



POLICY / PROCEDURE

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Version	2.0
Approved by	SMT
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Date of next review	31/07/2023
Lead responsibility	Vice Principal Curriculum and Quality

1. Purpose

1.1 Assessment is the processes of monitoring learners' progress against the Awarding Organisation criteria in order to ensure that all learners work meet the national standards. It provides a continuous check on the quality of work produced by a learner.

1.2 The College is committed to:

- Ensuring that learners receive accurate and useful information about their progress and attainment
- Ensuring that staff receive clear and effective advice on managing the assessment process
- Ensuring compliance with Awarding Body regulations on assessment and quality assurance
- Supporting improvements in teaching effectiveness, learner achievement and progression
- Ensuring that all learners are fairly, accurately and regularly assessed in a consistent manner
- Meeting and exceeding the requirements placed upon us by the awarding organisation
- Ensuring that valid assessment decisions are reached for all our learners and that external requirements are fully met
- Ensuring internal quality monitoring supports academic staff in their assessment activities by affording them the opportunity to receive critically supportive comment on the assessment decisions reached.

2. Scope

2.1 For the purpose of this policy, the term assessment encompasses all forms of activity that checks and validates the learners' work. It may be implemented through the quality systems as required or laid down by examining or awarding organisations; or it may occur through observation of learner activities, marking written work, assignment or any other form of evidence presented by a learner or candidate.

Any task, activity, assignment, essay or project that contributes to the learners' final achievement in a vocational area, academic subject or key skill will fall within the scope of this policy.

- This policy relates to Further Education (FE).
- All College staff with a teaching and learning responsibility

3. Policy / Principles

3.1. This Policy requires active commitment from all staff – assessors, internal verifiers, programme leaders and any other members of the course team to ensure that:

- Assessment is conducted with rigour, fairness and in accordance with Awarding Organisation published criteria
- Evidence for assessment is authentic, (the learners' own work), current (the learners' present competence), valid (relevant to the syllabus criteria) and sufficient (meets all relevant criteria)
- The volume of formative assessment is consistent with an effective and appropriate measurement of the learners' achievement and/or progress
- Appropriate feedback is provided to learners on assessed work in a way that promotes learning and facilitates improvement

- Assessment decisions are recorded and documented accurately and systematically, and in accordance with the requirements of awarding/validation bodies
- There is a robust system for standardising and internally verifying assessment decisions and grades
- Assessment is co-ordinated between lecturers and other course teams to ensure that workloads are staggered and manageable
- Assessment information is kept secure and confidential
- Records of assessment are kept in a secure location and accessed by staff authorised to do so
- All activities are planned and executed in accordance with all current policies and procedures laid down by the College and the awarding organisation
- All evidence is assessed and recorded to Awarding Organisation requirements and or guidelines
- All assessors/lecturers work is subject to quality assurance and will be monitored by the course internal moderator/verifier.

4. Procedure

4.1. Setting Assignments

- Curriculum Leaders should ensure that schemes of work contain details of all assignment deadlines and independent test dates prior to the beginning of the course. This should also include target dates for the completion of practical work
- This information must be provided to the learners at the start of their course
- Curriculum Leaders should ensure that learners understand the assignment grading criteria at the start of their course (e.g. the difference between a Pass, Merit and Distinction)
- All assignments should be issued with a marking/grading sheet which identifies clear formative *and* summative assessment deadlines, as well as the date of issue, assignment title and relevant unit. *Appendix 6* gives further guidance on setting assignments
- The formative assessment deadline should be issued at least two weeks prior to the final submission date, to allow the lecturer to advise the learner about how they might improve their work
- Staff are not advised to change assessment dates unless it is absolutely essential. Where changes are necessary, learners should be given plenty of advanced notice.
- All assignment briefs *must be* internally verified before being issued to learners – see assessment calendar on page 4 - (unless these have been written by the Awarding Body)
- Curriculum Leaders are expected to ensure that Lecturers set clear guidelines on how work should be submitted. Further guidance is provided in *Appendix 8 – Late Submission of Work*.
- It is also considered to be good practice for course teams to work together to agree assessment schedules that are *staggered* across the year and provide learners with an even spread of work

4.2 Receipt of Assignments

- Curriculum Leaders will set up a tracking system for recording the hand-in of work. Learners should have this system explained to them at the beginning of the course to avoid any misunderstanding and the processes for submitting work must be consistent with Awarding Body guidelines.

4.3 Late Submissions

- Late submission is defined as receipt of an assignment after the final submission time/date. An assignment that is due by noon, for example, is considered late if it is submitted at 17.00 on the same day.
- Actions taken by course teams to address late submission must always be in accordance with Awarding Body regulations.

4.5 Formative Assessment

- All assignments should have formative assessment dates that enable learners to receive feedback on their work prior to final submission. Normally this will be prior to the final submission date. However, formative assessment is not allowed under BTEC assessment requirements.
- Where learner work has been submitted for formative assessment it should be marked with an estimated grade, indicating points of merit and suggestions for improvement.
- When work is re-submitted, it should be treated automatically as a final submission for summative assessment.

4.6 Assessment Grading

- The marking of assessments must comply with the requirements of the assessment criteria laid down by Awarding Bodies or other relevant assessment authorities.
- Feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance.
- Where an assignment is based on group work, learners must receive an individual grade which reflects their personal contribution. The marking regime should be explained to learners prior to assessment. Group assessment should comply with Awarding Body assessment regulations where these exist.
- Allowances may need to be made for learners with additional support needs. Please liaise with the Learning Support team for information on an individual case.
- Where learners have allowances – an Awarding Body will require a ‘Special Allowances’ form/document to be logged with them. Please refer to the Awarding Body guidelines and/or EV for compliance needs. Copies of forms for learners with special dispensations will also need to be logged within the EXAMS OFFICE & held in the course file
- Where there is a qualification requirement to hold internal standardisation meetings to discuss marking/grading practices, these must be documented and a copy placed in the course file.
- Assessment grades must be internally verified before being returned to the learners where this is an Awarding Body requirement.
- All course teams are strongly encouraged to attend external standardisation events and relevant training courses to share current practice in assessment and grading.

4.8 Extensions

- In exceptional cases (e.g. ill-health or learning difficulty or disability) an extension of up to three weeks may be authorised by the lecturer where appropriate evidence (e.g. a medical certificate) has been provided
- Lecturers should ensure that learners are aware of the procedures governing extensions at the start of their course

- Learners must apply for an extension in writing outlining the reasons for their request.
- Applications must be authorised by the lecturer BEFORE the final submission date.
- Lecturers are *not* obliged to grant an extension AFTER this deadline
- In respect of issues related to Additional Learning Support, lecturers should liaise with the Learning Services team

4.9 Arrangements for Learners with Special Assessment Requirements

- Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification.
- Where special arrangements need to be made to accommodate learners with particular needs, care must be taken to ensure that the assessment measures are of an equal rigour and quality.
- Learners may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental health problem, or English as an additional language. This means they will need appropriate support to help them meet the required assessment standards such as:
 - Help with communication and number skills
 - Adapted equipment and physical environment
 - Extended assessment time
 - Special information learning technology
 - Confidence building
- For external examinations and tests, the lecturer is advised to consult with the College Exams Officer and the Additional Learning Support Manager.

5. Relevant Legislation / Regulation

- 5.1. There is no current legislation applicable to this policy.

6. Related Documents

- 6.1. The following related documents are relevant to this policy / procedure:

- Health and Safety Policy
- Equality and Diversity Policy
- Internal Verification Policy
- Teaching and Learning Policy
- Learner Disciplinary Procedure

7. Accountability

- 7.1. The Vice Principal Curriculum and Quality is responsible for the drafting and implementation of this policy.

- 7.2. He is also responsible for ensuring that this document is regularly reviewed and updated – and is the first contact point for managers seeking advice and guidance about the Assessment Policy, or making enquiries about its interpretation.
- 7.3. All managers are responsible for ensuring that they and their team members follow the requirements set out in this document.
- 7.4. All employees are responsible for adhering to the requirements set out in this document.

8. Equality & Diversity

- 8.1. The College has paid due regard to equality considerations during the preparation and implementation of this Policy and Procedure.
- 8.2. These considerations included the potential for any differential negative effect on the grounds of age, disability, gender reassignment, pregnancy and maternity, race (including ethnic or national origins, colour or nationality), religion or belief (including lack of belief), sex, sexual orientation, marriage or civil partnership.
- 8.3. The College's judgement is that there is no such negative effect on those grounds and, consequently, no potential breach of the Equality Act 2010.
- 8.4. The operation of this Policy and Procedure will be monitored by the Personnel Manager in order to establish that no unlawful discrimination is taking place and to identify opportunities for the College to enhance equality of opportunity and fair treatment.

9. Review

- 9.1. This document will be reviewed by 31st July 2023.
- 9.2. The Vice Principal – Curriculum and Quality will undertake this review, taking into account the outcomes of the monitoring process, legislative changes and developments in good practice.
- 9.3. As part of the review, the Vice Principal – Curriculum and Quality will seek and consider the views of the College's employees and of the recognised trade unions.
- 9.4. The outcome of the review will be reported to the Senior Management Team.

10. Document Identification

Category [select ONE only]	<input checked="" type="checkbox"/> Programmes/courses <input type="checkbox"/> Partnerships <input type="checkbox"/> Finance <input type="checkbox"/> Quality <input type="checkbox"/> Governance <input type="checkbox"/> Health and safety <input type="checkbox"/> Facilities <input type="checkbox"/> Computer Services <input type="checkbox"/> MIS <input type="checkbox"/> Admissions <input type="checkbox"/> Teaching and learning <input type="checkbox"/> Personnel
Audience [select ALL that apply]	<input checked="" type="checkbox"/> Employees <input checked="" type="checkbox"/> Learners <input type="checkbox"/> Partners <input type="checkbox"/> Suppliers