

Assessment Policy

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Assessment Policy

Assessment and feedback are an integral part of the learning and teaching process. This policy seeks to provide accessible guidelines for all staff in order to promote consistency and fairness for academic and vocational success. Please note that this policy is generic, and that specific Awarding Organisation regulations should be referred to where necessary.

The policy aims to ensure:

- the suitability and rigour of assessment
 - that assessment is timely, frequent, fair, informative and reliable
 - that assessment is used to plan learning, which is inspiring and challenging for all
 - that learners receive clear, constructive feedback and know how to improve
 - that assessment supports learners to develop their employability, English, maths, and ICT skills
 - that assessment promotes equality and diversity
 - that the arrangements for assessment, including recording, reporting and management of assessment processes are appropriate
- This policy outlines the main assessment processes and what staff need to do. It is a generic statement of policy that needs to be applied in context to programmes and qualification types at a local level. Leaders across the College will agree curriculum assessment protocols for each Awarding Organisation and qualification type, which specify the details needed to meet Awarding Organisation requirements. Based on these, teams are to develop their curriculum assessment protocols and Assessment Guides to meet the needs of learners and Awarding Organisations in the area.
 - This policy applies to all types of formal assessment, whether this is formative or summative, coursework or assignments. Where appropriate, it will apply to the ongoing marking of learners' work, which may include homework, as well as the more formal assessment which learners will undertake at intervals during their programme of study.
 - An Assessment Malpractice and Maladministration Policy, Assessment Appeals Policy/procedures and Assessment Guide for learners are appended.

Note: Those programmes that are subject to External Verification or Moderation will also use the Assessment Review processes. Suggested documentation for this is also included although Awarding Organisation documentation may be available or teams may prefer to develop their own through the College wide assessment working groups.

Programme Managers / Heads of Faculties need to ensure that teams:

Plan assessments - Before the programme starts:

- Design an assessment programme that meets learners' needs and supports personalised assessment, as well as Awarding Organisation criteria.
- Design assignments that meet Awarding Organisation requirements and include clear instructions to learners about what they need to do, the time allowed for the assessment, and the knowledge, understanding and skills being assessed.
- Agree a common system of assessment practices to include assessment design, marking, feedback/reporting on progress (including to parents and employers), and documentation that records assessment information.
- Agree the Assessment and Review Plan, agree deadlines amongst the team for assessment scheduling and the related quality processes.

Initially assess learners - At the beginning of the programme:

- Use initial assessment outcomes to determine learners' support and additional learning needs.
- Feedback to learners and subject teachers the outcomes of these assessments within 2 weeks.
- Provide for the identified needs. Where necessary, amend the teaching, learning and assessment programme to cater for the needs of individuals.

Provide assessment information - At the beginning of the programme:

- Provide an online Assessment Guide to learners (see example) on the assessment regime and scheduling for their programme. Provide information/links to the Assessment Policies, e.g. Assessment Malpractice and Maladministration Policy and the Assessment Appeals Policy. Discuss these with learners and remind them how to access them.

Provide timely, fair and reliable assessment decisions and developmental feedback – During the programme:

- Assess learners' work based on the explicit criteria that was specified in advance to learners.
- Make learners aware that grades are subject to ratification by the Awarding Organisation.
- Use the agreed Spelling and Grammar policy when marking learners' work.
- Within Awarding Organisation rules, give feedback to learners on how the criteria was applied; what was done well/not so well; how they can improve their work. Link feedback to previous and future assessments and learning if possible.
- Provide written feedback on assessments within 10 working days. Any changes to this standard must be agreed with the Head of Quality.
- Encourage learners to submit work on-line and provide electronic feedback where possible.
- In exceptional circumstances, where a needs assessment or learning support agreement has been undertaken, alternative forms for assessment may be required. In such cases, follow the relevant Awarding Organisation procedures.

- In extenuating circumstances, if a learner has a disability/learning difficulty, or is involved in a serious incident and unable to complete a piece of coursework on time, or attend an examination (or feel their performance may have been seriously impacted), full independent evidence will need to be provided, so that Awarding Organisation procedures can be carried out.

Use ProMonitor to plan, monitor and report on learners' progress and achievement

On ProMonitor, set up and consistently record and review progress for all learners:

- Schedule formal assessment on the ProMonitor Markbook.
- Tutors use Grades on Entry and initial assessment outcomes to agree personal and challenge targets for all learners.
- Teachers enter learners' achievement on the ProMonitor Markbook following each assessment, update challenge targets based on individual progress, and write progress reviews.
- Where the learner is under 18, tutor feedback on progress to parents/guardians or carers.

Review the Assessment programme:

- Participate in the review of assessment design, outcomes for learners, assessment review and standardisation to ensure continuous improvement.
- Engage with Awarding Organisation verification processes in a timely way.
- Collate, maintain and store portfolios, assessments and key learner records for the period required by the Awarding Organisation.

Awarding Organisation links

AAT <https://www.aat.org.uk/about-aat/aat-equal-opportunities-policy>

ABC <https://www.abcawards.co.uk/centres-2/policies-procedures/>

AIM AWARDS <https://www.aimawards.org.uk/resources/>

ASCENTIS <https://www.ascentis.co.uk/Pages/FAQs/Category/key-documents>

AQA <http://www.aqa.org.uk/qualifications>

BIIAB <http://biiab.bii.org/qualifications>

BTEC Centre Guidance on assessment <https://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality-assurance-handbook.html>

CACHE <https://www.cache.org.uk/>

ESOL <http://www.cambridgeenglish.org/>

CIEH <http://www.cieh.org/training/qualifications.html>

CIPD <http://www.cipd.co.uk/qualifications/>

CITY AND GUILDS <https://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance>

CITB <http://www.citb.co.uk/audience/education-centre-or-training-provider/>

CiLEX <https://www.cilex.org.uk/>

CIPS https://landing.dlcantraining.co.uk/cips-certificate/?msclkid=b27d8f92d0a5177d1b1ad4b113c0bfca&utm_source=bing&utm_medium=cpc&utm_campaign=%5B%5D%20CIPS%20-%20Exact&utm_term=CIPS&utm_content=CIPS%20-%20Exact

CMI <http://www.managers.org.uk/education-providers>

CPCAB <http://www.cpcab.co.uk/qualifications/>

EDEXCEL <https://qualifications.pearson.com/en/support.html#support-topic-Qualityassurance>

ESB <http://esbuk.org/>

FDQ <http://www.fdq.org.uk/our-qualifications/>

GATEWAY <http://www.gatewayqualifications.org.uk/what-we-do/quality-assurance>

HABC <https://www.highfieldabc.com/qualifications>

IAB <https://www.iab.org.uk/>

LIBF <https://www.libf.ac.uk/>

ILM <https://www.i-l-m.com/>

IoH <https://www.instituteofhospitality.org/qualifications/uk/qualifications-information>

NCFE <https://www.ncfe.org.uk/>

NOCN <https://www.nocn.org.uk/>

OCR <http://www.ocr.org.uk/>

OCNLR <http://www.ocnlondon.org.uk/centres/centre-area/quality-assurance/assessment.aspx>

RARPA <https://www.learningcurve.org.uk/courses/leader4learning/resources/rarpatoolkit>

ROCKSCHOOL <https://www.rslawards.com/>

RSPH <https://www.rsph.org.uk/qualifications/centre-area.html>

SFEDI <http://sfediawards.com/>

TCL ESOL <http://www.trinitycollege.com/site/?id=263>

UAL <http://www.arts.ac.uk/about-ual/awarding-body/information-for-existing-centres/>

VTCT <https://www.vtct.org.uk/>

WAMITAB <https://wamitab.org.uk/>

WSET <https://www.wsetglobal.com/qualifications/>

WJEC <http://www.wjec.co.uk/>

YMCA <http://www.ymcaawards.co.uk/>

HE

QAA UK Quality Code for Higher Education - <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

City University London Validation and Institutional Partnership –
<https://studenthub.city.ac.uk/student-administration/policy-and-regulation>

Central Lancashire University Academic Regulations –
https://www.uclan.ac.uk/agasu/academic_regulations.php

Hertfordshire University Academic Regulations –
<https://www.herts.ac.uk/about-us/governance/university-policies-and-regulations-uprs>

London Metropolitan University Academic Regulations –
<http://www.londonmet.ac.uk/applying/>

Middlesex University Academic Regulations –
<https://www.mdx.ac.uk/about-us/policies/university-regulations>

London South Bank University Academic Regulations –
<http://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

Pearson Guide to HN QCF Assessment - <https://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality-assurance-handbook/standards-verification4.html>