

HE ASSESSMENT POLICY

POLICY VERSION NUMBER	1
MEMBER OF STAFF RESPONSIBLE FOR POLICY	Head of Higher Education

RECORD OF REVISIONS TO POLICY	
DATE	DETAILS
April 2018	For SMT approval

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Review to be approved by	SMT

BARNFIELD COLLEGE ASSESSMENT POLICY

1. Introduction

1.1 The Assessment policy is designed to standardise the approach to assessment across all further education qualifications which Barnfield College is approved to deliver.

1.2 The term 'Assessment' refers to all types of assessment undertaken across the college. It includes formative, summative, competency based skills and knowledge assessment of learner work/evidence by a Teacher and/or Assessor for a judgment against specified criteria and grades

1.3 Barnfield's stated approach on Assessment aims to:

- Provide an assessment process that ensures clarity, fairness and equality of opportunity in judging learning outcomes for all learners at all levels

- Be fair both in intent and in outcome. It must be consistent, transparent, valid and reliable in the application of national standards for assessment

2. Scope and Purpose

2.1 This policy applies to all staff who are involved in the teaching and assessment of qualifications delivered at Barnfield College. The policy also applies to any 'external' contractor who is delivering qualifications on behalf of the college in a 'Partnership' agreement

2.2 This policy applies to the 'internal' assessment and marking of all qualifications for which Barnfield college has been approved

2.3 The purpose of this policy is to set out a 'standardised' approach to internal assessment/marketing across all qualifications and awarding organisations

2.4 Due diligence should be given to any Awarding Organisation requirements for reasonable adjustments in relation to any external assessments not subject to JCQ requirements for external examinations and notified to them through the specified procedures as applicable.

3. Related Documents

3.1 The following documents should be read in conjunction with this policy:

- Subject specific Awarding Organisation guidance materials, qualification specifications, learner handbooks
- Ofsted Common Inspection Framework (2015)

- The Awarding Organisation Centre Agreement (General Conditions of Recognition – section C September 2015)
- Equality, Diversity and Inclusion Policy
- Malpractice Policy
- Plagiarism Academic Misconduct Procedure
- Appeals Policy
- Examinations Policy
- Complaints policy

4. Responsibilities

4.1 The Teacher/Assessor is responsible for scheduling, planning, delivery of the curriculum and/or assessment schedules for all learners assigned to them for the period of the course.

4.2 The role of the assessor/assessing Teacher is:

- To ensure that they are up to date and familiar with all assessment requirements in relation to the Awarding Organisation for all qualifications they assess
- To maintain up to date Continuous Professional Development (CPD) which relates to the subject specialism in relation to both occupational competence and occupational knowledge
- To develop the Scheme of Work, Lesson Plans and schedule of assessment in collaboration with colleagues and Subject Lead
- To identify and plan appropriate assessment opportunities to enable learners to provide sufficient evidence of knowledge and/or skills. All assessments for internal marking/assessment must be planned for each learner in relation to all assessment criteria whether skills and/or knowledge
- To mark or assess the evidence presented by the learner for assessment fairly and objectively against the assessment criteria set by the Awarding Organisation; ensuring that feedback is supportive, developmental, confirms achievement and enables improvement in the subject specialism, literacy and numeracy.
- To vary teaching and assessment methods in order to promote access to the learning and assessment to enable every learner to achieve their full potential
- To mark or assess learner's evidence in a timely manner (10 working days) in order to ensure progression
- To maintain accurate, detailed and up to date records for all assessment decisions in accordance with the Awarding Organisation requirements
- To liaise with other Teachers/Assessors, Internal Quality Assurers (IV) Internal Moderators (IM), Lead Internal Quality Assurer (LIV) and college managers as appropriate in relation to Quality Assurance and Standardisation activities
- To respond to and address any actions or recommendations made by the Internal Quality Assurer (IV), Lead Internal Quality Assurer (LIV) or External Quality Assurer (EV/SV) within the specified timescale
- To track and report on learner achievement both internally and externally as requested by the Awarding Organisation

- Contributing to the Course Review and Appeals process as applicable

5. Assessment

5.1 Assessment is the judgment of evidence of learning presented by a learner for the purpose of confirming knowledge and/or skills against specified criteria in order to affirm achievement and enable through a quality assurance process the formal certification of a qualification by the Awarding Organisation.

5.2 Assessment methods are varied and can include portfolio work, essays, assignments, external examinations, case studies, oral questions, professional discussions, presentations, direct observation, displays, practical exercises, group work or other appropriate method as approved by the Awarding Organisation.

5.3 Assessment is defined as 'Formative' and 'Summative'. Formative assessment is ongoing and sometimes referred to as 'DRAFT' deadlines. Summative is a 'FINAL' assessment resulting in a decision on the outcome of the assessment e.g. Pass and/or grading

5.4 The Teacher/Assessor is responsible for ensuring the assessment processes are consistent and transparent; the learner evidence is valid, sufficient and authentic; and the judgment of evidence is reliable

5.5 To ensure that the assessment process is consistent and transparent, the 'Teacher/Assessor' must ensure that:

- Assessment tasks are valid, sufficient, reliable and enable the learner to meet the criteria of the qualification in accordance with the Awarding Organisation requirements
- There is collaboration with colleagues in delivering the assessment to ensure that a consistent and 'standardised' approach to the assessment cycle is implemented fairly and equitably
- Learners are informed of the assessment process, methods and feedback arrangements
- Assessment is documented according to Awarding Body specifications and will be standardised as such, ensuring that all processes are fair and transparent.
- Learners are provided with constructive and supportive feedback which clearly confers assessment outcomes
- Targets and 'next steps' in the learning journey are discussed, documented and agreed with the learner
- Judgments and assessment decisions are made only against agreed standards
- Assessments requiring Awarding Organisation approval are presented for Quality Assurance purposes **before** delivering to learners
- There is access to records of assessment and learner evidence for the purpose of internal quality assurance/internal moderation
- Feedback from the internal quality assurance team is addressed and resolved as appropriate within the specified timescale
- There is contribution to the internal quality assurance/internal moderation process through standardisation activities and team meetings

6. Assessment and Marking Strategy

6.1 Awarding Organisations may impose specific requirements in relation to the assessment process to be implemented for specific qualifications. Whilst the Assessment Policy sets out the overarching approach to assessment college wide, each department may have in place an 'Assessment Strategy'

6.2 The 'Assessment Strategy' should set out the following as a minimum and may include additional requirements in relation to Awarding Organisation specifications:

- The methods of assessment that will be accepted is agreed across the assessment and internal quality assurance team for specific qualifications
- Confirm the design and content of the assessment specific to the criteria within units of qualification where applicable
- Document arrangements for standardisation of each assessment
- Document arrangements for review and amendments to the assessment including the use of learner feedback on their experience of the assessment
- Document any specific Awarding Organisation requirements as applicable e.g. validation of assessments before delivery

7. Assessment Feedback

7.1 Feedback for all assessments should be considered as a key factor when ensuring success for the learner. Constructive and supportive feedback on submitted work can empower the learner to act to improve their work which may result in progression to a higher grade and/or to a higher qualification at the end of their learning journey. Verbal and written feedback should follow these simple principles:

- Identify good elements of the submission and specify the criteria that has been met
- Identify the weaker elements of the submission, the criteria that has not yet been met with an explanation on what the learner needs to consider in order to meet these.
- Relevant functional skills comments/support regarding literacy and numeracy and including comments relating to Spelling and Grammar
- Supportive comments on what the learner may want to do in order to improve their resubmission e.g. referring to Awarding Organisation assessment guidance, grading guidance for learners
- Any reasonable adjustments and special considerations that have led to extensions to deadlines, access to assessment etc.

7.2 Where possible, annotations should be made on learners work to signpost comments and criteria achieved, directly to the relevant sections of work.

7.3 The documentation to be used by all departments will be specific to Awarding Body specifications in order that all assessment is clear, providing appropriate evidence of feedback. In relation to Higher Level provision, feedback will be provided using an agreed VLE such as TurnItIn when appropriate. This will be used to ensure that academic standards are checked and maintained, in terms of referencing, and that feedback is accessible to learners online and links to the Plagiarism Academic Misconduct Procedure document.

8. Standardisation of Assessment

8.1 The Lead Internal Quality Assurer has full responsibility for ensuring training and standardisation procedures are followed by 'Standardisation Teams' linked to each qualification.

8.2 The Standardisation Team comprises of Teachers, Assessors and Internal Quality Assurers

8.3 Standardisation is a process where an agreed 'standard' is successfully established and applied consistently to a particular situation. In delivering qualifications it can be:

- An agreed process of assessment e.g. planning, recording, feedback
- An agreed response to 'assessment criteria' and 'level'
- An agreed assessment outcome e.g. Grade A* to E, Pass, Refer

8.4 Standardisation activities may occur more frequently than in formal meetings. Examples are one to one reviews between 'markers' and internal moderators, informal discussions between Teachers/Assessors and internal quality assurers, emails, minutes of planning meetings and discussions. This list is not exhaustive and the 'Standardisation Team' should take every opportunity to keep records of discussions that impact on the delivery of assessment or qualification specifications.

8.5 As a minimum, standardisation activities must take place 3 times annually, once per term in formal standardisation meetings. Additional standardisation may take place where deemed appropriate. The internal Quality Assurance outcomes should underpin standardisation for example where 'trends' in assessment, assessment outcomes are identified or there are concerns about responses to qualification criteria.

9. Unqualified Assessors

9.1 All Assessors who do not hold the recognised qualification to assess i.e. an Assessor and/or Teaching qualification and do not meet the Awarding Organisation requirements for competency/knowledge based assessment will be required to undertake the Level 3 Certificate in Assessing Vocational Achievement (TAQA) qualification for vocationally related qualifications (QCF).

9.2 Awarding Organisations place a requirement on the College to ensure that where an 'Assessor' is considered to be 'in training' that a qualified Assessor is assigned as a Counter Signatory. The Counter Signatory is responsible for reviewing the 'Trainee Assessor's' assessment judgments on work presented to them by the Learner or undertaken by the Assessor. By Counter

Signing the 'Trainee Assessors' documentation they are confirming that they have checked the assessment judgment and agree it.

9.3 A Counter Signatory is therefore jointly responsible for the assessment outcomes of the learner and will be given feedback from the Internal Quality Assurance process along with the 'Trainee Assessor'

10. Appeals Policy and Procedure

10.1 All learners have a right of appeal where they do not agree with the assessment outcome. The Appeals Policy documents the process to be followed for 'internal' assessment.

11. Evaluation and Review

11.1 The Assessment Policy will be subject to evaluation and review as part of the tri-annual college review of policies.

12. Advice and Guidance

12.1 Advice and guidance in relation to the Assessment Policy should be sought in the first instance from the Internal Quality Assurer (IV) responsible for the quality assurance of the Teacher/Assessor assessment practice.

12.2 Additional advice and guidance may be sought from the Lead Internal Quality Assurer (LIV) who can refer any queries to the Awarding Organisation for further clarification.

12.3 The Head of Quality and Teaching Academy must be updated of any changes notified by Awarding Organisations as a result of seeking guidance that may impact on this policy

13. Forms and Documents

13.1 All forms are located in the appendices and in a folder on SharePoint headed Quality

13.2 Any forms that are supplied by the Awarding Organisation for documenting the assessment process and is a mandatory requirement to complete must be used. In this situation there is no need to complete the College Training/Assessment Plan/Feedback Record

Record of Assessment Cycle

Learner name			
Assessor name			
Qualification & Level		Unit/s	
PIN Number		Unique Learner Number	

Details of Assessment Activity	Learning Outcomes & Assessment Criteria	Target Date for Submission
Learner Signature		Date
Assessor/Marker Signature		Date

Feedback:			
Assessor/Marker Signature		Date	
Learner Signature		Date	
'Next Steps' Planned assessment activities:		Learning Outcomes & Assessment Criteria	Target Date
Assessor/Marker Signature		Date	
Learner Signature		Date	