

POLICY STATEMENT

TITLE:

STUDENT ASSESSMENT POLICY

INTRODUCTION/OVERVIEW:

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 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.

Appended:

- a) Missing or Lost Assessed Work/Evidence Procedure
- b) <https://moodle.northamptoncollege.ac.uk/course/view.php?id=688>
- c) Assessment of new Apprenticeship standard

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 and the relevant regulatory body.
4. Where a student's assessed work is missing or lost, by either a student or the College, a procedure to safeguard the integrity of the qualification will be implemented in an attempt to secure certification.

QUALITY STATEMENTS:

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

- An Assessment Calendar/Plan outlining when students expect to receive their assignments/evidence requirements throughout the academic year
- 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 and how these will be recorded

- Arrangements for the provision of a receipt for all work submitted for formal assessment
- Details of where work is to be submitted
- Details of procedures to deal with referred work
- 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 will follow the relevant Awarding Organisation guidelines.
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 Additional Learning Support, the referral form is available on the Document Library. Exam Access Arrangements should be identified by curriculum teams and applied for through Additional Support.
6. Assessment decisions on performance and progress will be communicated to students, together with information as to how they may develop further.
7. Student registration and certification claims will be accurately maintained and made available for scrutiny. In addition, individual awarding organisation requirements will be met.
8. Internal Verification/Internal Quality Assurance (IQA)/moderation practice and records will comply with college procedures.
9. Records of internal verifier/IQA/moderator standardisation meetings, 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.
10. Assessment, tracking and progress/internal verification/IQA moderation and student registration/certification records will be retained for a minimum of three years. In addition, individual awarding organisation requirements will be met.
11. The College's assessment Appeals Procedure does not compromise an awarding organisation's procedure, where it applies, and is in addition to it.
12. The College may support an appeal by The College may support an appeal by a student against an awarding organisation's assessment decision, where appropriate.
13. Verbal feedback will be given to students within 10 working days of submission of formal assessment. Student work will be returned with appropriate written feedback and required IV/IQA monitoring completed, within 15 working days. Any other work submitted by students for marking, e.g. classwork or homework, will be returned to students within 5 working days.

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LINKED POLICIES/ PROCEDURES:

<ul style="list-style-type: none">• Internal Verification/IQA Policy/Procedures• Student Assessment Appeals Procedure• Examinations Information Booklet	<ul style="list-style-type: none">• AO Code of Practice(s)• Student Behaviour and Disciplinary Policy• HE Feedback and Assessment Policy
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MONITORING PROCEDURE:

Periodic sampling by the Quality Office, Curriculum Managers, Assistant Principals (Curriculum) Quality Co-ordinators, Lead Internal Verifiers, IQAs
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DATE FOR REVIEW AND NEXT DIVERSITY IMPACT ASSESSMENT:
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July 2019

RESPONSIBILITY: Overall (Directorate/Dept): Implementation:
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Deputy Principal

APPROVED BY EMT: (Principal to sign)

	(Signature)
	Principal (Position)
	(Date)

OR

ENDORSED BY EMT AND APPROVED BY CORPORATION: (Principal to sign)

	 (Signature)
	Principal (Position)
13.11.18	(Date)



PROCEDURE

MISSING OR LOST ASSESSED WORK/EVIDENCE PROCEDURE

In the unlikely circumstances that a student's assessed work is missing or lost, either by the student, the assessor, the internal verifier/IQA/moderator, or the College, full comprehensive and auditable assessment and verification/moderation records should, in most cases, enable certification. **These should be sufficient so as to allow for inference of competency.** Where such a situation occurs, to safeguard the integrity of the award, the following procedure will be implemented:

1. The assessor and internal verifier/IQA/moderator will inform the Assistant Principal of the relevant School of the lost or missing evidence immediately it is known, who will notify the Quality Office.
2. The assessor will make available for scrutiny and authentication a **full and comprehensive** set of assessment records.
3. The internal verifier/IQA/moderator will check the **authenticity** of the assessment records and will make available all appropriate IV/IQA/moderation records.
4. The Assistant Principal of the relevant School will investigate the circumstances and ensure that all necessary steps are taken to locate the missing evidence.
5. The Assistant Principal of the relevant School will make available to the Quality Office all appropriate assessment and verification/moderation records, **within one week** of the loss being identified. Copies will be retained within the relevant School.
6. The Quality Office will alert the relevant personnel of the Awarding Organisation concerned and the Standards Verifier/External Quality Consultant/Moderator of the programme area (where assigned).
7. To substantiate a claim on behalf of a student it is essential that all assessment and internal verification/IQA/moderation records are made available for scrutiny by a duly appointed representative of the Awarding Organisation.
8. The above steps will complement individual Awarding Organisation requirements, as appropriate.

Appendix (c)

PROCEDURE

ASSESSMENT OF NEW APPRENTICESHIP STANDARD

Apprentices will follow normal formative and summative assessment throughout the lifetime of the programme until they reach 'the gateway' and are ready for their End Point Assessment.

This will encompass regular IQA to ensure required assessment standards are being met.

The End Point Assessment is the responsibility of the independent End Point Assessment Centre who will have their own quality assurance processes.

Appendix A

EQUALITY & DIVERSITY IMPACT ASSESSMENT

This form should be used by managers and policy authors within their area of responsibility to carry out Equality & Diversity Impact Assessments (E&DIAs) in relation to protected characteristics, specifically: Age, Sex, Disability, Gender reassignment, Race, Religion or Belief, Sexual Orientation, Pregnancy & Maternity and Marriage & Civil Partnership.

The word 'policy' is taken to include strategies, policies, procedures and guidance notes; formal and informal, internal and external.

The Impact Assessment may be carried out on any policy, service, function or plan you are engaged in, or are about to commence. All policies should be clearly stated. However, in reality, some policies are built into everyday procedures and customs, therefore not all policies are open to inspection and review. Any assessment of a policy should include these customs and practices as well as the formal written policy. 'Functions' means your duties and powers and includes internal and external functions, including service delivery.

1. Name of policy

Student Assessment Policy

2. What is the aim(s), objective(s) and/or purpose of the policy?

To ensure that assessment procedures and processes meets the needs of all individual students and incorporates the diversity of national organisation requirements.

3. Who is the policy lead?

Jenny Thorpe

4. Which of the following groups could be affected by this policy? (Tick all that apply)

Learners Staff

5. Team

Names and position of Impact Assessment Team (min of 3 preferably from areas across the College):

Name	Position
Hilary Letts	Quality Improvement Lead
Jenny Thorpe	AP – Teaching, Learning & Quality
Mark Owen	Head of Student Services

Date E&DIA undertaken: 8th November 2018

Date of last E&DIA (if applicable) December 2017

6. Complaints?

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details. No

n/a

7. The Impact

Four possible impacts should be considered as part of the assessment:

1. **Positive impact** – Where the policy might have a positive impact on a particular protected characteristic.
2. **None or little impact** – Where you think a policy does not disadvantage any of the protected characteristics.
3. **Some impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristics is likely to be greater than on another.
4. **Substantial impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Using the guidance provided above, complete the following table:

Sex/Age	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Women		√		
Men		√		
Age		√		

Disability	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Visually impaired		√		
Hearing impaired		√		
Physical disability		√		
Specific Learning difficulties		√		
Global learning difficulties		√		
Autistic Spectrum Disorder		√		
Any other disability -		√		

various				
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Race	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
White		√		
Other minority groups		√		

Other Protected Characteristics	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Religion and Belief		√		
Sexual Orientation		√		
Gender Reassignment		√		
Pregnancy & Maternity		√		
Marriage & Civil Partnership		√		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the attached action plan.

n/a

8. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
n/a		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

n/a

DISTRIBUTION: Copies of the final E&DIA should be sent to:

- Jan Hutt - Director of HR
- Patrick Leavey - Deputy Principal – Teaching, Learning & Success
- Quality Improvement Team Administrator

And to those whom this Impact Assessment will cause to have further work to do in either changing processes or re-writing the policy(s) concerned.

All actions recorded here should be carried forward into your QIP, so that actions can be monitored and evaluated to measure the impact. There will be random sampling of action plans through the Equality & Diversity Forum.

APPENDIX B

COMMUNICATIONS PLAN

TITLE OF COLLEGE POLICY: Student Assessment Policy		DATE APPROVED BY Policy & Strategy Group Or Corporation Date:	
AUDIENCE (select appropriate with √)			
Managers	√	Curriculum teams	√ Business Support teams
All staff	√	Suppliers	Partners
Other (please state)			

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

COMMUNICATIONS PLAN ACTIVATED BY:		
Name: Jenny Thorpe	Job title: AP – Teaching, Assessment & Quality	Date: 8/11/18