purposes.

In a group assignment, it is essential that each student provides their own individual coverage of each of the unit assessment criteria.

Assignment Deadlines

It is the responsibility of learners to submit assignments for assessment as required by the tutor and by the dates provided.

Where a learner submits an assignment after the deadline without prior discussion with the tutor, the work should be assessed with penalty.

A student who is unable to meet an assignment deadline because of mitigating circumstances, may request either an extension to the deadline or to defer the assessment. Such requests should be made prior to the assessment deadline and formally approved and recorded.

Wherever possible, an extension deadline should not be after summative feedback has been given to other learners on the programme.

Feedback

All learners will receive detailed and specific feedback on their work. At LSMM, the feedback will be provided on the electronic copy of the submitted work and this will be returned to the learner. The feedback will clearly identify good practice, showing where the work meets the standards and why. The feedback will also identify where there are omissions, insufficiency of evidence and/or errors.

The feedback will be directly related to achievement of the learning outcomes at the standards given by the assessment criteria. All assessors will use the standard template provided by the Awarding Body for the feedback, so there is consistent practice.

Resubmissions

Refer to the Resubmissions Policy and Procedure.

All resubmitted work will be graded in line with the qualification specification. Learners will not be penalised for resubmitted work, e.g., merit and/or distinction criteria will not be capped at pass.

Notification of Grades

The assessor will maintain accurate records of internal grades awarded of learners' performance across each unit at learning outcome and assessment criteria level.

Learners will have electronic access to their personal tracking grid and will have access to a record of the assessor judgements and the grades awarded.

Internal grades are provisional until the work has been internally verified and the provisional grades has been sent to Awarding Body for external moderation. The actual grades will not be confirmed until the external moderation by Awarding Body has been completed, and LSMM has received the report.

In order to satisfy the requirements for the award of the whole qualification a learner must have received a minimum number of credits as specified within the qualification. Learners will however receive certification for any units which have met the standards.

Records of Assessment

Evidence of achievement must be directly related to specific learning outcomes and assessment criteria, including any criteria which relate to merit and distinction grades.

Learners cannot be awarded credit for partial achievement of a unit. LSMM will ensure all evidence can be made available to the Awarding Body's External Quality Assurer (EQA) to confirm the award of credit for the learner/group of learners.

Internal quality assurance and all assessment records will be held at LSMM for a minimum of 4 years following the date of quality assurance.

Claims of Error in the Conduct of Assessments

If a learner believes there has been irregularity in the assessment process, they have the right to appeal against the assessment judgements.

The Appeals Policy provides information on the grounds on which an appeal will be considered, how the learner should make the appeal and how this will be managed.

Learner appeals that are unable to be resolved through the Appeals Policy may be escalated to the awarding body in line with their published Appeals Policy.

Managing Conflicts of Interest in the Conduct of Assessments

LSMM has implemented an effective system for managing conflicts of interest in the conduct of assessment, which is explained in the Conflicts of Interest Policy.

Policy Review

This Policy will be reviewed annually. The next date of review is **05/08/2026**.