


STUDENT ASSESSMENT POLICY 2025-26

Overall responsibility:	Deputy Principal:
Implementation:	Department: Quality
Date issued:	June 2022, updated June 2024, June 25
Date for review:	June 2026

Endorsed and approved by Policy & Strategy Group Date: June 2025

Jason Lancaster

Principal



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1. INTRODUCTION

Northampton College is committed to the implementation of a college wide framework that meets the assessment needs of all individual students and incorporates the diversity of national awarding organisation requirements. It also complies with all regulatory requirements for the retention of students' work and associated records that are subject to internal/external monitoring and audit.

Northampton College will follow each individual awarding organisations regulations and guidelines for the submission and referral of work.

2. RESPONSIBILITY

Deputy Principal:

3. SCOPE

This policy covers all aspects of assessment practice at Northampton College to include the following;

- Assessment Planning
- Production of assessment Briefs
- Formative Assessment
- Summative Assessment
- Feedback and Assessment Decisions
- Internal Quality Assurance.

The policy is in place to ensure that assessment processes are in place that enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for their qualification.

Also included in this policy are;

- Missing and Lost Work/Evidence
- Accreditation/Recognition of Prior Learning/Achievement

4. POLICY STATEMENT

- 1) The College will ensure the equitable treatment of all students through the consistency and regularity of assessment practice including keeping all auditable assessment, internal quality assurance/moderation, student registration and certification records in secure locations.
- 2) The College will ensure the requirements of contracting, funding, validating and examination bodies are met.
- 3) The College will conduct assessment practice in line with the requirements of the Awarding Organisations, JCQ and Ofqual and will adjust processes as required by these regulatory bodies.
- 4) The College has a Malpractice, Maladministration and Plagiarism Policy to ensure the integrity of its qualifications. This policy is aimed at staff and students within the assessment and examination process and ensures any actions required are taken swiftly and in accordance with college, awarding organisation and JCQ guidelines and policies.
- 5) Where a student's assessed work is missing or lost, by either a student or employee of the College, a procedure to safeguard the integrity of the qualification will be implemented in an attempt to secure certification.

6. THE PROCEDURE

At the start of each programme of study, students will be provided with written details either in a course handbook or via Microsoft Teams and ProPortal regarding assessment of the learning programme incorporating the following:

- An Assessment Schedule / Calendar / Plan outlining when students expect to receive their assignments/evidence requirements throughout the academic year. This may include both formative and summative assessment requirements.
- Deadline dates for submission of work set for assessment purposes.
- Details of actions following failure to meet deadlines will be made clear to the student on induction and throughout the lifetime of the course.
- Details of provision for action planning and target setting.
- Details of the process for extensions to submission dates, if required through reasonable adjustments and access agreements and how these will be recorded.
- Arrangements for the provision of a receipt or digital acknowledgement for all work submitted for formal assessment.
- Details of where work is to be submitted.
- Details of procedures to deal with referred work, which may entitle the student to a resubmission under the awarding organisation's policies.
- Details of the Assessment Appeals Procedure

The exact nature of these details must be in line with the requirements of the relevant awarding organisations. All information must be issued to students at the start of the academic year. The appendices include guidelines for specific types of qualifications but all qualifications will adhere to the following requirements:

- 1) All students will have a clear statement of the assessment requirements for their programme.
- 2) The use of Recognition of Prior Learning (RPL) (sometimes referred to as Accreditation of Prior Learning) will follow the relevant Awarding Organisation guidelines ensuring the following principles:
 - a) Achievement must be recognised before the learner starts the qualification and evidence of prior learning or achievement retained.
 - b) RPL will be subject to internal quality assurance and must be approved by the Quality Improvement Lead prior to submission to the relevant Awarding Organisation.
 - c) Where a learner does not agree with the decision of the application of RPL, they can appeal by using the Appeals policy.
- 3) Assessment will be based on outcomes of learning and will be free from unnecessary barriers that might restrict access.
- 4) Assessment methods will be consistent with the requirements of specific qualifications/awards.
- 5) The wide range of assessment methods will relate to the differing needs of individual students and will be applied as appropriate. Students with declared additional support needs will be referred to the School of Academic and Vocational Support (SAVS) via the published processes. Exams Access Arrangements should be identified by curriculum teams and applied for through SAVS via the published processes.

- 6) Assessment decisions on performance and progress will be communicated to students, together with feedback as to how they may develop further unless prohibited through awarding organisation guidance.
- 7) Assessment outcomes will be recorded in ProMonitor Markbook at the time of assessment (including referrals and late submissions); this ensures that staff and students are able to track the progress students are making.
- 8) Current assessment and Internal Quality Assurance paperwork and processes should be used for all assessment. Training and support can be provided by the Quality Office (qualityteam@northamptoncollege.ac.uk).
- 9) Student registration and certification claims will be accurately maintained and made available for scrutiny. In addition, individual awarding organisation requirements will be met.
- 10) Internal Verification/Internal Quality Assurance (IQA) / moderation practice and records will comply with College and the appropriate awarding organisation procedures.
- 11) Records of internal verifier / IQA / moderator standardisation meeting, assessor and IQA competence records and monitoring records of progress towards achievement of the relevant assessor / verifier IQA awards will be maintained and made available for scrutiny.
- 12) Assessment, tracking and progress, internal verification, IQA moderation and student registration and certification records will be retained as per the Data Retention Guidelines available on the Document Library. In addition, individual awarding organisation requirements will be met.
- 13) The College's Assessment Appeals Procedure does not compromise an awarding organisation's procedure, where it is applied, and is in addition to it.
- 14) The College may support an appeal by a student against an awarding organisation's assessment decision, where appropriate.
- 15) **Verbal** feedback will be given to students within **10 working days** of submission of formal or summative assessments. Student work will be returned with appropriate **written** feedback and required IV/IQA monitoring completed, **within 15 working days (unless stated by the awarding organisation)**.
- 16) Any other formative assessment work submitted by students for marking e.g. classwork or homework, will be returned to students within 5 working days.
Assessed work must not be returned to students without the required Internal quality assurance having been completed.
- 17) **It should be noted there are different requirements for HE programmes, including HNC/D and HTQ's please refer to the HE Feedback and Assessment Policy.**
- 18) Processes may be changed in response to external requirements, for example as required by direction from Ofqual.
- 19)

7. Formative Assessment

Formative assessment is a key component of the teaching and learning process at Northampton College. It is designed to monitor student progress, inform teaching strategies, and support students in achieving their

full potential. Unlike summative assessment, which evaluates learning at the end of a unit or course, formative assessment is ongoing and developmental.

Formative assessment enables assessors to

Identify individual learning needs and gaps

Provide timely, constructive feedback

Encourage student reflection and self-assessment

Support preparation for summative assessments and final exams

Promote independent learning and critical thinking

It is expected that

Formative assessments will be planned and embedded into schemes of work.

- Students will receive regular feedback that is specific, actionable, and linked to assessment objectives.
- Feedback will be provided within 10 working days and will include opportunities for students to reflect and improve.
- Staff will use formative assessment outcomes to inform lesson planning and intervention strategies.

8. A Level and T Level Qualifications

These qualifications are externally assessed towards the end of the academic year and therefore do not have summative internal assessments.

Planned formative assessment will be scheduled to ensure that students learning is regularly assessed, appropriate to the level and type of the qualification and that progress is being made in line with targets. Tracking and monitoring of this progress must be recorded on Pro monitor using Markbook.

- Students on these qualifications will be expected to undertake homework activities for the academic element of their programme. This is crucial to support them to meet the requirements of the high grades in these subjects. Students will receive regular feedback that is specific, actionable, and linked to assessment objectives.

Assessment tracking, feedback and internal quality assurance will be in line with the processes for internally assessed qualifications.

9. Additional Procedures

a) Missing or Lost work

Student work should be securely stored in College for a minimum of 12 weeks after certification (or longer if specifically required by an awarding organisation).

In the event of student work requested for sampling by an External Quality Assurer not being able to be located, the following procedure will be followed;

1. Curriculum team will check that the student is on programme and has completed the work.
2. Curriculum team will contact the students concerned to see whether they have the work. In the case of apprentices, contact will also be made with employers to see whether they have the work.
3. If the work is still not found this must be reported to the Quality Office along with the following supporting evidence;
 - Tracking of the students' grades achieved

- Assessment records
 - IQA records
 - Evidence of attendance in classes/ employment
 - ILP
 - in the case of Apprentices, witness statements from employers may be used as evidence
4. The Quality Office will follow Awarding Organisation procedures with regard to reporting the missing portfolio / assessed work.

10. Associated Policies

- IQA Policy and Procedures
- Assessment Appeals Policy
- Examinations Information Booklet
- Malpractice / Maladministration / Plagiarism Policy
- AO Code of Practice(s) – from Awarding Organisation websites
- Student Behaviour and Disciplinary Policy
- HE Feedback and Assessment Policy

11. Appendices:

Appendix 1: Internal Assessment Procedure Flow Chart

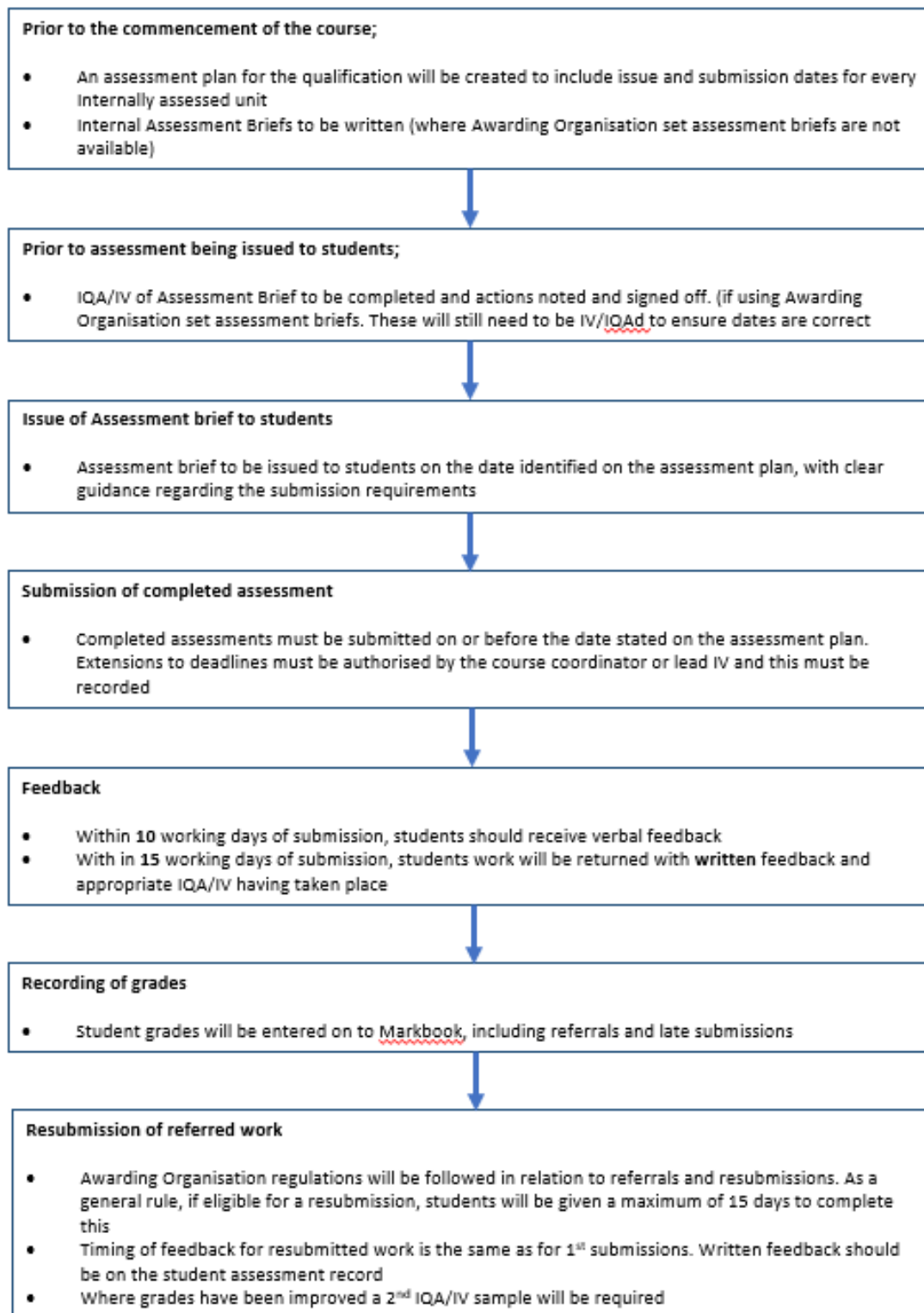
Appendix 2: Missing or Lost Portfolio Procedure Flow Chart

Appendix 3: Equality and Diversity Impact Assessment

Appendix 4: Data Protection Impact Assessment

Appendix 5: Communications Plan

Northampton College Internal Assessment Process

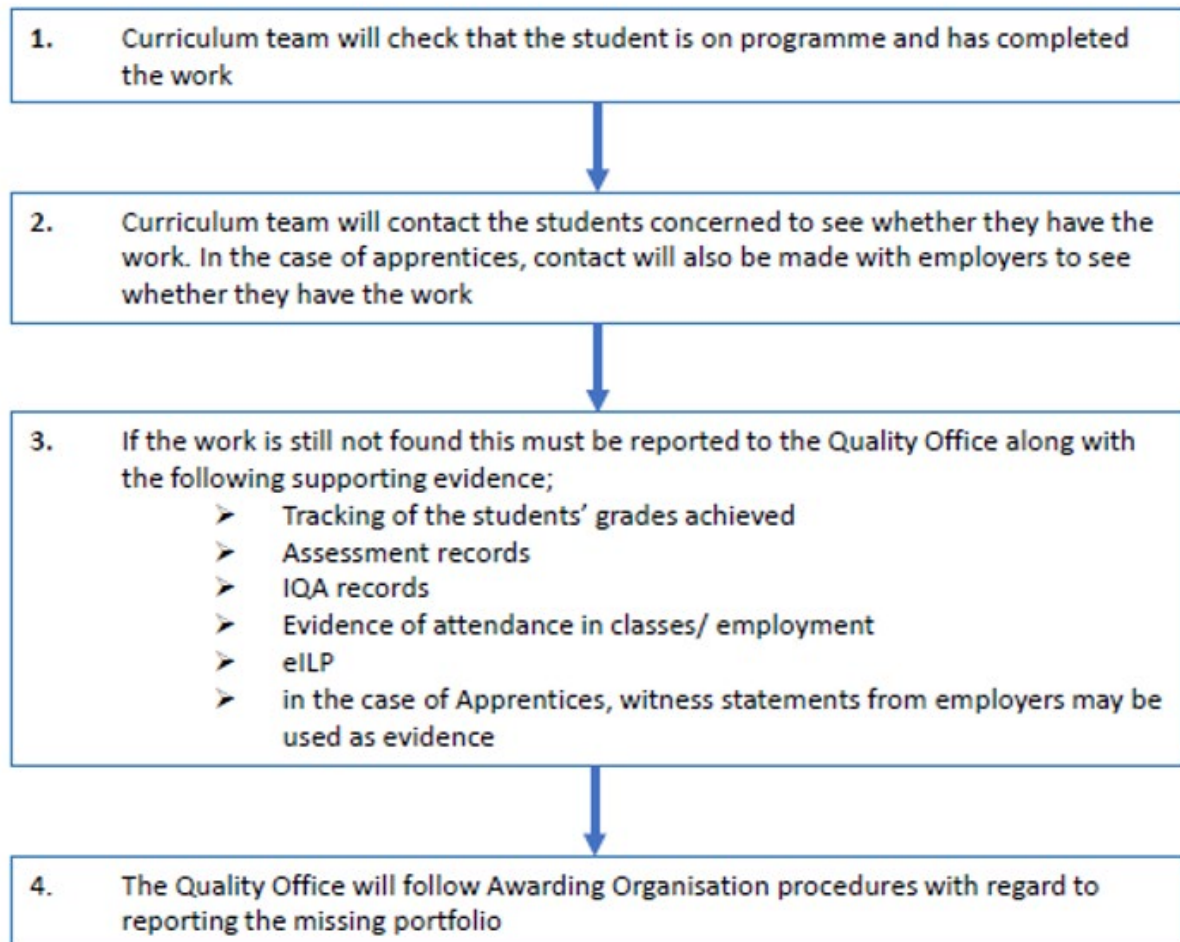


Appendix 2: Missing or Lost Portfolio Procedure Flow Chart

Dealing with missing or lost student work

Student work should be securely stored in College for a minimum of 12 weeks after certification (or longer if specifically required by an awarding organisation)

In the event student work requested for sampling by an External Quality Assurer not being able to be located, the following procedure will be followed;



Appendix 3: EQUALITY & DIVERSITY IMPACT ASSESSMENT

This template has been designed to help you take action to improve services and practices which affect staff, students and other service users at Northampton College. By completing this template, you would have considered the impact that your policy, practice or service might have on particular social groups within the college community.

The exercise will also provide you with the opportunity to demonstrate, where possible, that the College promotes equity, diversity and inclusion.

Once this Equality Impact Assessment has been created, please include on the last page of your policy document.

Policy Details	
What is the policy?	Student Assessment Policy 2023-24
Is it new or existing?	Existing
Department	Quality
Policy Author (postholder title, name)	Hilary Letts – Quality Improvement Lead
Author of Equality Analysis	Jenny Thorpe – Assistant Principal of Teaching, Learning & Quality Hilary Letts – Quality Improvement Lead Mark Owen Head of Student Services
Date of completion	15/06/22

Aim and Objectives
Briefly describe the aims and objectives of the policy
To ensure that assessment procedures and processes meet the needs of all individual students and incorporates the diversity of national organisation requirements.

Policy Assessment				
Consider whether your policy might have an impact on various groups identified within the categories listed below and explain why you have reached this conclusion. Please tick (✓) the identified level of impact (positive, negative, or no impact) and provide details of your findings.				
	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability			✓	
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.
N/A	N/A	N/A

Monitor and Review	
How will you monitor the impact of your policy once it has been put into effect?	
The policy will be monitored through feedback from services users gathered via:	
Names and position of Impact Assessment Team (min of 3 preferably from areas across the College):	
Name	
Mark Owen	Assistant Principal Student Services
Hilary Letts	Quality Improvement Lead
Jenny Thorpe	Assistant Principal – Teaching, Learning and Quality

Equality Analysis Sign-Off Signature and Date:	Jenny Thorpe
Review Date:	June 2025

Appendix 4: DATA PROTECTION IMPACT ASSESSMENT

Data Protection Impact Assessment

Does this Policy

- require the collection and use of data in addition that normally collected by the College?

Yes / **No** (if Yes complete Assessment point number 1)

- require the sharing of data with partners?

Yes / **No** (if Yes complete Assessment point number 2)

1. Is additional data being collected? If so please detail:

Is data collected personal and/or sensitive?

How will you collect, use, store and delete data?

2. Will you be sharing data with anyone? Please detail what data, with who and confirm a **Data Sharing Agreement** is in place.

Describe the purposes of the processing / sharing: What are the benefits of the processing/ sharing – for you, and more broadly?

Consider how to consult with relevant stakeholders: describe when and how you will seek individuals' views – or justify why it's not appropriate to do so.

Describe compliance and proportionality measures, in particular:

What is your lawful basis for processing?

How will you ensure data quality and data minimisation?

What information will you give individuals?

Please attach a Risk Assessment if there are significant risks to data protection.

Signed by Data Protection Officer

Name: Julian Wood

Date:

Appendix 5: COMMUNICATIONS PLAN

TITLE OF COLLEGE POLICY: Student Assessment Policy	DATE APPROVED BY Date:
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AUDIENCE (select appropriate with √)			
Managers		Curriculum teams	Business Support teams
All staff		Suppliers	Partners
Other - Students			

CHANNEL (select appropriate with √)			
Policy & Strategy Team (PST)		Quality Improvement Network (QIN)	Marketing team
Meeting		Meeting	NC Update Intranet Website
Individual team		Suppliers	Partners
Document Library Noticeboards Team meeting Email		e.g. Letter or email Meeting	e.g. Letter or email Meeting
College Management Team (CMT)		JCNC	CORPORATION
Meeting		e.g. Meeting Email	e.g. Meeting Email

COMMUNICATIONS PLAN ACTIVATED BY:		
Name: Jenny Thorpe Department: Quality	Job title: Assistant Principal – Teaching, Learning & Quality	Date: 17/06/2024