



HIGHER EDUCATION EVALUATION POLICY 2025-2027

Content

Objective.....	2
Introduction.....	2
Objectives.....	2
Monitoring provisions	3
Communication.....	3
Design and implementation of the evaluation strategy	3
Submission of coursework.....	4
Evaluation and moderation	6
Evaluation feedback	8
Recognition of prior learning	8
Status of this policy.....	8
Appendix A – Extenuating Circumstances Form (ECF)	10
Appendix B - Higher Education Assessment Policy - Summary for Staff.....	17
Appendix C - Higher Education Assessment Policy - Summary for Students	18
Appendix D - Policy for the use of ChatGPT and AI chatbots	19



1. Aim

1.1 The objective of this policy is to establish clear and consistent standards for the creation, presentation, evaluation and feedback of work academics. It also establishes clear guidelines for the operation of academic appeals. All aspects of this policy apply in accordance with the rules of the granting bodies and the Code of Quality Assurance Agency (QAA) Quality. Advice and guidance (2018) for assessment, facilitation of student achievement, monitoring and the evaluation, and academic concerns, complaints and appeals, as well as the good practice framework of the Office of the Independent Adjudicator.

2. Introduction

2.1 Dō University collaborates with various higher education institutions (HEIs). Each HEI granting and validating entity has its own specific evaluation.

Requirements and guidelines that are part of the collaboration agreements in the context of the UK QAA Quality Code. This policy is refers specifically to higher national qualifications of Pearson, including higher technical qualifications.

2.2 Further guidance can be found from awarding institutions on the modules/units and assessment on the information page of higher education.



3. Objectives

- Objective 1:** The assessment schemes and tasks are designed to enable students solidly demonstrate achievement of all outcomes learning of your study program.
- Objective 2:** Clear arrangements are in place to ensure that all courses are completed and assessed fairly.
- Objective 3:** There is a clear procedure for the submission of work by the students.
- Objective 4:** There is a clear procedure for students to request extensions. after demonstrating genuine mitigating circumstances.
- Objective 5:** Clear guidance is provided on the assessment and moderation of work
- Objective 6:** assessed. Students can expect feedback consistent, useful and timely.



Objective 7: Students receive clear guidance on the expected standards of conduct in the

course preparation and the consequences of poor academic practice.

Objective 8: Students have a clear orientation on a simple system and transparent to appeal academic decisions.



The expected impact is that all students have clear standards, consistent and fair rules governing the creation, presentation and evaluation of work academics.

4. Monitoring provisions

4.1 The operation of the policy, including academic appeals, will be

supervised by the Higher Education Management Committee and evaluated by the Higher Education Council.

4.2 When modifications to the policy are required, a document will be submitted to the Higher Education Council for consideration before the start of the following academic year.

5. Communication

5.1 The policy will be available on the Dō University website and to all staff, and a link to the policy will be included in all student handbooks and on the Dō University Online/Teams course pages and landing page.

5.2 All students will be informed that the policy exists and that will discuss with your course leaders during induction.

5.3 The evaluation criteria will be available through the subject and unit manuals.

6. Design and implementation of the evaluation strategy

6.1 All assessments will be designed to promote active learning, using clear language and tasks.

accessible to all students. Assessment feedback

You should use feedback to help students improve their performance in subsequent assessments.

6.2 Course teams must design an assessment strategy that ensure the achievement of all learning outcomes program, using methodologies that ensure that all



students can successfully demonstrate their learning. The assessment may be revised to meet the needs of students with specific needs. All of these reviews should be reviewed through the Internal quality control procedure and registration of the decision in the course records. Any revisions will be discussed at the next meeting Examiner.

6.3 The course leader has the responsibility to ensure that all evaluators are competent to evaluate the work according to the guidelines of the granting body.

6.4 Course teams will design and implement a control strategy

Internal Quality Assurance (IQA) that must comply with the requirements of the organization grantor. The IQA shall be planned to ensure that all students receive an assessment grade verified by another staff member at least once during the academic year. A minimum of 20% (or 5 people) of the submissions for each assessment must be internally verified by second correctors. It is recommended blind grading.

6.4.1 Where there is a discrepancy in the blind marking, the marked work will be reviewed by a third marker and recommendations will be made to the Higher Education Quality Manager for the award of the mark before provisional marks are released to the group.

6.5 The evaluations will be reviewed at the end of each academic year by the teams teachers, taking into account feedback from students and results used to revise the evaluation strategy for the year next academic.

6.6 Students will receive an assessment scheme in their course manual or at Dō University Online, Teams or Google Classroom, indicating the assignments that must be submitted for each module. You will receive a detailed plan with precise details of the assessment task.

Delivery and return procedures, as well as the role of the boards examiners, are established at the beginning of each module. Any Modification of the evaluation system must be ratified by the Manager of Higher Education Quality before its delivery.

7. Submission of course work

7.1 Students must submit coursework covering all the evaluation criteria within the time period specified in the description of the homework. The course work will be considered submitted once once submitted through Turnitin (plagiarism detection software) in the Dō University Online/Teams or on the homepage.

7.2 If evidence of plagiarism is detected, the course leader will initiate the process described in the Academic Misconduct Policy.

7.3 Meeting deadlines is essential for job readiness. Any

Any student who does not meet the deadline will be penalized.

In the case of degrees, failure to meet the delivery deadline will result in a referral. According to the referral guidelines (which are (detailed later in this policy), referrals will have a limit of Approved. For programs offered by our universities associated, please refer to the program manual or evaluation guidelines. the associated university.

7.4 Any student in a Dō University course may request a extension of the deadline for submitting a course work, which will be considered by the course management team, if an extension is requested up to 48 hours. Any extension longer than 48 hours must be requested



under the Extenuating Circumstances process and approved by the Manager of Quality of Higher Education.

The purpose of offering Extenuating Circumstances is to ensure that students affected by unexpected and serious problems may be evaluated fairly. If a scholarship student wishes to request time additional under the extenuating circumstances process, you must complete a Extenuating Circumstances Form (Appendix A). You may request a editable copy of the form by mail or electronic admin@vae-universityuk.uk The form requires the student to explain the reasons of your request for extenuating circumstances and must be supported by relevant evidence, such as a medical certificate; for more information, see Appendix A. The completed form should be sent to Higher Education Quality Team by email at admin@vae-universityuk.uk, allowing five working days to make a decision.

If extenuating circumstances exist, a new date will be confirmed for the submission of coursework. Normally, no additional time will be granted after the date of the next program examination board meeting. For programs awarded by our partner universities, please refer to the program handbook or the partner university's assessment guidelines.

7.5 Resubmissions. Students who have successfully completed all the evaluation criteria will not be able to resubmit work for improve your rating.

7.6 Students who are enrolled in a Pearson scholarship and have not met the all approval criteria may resubmit the unit once per module within an agreed period of two weeks. If the unit has several



Assessment tasks distributed throughout the semester/year can only be resubmitted once at the end of the unit. This resubmission will cover all assignments which are referred to throughout the unit. All forwards will have a passing limit.

7.7 Students may appeal a grade through the academic appeals process, which is governed by the Academic Appeals procedure.

The grounds on which the appeal may be based are the following:

- That there are circumstances that affect the performance of the candidate and that the internal evaluator or verifier is unaware of.
- That there were procedural irregularities in the execution of the evaluation (including administrative errors).
- There is positive evidence of prejudice, bias or inadequate evaluation.
- That there is evidence of malpractice in the evaluation.

8. Evaluation and moderation

8.1 The evaluation and moderation process for evaluations must be explained clearly to the students so that they understand the procedure and the schedule.

8.2 Evaluators should demonstrate how they reached their decisions using the published evaluation criteria and recording the results in a format for use by the Examining Boards and to communicate the individual results for students.

When a student has completed a task, the assessment team will grade each unit. Refer to the program manual or the descriptions of the modules to obtain detailed information on the criteria of assessment and how grades are awarded. Grades will be awarded according to the highest level at which the student is considered to have met all the criteria. For example, for degrees



To achieve a**Approve**, the student must have satisfied all the passing criteria for learning objectives, demonstrating coverage of unit content and achievement of appropriate level within the national framework.

To achieve a**Merit**, the student must have met all the criteria of approval and all merit criteria through high performance in each learning outcome.

To achieve a**Distinction**.A student must have satisfied all the approval and merit criteria, as well as all distinction criteria through outstanding performance.

8.3 The evaluation team:

Hecourse leader.Has overall responsibility for the program, his evaluation and internal quality assurance to meet the requirements of the accrediting body, record keeping and coordination with the external examiner. The course leader will have full knowledge of the requirements and processes of evaluation and assurance internal quality assurance (IQA).

Internal quality insurers(Quality assessors supervise all assessment activities, in collaboration with the lead assessor quality (when necessary). They verify the validity of all tasks and evaluation decisions. The activities of quality assessors are will be standardized through collaboration with the curriculum team. Typically, quality assessors are evaluators, but they do not verify their



own assessments (see section 5.4, Verification Requirements internal rating).

Evaluators

Assess students according to standards established by the organization that grants the degree. Before making decisions about the evaluation, evaluators participate in standardization activities led by the course leader.

External examiner. Samples of the work will be taken from students from all evaluators. The external examiner also will review the evidence from the internal quality assessment (IQA) and the evaluation decisions.

8.4 Process:

8.4.1 Every task summary must be verified internally and externally before submission. The task must be assessed and internally verified (according to the plan) and approved by external examiners before being returned to the student.

8.4.2 Feedback must conform to the evaluation criteria established in the subject manual and by the granting organization. The rating should show how the decision was made, it may indicate why Compliance with the criteria has not been demonstrated and may offer guidance for future improvement, but should not provide feedback on how to improve the evidence presented.

8.4.3 When a student has not met the passing criteria, the granting organization's current policy on opportunities for re-evaluation.

8.4.4 The student must be informed that the grade awarded is provisional. until confirmed by the corresponding Examining Board.

9. Evaluation feedback

9.1 The assessed work will be returned to the students in accordance with the established in the assessment instructions. Feedback should be provided as soon as possible after the submission date.

Under normal circumstances, the student will receive feedback in writing within two business weeks for any evaluation formative and four working weeks for any evaluation summative, in accordance with the requirements of the examination board. In all cases, students must be clear about when they will receive the assessed work and feedback, and the assessment must communicate the revised deadlines if these are unavoidable.

9.2 Written feedback will consist of assessments based on the general grading criteria and a detailed evaluation of each student's strengths and areas for improvement. Students may request verbal feedback to improve future submissions.

9.3 Students have the right to appeal an assessment decision and reference should be made to the academic appeals procedure if they wish to appeal against an assessment decision.

10. Recognition of prior learning

10.1 Students may wish to accredit their previous training for the degree they are currently pursuing.

A successful RPL means that the student does not have to repeat assessments to demonstrate that you have already reached the required level in the chosen subject area. This process must be completed by the course manager BEFORE the student begins his or her degree and must be approved by the person responsible for quality in higher education.

11. Status of this policy

11.1 The policy was approved by the Board of Higher Education and replaces all previous documentation.

11.2 The operation of this policy will be reviewed by the Higher Education Quality Manager.

11.3 It may be reviewed and modified periodically by the Higher Education Council.

11.4 This policy has been impact assessed to ensure that it does not negatively affects staff on the basis of disability, gender or race.

Policy Review Area	Higher education
Senior Manager/Owner	Deputy Director – Higher Education
Approval level	Group/Corporate Leadership Team
Approval date	September 2025
Review cycle	Annually
Next review	September 2026



Appendix A – Extenuating Circumstances Form (ECF)

CONFIDENTIAL EXTENUOUS CIRCUMSTANCES FORM (ECF) (TO REQUEST A DEADLINE EXTENDED FOR AN EVALUATION OF A VALIDATED COURSE).

Please read the guidance notes below before completing this form.

Keep a copy of this form for your records. All

Correspondence related to this claim will be sent to your address

registered. **University email address.** So

be sure to check it periodically.

Your claim must be submitted with full supporting evidence as soon as possible.

possible, ideally within two weeks of the start of the

circumstances and at least five business days before the evaluation deadline.

Send the completed form to the Higher Education Quality Team email address: admin@vae-universityuk.uk

**Dó****Part A - Student Details:**

1	Student ID number:	Course:
	Name:	Stage/Year of study:
	Email address of the	Course leader:
	Contact telephone number:	Personal Tutor (Unit Tutor):

Part B - Claim Details:

2	Please list all units and assignments that have been affected:				
	Unit title(s):				
	Tasks:	Assignment due date(s):			
3	Nature of the CE (Check the box):				
	Serious medicine Condition	Duel	Affectionate Responsibilities	Court Attendance	Trauma Other
4	Date(s) of CE:		Of: dd/mm/yyyy	TO: dd/mm/yyyy	



5	<p>Description of mitigating circumstances: Continue on a separate sheet of paper if necessary.</p>
6	<p>How have these circumstances affected the aforementioned evaluations previously? Please include the exact dates.</p> <p>Continue on a separate sheet of paper if necessary.</p>
7	<p>What supporting evidence is attached to this form?</p> <p>Please note that forms submitted without documentation will not be considered. formal support. See the guide for more information on the types of evidence that will be considered.</p>



Part C - Disabilities and Long-Term Medical Conditions:

8	<p>If you have a disability, do you agree that the Panel Extenuating Circumstances contact the Service</p> <p>Disability to obtain information about your condition?</p> <p>Normally, the Disability Service will not share information about your condition with third parties, including the EC Panel, without your consent. However, it will help us to process your EC application more efficiently if we can contact the EC Service</p> <p>Disability to obtain more information about your condition and any agreements special that has been implemented for you. If you are If you wish the EC Panel to Please contact the Disability Service. This information will be</p>	But
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Part D – Student Checklist and Signature

9	<p>Please review the following questions before signing and dating the form:</p> <ul style="list-style-type: none">• Have you completed all sections of the form?• Have you clearly indicated which units and tasks have been affected? by the EC? (You may need to consult the course manual to find out the exact title of the unit).• Have they given clear details of the dates that have been affected by the EC?• Have you attached appropriate supporting evidence?	But But But But
10	Student signature:	Date:

Please allow five business days for a decision.

Guide on extenuating circumstances

Please note that if you provide evidence from a doctor, it must be clearly related to the evaluation period for which the grant is being applied for. Doctors must be registered with the Council General Practitioner (GMC) and can consult a

If you provide evidence of a Health Advice and Counselling Service, the evidence

must be related to the assessment period for which you are claiming and you must demonstrate that attended more of an advisory session before the evaluation deadline.

Reason for Claiming	Acceptable reasons	Evidence is required	Unacceptable
Issues serious condition	<p>doctors</p> <p>Serious personal injury, medical condition or mental health condition which prevents assistance, completion of evaluation or presentation of jobs</p> <p>Injury or illness</p> <p>serious illness of the child, partner or close relative</p> <p>Severe worsening or acute episode of a</p>	<p>Written test from a registered doctor or a verified one</p> <p>Advice and Service of health advice</p> <p>Written test of the medical patient registered practitioner with evidence of relationship with student.</p> <p>I</p> <p>Written test of impact on the claimant of a registered doctor or a verified one</p> <p>Advice and Advisory Service Written Test</p> <p>from a registered</p>	<p>Current conditions (included disabilities, difficulties of learning or health problems mental) conditions) Please Contact the Disability Service of advice on case of suffering any disease chronic.Disease minors or injuries (such as colds, aches and pains headfirst,</p>

[illegible]



	<p>Theft of required work for evaluation</p> <p>Direct experience of terrorist incident either natural disaster</p> <p>Major fire in residence</p> <p>Family disintegration (such as (such as divorce)</p>	<p>of a registered doctor</p> <p>or a verified one</p> <p>Advice and Health advisory service</p> <p>Written test of the police or other investigation authority, Fire Service or College Department (e.g. Farms)</p> <p>Proof written of impact in he claimant of a registered doctor or a verified one</p> <p>Advice and Service of advice sanitary</p>	<p>Accommodation problems or home movements</p> <p>Domestic general / issues relatives</p> <p>Evaluation/Exam stress</p>
<p>Affectionate responsibilities</p>	<p>Unexpected care responsibilities caused due to a serious illness sudden either a deterioration of a ongoing medical condition son, partner or relative nearby</p>	<p>Proof written of the patient doctor registered practicing with evidence of relationship with student.</p> <p>I</p> <p>Proof written of impact in he claimant of a registered doctor or a verified one</p> <p>Advice and Service of advice sanitary</p>	<p>Careful continuous responsibilities</p> <p>Responsibilities of care of minor illnesses, accidents or injuries</p>



Court attendance	Service of jury either appearance in view of a court or tribunal as witness,	Official correspondence of Court or Tribunal Authority	Friend of support either relative in court or Court
Miscellaneous	Disturbance serious caused by terrorist incident or natural disaster	Evidence of gravity interruption from the trip or other plans Preventing assistance to ending of assessment either presentation of jobs	Any circumstance that No have clearly shocked in academic performance or do It is not related clearly with he moment of the evaluation Problems with the visa Minor private either transport public failure, vacation or booked trip preparations Related problems with serious IT/equipment

If you are studying a course validated by one of our university partners and you wish to apply for special circumstances

mitigating circumstances,

Appendix B - Higher Education Assessment Policy: Summary for Staff

At the beginning of each module, students will be given a detailed plan of all assessments, with due and return dates. They are also

You must be informed about this policy and have access to a copy.

- All assessments will be carefully designed to maximize the student achievement, using grading criteria contextualized.
- It is the responsibility of the course leader to ensure that the evaluators are properly qualified and have experience to evaluate.



- The results of the evaluation should not be communicated to the students until the work has been verified internally.
- Feedback to students should help them improve their performance in subsequent courses.
- Students may request additional time to complete a evaluation using the form
Extenuating Circumstances (ECF), at least 5 business days before the date of delivery (unless it is a last-minute emergency). The Approval from the Higher Education Quality Manager will be required and the The Higher Education Quality Team will confirm it.
- Students who do not submit work on time and do not have a request for additional time approved may not obtain grades higher than a passing grade.
- Students may appeal assessment decisions. Any appeal should be resolved between the student and the assessor whenever possible. Students wishing to appeal should do so by completing the Student Appeal Form (see appeal procedure) and submitting it, along with evidence, to admin@vaeuniversituuk.uk.
- The Higher Education Quality Manager will facilitate the first two stages of the appeal process. The third stage will be overseen by the Vice-Chancellor. The Appeals Panel's decision shall be final.
- The Board of Higher Education will consider all appeals against the evaluation decisions of each academic year and will agree on the appropriate actions.



Appendix C - Higher Education Assessment Policy: Summary for Students

Students must:

- Access and become familiar with the Higher Education Assessment Policy
- Receive an assessment plan covering the modules or the academic year. This plan will detail the assessments, due dates or exams, and the dates for submitting assessed work or submitting results.
- Students must know the requirements to submit assessments that are complete, are the student's own work and are delivered on time.
- Students must submit a paper that covers all assignments required at the specified date and time.
- Students can appeal assessment decisions using the student appeal form, which must be completed and sent to admin@vae-universityuk.uk



Appendix D - Policy for the use of ChatGPT and AI chatbots

Aim

The purpose of this policy is to provide guidelines for the appropriate use of ChatGPT and AI chatbots to enhance learning of students and academic performance.

Definition

ChatGPT and AI chatbots are AI language models that can help students to expand their knowledge and improve their performance academically and improve their writing skills.

Eligibility

ChatGPT and AI chatbots can be used by students, university students and university staff members for the purposes of education as a research tool.

Guidelines

- ChatGPT and AI chatbots can be used to ask questions and get information on topics relevant to any course academically. Research.
- ChatGPT and AI chatbots should not be used to complete assignments or coursework on behalf of the student or used in place of
- ChatGPT chatbots and AI should not be used to cheat, plagiarize or engage in any form of academic misconduct.
- Students and staff members should use their own judgment when relying on ChatGPT and chatbots.
AI, as they are AI language models and not a substitute for professional advice or human interaction.
- Students and staff members should cite/reference any information obtained from ChatGPT and AI chatbots in a manner adequate in their work.



As with all research tools, one should always consider in the integrity of the information and the student must evaluate its solidity and validity by use it in conjunction with other sources.

Support

The university will provide support and resources to students and staff so that use ChatGPT and AI chatbots appropriately and effectively in their learning and teaching. This includes providing guidance on how to use ChatGPT and artificial intelligence chatbots, in addition to promoting academic integrity and proper citation practices.

Review

This policy will be reviewed periodically to ensure that it is maintained.

updated and relevant to the needs of students and

staff members using ChatGPT and intelligence chatbots

artificial in the university.