
Assessment Policy

1.0	POLICY STATEMENT
1.1	The College is committed to providing students with assessment that tracks, measures, assures quality; is fair, consistent, unbiased, transparent, valid, reliable and accessible to all students. Assessment is to be robust and substantial to provide a fair gauge of student ability and achievement to support progress.
1.2	The policy includes: Table 1: The procedure for approving assignments and assessments. Assignment writing procedure. Procedure and guidelines for marking student work Quality Assurance (QA) or Moderation Procedure The accurate submission of summative grades. Annex 1: Guidelines for developing students' literacy and numeracy skills.
2.0	CONTEXT
2.1	The assessment method must efficiently produce valid, consistent and reliable results.
2.2	The assessment procedure must be open to inspection and both internal and external verification at all times.
2.3	Assessment must be fair and accessible to all students.
3.0	OBJECTIVES
3.1	To follow the guidelines agreed by the awarding body to recognise prior learning.
3.2	To define the role of the assessor and internal quality assurer (IQA), Lead IV or moderator (IM) in the assessment process.
3.3	To provide a system of assessment which is easily interpreted and understood by students and assessors.
3.4	To promote learning and achievement by establishing a system of recording assessment and feedback to allow student and assessor to monitor progress.
3.5	To provide a basis for induction and training of new assessors, moderators and internal quality assurers.
3.6	To establish rigorous standards of assessment which are consistent across equivalent programme levels in all curriculum areas.
3.7	To ensure the College complies with the assessment regulations and procedures of external awarding bodies.

4.0	RANGE
4.1	The policy applies to all assessment processes including initial assessment, recognition of prior learning and experience (RPL), assignment writing, work-based assessment, formative and summative assessments, assessment of functional skills, Personal Learning and Thinking Skills (PLTS) and internal standardisation, quality assurance and moderation processes. The policy also refers to the Assessment Appeals Procedure.
4.2	The assessment, moderation and quality assurance mechanisms apply from the interview and for the duration of the individual's learning agreement with the College.
4.3	At the College, the activity of IQA is the responsibility of a number of different roles. Clarification of the IQA for a particular course can be identified by the Curriculum Manager or TQM.

5.0	TERMINOLOGY
<p><input type="checkbox"/> Accessible to all students: includes students with any difficulties or disabilities irrespective of age, gender or ethnicity.</p> <p><input type="checkbox"/> Assessment is the way in which a student's knowledge, understanding, and skills are measured and evaluated.</p> <p><input type="checkbox"/> Awarding Body is any external body which has the authority to award accreditation for a course of learning.</p> <p><input type="checkbox"/> EE: External Examiner</p> <p><input type="checkbox"/> IM (Internal Moderation) is a similar process to internal quality assurance in that it is the impartial monitoring of assignments, tasks and assessments for consistency and quality and also ensures that the methods of assessment used are reliable and fit for purpose and that the order of assessed outcomes is fair and consistent.</p> <p><input type="checkbox"/> IQA is Internal Quality Assurance. This is the impartial monitoring of assignments, tasks and assessments for consistency and quality that is carried out within the College. IQA is also sometimes used to refer to the person carrying out that IVQA process i.e. the Internal Quality Assurer.</p> <p><input type="checkbox"/> IQA1 Form is the Internal Quality Assurance Schedule that plans which students' work will be internally quality assured at each assessment point.</p> <p><input type="checkbox"/> IQA4 is the Internal Quality Assurance Tracking sheet that records which samples have been internally quality assured for each assessment and unit studied.</p> <p><input type="checkbox"/> Lead IV: BTEC accredit individuals in each subject area to lead the quality assurance and verification process with all assessors and internal quality assurers within that subject area.</p> <p><input type="checkbox"/> Moderation is also a process whereby the assessment carried out by teachers and</p>	

assessors is checked for consistency and quality by other teachers or managers or by professionals nominated by the awarding authorities.

- **SV/ EQA/EM (Standards Verification/External Quality Assurance/ External moderator)** carries out External Standards
- Sampling for quality assurance. Awarding bodies ask to view the Assignments, Work, and Assessments produced by a set number of students for agreed units that have been studied. Related IQA documentation is also requested. These samples are Externally Quality Assured/ Standards Verified for consistency and quality and to ensure the activities are fit for the required assessment outcomes. 'SV' also refers to the external standards verifier.
- **PLTS** is Personal Learning and Thinking Skills. The achievement of these skills has to be tracked and recorded for all QCF courses. These are the underpinning study skills that students need to be able to achieve success.