



Assessment Policy

Policy Statement

The School recognises that assessment is a key part of the teaching and learning process that outcomes of assessment not only determine student achievement but provide information that guides both students and staff in the ongoing improvement of teaching and learning. The school aims to ensure that students experience high quality assessment practices

Statement of Principles

The School will provide an environment where:

- Assessment is fair in that students are entitled to parity of treatment and comparative assessment demands across courses of the same level relevant to the awarding body.
- Assessment is reliable. This requires clear and consistent processes for the setting, marking, grading and internal verification of assignments.
- Assessment is valid. Validity ensures that assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes
- Information about assessment will be explicit and accessible. Clear, accurate, consistent and timely information on assessment tasks, assignments and procedures will be made available to students, assessors, placement providers, employers, and external verifiers/examiners.
- Assessment recognises and respects equality and diversity. Inclusive and equitable assessment will ensure that tasks and procedures do not disadvantage any group of individual.
- Assessment is relevant to the programme aims and outcomes
- The amount of assessed work is manageable. The scheduling of assignments and the amount of assessed work required provides a reliable and valid profile of achievements without overloading students.
- Formative and summative assessment is included in all programmes to ensure that the purposes of assessment are adequately addressed. Main programmes will also wish to include diagnostic assessment.



- Feedback is an integral part of the assessment process. Students are entitled to feedback on all submitted assessment tasks. The nature, extent and timing of feedback should be clear in advance.
- Each programme includes a variety of assessment types to allow a range of learning outcomes to be appropriately assessed. In addition, varied assessment tasks support a range of learning styles and ensure that accessibility is planned for and address.

Implementation

Reports are sent regularly to the Strategic Management Team. The Quality Manual identifies all procedures underpinning the Policy and is available to all staff with electronic copies available on the School Intranet.

Responsibilities and Duties

- All assessors have a responsibility to ensure the successful implementation of the Assessment Policy and associated Procedures and Guidelines.
- Assessors have the primary responsibility for implementation of assessment, reflecting the nature of the subject. Assessors have the responsibility to design and implement. Assessment in ways that encourage and promote effective learning, and that measure student achievement effectively with reference to state intended learning outcomes.

To make reasonable adjustments to the design and conduct of assessment to meet the needs of learners with special educational needs and disabilities and to provide constructive and developmental feedback on assessed work. Assessors have a responsibility to update their knowledge and skill and attend training and development.

- Assessors have a responsibility to ensure assessment as part of Recognition of Prior Learning (RPL) is a structured process for gathering and reviewing evidence and making judgements about learners' prior learning and experience in relation to unit standards. Assessment must be valid and reliable as the learners' own unaided work.
- Internal verifiers, moderated by external verifiers/examiners have the primary responsibility for assuring the effectiveness of assessment



- Assessment/Examination Boards, under the guidance of the Chair, have a primary responsibility for assuring the academic standards of HE provision. Each Divisional Manager has a particular responsibility for ensuring the implementation of any actions agreed.
- The Quality Group has responsibility for monitoring assessment procedures and standards across the School.
- The Vice Principal Curriculum has responsibility, for setting and agreeing actions to ensure the Policy is implemented.
- The Principal has overall responsibility for creating an ethos and environment that reflects the Policy.
- The Governing Board through the Curriculum and Student Matters Committee will approve and review the Assessment Policy.

Relevant Policies and Procedures

Relevant Policies: Learning; Quality and Standards; Equality & Diversity; Human Resources

Relevant Procedures: Internal Verification; Observation of Teaching and Learning; Staff

Review and Development: Course Review; Self-Assessment; Academic Appeals and Complaints; Assessment/Examination Boards; Assessment Malpractice; Complaints; Extenuating Circumstances

Relevant Guidelines: Guideline for marking the work of students with specific learning difficulties; Assessment and Feedback; Late Submissions and Referral (HE);PDP; Programme Specifications; Tutorials (HE)

Relevant Strategies HE Teaching, Learning and Assessment Strategy



Key Terms used in the policy

- Reasonable adjustments : Reasonable adjustments provide, learners with special educational needs or disabilities with the same opportunity as their peers to demonstrate achievement of learning outcomes.
- Formative assessment : Formative assessment is designed to provide learners with feedback on progress and inform development, but not contribute to overall assessment.
- Summative assessment : Summative assessment provides a measure of achievement or failure of a student's performance in relation to the intended learning outcomes.
- Diagnostic assessment : Diagnostic assessment provides an indicator of a learner's readiness for a programme and identifies possible learning difficulties.
- Monitoring Arrangements : Review of this policy and reports on the impact of this policy will be sent to the relevant committee of the Governing Board.