**Assessment Policy**

**Policy Statement**

The College 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 college aims to ensure that students experience high quality assessment practices

**Statement of Principles**

The College 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 **relevan**t 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 College 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 College.

- 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

**Explanation of Key Terms**

- Reasonable         Reasonable adjustments provide, learners with special educational
  adjustments        needs or disabilities with the same opportunity as their peers to
                     demonstrate achievement of learning outcomes
- Formative          Formative assessment is designed to provide learners with
  assessment         feedback on progress and inform development, but not contribute to
                     overall assessment
- Summative          Summative assessment provides a measure of achievement or
  assessment         failure of a student's performance in relation to the intended learning
                     outcomes
- Diagnostic         Diagnostic assessment provides an indicator of a learner's
  assessment         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.

**Signed**                                                              (College Principal)

**Originator**     G Richardson                                     (Assistant Principal)

**Version**        4

**Date of Issue**  April 2013

Copies of all approved College Policies can be found on the Staff Intranet. The impact and currency of all College Policies are reviewed annually by the Originators and relevant consultation groups.

The latest version is identified, with the date of issue, on the Staff Intranet.