



BRADFORD COLLEGE

ABDO

Association of British
Dispensing Opticians

Level 6 Diploma
Assessment Regulations

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INTRODUCTION

These regulations apply to ABDO Level 6 Ophthalmic Dispensing Diploma awards offered by Bradford College.

The College reserves the right to make reasonable changes to the regulations where it will assist in the proper delivery of education. These changes will normally come into effect at the beginning of an academic year. The College may introduce changes during the academic year when it reasonably considers these to be in the interests of students or where this is required by law.

Responsibilities of the College

The College will ensure that students have access to the ABDO Regulations and ancillary assessment policies and procedures. These include:

- Academic misconduct regulations and procedures
- Mitigating circumstances and extensions policy and procedures
- Complaints policy and procedures

The Programme Leader will ensure that the assessment requirements for the course are published. This will include:

- Student handbook including programme specification
- Assessment schedule (including reassessment dates)
- Learning outcomes, assessment criteria, weightings and mode(s) of assessment for each unit
- Procedures for the submission of assignments, including the procedure for dealing with late submission of work, and indicative feedback dates
- Criteria relating to grading and marking schemes

It is a students' responsibility to:

- Ensure that they understand and comply with the assessment regulations for the Pearson HNC/HND course, ancillary policies and procedures
- Attend examinations and submit work for assessment as required
- Submit any relevant information on mitigating circumstances which they believe may have affected their performance in accordance with the mitigation regulations

REGULATION 1 – STRUCTURE AND DURATION OF THE AWARD

- 1.1 The table below summarises examples of the normal duration of a programme for students studying on part-time ABDO awards, either face to face, or via blended delivery

Mode of attendance	Normal duration of programme
Part Time Diploma	3 Years

- 1.2 Exceptionally, and with the prior agreement of the Academic Board, the department may offer a bespoke method of delivery for a programme of study.
- 1.3 The ABDO Diploma is a qualification consisting of study at level 6. It is not a credit bearing award.
- 1.4 If the normal duration of a course is exceeded there may be funding implications for confirmed registrations.
- 1.5 The maximum period of registration for the Diploma (including periods of suspension) is double the normal length of the programme (6 years)

Withdrawal from a programme

- 1.6 A temporary break in study (suspension of studies) or permanent withdrawal from the programme may be necessary if circumstances prevent the student from continuing their studies. This must be discussed as soon as possible with the student and appropriate staff in the department area (e.g. programme leader, academic advisor, student support officer), so that the correct procedures are followed.

REGULATION 2 – PASSING A UNIT AND THE AWARD OF CREDIT

- 2.1 This regulation explains what the student needs to achieve in order to pass a unit, how the overall unit results are derived and how credit is awarded.
- 2.2 Unit assessment is made up of one or more assessment tasks which could be either “In Programme Assessment” or “End Assessment”. Where there is more than one assessment task, weightings and rules for passing the unit will be defined and published.
- 2.3 Grades of achievement for ABDO Diploma for performance are agreed by the Subject Assessment Board.
- 2.4 The grades for ABDO Diploma units are awards as follows:

Outcome	Description
Pass	awarded when all module components have been attempted, and an overall pass mark (40%) has been achieved
Refer	after formative and summative assessment, the student has failed to achieve a pass mark (40%)
Defer	after the student has submitted a case for mitigating circumstances and it has been accepted the student is permitted a further opportunity for assessment
Fail	after initial referral and reassessment, the student has failed to achieve a pass mark (40%) the student will be deemed to have failed the unit
Pending, CA	these are exceptional outcomes and will be considered at the Examination Board and communicated with advice

- 2.5 Unit teams will be responsible for recommending overall student grades for each unit. For a unit involving one assessment, the overall grade will be the grade obtained in that assessment. For a unit involving more than one assessment, each student’s profile of grades and weightings of assessment components will be considered when recommending overall grades.
- 2.6.1 The minimum pass criteria to pass a unit is to:
- achieve an overall pass mark in all assessments at a minimum of 40%
- 2.7 When the student achieves or exceeds the minimum pass mark for a unit/module, a pass for the unit will be awarded.
- 2.8 When the student has passed a unit/module and the outcome of summative assessment is recorded on the student profile, further opportunities to improve the original grade are not allowed.

REGULATION 3 – STUDENT ASSESSMENT AND REASSESSMENT

- 3.1 This regulation explains the number of assessment and reassessment entitlements within one delivery of a unit and explains the different forms of assessment and reassessment available.
- 3.2 Registration onto a unit entitles the student to:
- one delivery of the unit
 - access to learning and teaching resources
 - an initial opportunity to attempt the assessment tasks
 - reassessment opportunities (as detailed in section 3.7)

Formative and Summative Assessment

- 3.3 One formal opportunity to provide final formative assessment feedback will be included in each assessment plan at a point when students will have had the opportunity to provide evidence towards all the assessment criteria targeted. This assessment will be formally recorded.
- 3.4 Normally, further formal opportunities for formative feedback should not be necessary. However, if it is clear at the formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief, there may be need for another formative assessment once issues have been addressed.
- 3.5 Following formative assessment and feedback, students are able to:
- Revisit work to add to the original evidence produced to consolidate a pass grade or to enhance their work to achieve a higher grade
 - Submit evidence for summative assessment and final unit grade
- 3.6 Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment and recorded on the student's profile. Should the student not achieve at least a pass mark after both formative and summative assessment, the submitted work will be recorded as a "Refer", or "Defer" where mitigating circumstances have been applied for and accepted.

Resubmission opportunities

- 3.7 A student who, for the first assessment opportunity, has failed to achieve a pass for that unit shall be expected to undertake reassessment, this reassessment can only be granted by the Assessment Board.
- Up to two opportunities for reassessment of the unit will be permitted within the academic year. Further opportunities may be taken in the following academic year.
 - A maximum of four opportunities to pass a unit/module shall be permitted.
 - A student may trail a maximum of one unit/module into the following academic year.
 - Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task.
 - For examinations, reassessment shall involve completion of a new task.
 - A student who undertakes a reassessment will have their grade capped at a Pass mark (40%) for that unit/module.
 - A student will not be entitled to be reassessed in any component of assessment for which a Pass mark or higher mark has already been awarded.

REGULATION 4 - LATE SUBMISSIONS

- 4.1 Deadlines for assessment are an important part of ABDO qualifications. Students are encouraged to develop good time management that will stand them in good stead in the workplace. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments.
- 4.2 Where an authorised extension (see Regulation 5 – Extensions) has not been approved in advance, work submitted late by up to 7 calendar days of the published deadline may be marked, however, this will be subject to a late submission penalty (LS1) and a deduction of 10 marks the assessment board, should the deduction reduce the mark below 40%, the student will receive a pass mark or 40%. The programme team must first mark the work without penalty, and then apply a late penalty code. This is in case of any latter appeals by the student.
- 4.3 Work submitted after 7 days of the published deadline and without an authorised extension will not be marked and will be recorded as a “Non-Submission” with a Late Submission Penalty applied (LS2). Students will be offered a single reassessment at the next available opportunity. Resubmissions will be capped at the pass mark of 40%.

REGULATION 5 – EXTENSIONS REGULATIONS

- 5.1 It is the responsibility of all students to attend examinations and to submit work for assessment by the set date for that assessment. Where a student's circumstances are such that the student feels unable to meet this deadline, the student is strongly encouraged, as soon as possible, to discuss his/her circumstances with an appropriate member of academic staff (usually the Module Leader) in advance of the submission / examination date. The member of staff will help the student identify a suitable type of extension, depending on circumstance.
- 5.2 This discussion could be guided by the following principles: permission not to take an assessment at first attempt must normally be given prior to the hand-in/examination date.
- it is preferable to agree an extension in advance, rather than using the Mitigating Circumstances Regulations
 - students should always be encouraged to submit partially completed work rather than not submit anything if an extension or mitigating circumstances has not been agreed
 - if an extension is seen as not appropriate or not feasible, the student should be advised to submit some work, even if partially completed
- 5.3 Extensions can be given for up to calendar 14 days (2 weeks), this includes public, bank, and College holidays.

REGULATION 6 – MITIGATING CIRCUMSTANCES REGULATIONS

- 6.1 The College recognises that there may be times when, through no fault of their own and despite managing learning and assessment appropriately, students may find it impossible to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of their ability because of a serious and unforeseen event. In such instances the College's intention is to respond sympathetically and deal with the situation and redress the assessment shortfall.
- 6.2 Students and Staff should refer to the College's regulations and procedures for the submission and consideration of mitigating circumstances.
- 6.3 Students may submit requests for consideration of mitigating circumstances in respect of their summative assessment:
- inability to submit assessed coursework on the required date
 - inability to attend examinations or other scheduled assessments
 - poor performance
- 6.4 If, without good cause, a student fails to seek consideration of mitigating circumstances in accordance with College Regulations and Procedures, normally any request for an appeal hearing on the grounds of these extenuating circumstances will be rejected.

Student Responsibility

- 6.5 It is the responsibility of the student to do the following:
- Ensure that they are familiar with the College's regulations and procedures for the submission and Consideration of Mitigating Circumstances
 - Inform the College of any mitigating circumstances which they wish to be taken into consideration in respect of assessed work
 - Ensure that the request is submitted in the appropriate manner and ensure that the notification is received in accordance with College Policy

REGULATION 7 – ACADEMIC MISCONDUCT

Bradford College's values expect that all students and staff conduct themselves in a respectful and inclusive manner; that the student experience is underpinned by trust and driven by inspirational and aspirational behaviours. The college are committed to upholding the highest levels of academic integrity. The college is a signatory of the QAA's Academic Integrity Charter: <https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity/charter> and supports the principles contained therein.

Students must authenticate the evidence that they provide for assessment. They should do this by signing a declaration stating that it is their own work when they submit it. For practical or performance activities observed by the Assessor, this is not necessary.

Written assessment should be submitted via the online plagiarism detector, Turnitin.

Staff and Students should refer to and familiarise themselves with the Bradford College Academic Misconduct Policy and Procedures.

Any proven cases of Academic Misconduct will be reported to the appropriate examination boards, and to the professional body.

Academic Misconduct Penalties:

Minor Penalties: Case logged on Academic Misconduct Register

- M1** No penalty*
- M2** Fail attempt for the assessment component in question. Further attempt (if eligible) does not have capped mark i.e. Refer but with uncapped mark on next attempt. The refer assessment brief may differ from the original.
- M3** Mark assessment component but cap at pass mark*
- M4** Fail attempt for the assessment component in question. Further attempt (if eligible) has a capped mark i.e. Refer. The refer assessment brief may differ from the original.

* If the offence relates to plagiarism then only original authentic work will be taken into account when marking.

Serious Penalties: Case logged on Academic Misconduct Register

- S1** Fail attempt for the assessment component in question – allow further attempt in the assessment component (if eligible) i.e. Refer. The refer assessment brief may differ from the original. Overall module mark will be capped at the pass mark.
- S2** Fail module with no further attempts. Student can continue for interim award or if module is optional.
- S3** Fail module (if applicable) and programme with immediate effect - with or without an interim award.
- S4** Recommend to Senate expulsion of student from the University - with or without an interim award. Alternatively, a School Hearing may decide to downgrade the severity of the suspected academic misconduct to Minor and apply one of the penalties.

Guidance on determining whether an offence is suspected minor or serious

Plagiarism: Reproduction of work from another source (e.g. student, academic source, internet), without appropriate acknowledgement.

Minor	Serious
Small amount of work reproduced without appropriate acknowledgement	Significant amount of work reproduced without appropriate acknowledgement
Unlikely intention to deceive	Likely/proven intention to deceive
No previous formal offence	Previous formal offence
First semester/stage of the programme	Later stages of the programme
Levels HE3 and HE4	Level HE5 and above

For a particular penalty band to apply, it might normally be expected that at least three of the conditions listed in that band would be met by the case under consideration.

Other Forms of Academic Misconduct:

Minor	Serious
Collusion	
Collaborative work is apparent in a few areas, but possibly due to lack of student's/students' awareness.	Collaborative work reflects significant similarities, and is probably due to deliberate attempt to share.
Fabrication of Primary Data	
Substantial part of the data is original to the student.	A significant amount of data is found to be fabricated.
Duplication	
A small amount of work already submitted as part of a previous assessment is being passed off as new work for another assessment.	A significant amount of work already submitted as part of a previous assessment is passed off as new work for another assessment.
Commissioning	
N/A	Work commissioned from another person or via the use of AI and submitted as the student's own – includes the purchasing of work from an essay-writing website.
Theft of work	
N/A	Someone else's work is taken without permission and passed off as the student's own
Bribery and Blackmail	
N/A	Academic advantage is sought through inducement or threats to others.
False Declarations	
N/A	False information is knowingly presented to the University in order to seek to gain an academic advantage, for example in relation to Mitigating Circumstances and Appeals
Examinations and In-Class Assessments	
Communicating with someone other than the invigilator during an examination or in-class assessment on unrelated matters.	Communication during examination or in-class assessment in order to seek academic advantage.
Unauthorised material is not relevant or intentionally used.	Use of unauthorised notes or other material (including in electronic format) in order to seek academic advantage.
	Attempting to copy from another student in the examination or in-class assessment.
	Misuse of examination or in-class assessment briefs, for example gaining prior knowledge of contents of unseen paper.
	Taking material away from examination or test when instructed not to.

	Impersonation: Allowing another person to take the examination or in-class assessment on the student's behalf.
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REGULATION 8 – OPERATION OF ASSESSMENT BOARDS

8.1 Terms of Reference: Assessment Boards are authorised to:

- Determine the standard of student module assessment outcomes
- Note any instance of cheating, plagiarism and other forms of unfair practice
- Note any accepted claims of mitigation
- Confirm unit grades and classifications
- Identify reassessment/deferral opportunities
- Progression of students on to the next stage of the programme
- The awards to be made to students

8.2 A full list of members of the Assessment Board must be retained and recorded in the minutes of the meeting.

8.3 The Chairing of the examination board will normally be carried out by a senior member of academic staff such as a Head of Department or Head of School, in the event that a Head of Department or School is not available, the Head of Governance and Operations, or a Vice Principal will be permitted to chair the Assessment Board. All Chairs will normally have experience of Assessment Boards and have participated in relevant staff development.

8.4 The information will be supplied to the examination board:

- The grades shall be presented to the board and will be tabled as a confidential paper.
- Where there is a discrepancy, the grade as moderated by the external examiner(s) may also be tabled, providing both grades are shown
- The schedule of grades will be presented in accordance with the relevant guidance

8.5 The Chair should clearly identify the courses of action open to the Assessment Board.

8.6 The module/unit assessment outcomes for each student should be conducted as follows:

- the grades for each student should be considered
- any amendment to the grades will be agreed and recorded on the grading sheet/schedule
- the overall module/unit assessment outcomes for the student will be agreed

8.7 Consideration of individual results should be conducted as follows:

- the grades of each student should be considered
- the consideration of extenuating circumstances should be conducted in accordance with Regulation 9
- any amendment to the grades will be agreed and recorded on the grading sheet/schedule
- the overall unit results for the student will be agreed as set out in Regulation 2

8.8 The decisions of the Assessment Board will be formally recorded in the minutes. The Chair of the Assessment Board will confirm the minutes and will forward them to the next meeting of the relevant Assessment Board.

8.9 Tutors should take care not to disclose the confidential proceedings of the Assessment Board and should guide the student on what they now have to do.

8.10 Only designated staff are authorised to disclose results in accordance with College Policy.

REGULATION 9 – CONDITIONS OF THE AWARD

- 9.1 To achieve an ABDO Level Diploma qualification a student must have:
- complete all units/modules and achieve at least Pass mark for each unit/module at all stages.
- 9.2 The calculation of the overall qualification grade is based on the student's performance across all units on all stages.
- 9.3 Students are awarded a Diploma at a Pass, or Merit, or Distinction grades gained throughout all stages.
- If a student's award average is between 40% and 59.49% the student will be awarded a Pass.
 - Where a student's average falls between 59.50 and 60, the student will automatically be awarded a Merit Classification.
 - If a student's award average is between 60% and 69.49% the student will be awarded a Merit.
 - Where a student's average falls between 69.50 and 70, the student will automatically be awarded a Distinction Classification.
 - If a student's award average is 70% or above the student will be awarded a Distinction.
- 9.4 Should a student's average fall between the following boundaries: 58.00% and 59.49% or, 68.00% and 69.49%, and the student has unequivocally achieved more module/unit passes in the higher grade boundary, the student will be awarded the classification above their average grade.
- 9.5 Due to the professional nature of the Diploma, compensation of failed modules is not permitted.

REGULATION 10 – RIGHT OF APPEAL

- 10.1 All students have the right to request an appeal reconsider a decision of an Assessment Board or Committee. Appeals may only proceed where the College has agreed that there are valid grounds for the appeal.
- 10.2 If, following receipt of the decision at Early Resolution Stage, the student remains dissatisfied they may request that a panel reconsiders their appeal through an Appeal Hearing.
- 10.3 Once an appeal is submitted at informal stage no new matter can be raised except at the faculty /partners discretion. Students should note the process is not automatic and that conditions must be met in order for an Appeal Hearing to be granted.

Student's Responsibility

- 10.4 The student is responsible for initiating the appeals procedure, in the required format and within the defined timeframe.
- 10.5 It is the student's responsibility to provide the College with sufficient information for a decision on acceptance or rejection of grounds for appeal to be made. Where evidence is not available on submission of the Appeal Form the student must state which evidence they intend to provide and by which date this will be available.

Timescales: submission of Request for an Appeal Hearing

- 10.6 All Requests for informal consideration of an appeal should be submitted within 15 working days of the publication of results.
- 10.7 Where the student remains unhappy following receipt of the outcome of the Appeal Hearing and would like to ABDO to consider the appeal, the student must request that the College forward the appeal to ABDO within 10 working days of receipt of the appeal outcome letter.
- 10.8 The College should forward the appeal paperwork and any supporting documentation to ABDO for final review within 14 days of receipt of the student's outcome letter.

Excluded Matters and Valid Grounds for Appeal

- 10.9 Students may appeal on one of the following grounds (appeals will not be accepted simply because you are dissatisfied with and assessment mark or grade):
- Circumstances affected the student's performance of which, for good reason, the Assessment Board may not have been made aware of when the decision was taken and which might have had a material effect on the decision [Note: if students wish to appeal on such grounds, they must give adequate reasons with supporting documentation why this information was not made available prior to the decision being made.]
 - there was a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.
 - that there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners.
- 10.10 Retention of Information Following an Appeal Hearing. Where an appeal is submitted to the College, all documentation must be retained for 18 months following the resolution of the appeal.

REGULATION 11 – RECOGNITION OF PRIOR LEARNING (RPL)

- 11.1 Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of a qualification] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- 11.2 Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Partial unit completion is not acceptable.
- 11.3 Evidence of prior must be in line with the College Recognition of Prior Learning Policy and Procedures.
- 11.4 All evidence must be evaluated using the stipulated learning outcomes and assessment criteria from the qualification or unit being claimed. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.
- 11.5 Staff and Students should refer to the College's Recognition of Prior Learning Policy and Procedure for guidance.

Glossary of Terms

Academic Misconduct	Any attempt to gain unfair advantage over other students
Assessment	The process of evidencing and evaluating the extent to which a student has met the learning outcomes. Assessments can include projects, essays, exams, presentations, portfolios and practical tests.
Assessment – Formative	"Trial" assessments that are used to provide developmental feedback to a student so that they can improve their future summative performance.
Assessment – Summative	Assessment undertaken in order that a learner's achievement of learning outcomes can be measured and the level of performance judged, graded and recorded.
Assessment Boards	Assessment boards meet at least once each academic year to confirm module grades and awards.
Deferral	The opportunity granted by a Mitigating circumstances panel for a student to be assessed as if for the first time, for reasons upheld by a properly constituted Mitigating Circumstances panel.
End Assessment	Normally occurs in the form of an examination.
Extensions	An agreed extension to a pre-defined assessment date.
Feedback	Information given to learners about the quality of their performance in an assessment.
In Programme Assessment	Normally occurs in the form of programme or other class based activity assessed in parallel with the delivery of the unit.
Late Submission	When submission of a piece of coursework is received after the pre-defined hand in date.
Mitigating Circumstances	Students may submit requests for consideration of mitigating circumstances in respect of: a) inability to submit assess coursework on the required date b) inability to attend examinations or other scheduled assessments c) poor performance.
Reassessment	If, after formative and summative assessment the student has failed to gain a pass grade, the unit will be deemed a reassessment. The student will have one opportunity to be reassessed without formal restudy. A specified timescale will be applied for the reassessment.
Repeat	A second opportunity to pass a unit, with re study, potentially at a cost to the student.