

Polisi Grŵp Llandrillo Menai o ran Asesu ym maes Addysg Uwch

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I bwy mae'r Polisi hwn yn berthnasol?

Mae'r polisi hwn yn berthnasol i ddysgwyr sy'n dilyn rhaglenni AU y mae un o'r sefydliadau dyfarnu AU a ganlyn wedi awdurdodi GLLM i'w darparu;

- Rhaglenni AU a ddilyswyd gan Brifysgol Bangor er mwyn i Grŵp Llandrillo Menai eu darparu
- Edexcel/Pearson
- Awdurdod Cymwysterau'r Alban (SQA).

Dylai dysgwyr sy'n dilyn rhaglenni AU a ddyfernir gan sefydliadau eraill adolygu'r polisiau a'r gweithdrefnau sydd ar gael ar Amgylchedd Dysgu Rhithiol y Rhaglen, yn Llawlyfr y Rhaglen ac ar wefan y sefydliad dyfarnu.

Pwrpas y Polisi

Lluniwyd y polisi asesu hwn gan gyfeirio at God Ansawdd y DU o ran Addysg Bellach (Rhan B): Sicrhau a gwella ansawdd academaidd, Pennod B6: Asesu myfyrwyr a chydabod dysgu blaenorol.

Ym Mhennod B6 y Cod Ansawdd (2013), nodir y disgwyliad a ganlyn mewn perthynas ag asesu myfyrwyr a chydabod dysgu blaenorol, y mae gofyn i ddarparwyr addysg uwch ei fodloni:

Mae darparwyr addysg uwch yn gweithredu prosesau asesu teg, dilys a dibynadwy, yn cynnwys y rheini ar gyfer cydnabod dysgu blaenorol, sy'n galluogi pob myfyriwr i ddangos i ba raddau y maent wedi cyflawni'r canlyniadau dysgu a fwriadwyd ar gyfer y credyd neu'r cymhwyster a geisir.

Mae'r polisi asesu hwn mewn perthynas â chyrtsiau Addysg Uwch yng Nghrŵp Llandrillo Menai'n sicrhau bod ansawdd a dibynadwyedd yr asesu, yr arferion o ran marcio a rhoi adborth, gan gynnwys y broses Cydnabod Dysgu Blaenorol, yn bodloni disgwyliadau'r Cod Ansawdd ac yn cael eu gweithredu'n gyson ledled y Grŵp.

Datganiad Polisi

"Nid yw asesu'n broses linol; mae'n gylch parhaus lle mae staff yn cynllunio, gosod, marcio a thrafod perfformiad, adolygu a datblygu asesiadau." (Cod Ansawdd y DU o ran Addysg Bellach, Rhan B, Pennod B6).

Bydd yr asesu'n cynnwys 'Asesu ar gyfer Dysgu' (asesiad ffurfiannol) ac 'Asesu'r Dysgu' (asesiad crynodol). Cynllunnir asesiadau'n unol â manylebau rhaglenni a ddilyswyd a byddant yn fodd o fesur i ba raddau y mae myfyrwyr wedi cael y canlyniadau dysgu a fwriadwyd mewn modiwlau a rhaglenni. Bydd y dulliau asesu'n amrywio'n fawr, ond sicrhau bod pob asesiad yn profi'n deg ac yn gywir y canlyniadau dysgu a fwriadwyd, a'u bod yn addas i'r pwnc a astudir, y dull dysgu ac i'r myfyrwyr sy'n dilyn y modiwl neu'r rhaglen.

Eglurir yr egwyddorion, y trefnau a'r prosesau asesu i bob cyfranogwr, gan gynnwys staff, myfyrwyr a chyfranogwyr allanol. Gwneir hyn drwy sicrhau bod gwybodaeth ar gael ar Amgylchedd Dysgu Rhithiol y Rhaglen (Moodle) ac ar Borth y Grŵp i staff.

Monitro a Mesur Effaith

Caiff effeithiolrwydd y Polisi Asesu ei fonitro a'i wella'n flynyddol gan y Grŵp Ansawdd a Safonau Academaidd ym maes Addysg Uwch, a'i adolygu gan y Tîm Polisi er mwyn ei gymeradwyo.

Y meini prawf o ran mesur effeithiolrwydd fydd yr adborth yn dilyn adolygiadau'r Asiantaeth Sicrhau Ansawdd a rheoliadau Prifysgolion a Chyrff Dyfarnu perthnasol.

Cyhoeddi'r Polisi

Bydd y polisi hwn ar gael yn ddwyieithog i'r cyhoedd ar wefan y Grŵp, ar Amgylchedd Dysgu Rhithiol y rhaglen, a bydd ar gael i'r holl aelodau staff ar Borth y Grŵp.

Cymeradwydd y Polisi gan: Y Tîm Polisi

Dyddiad Cymeradwyo'r Polisi: Awst 2019

Dyddiad Adolygu'r Polisi: **Awst 2021**

Darperir dogfen ganllaw o'r enw Canllaw Staff i Asesiadau fel cyfeiliant i'r polisi hwn

1. Y broses asesu

Bydd myfyrwyr yn sefyll asesiad diagnostig ar ddechrau rhaglen astudio er mwyn canfod eu cryfderau neu unrhyw fylchau posibl yn eu gwybodaeth, eu dealltwriaeth neu eu sgiliau. Wedyn, bydd y tiwtoriaid yn addasu'r dysgu er mwyn bodloni anghenion myfyrwyr unigol.

Yn nogfennau'r cwrs, eglurir yn glir faint o asesiadau fydd ym mhob modiwl, ynghyd â faint fydd pob asesiad yn cyfrif tuag at gyflawni'r modiwl. Rhoddir y wybodaeth hon i fyfyrwyr ar ffurf amserlen asesu a fydd hefyd yn dangos gwerth pob modiwl mewn perthynas â'r dyfarniad cyfan.

Rhoddir gwybod i fyfyrwyr beth yw eu cyfrifoldebau o ran paratoi a chyflwyno asesiadau, yn enwedig mewn perthynas â'u cwblhau'n onest ac yn unol â'r rheoliadau e.e. dim twyllo, llên ladrad nac unrhyw fantais annheg arall. Caiff hyn ei ailadrodd ar Amgylchedd Dysgu Rhithwir y myfyrwyr ac yn ystod sesiynau sgiliau astudio.

2. Asesu Crynodol

Caiff asesiadau (gan gynnwys ailasesiadau) eu cynllunio fel bod arweiniad clir yn cael ei roi i'r myfyriwr ar sut i fodloni'r deilliannau dysgu, drwy sicrhau bod yr asesiadau:

- yn addas i'r pwrpas – dylai'r asesiad alluogi'r myfyriwr i ddangos beth mae wedi'i ddysgu a beth mae'n ei ddeall, a dylid defnyddio dulliau asesu priodol sydd wedi'u cysylltu â'r deilliannau dysgu. Bydd y dulliau asesu'n canolbwyntio ar dystiolaeth o gyflawniad yn hytrach nag ar y gallu i ailchwydu gwybodaeth.
- yn ddilys – cynllunnir asesiadau i fodloni'r deilliannau dysgu yn y modd gorau posibl e.e. os yw'r asesiad yn ymwneud ag arferion gwaith, rhoddir cyfle i arddangos gwybodaeth a sgiliau yn ymarferol yn hytrach nag ysgrifennu am arferion da
- yn gywir – byddant yn asesu'r hyn a nodir yn y deilliannau dysgu
- yn effeithlon – bydd modd cyflawni'r asesiadau o fewn yr amserlen a bennwyd
- yn rhan hanfodol o'r broses ddysgu – bydd yr asesiadau'n berthnasol ac yn ddatblygiadol
- yn amserol – pennir dyddiadau cwblhau a fydd yn ystyried yr amser sy'n angenrheidiol er mwyn i fyfyrwyr gael cyfle i adfyfrio a chofio'r hyn y maent wedi'i ddysgu, ac ymarfer sgiliau galwedigaethol lle bo hynny'n briodol, gan osgoi gwrthdaro a gorlwytho myfyrwyr a staff

Caiff dysgwyr gefnogaeth yn ystod y broses asesu, a dewisir y dulliau asesu mwyaf addas i fodloni'r deilliannau dysgu. Ni ddylid trin deilliannau dysgu fel tasgau asesu.

3. Asesu Ffurfiannol

Defnyddir asesu ar gyfer dysgu (asesiad ffurfiannol) mewn amrywiol ffyrdd i gefnogi myfyrwyr wrth iddynt ddysgu a gall gynnwys rôl arholiadau, traethodau, profion aml-ddewis, dyddlyfrau adfyfiriol, asesiadau gan gymheiriaid, portffolios, asesu perfformiad, a gwaith creadigol.

Cynhelir asesiadau ffurfiannol drwy gydol y broses ddysgu er mwyn gweld a yw'r myfyriwr wedi meithrin gwybodaeth a sgiliau ac yn deall y pwnc.

Asesir yn ffurfiannol hefyd drwy gyfrwng adborth ar waith a aseswyd. Gall myfyrwyr gyflwyno asesiadau drafft, os caniateir hynny, a bydd Darlithydd y Modiwl yn rhoi adborth ar sut y gellir gwella'r gwaith, ond ni fydd yn cysylltu'r adborth â deilliannau dysgu penodol.

Os caniateir i fyfyriwr ofyn am farcio drafft, rhaid pennu dyddiad olaf ar gyfer derbyn adborth ffurfiannol, a rhaid i'r myfyriwr wedyn weithio'n annibynnol o hynny hyd y dyddiad cyflwyno terfynol.

4. Adborth

Dan amgylchiadau arferol, caiff asesiadau eu marcio a'u dychwelyd i fyfyrwyr gydag adborth adeiladol a datblygiadol **ymhen uchafswm o 20 diwrnod gwaith** (gan gynnwys ail farcio) wedi'r dyddiad cyflwyno. Rhaid dychwelyd i'r myfyrwyr waith sy'n destun Amgylchiadau Lliniarol a gymeradwywyd, gan gynnwys adborth adeiladol a datblygiadol, ymhen 15 diwrnod gwaith i'r dyddiad cyflwyno y cytunwyd arno. Caiff marciau eu cofnodi'n electronig a chywir, gan ddefnyddio'r fformat y cytunwyd arno. Yn achos rhaglenni Prifysgol Bangor, rhaid cofnodi graddau ar yr EBS yn brydlon drwy gydol y flwyddyn academaidd.

Mae adborth effeithiol yn cyfuno gwybodaeth sy'n galluogi myfyrwyr i ddeall cryfderau a chyfyngiadau eu perfformiad blaenorol, a gwybodaeth sy'n eu galluogi i ddeall sut y gellid gwella eu perfformiad yn y dyfodol. Caiff myfyrwyr adborth mewn da bryd yn llafar, drwy drafod, ac yn ysgrifenedig. Rhaid i adborth i fyfyrwyr gyfiawnhau sut y dyfarnwyd y radd.

Caiff myfyrwyr gyfle i adfyfrio ar yr adborth a gawsant ac i nodi eu cryfderau, pethau a fu'n heriol iddynt a meysydd y mae angen eu datblygu, er mwyn gwella eu hasesiad nesaf. Nodir yr adborth a sylwadau'r dysgwr ar daflen flaen yr asesiad neu drwy Turnitin neu eDrac. Bydd yr adborth yn cynnwys cysylltu tystiolaeth â meini prawf asesu, er mwyn dangos sut y bydd y myfyriwr wedi bodloni'r deilliannau dysgu. Fodd bynnag, os rhoddir adborth ar aseiniad drafft a gyflwynwyd, mae gofyn iddo roi arweiniad i'r myfyriwr ar sut i wella ei waith, ond ni ddylai nodi unrhyw deilliannau dysgu nas bodlonwyd.

Yn achos asesiadau a gynhelir ar ddiwedd y rhaglen, nid oes angen rhoi adborth manwl ym mhob achos, er bod gofyn dweud digon i ddangos sut y daethpwyd i'r penderfyniad wrth asesu, er mwyn lleihau'r tebygolrwydd o apelio ar sail camddeall sut yr aseswyd y gwaith. Dangosir yr achosion hyn yn glir i'r myfyrwyr.

5. Pennu graddau

Lle bo hynny'n briodol, defnyddir graddau i wahaniaethu rhwng yr hyn a gyflawnwyd mewn asesiadau.

Ar Raglenni Edexcel a SQA, defnyddir meini prawf asesu i egluro sut y gwahaniaethir rhwng graddau wrth asesu.

Ar Raglenni Prifysgol Bangor, defnyddir Marciau Categoriadaidd (gweler y Grid Marciau Categoriadaidd a Chanllawiau i Ddefnyddwyr yn yr *Arweiniad i Staff: Asesu*), ynghyd â meini prawf graddio penodol i asesiadau (gridiau graddio) a luniwyd gan diwtoriaid y modiwlau, er mwyn rhoi arweiniad i staff a myfyrwyr ar sut y gwahaniaethir rhwng graddau wrth asesu. Caiff y myfyrwyr raddau categoriadaidd yn hytrach na rhai rhifiadol. Rhaid i farcwyr beidio â dyfarnu marciau canrannol a gaiff eu trosi'n ddiweddarach i'r raddfa gategoriadaidd i ddiben gweinyddol. Byddai hyn yn dileu manteision posibl marciau categoriadaidd. Yn lle hynny, rhaid dewis marc o'r categorïau sydd ar gael, heb feddwl am farc canrannol yn gyntaf. I ddibenion cofnodi data ar yr EBS yn unig y caiff tiwtoriaid raddau canrannol safonedig sy'n cyfateb i'r graddau categoriadaidd. Os bydd y myfyrwyr yn gofyn am y graddau canrannol cyfatebol hyn mewn tiwtorialau, gall y tiwtoriaid eu rhoi iddynt, ond **rhaid cofnodi pob gradd yn ffurfiol fel graddau categoriadaidd yn unig**. Mae hyn yn cynnwys ar Ddalennau Adborth ar Asesiadau neu sylwadau ar adborth Turnitin. I ategu'r arfer safonol a rhag drysu'r myfyriwr neu'r Arholwr Allanol, ni ddylid nodi graddau mewn fformat categoriadaidd yn ogystal â fformat canrannol h.y. yn achos A- 74%, dim ond A- ellir ei gofnodi ar adborth ffurfiol.

Rhaid i farcwyr beidio â newid marciau canrannol cyfatebol yn farc arall e.e. os rhoddir y marc categoriadaidd A-, rhaid ei newid yn 74%. Ni ddylai marcwyr newid y marc a roddwyd yn farc uwch ym mand A-. Os yw marciwr yn credu bod 74% yn amhriodol, dylai ystyried a ddylid rhoi A yn hytrach nag A-. Yn yr adborth ysgrifenedig, eglurir i'r myfyrwyr sut y dyfarnwyd y radd.

Pan fydd asesiadau'n cynnwys sawl rhan a gaiff eu marcio ac y rhoddir graddau i'r myfyrwyr amdanynt, dylai'r marcwyr roi marc categoriadaidd am bob rhan. Yna, dylent gyfrifo gradd derfynol yr asesiad drwy ddefnyddio gwerth canrannol cyfatebol pob rhan. Caiff y radd rifiadol gyfartalog ei chyflwyno fel gradd gategoriadaidd, ar sail lle mae'n disgyn ar ystod graddau'r Grid Marciau Categoriadaidd e.e. gwerth canrannol tair rhan sy'n werth yr un faint o farciau ac sy'n derbyn graddau A/B/B yw 80%/65%/65%. Cyfanswm cymedrig y rhain yw 70%, sy'n disgyn yn yr ystod A- (gweler yr ystod graddau yn yr *Arweiniad i Staff: Asesu*), felly bydd tiwtoriaid yn rhoi 74% ar yr EBS, yn unol â'r system marcio categoriadaidd.

Mae'r unig eithriadau i farcio categoriadaidd yn cynnwys sefyllfaoedd lle gellir rhoi marciau rhifiadol manwl gywir am fod y marciau rhifiadol hynny'n gysylltiedig â meini prawf/safonau a ddiffiniwyd yn allanol neu â safonau/profiadau proffesiynol fel arholiadau.

Yn ogystal, caniateir marciau canrannol os yw'r pwnc neu'r asesiad yn gofyn am hynny a lle gellir gweld yn fanwl gywir wahaniaethau cymharol fychan mewn perfformiad. Dyma rai enghreifftiau:

- Meysydd pwnc lle bydd atebion/gwaith cwrs sy'n cynnwys gwaith cyfrifo'n deillio ar farciau rhifiadol ar draws yr ystod gyfan o farciau, rhwng 0% a 100%.
- Profion/arholiadau amlddewis lle mae cyfanswm marciau nifer fawr o gwestiynau unigol yn deillio ar farciau canrannol ar draws yr ystod gyfan o farciau, rhwng 0% a 100%.
- Gwaith cwrs/arholiadau sy'n cynnwys adrannau y mae pob un ohonynt yn cael eu marcio allan o rif a bennwyd ymlaen llaw e.e. arholiad sy'n cynnwys cwestiynau atebion byr, gyda phob un yn cael eu marcio allan o 10. Mewn achosion o'r fath, i bob pwrpas mae'r marc a roddir am bob cwestiwn, er ei fod yn rif, yn farc categorïaidd h.y. caiff y marc ei ddewis o raddfa sy'n cynnwys 11 categori, rhwng 0 a 10. Bydd cyfanswm marciau'r cwestiynau unigol hyn yn deillio ar farciau canrannol ar draws yr ystod gyfan o farciau, rhwng 0% a 100%.

Bob tro y bydd tiwtoriaid yn gwyro oddi wrth farciau categorïaidd, rhaid egluro hyn i'r myfyrwyr ym meini prawf graddio'r asesiad ac i'r Arholwr Allanol pan fydd yn samplu'r gwaith a aseswyd.

6. Dyddiadau cau

Bydd Grŵp Llandrillo Menai'n sicrhau tegwch drwy gydol y broses asesu drwy bennu dyddiadau cau y rhoddir gwybod i fyfyrwyr amdanynt. Rhestrir y rhain yn y tabl isod. Rhaid i fyfyrwyr gyflwyno eu gwaith cyn y dyddiad cau gan ddefnyddio dull a ddynodwyd ym manyleb yr asesiad.

Os yw myfyriwr yn wynebu anawsterau dybryd a fydd yn effeithio ar ei gynnydd academiaidd, gall ofyn am estyniad yn unol â'r Polisi a'r Drefn briodol o ran Amgylchiadau Lliniarol. Os bydd y Bwrdd Amgylchiadau Lliniarol yn cymeradwyo'r cais, gall y myfyriwr gyflwyno'r aseiniad(au) fel pe bai'n gynnig cyntaf, gyda'r posibilrwydd o gael gradd lawn. I gael rhagor o fanylion, dylai staff a myfyrwyr gyfeirio at y polisi a'r weithdrefn o ran Amgylchiadau Lliniarol.

Os bydd gwaith sydd i'w asesu'n cael ei gyflwyno'n hwyr, cosbir fel a ganlyn:

Rhaglenni AU a ddilyswyd gan Brifysgol Bangor er mwyn i Grŵp Llandrillo Menai eu darparu:

- Os bydd y gwaith hyd at 5 niwrnod gwaith yn hwyr, caiff ei farcio yn ôl yr arfer, a chofnodir gradd ar y dogfennau tracio perthnasol. Yna, gosodir cap o 40% ar yr asesiad a'i nodi ar yr EBS (neu radd llwyddo gyfatebol). Nid yw hyn yn berthnasol i asesiadau a gwblheir dan amodau arholiad, pan roddir marc o 0% os bydd y myfyriwr yn absennol ac mae'n bosibl y gofynnir i'r myfyriwr ailsefyll yr asesiad.
- Os bydd y gwaith dros 5 niwrnod gwaith yn hwyr, dyfernir sero amdano ac ystyrir bod y myfyriwr wedi methu'r asesiad.
- Ystyrir bod ymgeisydd a fu'n absennol o unrhyw arholiad neu brawf dosbarth, neu ran ohonynt, am resymau ac eithrio'r rhai y mae'r Panel Amgylchiadau Lliniarol yn eu hystyried yn amgylchiadau lliniarol, wedi methu'r asesiad sydd dan sylw a chofnodir marc o sero am y rhan o'r asesiad sydd dan sylw. Bydd y Bwrdd Arholi'n trin y marc sero hwn yn union fel y bydd yn trin unrhyw farc arall pan fydd yn penderfynu ar gynnydd neu ddyfarniad terfynol myfyriwr.

Rhaglenni Edexcel a SQA:

- Mae GLIM yn argymhell y dylai myfyrwyr gyflwyno gwaith erbyn y dyddiad cau, a dylid gwneud ceisiadau am ymestyn dyddiad yn unol â'r Polisi a'r Weithdrefn o ran Amgylchiadau Lliniarol. Ond ni chaiff dysgwyr eu cosbi os na fyddant yn cyflwyno gwaith erbyn y dyddiad cau.
- Dan rai amgylchiadau, gall disgrifyddion cyd-destunol graddau'r meini prawf Teilyngdod neu Ragoriaeth fynnu bod dysgwyr yn dangos y gallant e.e. "reoli eu gweithgareddau a'u llwyth gwaith yn effeithiol". Os felly, bydd peidio â chyflwyno gwaith mewn pryd yn golygu nad yw'r maen prawf graddio wedi'i fodloni. Os gosodir disgrifyddion graddau Teilyngdod a Rhagoriaeth mewn cyd-destun o'r fath, nid cael eu cosbi y mae'r myfyrwyr ond eu hannog i ennill graddau uwch drwy reoli eu hamser yn effeithiol.

7. Nifer geiriau a hyd cyflwyniadau

Rhaid diffinio'r uchafswm geiriau a ganiateir pan gyflwynir gwaith cwrs a asesir i'w gymeradwyo, a rhaid rhoi gwybod i fyfyrwyr am yr uchafswm geiriau a ganiateir pan gânt fanylion yr aseiniadau ar gyfer pob modiwl.

I benderfynu a yw gwaith yn mynd dros y nifer geiriau a ganiateir, a phan na wyddys nifer y geiriau, caiff marcwyr amcangyfrif nifer y geiriau drwy gymryd bod 400 gair mewn tudalen o ddeunydd teipiedig. Dylai marcwyr wneud addasiadau priodol yn achos tudalennau sy'n cynnwys diagramau, lluniau neu dablau, ac ar gyfer maint ffont.

Pan ddynodwyd nifer geiriau ar gyfer asesiad, disgwylir i'r myfyriwr beidio â mynd mwy na 10% dros neu o dan y nifer hwn. Ar ridaiau asesu, nodir y gosb a bennir os eir dros y ffiniau hyn. Wrth gyfrif y geiriau, gellir anwybyddu'r cyfarwyddiadau h.y. cyfeirnodau, troednodiadau ac atodiadau. Ni fydd dyfyniadau uniongyrchol hir, sy'n hirach na 3 llinell, yn cael eu cynnwys wrth gyfrif y geiriau.

Eto, dylai cyflwyniadau y mae gofyn eu cwblhau o fewn amser penodol gydymffurfio â'r rheol 10%. Cosbir fel y nodir yn y grid marcio. Pan fydd myfyriwr yn cyflwyno cyflwyniad cyfan gwbl ddwyieithog, rhoddir amser ychwanegol i gynnwys y ddwy iaith, ond ni ddylai gymryd dwbl yr amser a ganiateir ar gyfer cyflwyniad mewn un iaith.

Dyfernir marc am y rhan honno o'r gwaith (o'i ddechrau) hyd at 10% yn uwch na'r uchafswm geiriau (h.y. gan anwybyddu'r testun sy'n ymddangos ar ôl y pwynt lle cyrhaeddwyd uchafswm y geiriau a ganiateir).

Ym mhob achos, rhaid hysbysu myfyrwyr o ganlyniadau mynd dros yr uchafswm geiriau a ganiateir pan fyddant yn derbyn manylion yr aseiniad.

Noder: Os na fydd myfyrwyr yn cyrraedd yr uchafswm geiriau a ganiateir, fel rheol ni chânt eu cosbi. Caniatâ hyn i fyfyrwyr gyflwyno aseiniadau cryno a saerniwyd yn ofalus heb gael eu cosbi. Os bydd natur yr aseiniad yn mynnu bod myfyrwyr yn cyrraedd yr uchafswm geiriau a nodwyd, dylid egluro'n fanwl ganlyniadau peidio â gwneud hynny fel y disgrifiwyd uchod.

8. Cydnabod Dysgu Blaenorol

Mae Grŵp Llandrillo Menai'n cydnabod bod Cydnabod Dysgu Blaenorol (CDB) yn golygu y gellir cydnabod cyflawniad mewn amrywiaeth o weithgareddau gan ddefnyddio unrhyw fethodoleg briodol. Ar yr amod bod gofynion asesu modiwl penodol wedi'u bodloni, bod y dystiolaeth o'r dysgu'n ddilys ac yn ddibynadwy, bod y drefn o ran CDB wedi'i dilyn, mae'n dderbyniol defnyddio CDB i bwrpas achredu modiwl. I gael rhagor o fanylion, dylai staff a myfyrwyr gyfeirio at y polisi o ran CDB.

9. Asesu drwy gyfrwng y Gymraeg

Mae gan Grŵp Llandrillo Menai bolisi o gynnig asesiadau dwyieithog i bob myfyriwr yn unol â'r Cynllun Iaith Gymraeg. Mae gan bob myfyriwr yr hawl i gyflwyno asesiadau drwy gyfrwng y Gymraeg neu'r Saesneg, beth bynnag fo iaith addysgu'r cwrs (cyrsiau iaith yn eithriedig).

Pan fydd myfyriwr yn gofyn am asesiad drwy gyfrwng y Gymraeg, dylai'r asesiadau, ble bynnag y bo modd, fod ar gael i'r myfyrwyr yn Gymraeg a Saesneg, mewn dogfennau dwyieithog.

Pan gyflwynir gwaith i'w asesu drwy gyfrwng y Gymraeg, ac os nad yw'r tiwtor yn gallu canfod asesydd cyfrwng Cymraeg, bydd gwaith ysgrifenedig y myfyriwr yn cael ei anfon i'w gyfieithu. Gofynnir i'r cyfieithydd roi sylwadau ar safon llythrennedd Cymraeg y gwaith a asesir er mwyn cynorthwyo darlithydd y modiwl mewn perthynas ag unrhyw ofynion graddio sy'n ymwneud â llythrennedd. Bydd darlithydd y modiwl yn graddio'r gwaith a gyfieithwyd.

10. Cyflwyno Asesiad Ffurfiannol drwy gyfrwng Turnitin, y meddalwedd canfod llên-ladrad.

Dylid defnyddio Turnitin yn achos pob rhaglen AU a ddilysir ac a ddarperir drwy Brifysgol Bangor, Pearson neu Awdurdod Cymwysterau'r Alban. Dylid cyflwyno pob gwaith a gynhrychir yn electronig, gan gynnwys unrhyw waith disgyrsiol, drwy gyfrwng Turnitin. Yn achos rhaglenni a gynigir drwy sefydliadau Addysg Uwch sy'n bartneriaid i'r Grŵp, dylid cyfeirio at y gweithdrefnau a fabwysiadwyd gan y sefydliadau hynny. Os nad oes polisi'n bodoli ar ddefnyddio Turnitin, dylid dilyn gweithdrefn GLIM.

Yn unol â'r drefn o ran Defnyddio Meddalwedd Turnitin, pan fydd adroddiad Turnitin ynghylch gwreiddioldeb yn nodi bod tebygrwydd o dros 20% yn y gwaith, dylai'r tiwtor fwrw golwg dros y gwaith er mwyn penderfynu a oes tystiolaeth o arfer annheg ai peidio ynddo. Canllaw yn unig yw hyn; mater o farn academiaidd yw a oes llên-ladrad wedi digwydd ai peidio. (Gall canran uchel mewn adroddiad gwreiddioldeb ddigwydd pan nad oes llên-ladrad wedi digwydd, ac nid yw caran isel mewn adroddiad gwreiddioldeb yn profi nad oes llên-ladrad wedi digwydd.)

Os amheuir arferion annheg, rhaid gweithredu'n unol â'r Polisi mewn perthynas ag Arferion Annheg a dylid rhoi gwybod i'r Cydlynnydd Sicrhau Ansawdd.

11. Arferion Asesu

Rhaid i fyfyrwyr GLIM sy'n dilyn rhaglen a ddilyswyd gan Brifysgol Bangor ddilyn **Canllawiau Llyfrgell ac Archifau**

Prifysgol Bangor ar System Gyfeirnoddi Harvard (Adolygwyd 2017) sydd ar gael ar dudalen Moodle pob cwrs.

Ni ddylid cynnwys dyfyniadau hir wrth gyfrif y geiriau.

Gall tiwtoriaid modiwlau ganiatáu i fyfyrwyr ddefnyddio Turnitin i wirio a yw eu gwaith yn cynnwys arferion annheg. Gall y tiwtoriaid greu dolenni cyflwyno drafft, a fydd yn cadw'r asesiadau yn yr ystorfa (i gael rhagor o wybodaeth, edrychwch ar Canllawiau ar gyfer Creu Dolenni Turnitin). Os canfyddir arferion annheg, dilynir Polisi a Gweithdrefn Grŵp Llandrillo Menai mewn perthynas ag Arferion Annheg.

12. Myfyrwyr ag Anghenion Dysgu Ychwanegol

Yn amodol ar gymeradwyaeth y Bwrdd Arholi neu'r Arholwr Allanol/Cymedrolwr Allanol, gellir defnyddio dulliau eraill i asesu myfyrwyr sydd ag anghenion asesu penodol, nad ydynt yn gallu cael eu hasesu drwy ddulliau a gymeradwywyd. Rhaid i fyfyrwyr hysbysu Arweinydd eu Rhaglen ar ddechrau'r rhaglen os oes ganddynt anghenion asesu penodol.

Os dynodwyd bod gan fyfyrwr anghenion asesu penodol, ac os oes gofyn gwneud trefniadau arbennig er mwyn asesu'r myfyrwr (e.e. rhai sy'n dioddef o ddyslecsia), gellir cymryd hynny i ystyriaeth yng nghyswllt y sillafu, yr atalnodi a'r gramadeg, ond nid yng nghyswllt unrhyw agwedd arall ar y gwaith.

13. Gwrthdaro Buddiannau

Os gwelir bod buddiannau'n gwrthdaro yn y broses asesu, rhaid datgan y gwrthdaro buddiannau hwnnw yn unol â Pholisi a Gweithdrefn Grŵp Llandrillo Menai mewn perthynas â Gwrthdaro Buddiannau. Os cafodd myfyrwr fantais neu fudd annheg, e.e. roedd y marciwr cyntaf yn perthyn i'r myfyrwr, rhaid ail-farcio'r holl waith a aseswyd.

14. Cadw Gwaith a Aseswyd

Rhaid cadw sgriptiau arholiadau a phob gwaith arall a asesir am 12 mis ar ôl i Fwrdd Arholi Allanol pob cwrs gyfarfod am y tro olaf. Os na ellir cadw gwaith (e.e. llyfrau gwaith labordy neu bortffolios asesu), rhaid cofnodi marciau a sylwadau, a rhaid cadw'r cofnodion hynny am 12 mis ar ôl i Fwrdd Arholi Allanol pob cwrs gyfarfod am y tro olaf.

Ym mhob modiwl, rhaid cadw sampl o waith a aseswyd, sy'n cynrychioli'r ystod o wahanol ddyfarniadau (e.e. gwaith cwrs, arholiadau, prosiectau a gwaith labordy) am gyfnod o 3 blynedd.

15. Arholiadau

Yr adrannau academaidd, mewn ymgynghoriad ag Arholwyr Allanol, sy'n gyfrifol am arholiadau. Rhaid i Arholwr Allanol gymeradwyo pob cwestiwn mewn arholiadau sy'n cyfrannu at ddyfarniad. Rhaid i drefnwyr modiwlau hysbysu myfyrwyr o hyd arholiadau a'r math o gwestiynau y bydd gofyn iddynt eu hateb (e.e. cwestiynau amlddewis, traethawd, cwestiynau atebion byr).

Cynhelir arholiadau'n unol â Threfn GLIM mewn perthynas ag Arholiadau.

16. Cymedroli Mewnol

Ar gyfer pob modiwl, dynodir marciwr cyntaf ac ail farciwr (Dilysydd Mewnol yn achos darpariaeth Pearson) a gelwir hyn yn Baru i bwrpas Modiwl. Mae'n bwysig osgoi "parau cytûn" neu "barau sydd wastad yn cytuno". Bydd yr ail farciwr yn dilysu briffiau'r aseiniadau'n fewnol ymlaen llaw er mwyn gwirio bod disgrifyddion y modiwlau a'r deilliannau dysgu wedi'u bodloni. Wedyn, bydd yr holl aseiniadau ar gael i'r Arholwyr Allanol eu cymeradwyo, cyn iddynt gael eu dosbarthu i'r myfyrwyr.

Lle bo'n briodol, bydd Meysydd Rhaglen sy'n cyflwyno rhaglenni Prifysgol Bangor yn creu gridiau pennu graddau ar gyfer pob asesiad, er mwyn cynorthwyo staff i raddio gwaith. Pan ddefnyddir marciau categorïaidd, mae'r gridiau'n galluogi staff i benderfynu o fewn pa ffin mae'r radd derfynol.

Caiff samplau o waith ar gyfer pob asesiad **eu hail farcio fel mater o drefn**. Bydd sylwadau a marciau'r marciwr cyntaf ar gael i'r ail farciwr. Fodd bynnag, bydd yr ail farciwr yn marcio'r asesiad yn hytrach na phenderfyniad y marciwr cyntaf. Rhaid i samplau gynnwys ystod o raddau (yn cynnwys o leiaf un aseiniad o'r dosbarth gradd uchaf), gwaith sydd wedi methu ac unrhyw farciau ffiniol (ar gyfer gwaith y pennir marc rhifiadol amdano).

Dangosir maint y sampl (y canran o'r gwaith cwrs sydd i'w farcio ddwywaith) yn y tabl isod:

Y nifer o fyfyrwyr sy'n astudio modiwl	Y canran o'r gwaith cwrs sydd i'w farcio ddwywaith
Hyd at 5	y cyfan (100%)
5-10	o leiaf 50%
11-50	o leiaf 25%
21-50	o leiaf 20%
51-200	o leiaf 10%
Dros 200	o leiaf 20 darn o waith cwrs

Noder:

- Dylai pob traethawd hir gael ei farcio ddwywaith.
- Rhaid ail farcio unrhyw waith a ailgyflwynwyd ac nad yw'n bodloni'r meini prawf llwyddo.
- Yn achos unrhyw wrthdaro o ran buddiannau a gyflwynwyd i sylw'r Bwrdd Arholi, rhaid ail-farcio'r holl waith a aseswyd, os gallai'r myfyriwr fod wedi cael mantais neu fudd annheg, e.e. roedd y marciwr cyntaf yn perthyn i'r myfyriwr.

Rhaid i ail farcwyr gynnwys eu sylwadau ar ddalen flaen yr asesiad (neu le cyfatebol) . Os bydd gwahaniaeth yn y graddau a ddyfarnwyd gan y marciwr cyntaf a'r ail farciwr, cynhelir trafodaeth broffesiynol er mwyn cytuno ar y marc. Rhaid cofnodi sylwadau'r marciwr cyntaf a'r ail farciwr, ynghyd â chanlyniad y drafodaeth, ar ddalen flaen yr asesiad a fydd ar gael i'r myfyrwyr. Os newidir marciau dros hanner y sampl, rhaid adolygu gwaith gweddill y grŵp.

Os na fydd y marciwr cyntaf a'r ail farciwr yn gallu cytuno ar farc, rhaid i drydydd marciwr priodol (e.e. Rheolwr y Maes Rhaglen) adolygu'r gwaith. Os oes dwy set o farciau'n debyg iawn, dylid adrodd i Fwrdd y Modiwl er mwyn iddynt drafod y mater.

Cofnodir y marciau cyntaf a'r ail farciau ar ddogfennau olrhain a'u rhoi i'r Arholwr Allanol ac i Fwrdd y Modiwl.

Lle y bo modd, cyflwynir pob asesiad yn ddiennw, gan ddefnyddio rhifau adnabod y myfyrwyr (ac eithrio pan fydd gofyn cael asesiad ymarferol ar gyfer modiwlau ymarferol pryd y cofnodir arsylwadau e.e. yn achos cyflwyniadau).

17. Byrddau Arholi

Bydd rhaglenni a ddilyswyd gan Edexcel/Pearson, SQA neu Brifysgol Bangor er mwyn i GLIM eu darparu yn cynnal cyfarfodydd o'r Byrddau Arholi Mewnol ac Allanol yn unol ag anghenion y rhaglenni.

Yn ymarferol, mae'n debygol y cynhelir tri chyfarfod o'r Bwrdd Arholi Mewnol y flwyddyn h.y. ganol y flwyddyn, ddiwedd y flwyddyn a fis Medi pryd y bydd y Bwrdd Ailsefyll Arholiadau'n cyfarfod. Yn ogystal, cynhelir cyfarfod o'r Bwrdd Arholi Allanol ar ddiwedd y flwyddyn academaidd – fis Mehefin fel rheol. Rhaid i'r holl Fyrddau Arholi ddilyn Canllawiau Grŵp Llandrillo Menai mewn perthyn â Byrddau Arholi.

I gael rhagor o fanylion, darllenwch y *Gweithdrefnau a'r Rheoliadau ar gyfer Byrddau Arholi* sydd ar gael ar www.glim.hepolicies. Mae'r ddogfen hon yn cynnwys cyfarwyddiadau rheoliadol ynghylch ailsefyll a chyflwyno graddau.

18. Cymedroli Allanol

Cymedrolir yn allanol yn unol â gofynion y corff dyfarnu AU, a rhoddir gwybod i fyfyrwyr drwy gyfrwng Moodle ar yr Amgylchedd Dysgu Rhithwir am y camau a gymerir o ganlyniad i'r safoni. Yn achos rhaglenni a ddilyswyd gan Brifysgol Bangor, bydd Arweinydd y Rhaglen yn cysylltu â'r Arholwr Allanol i gadarnhau'r trefniadau samplu. Gall hyn gynnwys y canlynol:

- Samplu gwaith ar y safle yn ystod y Diwrnod Adolygu Gwaith a gynhelir fis Mehefin
- Samplu o bell drwy Moodle/Turnitin/ebost/post

Arweinydd y Rhaglen, yn dilyn trafodaeth gyda'r Arholwr Allanol, ddylai ddewis y dull samplu. Dylai'r dull a ddewisir hwyluso methodoleg farcio'r tîm a bodloni dewis yr Arholwr. Er enghraifft, pan fydd timau'n gweithio'n electronig drwy Turnitin, gall Arweinydd Rhaglen ofyn i'r Arholwr samplu'r gwaith yn electronig drwy Moodle. Os na ellir cytuno ar y trefniadau samplu, gall y Cydlynnydd Sicrhau Ansawdd weithredu fel cyfryngwr er mwyn cael datrysiad priodol. Os bydd angen, gellir ymgynghori â Phrifysgol Bangor er mwyn datrys yr anghytundeb.

19. Apelio ac Ailsefyll

Yn achos rhaglenni a ddilysir gan Brifysgol Bangor, ni chaiff myfyrwyr apelio yn erbyn penderfyniad asesu. Gwrandewir ar apeladau'n unol â'r Weithdrefn Gadarnhau ac Apelio yn unig ac maent yn seiliedig ar ganlyniad

Bwrdd Dyfarnu Allanol.

Yn achos rhaglenni a ddilyswyd gan Brifysgol Bangor, y Bwrdd Arholi'n unig a gaiff benderfynu a yw ymgeisydd yn gymwys i ailsefyll. Ni ddylai tiwtoriaid ar unrhyw gyfrif roi hawl i ymgeisydd ailsefyll, oni bai fod y Bwrdd wedi caniatáu hynny. I gael rhagor o fanylion, darllenwch y Gweithdrefnau a'r Rheoliadau ar gyfer Byrddau Arholi.

Os yw'r myfyriwr yn dilyn rhaglen a freiniwyd drwy Pearson, SQA, UCLAN, Glyndŵr (neu raglen a freiniwyd gan Brifysgol Bangor), dylid cyfeirio at bolisi'r corff dyfarnu.

20. Dilyniant

I gael dyfarniad, rhaid i fyfyrwr ennill y credydau angenrheidiol ar bob lefel i gael dyfarniad llawn, er bod gan fyrddau arholi hawl i ddefnyddio eu doethineb mewn achosion ffiniol. Yn achos pob dyfarniad, dilynir canllawiau'r Brifysgol neu'r corff dyfarnu priodol. Yn achos rhaglenni a ddilyswyd gan Brifysgol Bangor er mwyn i GLIM eu darparu, rhoddir arweiniad yng ngweithdrefnau Grŵp Llandrillo Menai ar gyfer Byrddau Arholi Mewnol ac Allanol. Cofnodir pob penderfyniad sy'n gysylltiedig ag asesu yng nghofnodion y Byrddau Arholi a'u cadw'n electronig er mwyn cyfeirio atynt yn y dyfodol. Anfonir penderfyniadau Byrddau Arholi at fyfyrwyr cyn gynted ag y bo modd.

21. Datblygu Staff

Bydd pob aelod staff sy'n asesu'n cael cyfle i ddatblygu eu gwybodaeth, eu dealltwriaeth a'u sgiliau ym maes asesu yn unol â Pholisi Grŵp Llandrillo Menai mewn perthynas â Datblygiad Proffesiynol Parhaus.

Grŵp Llandrillo Menai Assessment Policy for Higher Education

Who does this Policy Apply to?

This policy applies to students undertaking HE programmes which GLLM have been validated to deliver by the following HE awarding organisations;

- HE programmes validated by Bangor University for delivery by Grŵp Llandrillo Menai
- Edexcel/Pearson
- Scottish Qualifications Authority (SQA)

Students undertaking HE programmes awarded by other institutions should review the policies and procedures which are available via the Programme VLE, GLLM website or awarding organisation website.

Purpose of the Policy

This assessment policy has been formulated with reference to the UK Quality Code for Higher Education, Part B: Assuring and enhancing academic quality, Chapter B6: Assessment of students and the recognition of prior learning.

The Quality Code (2013), Chapter B6, set out the following Expectation about the assessment of students and the recognition of prior learning, which higher education providers are required to meet:

Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

This assessment policy for Higher Education courses within Grŵp Llandrillo Menai ensures the quality and reliability of assessment, marking and feedback practices, including the process of Recognition of Prior Learning, meet the expectations of the Quality Code and are applied consistently across the Grŵp.

Policy Statement

“Assessment is not a linear process; it is an ongoing cycle through which staff design, set, mark, engage in dialogue about performance, review and develop assessments.” (UK Quality Code for Higher Education, Part B, Chapter B6)

Assessment will include ‘Assessment for Learning’ (formative assessment) and ‘Assessment of Learning’ (summative assessment). Assessment will be planned in accordance with the validated programme specifications and will provide a measurement of student achievement of the intended learning outcomes of modules and programmes. Forms of assessment will vary widely but they will ensure that all assessment tests the intended learning outcomes fairly and accurately, and are appropriate to the subject being studied, the mode of learning, and to the students taking the module or programme.

The principles, procedures and processes for assessment will be made clear to all interested parties including staff, students and externals. This is accomplished by information being made available on the student VLE (Moodle) and through the Grŵp Portal for staff

Monitoring and Impact Measurement

The effectiveness of the Assessment Policy is monitored and enhanced annually by the Higher Education Quality and Academic Standards Group, and reviewed for approval by Tîm Polisi.

The criteria for judging effectiveness will be feedback from QAA Reviews and from reviewing relevant University and Awarding Body regulations.

Publication of Policy

This policy will be made publicly available bilingually on the Grŵp website, in programme VLE and will be available to all members of staff via the Grŵp Portal.

Policy approved by: Tîm Polisi

Policy approval date: August 2019

Policy review Date: **August 2021**

A guidance document titled *Staff Guide to Assessments* is provided as an accompaniment to this policy

1. Assessment process

Students will undertake diagnostic assessment at the start of a programme of study to identify any strengths or potential gaps in their knowledge, understanding or skills. Tutors will then differentiate the learning to accommodate individual student needs.

The course documentation will clearly outline the number of assessments for each module and the weightings each assessment will have to the achievement of the module. This will be communicated to students in the form of an assessment schedule, along with the weighting of each module towards the achievement of the overall award.

Students are made aware of their responsibilities in the preparation and submission of assessments, particularly with reference to completing them honestly and in accordance with the regulations e.g. cheating, plagiarism or any other unfair advantage. This is reiterated on the student VLE and through study skills.

2. Summative Assessment

Assessments (including reassessments) will be designed to clearly guide the student on how to achieve the learning outcomes by ensuring that the assessments are:

- fit-for-purpose – the assessment should enable the student to demonstrate what they have learned and what they understand, using appropriate methods of assessment that are linked to the learning outcomes. Assessment methods and approaches will be focused on evidence of achievement rather than the ability to regurgitate information;
- valid – the assessments will be designed to best fit the intended learning outcomes, for example, if the assessment is practice-orientated, the assessment will ensure a practical demonstration of knowledge and skills rather than writing about good practice;
- authentic – will assess what the learning outcomes intend to be assessed;
- efficient – assessments will be manageable within the timescale set;
- integral to the learning process – assessments will be relevant and developmental;
- timely – deadlines will be set that will consider the time required to give students the opportunity to reflect on and embed their learning, where appropriate allowing the practice of vocational skills, whilst avoiding clashes and excessive burdens for students and staff.

Assessment practice will be supportive with the most appropriate methods of assessment being selected to achieve the learning outcomes. Learning outcomes should not be treated as assessment tasks.

3. Formative Assessment

Assessment as and for learning (formative assessment) will be used in a variety of ways to support students in the learning process and could include the role of examinations, essays, multiple-choice tests, reflective journals, peer assessment, portfolios, and assessment of performance and creative work.

Formative assessment will take place throughout the learning process to ascertain whether the student has acquired the knowledge, skills and understanding of the subject.

Formative assessment will also be through feedback on assessed work. Students may submit a draft assessment, if permitted, on which the Module Lecturer will provide feedback on how to improve the work, but will not link the feedback to specific learning outcomes.

If a student is permitted to ask for a draft to be marked, a date must be given by which all formative feedback must end and the student must then work independently towards the final submission date.

4. Feedback

Assessments will be marked and returned to students with constructive and developmental feedback in normal circumstances **within a maximum of 20 working days** (including second marking) of the submission date. Work that has approved Extenuating Circumstances must be returned to the students with constructive and developmental feedback within 15 working days of the agreed submission date. Marks will be accurately recorded electronically using the agreed format. For Bangor University programmes, grades must be entered on to EBS in a timely manner throughout the academic year.

Effective feedback combines information which enables students to understand the strengths and limitations of their past performance, and information which enables them to recognise how future performance can be improved. Students will be provided with feedback in a timely manner both verbally, through discussion, and in writing. Feedback to students must justify how the grade has been awarded.

Students will have the opportunity to reflect on the feedback given and identify their strengths, things they found challenging and areas for development that they will feed forward to their next assessment. The feedback and student reflection will be noted on the assessment front sheet / or via Turnitin or eDrac. Feedback will include linking evidence to assessment criteria to demonstrate how the student will have met the learning outcomes. However, if feedback is given on a draft submission of an assignment, it needs to guide the student on how to improve but not identify if any learning outcomes have been met.

For assessment taking place at the end of a programme it is not required to provide detailed feedback in all cases, although sufficient indication must be made on how the decision on assessment was made, to reduce the likelihood of an appeal based on a misunderstanding of how the work was assessed. These cases will be clearly indicated to the students.

5. Grading

Where appropriate, grading will be used to differentiate achievement within assessments.

Edexcel and SQA Programmes will use assessment criteria to explain how assessments are differentiated in relation to grading boundaries.

Bangor University Programmes will use Categorical Marking (see *Staff Guide: Assessment* for Categorical Marking Grid and user guidance), with assessment specific grading criteria (grading grids) created by module tutors, to guide staff and students on how assessments are differentiated in relation to grading boundaries. Grades will be reported to students categorically and not numerically. Markers must not award percentage marks that are later converted to the categorical scale as an administrative function. This process would eliminate the potential benefits of categorical marking. Instead a mark must be chosen from the available categories without first thinking of a percentage mark. Standardised percentage equivalents to categorical grades are provided to tutors solely for the purpose of data entry on to EBS. Tutors may make these percentage equivalents known to students upon request during tutorials, however **all grades must be formally reported in their categorical format only**, this includes Assessment Feedback Sheets or Turnitin feedback comments. To support standardised practice and prevent confusion of the student or External Examiner, grades must not be reported in both a categorical and percentage format i.e. A- 74%, only A- can be recorded on formal feedback.

Markers must not replace the percentage equivalents with an alternate mark, for example, if the categorical mark A- is given, this must be converted to 74%. Markers should not replace the mark given to raise it to a higher mark in the A- band. If a marker believes that 74% is inappropriate, the marker should consider whether an A rather than A- should have been given. Justification for how the grade was awarded will be made clear to students within the assessment feedback.

Where assessments consist of multiple components which are marked and grades reported to students, markers should provide a categorical grade for each component, then calculate the final assessment grade using the corresponding percentage equivalents per component. The resulting overall numeric grade will be presented categorically based on where it falls within the range of grades as defined in the Categorical Marking Grid. For example: 3 equally weighted components that receive grades of A/B/B have a percentage equivalent of 80%/65%/65%, this equates to a 70% mean total, which falls within the A- range (see *Staff Guide: Assessment* for grade range), therefore tutors will input 74% in to EBS, in line with the categorical marking system.

The only exceptions to categorical marking include situations where numerical marks may be given with a high degree of accuracy because the numerical marks are linked to externally defined criteria/standards or to professional standards/experience such as examinations.

In addition, marking as a percentage is allowed if the subject or assessment demands and where relatively small differences in performance can be discerned with accuracy. Examples include:

- Subject areas where answers/coursework involving computation will lead to numerical marks across the whole range of marks from 0% - 100%.
- Multiple choice tests/examinations where the sum of marks over a large number of individual questions will lead to percentage marks across the whole range of marks from 0% - 100%.
- Coursework/examinations consisting of sections, each of which is marked out of a pre - defined number. For example, an examination consisting of short answer questions, each marked out of 10. In such cases the marking of each question, although as a number, is effectively categorical; i.e. the mark is one chosen from a scale with 11 categories from 0 - 10. The sum of marks over these individual questions will lead to percentage marks across the whole range of marks from 0% - 100%.

Wherever tutors deviate from categorical marking this must be made clear to students on the assessment grading criteria and to the External Examiner when sampling assessed work.

6. Deadlines

Grŵp Llandrillo Menai will ensure fairness is applied across the assessment process by setting deadlines that are communicated to students, these are listed within the assessment schedule. Students must submit their work within the deadline by the method identified in the assessment brief.

If a student is facing adverse difficulties that will affect their academic progress they can request an extension to an assessment through the appropriate Extenuating Circumstances Policy and Procedure. If approved by the Extenuating Circumstances Panel, the student may submit the assignment(s) as a first attempt with full grade potential. Staff and students should refer to the EC Policy and Procedure for further details on this point.

Penalties are applied for late submission of assessed work as follows:

HE programmes validated by Bangor University for delivery by Grŵp Llandrillo Menai;

- Up to 5 working days late, the work will be marked as normal, with a grade logged on relevant tracking documentation, a cap of 40% will then be applied to the assessment, and noted on EBS (or an equivalent pass grade). This is not applicable to assessments carried out in examination conditions where failure to attend will result in a mark of 0% and the student may be required to resit the assessment.
- Over 5 working days late, the work will be awarded zero and the student will be deemed to have failed that assessment.
- A candidate who has been absent from any or part of an examination or in class test for reasons other than those deemed by the Extenuating Circumstances Panel as constituting extenuating circumstances, shall be deemed to have failed the assessment in question and a mark of zero shall be recorded for the part of the assessment concerned. This zero mark shall be treated as any other mark by the Examination Board when it is determining a student's progression or final award.

Edexcel & SQA programmes;

- GLLM recommends that students should submit work by the deadline and requests for extensions should be made using the extenuating circumstances policy and procedure. Students will though not be penalised should they fail to submit work by the deadline.
- In certain circumstances contextualised grading descriptors for Merit or Distinction criteria may require the student to demonstrate that they can for example "manage their activities and work load effectively." In this case failing to submit work on-time may mean that a grading criteria is not met. If Merit and Distinction grade descriptors are contextualised in this way, students are not being penalised but are being encouraged to achieve the higher grades by managing their time effectively.

7. Word count and length of presentations

Word limits for assessed coursework must be defined when modules are presented for approval and students must be informed of word limits when they are given details of the assignments for each module.

To determine whether work exceeds the word limit, and where the actual word count is not known, markers are permitted to estimate the word count by assuming 400 words per page of typed material. Markers should make

appropriate adjustments for pages containing diagrams, pictures or tables and for font size.

Where an assessment has an identified word count, it is expected that the student will not exceed the word count by more than 10%. Assessment briefs will identify a penalty if the boundaries are exceeded. The word count may exclude the rubrics i.e. references, footnotes and appendices. Long direct quotations which exceed 3 lines will not be included in the word count.

Presentation with a time limit again should be within the 10% rule. Penalties will be incurred, as identified in the marking grid. Where a student delivers a fully bilingual presentation, additional time will be given to incorporate both languages, but should not be more than double the time for a presentation in a single language.

A mark will be awarded for that part of the work (from its beginning) that is within 10% above the word limit (i.e. ignoring any part of the text that appears after the point where the word limit has been reached).

In all cases, students must be informed of the consequences of exceeding the word limits at the time when they are given details of the assignment.

Note: If students fail to meet the word limits, it is expected that no penalty will normally be applied. This allows students to present succinct and carefully crafted assignments without being penalised. If the nature of the assignment demands that students have to meet the defined word limits then the consequences of failing to meet the word limit should be defined explicitly as described above.

8. Recognition of Prior Learning

Grŵp Llandrillo Menai recognises that Recognition of Prior Learning (RPL) enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given module have been met, evidence of learning is valid and reliable, and RPL procedure is adhered to, the use of RPL is acceptable for accrediting a module. Staff and Students should refer to the RPL policy for further details

9. Welsh assessment

Grŵp Llandrillo Menai has a policy of offering bilingual assessment to all students in accordance with the Welsh Language Scheme. Every student has the right to submit assessments through the medium of Welsh or English, irrespective of the instruction language of the course (language courses excepted).

When a student requests assessment through the medium of Welsh, assessments should, wherever possible be made available in Welsh and English to the student cohort as bilingual documents.

When assessed work is submitted through the medium of Welsh and the course tutor is unable to identify a Welsh-medium assessor, the student's written work will be sent for translation. The translator will be asked to provide comments on the Welsh literacy of the assessed work to help the module lecturer with any grading requirements related to literacy. The module lecturer will grade the translated work.

10. Submission of Formative Assessment through Turnitin Detection Software

Turnitin is to be used on all HE programmes validated by Bangor University, Pearson and SQA. All work produced electronically, including any discursive work must be submitted through Turnitin. Programmes offered through other HEI partners should refer to the procedures adopted by those institutions. Where no policy exists for the use of Turnitin, the GLLM procedure should be adopted.

When the Turnitin originality report returns a result in excess of 20% similarity, the tutor should review the work to determine whether or not there is evidence of unfair practice within the work. This figure is for guidance purposes, the decision as to whether or not plagiarism has taken place is one of academic judgment. (A high percentage in an Originality Report can occur when plagiarism is not present, and a low percentage in an Originality Report does not prove that plagiarism has not taken place).

Where unfair practice is suspected, the procedure included within the Unfair Practice Policy must be followed and the Quality Assurance Co-ordinator informed.

11. Assessment Practice

GLLM students following a Bangor University validated programme must follow the "**Bangor University Library & Archives Referencing Guides: Harvard (Revised 2017)**" which is available on the Moodle page of each course.

Long quotations should not be included in the word count.

Module tutors can allow students to check their work for unfair practice using Turnitin. Tutors can create draft submission links, which will not store assessments to the repository (see Guide to Setting up Turnitin links for more information).

12. Students with Additional Learning Needs

Students with specific assessment needs who are unable to be assessed by approved methods may be examined by other methods, subject to the approval of the Examination Board or the External Examiner/External Moderator. Students must inform their Programme Leader at the start of the programme if they have a specific assessment need.

If a student is identified as having a specific assessment need and the student requires special assessment arrangements (for instance, those with dyslexia) consideration may be given for the spelling, punctuation and grammar, but not for any other aspect of the work.

13. Conflict of Interest

If there is an identified conflict of interest in the assessment process, then the conflict of interest must be declared in accordance with the Grŵp Llandrillo Menai Conflict of Interest Policy and Procedure. Second marking must take place for all assessed work where the student may have received an unfair advantage or benefit i.e. the first marker was a relative of the student.

14. Retention of Assessed work

Examination scripts and all other assessed work must be retained for 12 months after the final External Examination Board for each course. If work cannot be retained (e.g. laboratory work books or Assessment portfolios), marks and comments must be recorded, and the records must be retained for 12 months after the final External Examination Board for each course.

A sample of assessed work representing a range of award classes for all modules (e.g. coursework, examinations, projects and laboratory work) must be retained for a period of 3 years.

15. Examinations

Examinations are the responsibility of academic departments in consultation with External Examiners. An External Examiner must approve all questions in examinations that contribute to an award. Module organisers must inform students of the duration of examinations and of the types of question (e.g. multiple choice, essay, and short answer) they will have to answer.

Examinations will be conducted in accordance with the GLLM Examination Procedure.

16. Internal Moderation

For each module a first and second marker (Internal Verifier for Pearson provision) is identified as a Module Pairing. Avoiding “cosy pairs” and “perpetual reciprocal pairs” is important. The second marker will pre internally verify the assignment briefs to check module descriptors are met and the learning outcomes are covered. All assignments are then made available for the External Examiners to approve, prior to student distribution.

Programme Areas delivering Bangor University programmes will create Grading grids for each assessment, to support staff to grade work, where appropriate. Where categorical marking is applied, the grids enable staff to determine which boundary the final grade rests in.

Samples of work for each assessment are subject to **Standard Double Marking**. The comments and marks awarded by the first marker are available to the second marker, however the second marker will mark the assessment and not the first markers decision. Samples must include a range of grades (including at least 1 assessment from the highest awarded grade boundary), any failures and (for numerically marked work) any borderline marks.

The sample size (percentage of coursework to be second marked) is shown in the table below:

Number of Students taking a module	Percentage of coursework to be double marked
Up to 5	all (100%)
5-10	at least 50%
11-50	at least 25%
21-50	at least 20%

51-200	at least 10%
Over 200	at least 20 pieces of coursework

Note:

- All dissertations must be second marked
- Any resit submissions that fail to meet the pass criteria must be second marked.
- For any conflict of interest presented to the Board of Examiners, second marking must take place for all assessed work where the student may have received an unfair advantage or benefit i.e. the first marker was a relative of the student.

Second markers must include their comments on the assessment front sheet (or equivalent). Where there is a difference in the grades awarded by the first and second marker, a professional discussion takes place to determine an agreed mark. The first and second markers comments and the outcome of the discussion must be recorded on the Assessment Front Sheet which is made available to students. Where an adjustment to the marks has been made to more than half of the sample, the work from the remainder of the cohort must be reviewed.

If the first and second marker are unable to determine an agreed mark, the work must be reviewed by an appropriate third marker (e.g. Programme Area Manager). If two sets of marks are very similar, this should be reported to the Module Board for consideration.

First and second marks are recorded on tracking documentation and made available to the External Examiner and the Module Board.

Where possible, all assessments are submitted anonymously using student ID numbers (except where practical assessment is required in competency based modules and an observation of the student is recorded, e.g. presentations).

17. Examination Boards

Edexcel/Pearson, SQA or Bangor University programmes validated for delivery at GLLM will hold Internal and External Examination Boards in accordance with programme needs. In practice, there are likely to be three Internal Examination Boards per year i.e. mid-year, end of year and the September Resit Examination Board. Additionally, there will be an end-of-year External Examination Board held at the end of the academic year, normally in June. All Examination Boards must follow the Grŵp Llandrillo Menai Board of Examiners Guide.

For further details please refer to the *Procedures and Regulations for Examination Boards* document, available at www.gllm/hepolicies. This includes regulatory instruction concerning resit work and award conferment.

18. External Moderation

External moderation will take place in accordance with the requirements of the HE awarding body. For Bangor University validated Programmes, the Programme Leader will contact the External Examiner to confirm sampling arrangements, this can include the following:

- On site sampling of work at the June Review of Work Day.
- Remote sampling via Moodle/Turnitin/email/post

The method of sampling should be chosen by the Programme Leader following discussion with the External Examiner, this should facilitate the marking methodology of the team and preferences of the Examiner. For example, where teams mark work electronically via Turnitin, Programme Leader can request the Examiner samples work electronically via Moodle. Where sampling arrangements cannot be agreed, the Quality Assurance Co-ordinator can act as mediator to find an appropriate solution, where necessary Bangor University may be consulted to resolve any disagreement.

19. Appeals and Resits

Students cannot appeal against an assessment decision for programmes validated by Bangor University. Appeals are only to be heard through the Confirmation and Appeals Procedure and are based on the outcome of an External Award Board.

For programmes validated by Bangor University, resit eligibility will be determined by the Board of Examiners only, tutors may not issue a resit, under any circumstances, unless permitted by the Board. For further details please refer to the *Procedures and Regulations for Examination Boards* document.

Where the student is following a programme franchised through Pearson, SQA, UCLAN, Glyndwr (or a franchised BU programme), the awarding body policy should be referred to.

20. Progression

To achieve an award, a student must gain the necessary credits at each level to meet the total credit requirement for the full award, although exam boards have limited discretionary rights for borderline cases. For all awards, the guidance of the appropriate University or awarding body will be adhered to. For Bangor University programmes validated for delivery at GLLM, guidance is given in the Grŵp Llandrillo Menai HE Procedures for Internal and External Examination Boards. All assessment decisions are recorded in minutes of Examination Boards and stored electronically for future reference. Examination Board decisions are forwarded to students at the earliest opportunity.

21. Staff Development

All staff who assess will be provided with the opportunity to develop their knowledge, understanding and skills within the assessment process in accordance with the Grŵp Llandrillo Menai Continuous Professional Development Policy.