

**ASSESSMENT
(INCLUDING HE PROGRAMMES)
PROCEDURE**

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| Department/Area | Standards & Quality |
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SCOPE

All enrolled learners.

PURPOSE

To provide an analysis and recognition of the learner's competence following a period of learning and development. To ensure that the academic standards of all the College's programmes are maintained in accordance with the academic infrastructure and Awarding Organisation guidelines. To ensure that the College's commitment to high quality learning opportunities is maintained. To ensure that learners are aware, from the start of their programme, all the deadlines for the submissions of assignments, coursework and their set examination dates.

INTRODUCTION

Assessment provides an important means of analysing the learning and development progress of a learner during a programme of study. It must be an ongoing process to ensure that the learner gains a full understanding of the qualification they are working towards and how far they have progressed at any given time. For learners whose programme of study results in an externally assessed qualification, it is important for the learner to be supported through a series of 'Mock Assessment' to enable us to monitor their learning and development.

PROCEDURE

The teacher/assessor/Curriculum Manager **must ensure** that the learner is registered with the appropriate awarding organisation prior to any assessment taking place. It is the Curriculum Manager/Curriculum Leader's responsibility to check this has been actioned.

Assessment General Principles

1. On course/programme assessment that has been subject to the Internal Quality Assurance (IQA) process and agreed as appropriate to the Awarding Organisation (AO) requirements. It is essential that assessors maintain both planning and assessment records for individual learners, demonstrating the learner's ongoing progress against the units of the qualification.
2. External assessment will be carried out to meet the requirements of each Awarding Organisation.
3. Learner evidence and records of assessment will be held in a safe and secure location. This includes hard copy and electronic learner evidence and assessment records. Learner evidence will be retained in accordance with the AO requirements. Assessment records will be retained for a minimum of 3 years. (For SQA qualifications assessment records will be retained for 6 years).

4. Assessment decisions for competence-based programmes will be countersigned by a qualified assessor if the primary assessor is unqualified (where applicable).
5. Assessment decision records and learner evidence will be subject to Internal Quality Assurance (IQA) in accordance with the relevant IQA procedures. See Internal Quality Assurance/Moderation (WBL/Apprenticeship Standard) and Internal Quality Assurance/Moderation (CBL).
6. All higher education programmes are required to develop their own assessment strategy.
7. Learners can receive a diagnostic assessment on request at the start of their programme of study to identify attributes or skills that the learner has and to identify any additional support needs.
8. Learners will be provided with a programme schedule that details the issues and submission dates of assignments and coursework.
9. Learners will be provided with a programme schedule of their set examination dates for the year (where appropriate).
10. Assessment practices must be constantly monitored for validity, equity and reliability. An effective assessment programme motivates learners and drives their learning. It determines their progression through their programme and validates their success or failure in meeting programme outcomes.
11. Information and guidance on assessment must be clear, accurate and accessible to all staff, learners and external examiners.
12. The range and type of assessment used must be clearly aligned to intended learning outcomes.
13. Assessment must be reliable through the consistent use of agreed marking and grading schemes and arrangements for moderation.
14. There must be robust arrangements to monitor, evaluate and demonstrate the fairness of assessment.
15. In conjunction with validating or awarding organisations, programmes must ensure learners are provided with information and guidance on their responsibilities within the assessment process (including assessment regulations) especially regarding academic misconduct or the use of unfair means.
16. All records of internal verification processes must be held for a minimum of 3 years after the end of the programme.

Assessment/Exam Boards (HE only)

1. Assessment/Exam Boards must take place prior to learner certification and the annual Board of Studies' meeting. Ideally these should be carried out each semester to discuss and agree learner grades. Minutes from the Assessment/Exam Boards must be brought to the external examiner, the Director for the Institute of Technology and the Assistant Principal for Quality.
2. Exam boards must be chaired by College staff who have experience of managing HE.
3. Programme teams must keep accurate records of the procedures and decision of each exam board in their quality folders. To ensure confidentiality, the outcomes of exam board meetings are exempt from the College's usual policy of sharing information (i.e. class representatives attending meetings relating to curriculum and/or uploading minutes/findings to the College's Virtual Learning Environment).
4. Records must be kept for a minimum of 3 years after the end of the programme.
5. Curriculum teams (excluding class representatives) will formally review and discuss academic assessments, quality assurance and final awarding grades in a confidential setting and in a timely manner.

Meeting deadlines

1. As part of the assessment process, it is important for learners to meet all the deadlines set. Learners should be supported by their tutors to develop the time management skills required to facilitate this.
2. All tutors should provide learners with a unit delivery plan and assignment submission dates for the year to enable students to plan for this effectively.
3. It is important that learners are not advantaged by having additional time to complete assignments where there are no extenuating circumstances.
4. A tutor may refuse to accept work that is late without extenuating circumstances. This should be made clear to the learners and information contained in their student handbook should draw learners' attention to this and the consequences of failing to meet the deadlines.
5. Learners may be given extensions for legitimate reasons. Such as hospitalisation at the time of submission. Each case must be considered fairly and equally. Where an extension is granted, this should be recorded, and the new deadline made clear.

Marking and Grading

1. Programmes must publish and implement consistently, clear criteria for the marking and grading of assignments.

2. Programmes must employ a rigorous system of internal moderation marks.
3. Programmes must ensure that assessment decisions are recorded and documented accurately and systematically.
4. Programmes must ensure that the decisions of relevant examination boards are published as quickly as possible.
5. Appeals against assessment decisions must be made in accordance with the Colleges and awarding organisations appeals procedure.

Feedback

1. Programmes must ensure that feedback is provided to learners on assessed work in a way that promotes learning and facilitates improvement.
2. Feedback to learners must be given as soon as possible for the assessment event in the order to facilitate optimum learning. College policy is that all marked work, handed in by the due date, will be returned to the learner within a maximum of 15 working days of the hand-in deadline.

Resubmissions

Please refer to the individual awarding organisation's requirements.

For non-RQF qualifications

Because every assignment contributes to the final qualification grade, it may be appropriate for the Programme Leader to authorise one opportunity for a learner to resubmit evidence to meet the assessment criteria targeted by an assignment.

1. Learners may be allowed 1 resubmission where they have failed to meet all the criteria on their first submission or if they have only achieved at Pass or Merit where the following conditions apply:
 - a. The learner has met the initial deadlines set in the assignment or has met an agreed deadline extension.
 - b. The assessor judges that the learner will be able to provide improved evidence without further guidance.
2. If a learner has not met the conditions listed above, the assessment board must not authorise a resubmission.
3. This information is to be made clear to the learners at the start of their course and should be included in their student handbook.

For RQF qualifications

1. Learners who, for the first assessment opportunity, have failed to achieve a

Pass for that unit specification shall be expected to undertake a reassessment.

- a. Only one opportunity for reassessment of the unit will be permitted.
 - b. Reassessment for coursework, project or portfolio-based assessments shall normally involve the reworking of the original task.
 - c. For examinations, reassessment shall involve completion of a new task.
2. A student who undertakes reassessment will have their grade capped at a Pass for that unit.
 3. A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

If a learner has not achieved a Pass overall within a unit, the College may authorise the full repeat of a unit:

- The overall grade of that unit is capped at a Pass.
- Units can only be repeated once.
- Original and repeated unit assessments must be submitted to the external examiner or verifier.

Access Arrangements, Reasonable Adjustments and Special Considerations

Please refer to the Access Arrangements, Reasonable Adjustments and Special Considerations Procedure.

Academic Appeals

Please refer to the Academic Appeals Procedure.