



Working Together

Assessment Policy

March 2020

History of Changes to Assessment Policy

Version	Description of Change	Authored by	Date
1	Minor word changes and change of job title from Head of Commercial and Community Development Unit to Head of Business Development Unit.	H Anderson/JCC	20 June 2014
1.1	Changes to include assessment planning, exceptional circumstances and external assessment appeals to the awarding body. Additional related document Reference to external documents and websites included.	H Anderson/D Killean	May-September 2015
1.2	Inclusion of a principle that teaching staff will be cognisant with the qualification being delivered. Minor corrections of typing errors and some clarifications within the text.	D Killean	May 2016
1.3	Inclusion of a section relating to specific awarding body appeals processes. Inclusion of guidance on digital assessment.	D Killean	May 2017
1.4	Minor word changes and changes to job titles. Inclusion of revised Data Protection legislation. Written feedback to be given to students within 15 working days. Procedure now a separate document.	C Elliott	May 2018
1.5	Links updated. Consistency of feedback to students within 10 working days.	J Robertson	September 2019
1.5.1	Wording changes around feedback	J Robertson	November 2019
1.5.2	BHSQ request: additional wording to clarify role of SQA Accreditation	J Robertson	March 2020

Assessment Policy

1. Introduction

All summative assessment undertaken by the College will meet the requirements of the individual awarding body criteria.

The College is committed to assessing students in a fair, accurate and consistent manner.

To ensure that assessment decisions are valid and meet external requirements, the College operates an internal quality monitoring system of validation, approval and verification.

2. Scope

Summative assessment relates to any activity that contributes towards the students' achievement of their qualifications. This may include e.g. written work, observation of activity, verbal questioning or producing a final product.

3. Key Principles

- 3.1 The methods of assessments are valid, reliable, practicable, fair and equitable.
- 3.2 Teaching staff will be cognisant with the requirements of the awarding body for the summative assessment of the award.
- 3.3 Assessments may take place in the form of e-assessment.
- 3.4 Students should be well prepared for summative assessment with the dates and method of assessment provided to students well in advance.
- 3.5 Students will receive written feedback within 10 working days following summative assessment by the lecturer/assessor unless an extension is discussed with the student, lecturer/assessor and CLM, subject to internal and/or external verification.
- 3.6 Alternative assessment arrangements will be offered to those students with identified additional support needs.
- 3.7 Where exceptional circumstances occur that prevent a student from undertaking or performing to their ability in an assessment these will be taken into consideration to determine the appropriate action in accordance with awarding body regulations.

- 3.8 All assessment and assessment instruments are well planned and have undergone quality assurance thorough validation, approvals and verification.
- 3.9 Assessment instruments must be stored securely. Access to National exemplars/Assessment Support Packs/National Assessment Bank secure websites is controlled. Awarding bodies must be informed by the College of any breaches in this security.
- 3.10 Assessment results must be recorded accurately and timely.
- 3.11 Assessed work must be disposed of in accordance with awarding body regulations. Student work can be returned to them only where this does not compromise the integrity (validity and reliability) of the assessment instrument.
- 3.12 Students can appeal against internal assessment decisions to the College and then ultimately to the awarding body. For external assessment decisions, the appeal will be to the awarding body. In the case of regulated qualifications, a further level of appeal is available to the regulator. Where the awarding body is SQA, the regulator, SQA Accreditation is unable to overturn assessment decisions or academic judgements.

4. Responsibilities

- 4.1 All staff are responsible for ensuring the Assessment Policy and Procedure are adhered to.
- 4.2 All staff who assess students must store assessment instruments securely and retain the evidence in a secure location, which can be accessed by authorised staff only.
- 4.3 All staff who assess students must adhere to assessment conditions and requirements laid down by the College and the awarding body.
- 4.4 All Internal Verifiers must ensure that assessors meet the required assessment conditions, requirements and standards laid down by the College and the awarding body.
- 4.5 The Assistant Principals and Director of Business Development are responsible for ensuring quality assurance and assessment procedures are followed.
- 4.6 The Quality Team is responsible for supporting and monitoring the assessment and quality assurance procedures within the College.
- 4.7 All staff who assess students must record the results accurately within specified timelines.

4.8 The Quality Assurance Co-ordinator is responsible for accessing awarding body secure websites containing assessment resources and reporting any breaches in that security.

5. Related Documents

- Malpractice Policy
- Quality Enhancement Handbook
- Student Guide to Assessment and Making appeals
- Awarding Body Documentation (refer to Quality Assurance Co-ordinator)
- Internal Verification Policy and Procedure
- Professional Conduct between Staff and Students
- Relevant awarding body websites

External Documents

- [SQA – Guide to Assessment August 2017](http://www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf)
http://www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf
- [SQA – The Appeals Process: Information for Centres \(April 2018\)](http://www.sqa.org.uk/files_ccc/Appeals_Process.pdf)
http://www.sqa.org.uk/files_ccc/Appeals_Process.pdf
- [SQA Website: The results service -](http://www.sqa.org.uk/sqa/65427.html)
<http://www.sqa.org.uk/sqa/65427.html>
- [SQA Digital Evidence for Internally Assessed HN and VQ Units: Principles and Guidance](http://www.sqa.org.uk/sqa/files_ccc/Principles_and_Guidance_Digital_Evidence_for_Internally_Assessed_HN_and_VQ_Units.pdf)
[http://www.sqa.org.uk/sqa/files_ccc/Principles and Guidance Digital Evidence for Internally Assessed HN and VQ Units.pdf](http://www.sqa.org.uk/sqa/files_ccc/Principles_and_Guidance_Digital_Evidence_for_Internally_Assessed_HN_and_VQ_Units.pdf)
- [BTEC Website: All you need to know to assess BTEC](http://qualifications.pearson.com/en/about-us/qualification-brands/btec/delivering-btec.html)
<http://qualifications.pearson.com/en/about-us/qualification-brands/btec/delivering-btec.html>
- [City & Guilds Quality Assurance Documents](https://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance/quality-assurance-documents)
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6. Review

This policy will be reviewed annually.

Equality Impact Assessment

(Rapid impact assessment tool)

What Impacts may there be from this proposal on any group's ability to use the College services?

Policy: Assessment

Positive Impacts (Groups affected)	Negative Impacts (Groups affected)
<p>The policy ensures there is a positive impact on those groups who require additional support. Individual assessment arrangements will be put in place for those students with additional support needs.</p> <p>The marked assessments are subject to internal verification and sampling is carried out to ensure that lecturers have marked fairly and without bias.</p>	<p>Students must undertake assessments in English, which may disadvantage those for whom English is not their first language.</p>
Actions taken to alleviate any negative Impacts:	
<p>College ESOL classes which can be undertaken prior to commencing a mainstream programme</p>	
Recommendations:	

From the outcome of the rapid equality impact assessment, have negative impacts been identified for any protected characteristic or any other potentially disadvantaged group?

Has a full Equality Impact Assessment been recommended?

Yes

No

Reason for recommendation:

Status: Approved JCCP
Policy Dated: March 2020
Author: Director of Business Improvement & Performance
Review Date: May 2021
Equality Impact Assessed: May 2017