

ASSESSMENT FOR HE STUDENTS

This policy sets out the terms under which students of Grantham College undertake assessment of their programme(s) of study. It follows the precepts and guidance contained in the Quality Assurance Agency (QAA) *UK Quality Code for Higher Education*, specifically *Chapter B6 – Assessment of students and the recognition of prior learning (2015)*.

The Policy is designed to ensure that the assessment of students is valid, inclusive, fair and reliable and is conducted in an open manner which encourages active participation and innovation, promoting effective learning. It also endeavours to ensure that the outcomes of assessment are aligned with national standards and that the awards made to students meet the requirements of the governing institution or awarding body.

Scope

This policy applies to students undertaking HE qualifications at Grantham College except where the regulations of the awarding body or validating institution take precedence.

Principle

In addition to its summative role in establishing the standard of awards, assessment is regarded as an integral part of the learning opportunities offered to students and its purpose, therefore, is:

- To determine if a potential student is ready to start a particular programme of learning; (diagnostic or pre-entry assessment);
- To provide guidance on how well students are progressing on a particular programme; (formative assessment);
- To grade students as failing or passing a module of study or qualification; (summative assessment).

Assessment in higher education can be via any processes that appraise knowledge, understanding, abilities or skills, and its various forms can serve a range of purposes which may include:

- Promoting learning by providing the student with feedback to improve performance;
- Evaluating student knowledge, understanding, abilities or skills;
- Establishing student performance by supplying a mark or grade, which may also be used to make progress decisions;
- Peer assessed activities during formal teaching sessions, which provide students with an informed understanding of assessment criteria;
- Enabling the public (including employers) and higher education providers, to know that a student has achieved a level achievement that reflects the standards set by the awarding institution.

Initial Assessment

Initial assessments, determined by the nature and level of programme, are given on entry in order to determine whether the level of programme of their choice is appropriate i.e. whether individual students are likely to be able to meet the demands of the programme with or without additional student support.

For those students whose initial assessment indicates that the level of programme of their choice is not appropriate, advice will be made available by the College's Support Services.

Initial student assessment is also used to inform the learning and teaching strategy including the associated methods of informally assessing students on-programme.

On-programme Assessment

Staff should consider a range of assessment methods to promote effective learning as well as articulating any specific team strategies that might be required, for instance for the management of any group and/or peer assessment of learning if applicable.

The details of assessment(s) must be included in the programme handbook provided for students.

Student handbooks should include a description of the different types of assessment that are in use and provide an explanation of their primary purpose in measuring academic achievement or transferable skills.

Setting Assignments and Examination Papers

For HNC/D programmes awarded by Edexcel assignment checking services should be used to provide advice and feedback on assessments set by the programme tutors and approved by the Standards Verifier, and all assignments and examinations which contribute final classification must be submitted to an external examiner for approval. For awards from a validating institution the assessments laid down by that institution must be followed.

Every effort should be made to avoid the close coincidence of submission dates so that students' workload is, so far as possible, distributed evenly. Care is particularly important where two or more subjects contribute to a programme or where students are undertaking work related learning or part time study.

The assessment schedule should be contained in the Scheme of Work and be consistent with other similar programmes across the College or collaborative partners.

Details of assessed assignments (including re-assessment) must be clearly set out in a separate assignment brief and issued to students no later than the start of the module/unit for which the assignment is to be submitted and should contain the following information:

- The code and the title of the module/unit to which the assessment is attached;
- The type/title of the assignment;
- The weighting accorded to the assignment within the assessment scheme for the module;
- A description of the task to be undertaken or choice of tasks from which the student must select;
- The module learning outcomes that the assignment will assess which should correspond exactly to those in the module specification;

- The criteria by which the assignment will be assessed and the weighting accorded to each criterion;
- A mark scheme indicating the level of performance that will be required for the award of a particular range of marks;
- The date and time by which the assignment must be submitted and the arrangements for its submission;
- The date by which the marked work will be returned, which should normally be within three weeks of submission, and the arrangements that will be made for its return;
- Where the validating institution requires it electronic submission, marking and return via the originality detection software (e.g. Turnitin) to check against other material on the web, or work submitted by students and students at other institutions, is to be undertaken.

Teaching staff should uphold the rules governing the hand-in date for assignments within the agreed timescale as outlined in their Course handbook and that students submit work to the centrally allocated areas within the College.

Reasonable adjustments should be made for students who need special assessment arrangements (for example, those with SpLD); see policy on Access Needs.

The student handbook must clearly indicate the length of any examination/phase test and its weighting within the assessment scheme for the module. Details must also be provided of any special equipment which will be needed for the examination and any material which may be consulted during the examination must be specified.

All assessment tasks should be reviewed each academic year.

Resit assessments should normally consist of new tasks or questions in comparison with those set for 'first attempts'.

Arrangements for the Submission of Assessed Work

Students are responsible for the submission of their work in person, or electronically if required/permitted on an individual module/programme at the designated location by the published deadline, but students may submit work in advance of the deadline.

Student's work must be accompanied by a submission sheet if required, which states the name (or number in the case of anonymously submitted work) of the student, the module code and title, the title of the assignment.

On submission a receipt will be issued to the student showing the students' name or number, the title of the assignment and the date and time of submission. The receipt must be signed by the person accepting the assignment.

Extensions and Late Submission

Students may apply to the Curriculum Manager (or in his/her absence a member of the programme team to whom this task has been delegated) for an extension, which should not exceed 5 working days.

Applications must be received before the day of submission using the standard pro forma and must be accompanied by corroborating evidence as required.

Students are responsible for deciding whether or not they wish to apply for an extension. Tutors may inform students of their right to make such an application but should not advise them to do so and are not empowered to give any assurance that an application will be accepted.

The Curriculum Manager should record their decision on the standard pro forma and inform the student in writing of the outcome and, if appropriate, the new deadline for submission. If the claim is accepted and the work is submitted by the new deadline, it will be marked without penalty. The documentation relating to all such claims should be retained and made available to the Subject Assessment Board if required.

Work presented after the deadline for submission cannot be accepted and a mark of zero will be recorded. In such cases a student may ask the Subject Assessment Board to take into account extenuating circumstances which prevented the student from submitting to the deadline using the appropriate pro forma (see Extenuating Circumstances and Assessment Deferral Policy) and be accompanied by corroborating evidence.

The claim will be considered by the Subject Assessment Board and, if accepted, the student will be deferred and permitted to submit the assignment as though for the first time with access to the full range of marks. If the claim is not accepted the student will be referred in that assignment and may resubmit on a maximum of two further occasions. The resubmission will be eligible to receive a mark no higher than the minimum required for a pass except where the regulations of the awarding body take precedence.

The Subject Assessment Board may also be asked to consider extenuating circumstances if a student is absent from an examination and should follow the procedure above. If the claim is accepted the student will be deferred and will be given the opportunity to resit the examination as though for the first time.

Extenuating circumstances may also be brought to the attention of the Subject Assessment Board where a student believes that the quality of work in an assignment or examination has been adversely affected.

Arrangements for the Retrieval of Failure and Completion of Deferred Modules

Work required to retrieve failure or to complete the requirements for modules in which a student has been deferred must be undertaken after the confirmation of the outcome by the Subject Assessment Board. A date for the submission of assignments and for any formal examinations will be set by the Board and the outcomes will be considered by the Subject Assessment Board.

Marking and Returning Assignments

Markers should make every effort to retrieve assignments and examination scripts promptly. Assignments must be marked in accordance with the published criteria. It is the responsibility of the module tutor to ensure that these are available to all internal markers.

Feedback should be given on the pro forma for the programme and linked to the learning outcomes and criteria for the marking and grading of work. It should promote the student's learning by giving a clear indication of areas of strength as well as advice on how further improvement might be secured.

Marked assignments should be returned to students by the date indicated on the assignment brief, which should not normally be more than 15 working days after the deadline. Students must be given clear information of the arrangements that will be made for the collection of their work.

Students must be advised that all marks are provisional until confirmed by the Subject Assessment Board and the Standards Verifier. Students must be informed that any original assignments returned to them must be made available if required for consideration by the external verifier or for other moderation purposes.

Students' marks will be confirmed at the Subject Assessment Board at the end of the academic session. Student should be informed of their overall mark for each module after the final assessment of that module.

Examination Scripts

Examination scripts will be retained for moderation and review purposes in the same way as for assignments. Feedback will be provided in the same way as for assignments.

Confidentiality

Module marks obtained by individual students are regarded as confidential and should not be displayed on notice boards or published in any way.

Marking and Moderation

Marking must be aligned with the detailed written criteria outlined in the assignment brief. All assignments will be marked anonymously wherever possible. Exceptions include those assessment items that involve face to face assessment such as presentations, exhibitions, and performances. The work will be identified by the student number.

Second marking and moderation should be undertaken in accordance with the requirements of the awarding body:

- Moderation is the process whereby the standard of assessment task, the application of assessment criteria, the effectiveness of the task in testing the learning outcomes, and the quality and appropriateness of the feedback are assured;
- Double or second marking enables a second perspective and commentary on assessments and may involve individual grades being modified.

Sampling of the marking standards of new staff must be undertaken regularly.

Quality Assurance – version control			
Review period	2 yearly	Review carried out by	HE Manager
Approved by	Steven Peacock	Date approved	09/08/18
Equality Impact Assessment date	July 18	Last review date	July 18