AWARD-WINNING EDUCATION

HIGHER EDUCATION

HOPWOOD HALL COLLEGE

ASSESSMENT POLICY & PROCEDURE

2024-2025

The Queen's Anniversary Prizes 2023

ASSOCIATION OF COLLEGES BEACON AWARDS 2022/23 WINNER

north educate awards

Policy Cover Sheet

Please fill in the following details:

Policy Name	Assessment Policy and Procedure
Version Number	V1
Policy Owner	Ashley Austin
Release Date	05/08/2024
Policy valid for	1 year

Documents included:

Completed Checklist (below)	X
Policy text	X
Filled in EIA	X

Where should this policy be shared? All policies will be shared on the HUB.

The HUB	X
Net Consent	
Website	X

Policy Checklist

Have you completed the following tasks:

Used the Microsoft Accessibility Checker	X
Used formatted headings	X
Used Arial 12pt font	X
Included numbered paragraphs	X
Included page numbers	X
Included alternative text for all images which accurately describe what's in the picture	X
Checked for gender neutral language e.g. remove dinner ladies, workmen, he/she and replaced with servers, contractors, they.	X
Used the full phrase instead of the acronym at least the first time	X
Used the spelling and grammar check	X
Gained feedback from colleagues to ensure the policy is clear and accurate	X
Included any legal, social or organisational changes since the last policy review	X
Reviewed the connected policies to ensure they are still active	X
Filled in the change log	X
Listened to the policy using the accessible reader	X
Reviewed the policy flowchart	X
Informed the EDI Manager of upcoming policy deadlines	X

Sign Off: To be filled in by the named person only

	Name	Date
SLT	Liz Duncan	05/08/2024
Corporation (if required)		
Trade Union		
EIA	Adam Carney	05/08/2024

Change log

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
N/A	Policy created	N	Ashley Austin	Policy created for 2024-25		V1

CONTENTS

1. INTRODUCTION

1.1. The purpose of this policy is to provide a framework for learner assessment and internal verification. Assessment encompasses all forms of activity that checks and validates a learner's work. It may be implemented through the systems required by examining or awarding organisations; or it may occur through observation of learner activities, marking written work, assignment or any other form of evidence presented by a learner or candidate such as on-line blogs, videos and audio work. Any task, activity, essay or project that contributes to a learner's final achievement in an academic subject, vocational area or functional skill will fall within the scope of this Policy.

1.2. Assessment is at the centre of the learner's experience. It provides a means of evaluating learner progress and achievement and must reflect individual learner achievement.

1.3. Staff must refer to their Awarding Organisation Standards to confirm the qualifications staff are required to have in order to carry out internal verification or moderation. Below is a guide for the key qualifications:

1.3.1. **For BTEC: All Lead Internal Verifiers (LIV's)** must have completed the OSCA training linked to BTEC and a standardisation exercise must be undertaken with the teaching team.

2. SCOPE

2.1. This policy aims to contribute to the raising of learner achievement by:

2.1.1. Setting out college responsibilities

2.1.2. Outlining a framework for assessment

2.1.3. Outlining the monitoring of assessment

2.1.4. Providing guidance on the verification of assessment, (IV, IQA, EQA, EV, Moderators and BTEC LIVs)

2.1.5. Malpractice and Plagiarism - please see the HE Academic Misconduct Policy

3. POLICY STATEMENT

3.1. This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race or ethnicity, sexual orientation, religion or belief, age, disability, inclusion need, gender identity, socio-economic status or any other protected characteristic in adherence to the Equality Act 2010.

4. ROLES AND RESPONSIBILITIES

4.1. All staff are responsible for understanding, implementing and monitoring this policy and procedure.

4.2. It is the responsibility of the Deputy Principal, Assistant Principals, Head of Quality, Centre Directors and Programme Managers to ensure this policy is actively being implemented across all Centres. To maintain standards across Centres, audits will be carried out during the academic year.

4.3. Staff are responsible for keeping up to date with changes in qualifications and awarding organisation requirements. Updates will be sent via the awarding organisation and it is essential that these are received by the correct person (Head of Quality, Centre Director & Programme Manager) and shared with the teaching staff delivering the qualification.

4.4. There is a dedicated Quality area on the Hub, all staff must use this to access guidance, policies, procedures and relevant documentation.

4.5. All staff can access the awarding organisation website for specific guidance and information.

4.6. Programme Manager/Lead IV must sign up to receive regular updates from the relevant awarding organisation. Any changes must be communicated to the Quality Team and the teaching/assessing staff.

4.7. Teaching staff, work-based tutors and assessors need to monitor curriculum and assessment developments with respective awarding bodies (City & Guilds, OCR, AQA, Edexcel, Higher Education validating partners etc.).

4.8. Teaching staff, work-based tutors and instructors are **not** to accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised.

4.9. Staff need to monitor and keep updated on respective coursework moderation guidelines and external deadlines.

4.10. Staff need to monitor training requirements with respective awarding organisations.

4.11. Meetings as outlined in the IV Strategy/Moderation procedure must be attended by relevant staff, these meetings will provide an opportunity to discuss awarding organisation updates, curriculum and assessment developments, moderation of assessments and training requirements.

5. PRINCIPLES OF ASSESSMENT

5.1. Regular assessment, constructive feedback to learners and employer involvement in the assessment process **ALL** contribute to the development of learning. A fair, consistent and standardised approach is pivotal in enabling learners to achieve their full potential.

5.2. Students registered on Open University validated awards will be assessed against the OU Academic Regulations for Validated Awards.

5.3. Assessment for learning should be part of effective planning of teaching and learning.

5.4. Assessment for learning should be recognised as central to classroom practice.

5.5. Assessment can be formative or summative.

5.6. Assessment for learning is a key professional skill for teachers.

5.7. Assessment for learning should be sensitive and constructive.

5.8. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria on which learners are assessed.

5.9. Assessment for learning requires constructive guidance on how to improve.

5.10. Assessment for learning develops a learner's capacity for self-assessment and self-reflection.

5.11. Assessment for learning recognises what a learner has achieved.

5.12. Assessment processes should meet awarding organisation requirements and prepare learners for summative assessment.

5.13. Assessment for learners with learning difficulties and/or disabilities will make reasonable adjustment to enable them to be able to undertake the assessment as successfully as any other learner.

5.14. Plagiarised work is not counted for assessment purposes (see Plagiarism section). For Higher Education learners the HE Academic Misconduct Policy will be applied.

5.15. Assessment should:

5.15.1. Help learners to achieve their full potential.

5.15.2. Enable learners to achieve the standard required for the course, if not higher.

5.15.3. Encourage learners to develop independent learning skills.

5.15.4. Identify any further support required so that this can be provided for learners as appropriate.

5.15.5. Inform the setting of targets which help the learner to improve.

5.15.6. Enable teaching staff to analyse learning and progress and evaluate the way the courses are taught and managed, to aid continuous improvement.

5.15.7. Enable employers to evaluate the progress of their learners in relation to the goals of their organisation.

5.15.8. Formative assessment should identify the positive achievements of each learner and the areas of their work that need to be improved, in line with awarding organisation guidance.

5.15.9. Summative assessment should provide learners and teaching staff with an accurate view of the quality of learning outcomes and how these relate to standards set by the relevant awarding organisation.

5.16. **Assessment must be regular, appropriate, rigorous, accurate, fair and recorded.**

5.17. **It should therefore:**

5.17.1. Assure academic standards are rigorous.

5.17.2. Motivate learners.

5.17.3. Provide effective and timely feedback which enables learners and teaching staff to improve performance, in line with awarding organisation guidance.

5.17.4. Provide information for progression and employment.

5.17.5. Provide feedback on strengths and areas for development.

5.17.6. Be recorded to inform all relevant parties of the learner progress.

5.17.7. Provide a framework that allows learners to take responsibility for their own work and underline the importance of meeting deadlines.

5.17.8. Fulfil awarding organisation requirements.

5.17.9. Take measures to monitor and capture plagiarism.

5.17.10. Ensure that where appropriate, materials and assessment methods are adapted to accommodate an individual learner's needs.

5.17.11. Ensure that employees meet and exceed the standards of performance stipulated by industry.

6. MONITORING AND EVALUATION

6.1. ***College Responsibilities***

6.2. It requires active commitment from all staff – assessors, work-based tutors,

Internal Verifiers, LIVs, teaching staff and any other members of the course team to ensure that:

6.2.1. Records of assessment are kept in a secure location and accessed by staff authorised to do so.

6.2.2. All activities are planned and adhere to the current procedures outlined by the college and the respective awarding organisations.

6.2.3. All evidence is assessed and recorded to awarding organisation requirements and/or guidelines.

6.2.4. Assessment is carried out by suitably qualified/experienced staff acceptable to the College and the awarding organisations. Changes to staff are reported to the Quality Team and the awarding organisation.

6.2.5. There are identified members of staff who will assess or mark the candidates/learners work for that particular programme.

6.2.6. Tutors attend standardisation meetings and engage with continuous professional development (CPD) as required by the college and awarding organisations.

6.2.7. All Tutor's work is subject to quality assurance and monitored by the course internal moderator/quality assessor/verifier/Lead IV.

6.2.8. There is equitable access to assessment, appropriate initial assessment and appropriate support for learners with learning difficulties and disabilities, or other special assessment requirements.

6.2.9. Although learners may be given their work, they must ensure it is kept intact for 12 months after they complete the course. All Internal Verification, Moderation and Assessment records must be kept by the college for at least 3 years after the learner has completed.

6.3. ***Framework for Assessment***

6.3.1. All learners are initially assessed for generic and subject-specific skills

during their induction period.

6.3.2. Initial assessment results are used by the course team to adapt and plan their Scheme of Learning including their Topic Outline/Assessment Plan, used to determine literacy and numeracy levels, where appropriate, made available to the Learning Support Team to inform the support provided for learners with High Needs.

6.3.3. Learners on all courses will, as part of their course/subject induction and at appropriate points throughout the course, be aware of the assessment requirements for the qualification(s) for which they are studying.

6.3.4. All learners will receive a **Topic Outline (TO)** detailing the assessment for the year. Learners should understand the purpose of assessment, how a piece of work will be assessed, the assessment criteria and the deadlines for submission.

6.3.5. Learners on all courses will, as part of their course/subject, complete formative assessments which will allow learners to monitor and track their own progress and identify their readiness to complete summative assessments. All formative assessments will be assessed and feedback provided to the learner on how to improve/prepare for summative assessments.

6.3.6. All 16-18 learners have Minimum Expected Grades (MEGs) which are based on their GCSE scores (and results of initial assessment, where appropriate). Learners should be advised of their MEG at the start of the year and understand how their unit assessment contributes to their overall attainment and future progression.

6.3.7. All adult learners agree their academic development targets during term one.

6.3.8. Assessment should be an integral part of the teaching and learning process and should contribute to raise learner achievement.

6.3.9. Learner's grades and MEGs are reviewed termly with teaching staff and Progress Tutors.

6.4. ***Marking of Learner Work***

6.4.1. Work will be set at regular and appropriate intervals, though the nature of such work will vary according to subject/course and this will be highlighted in the course literature e.g. Topic Outline, course handbooks, guides and subject documents.

6.4.2. Marking of learner work must be conducted within **three weeks** of the submission of the work and learners receiving written feedback within this timescale. (For resubmission of work refer to individual awarding organisation guidelines).

6.4.3. Submission of evidence

6.4.3.1. Only **one submission** is allowed for each assignment (summative assessment). The tutor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

6.4.4. **The tutor must:**

6.4.4.1. Formally **record and confirm** the achievement of specific assessment criteria.

6.4.4.2. Complete a **confirmation** that the evidence they have assessed is authentic and is the learner's own work.

6.4.5. **The tutor must not:**

6.4.5.1. Provide feedback or guidance on how to improve the evidence to achieve higher grades.

6.4.6. **The learner should submit:**

6.4.6.1. Evidence towards the targeted assessment criteria.

6.4.6.2. A signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

6.4.6.3. Any resubmissions must be authorised by the Lead Internal Verifier and follow the Edexcel guidelines (BTEC only).

6.5. ***Providing Feedback to Learners***

6.5.1. The subject tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which they will submit for assessment, **they must work independently** to produce and prepare evidence for assessment.

6.6. **Preparing for assessment**

6.6.1. Before starting an assessment, the tutor must ensure each learner understands the:

6.6.1.1. assessment requirements.

6.6.1.2. nature of the evidence they need to produce.

6.6.1.3. importance of time management and meeting deadlines.

6.7. **Working on an assessment**

6.7.1. Once the learner begins work for the assessment, the tutor must not:

6.7.1.1. Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment/marking.

6.7.1.2. Confirm achievement of specific assessment criteria until the assessment stage.

6.7.2. Following assessment, the tutor/assessor formally records their assessment decisions against individual assessment criteria on the assessment record. The assessment record provides a formal opportunity for the assessor to give feedback to support learner progression:

6.7.3. **The tutor should:**

6.7.3.1. **give feedback** on which criteria the learner has achieved – and not achieved – giving clear reasons why so the learner can learn and progress.

6.7.3.2. **avoid giving direct, specific instructions** on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission - BTEC only).

6.7.4. **Each learner must submit:**

6.7.4.1. An assignment for assessment which consists of evidence towards the targeted assessment criteria.

6.7.4.2. A **signed-and-dated declaration of authenticity** with each assignment which confirms they have produced the evidence themselves. This may be done in paper based or electronically (see Marking of Learner Work section above).

6.7. ***E-Learning and Assessment***

6.7.1. In order to streamline assessment practice when marking learners work submitted via the itsLearning platform tutors must use the integrated marking tool in itsLearning. If a learner is submitting work such as blogs or e-Portfolios the tutor can use the relevant feedback comments box on itsLearning.

6.7.2. Providing feedback on the itsLearning platform is acceptable and needs to be replicated on the awarding organisations assessment record documentation.

6.7.3. When setting assessments on itsLearning, use the plagiarism checker and set “deadline on assessment tool to the assignment due date".

6.7.4. Alternative forms of assessment are encouraged to support learners. When using alternate methods to assess learners work such as (Audio, Video, Photographic evidence, Blogs and e-Portfolios) the tutor/assessor must adhere to the assessment protocols listed above.

6.7.5. When learners are submitting and uploading their work via the itsLearning platform the learner must declare the work is their own by attaching the assignment brief (to include their signature within the Learner Declaration

section of the assignment brief).

6.7.6. When adding general comments to the overall feedback box on itsLearning the tutor must date them to ensure a clear record of submission is visible. Comments need to be replicated on the awarding organisations assessment record documentation.

6.7.7. IV/Moderation can be carried out via the itsLearning platform, but all documentation usually associated with the IV/IQA process must be included and accessible.

6.7.8. The itsLearning plagiarism tool will provide a % match result and staff will need to use their professional judgement as to whether the report supports a decision on plagiarism having taken place. Please refer to the HE Academic Misconduct Policy.

6.7.9. **FOR TRAINING OR MORE INFORMATION ON HOW TO USE THE MARKING TOOLS IN ITSLEARNING PLEASE CONTACT VLE@HOPWOOD.AC.UK**

6.8. ***Monitoring of Assessment – Tracking Progress***

6.8.1. Programme Managers and teaching staff to ensure that homework/independent study is being regularly set and marked.

6.8.2. Programme Managers/Centre Directors will review assessment records on ProMonitor and will take an overall monitoring role to ensure timely completion of ProMonitor/Markbook ensuring that data uploads onto progress systems are accurate, up-to-date and valid. Those learners who are under achieving will receive a variety of support as deemed appropriate, including: additional sessions, learning support, specialist subject support, LRC support, as per the HE Learning Support Policy.

6.8.3. The Quality Team will carry out audits across the academic year; these will include audits of marked work, Markbook set up, IV/Moderation and SV/EQA reporting and feedback.

6.8.4. Learners will be asked to feedback regarding their experience of assessment through Learner Voice activities in curriculum, these include learner rep meetings, focus groups and learner surveys. The Quality Team will monitor the results and action accordingly.

6.8.5. Overall monitoring of assessment audits will be reported by the Deputy Principal at SLT meetings.

7. INTERNAL VERIFICATION AND MODERATION PROCEDURES

7.1. ***Sampling Strategy***

7.1.1. For all qualifications, this sampling is as a guide only, it will depend on the requirements for the awarding organisation and also, the experience of the assessor. **Please use this as a guide only and provide a brief rationale with your sampling plan**.

7.1.2. For Open University courses, please see section 7.5 regarding second marking process.

7.1.3. **BTEC:** When Internally Verifying BTEC qualifications, you must ensure that every assessor, every unit and work from every assignment is sampled. There is not a requirement that all learners must have been internally verified during the lifetime of a programme. There is no prescribed sample size but a well-constructed sample should consider: the full range of assessment decisions made, experience of the Assessor, new BTEC programmes, the size of the group of learners and known issues with internal verification: these may have been identified previously. The Lead IV will complete an Assessment/IV Plan – Staff Allocation document to outline the plan for the programme in terms of Internal Verification.

7.1.4. This must cover at least 20% of learners enrolled on the qualification (or a minimum of 3 learners if small group).

7.1.5. **Diploma**: When internally verifying diploma qualifications,

7.1.5.1. Sample planning based on the principles of ***CAMERA - Candidates/Learners, Assessors, Methods of assessment, Evidence, Records Assessment sites*** method of sampling-ensure that

every assessor, every unit, every type of learner and every method of assessment is sampled. This must be evident on the sampling plan.

7.1.5.2. Interim sampling

7.1.5.3. Summative sampling

7.1.5.4. Monitoring of assessor practice (including observation)

7.1.5.5. Standardisation activities

7.1.6. **Level 2/3 C&G Technicals:** Prior to the moderation meeting tutors must authenticate all candidate evidence. To ensure authenticity, tutors must ensure that candidate work is completed under the specified supervised conditions and is securely stored between sessions. Tutors will need to sign the Declaration of Authenticity form for all candidates. The IQA is responsible for making sure that any feedback provided by the moderator during the visit is then used to ensure the production of high-quality evidence by all tutors/markers, which will support marking and moderation. Where practical sessions have already taken place, this may require the centre to review the evidence from earlier observations to ensure it meets the required standard.

7.2. ***VRQ:***

Group Size	**Sample size per group**
Less than 10 learners	4 learners
10 – 15 learners	Minimum sample 4 learners
15 – 25 learners	Minimum sample 5 learners

7.2.1. For sampling amounts within other qualifications e.g. T-Level qualifications, please refer to the awarding organisation guidelines. Also, this will need to be increased if the assessor is inexperienced or new, please include a brief rationale within your sampling plan.

7.2.2. Newly qualified and/or recruited tutors will be more frequently sampled

until the IV/IQA has confirmed effectiveness, reliability and quality of assessment decisions and practice. For BTEC programmes, this will be identified on the IV Plan – Staff Allocation.

7.2.3. For all unqualified tutors, each unit will be countersigned by a qualified assessor/tutor and the first judgement from each unit will be sampled by the IV/IQA. This will continue until TAQA award is achieved and assessment practice deemed sufficient and competent.

7.3. ***Key information about the verification process***

7.3.1. **Grading Disagreements**

7.3.1.1. Any disagreement on grading between assessor and internal verifier should be referred to the Lead IV or Programme Manager. The Lead Internal Verifier/Programme Manager can contact the relevant External Verifier for advice.

7.3.1.2. Students / Candidates have the right to appeal against grading outcomes if they meet the grounds identified through the College's Appeals Procedure (outlined in Plagiarism section and the HE Academic Misconduct Policy). Typically, this would include procedural irregularity, mitigating or previously unknown circumstances and administrative error. Learners cannot appeal against academic judgment if they are dissatisfied with their grade. and also have the right to take that appeal to the validating body.

7.3.2. **Internal Verification/Moderation Audits**

7.3.2.1. To check consistency of the internal verification/moderation process and to help with any problems.

7.3.2.2. All programmes will engage in an audit of IV/moderation materials as part of the Department Review process.

7.3.3. **Evaluation of Internal Verification/Moderation Systems**

7.3.3.1. Evaluation of internal verification / moderation takes place as part of the final departmental team meeting.

7.3.3.2. An internal verification / moderation meeting is held by the Quality Team at the end the academic year to evaluate internal and external reports and to ensure that national standards are being interpreted accurately.

7.3.3.3. The Quality Team reports findings and outcomes from the evaluation of internal and external reports to the Assistant Principal.

7.3.4. **Retaining IV/Moderation and Quality Records**

7.3.4.1. Following learner certification, you must keep records of assessment decisions at criterion level for 12 months and the associated internal verification documentation for a minimum of three years.

7.3.4.2. You don't need to keep learner work or individual feedback documents to learners (learner work can be returned to the learners when qualification certificates are collected by the learner).

7.3.4.3. We are required by the awarding organisation to retain the IV/Moderation and Quality records for a minimum of three years after the programme has completed. These records must be archived in line with the college archiving procedure. Refer to the Data Protection and Data Retention Guidelines on the HUB for more information or access the policy within the Quality section of itsLearning/OneDrive.

7.4. ***Internal verification documentation***

7.4.1. The documentation needed for internal verification / standards moderation is available in the Quality Area on the HUB.

7.4.2. As each awarding organisation requires different things from IV/moderation, it is recommended you use the IV/moderation paperwork provided by the awarding organisation (with the exception of BTEC documentation in which case the College standardised documents should be used). If this is not available, please use the updated college documentation provided on the HUB.

7.5. ***Higher Education second marking procedure***

For some HE Courses including those validated by the Open University the college undertakes second Marking and Moderation. Moderation assures fair and reliable assessment outcomes through sampling assessed work. When second marking assessed work is marked twice, either through:

7.5.1.1. Double Marking: The Second marker reviews first marker's comments and marks.

7.5.1.2. Double Blind Marking: Two markers independently assign marks without seeing each other's work.

7.5.2. Sampling Requirements for second marking are as follows:

7.5.2.1. The sample must include all borderline cases, fails and a representative 10% of remaining assessments (minimum of 3). For classes under 16 students, sample 50%.

7.5.2.2. The sample should include a range of grades.

7.5.2.3. Any coursework contributing over 30% to the course grade must be sampled.

7.5.3. Exceptions:

7.5.3.1. Assessments with clearly defined correct answers do not need second marking but must be checked for accuracy.

7.5.4. The second marking procedure is as follows:

7.5.4.1. Programme managers work with the quality team to organise and supervise the moderation process and select samples.

7.5.4.2. Experienced moderators with suitable subject knowledge will be selected to second mark, these moderators cannot be the original first marker for the assessment.

7.5.4.3. The Moderator reviews sample marks for consistency with marking criteria. Moderation is carried out within 15 working days.

7.5.4.4. Once moderation has been carried out the first and second markers discuss and agree final awarded grades. Disagreements resolved through discussion or a second moderator if needed.

7.5.4.5. The agreed moderation outcomes should be documented with rationale for decisions. These moderated samples are then sent to the external examiner for review.

7.5.4.6. External Examiners review samples and provide feedback on marking standards, with changes requiring final Examiners' Meeting approval.

8. RELATED DOCUMENTS

Available at our University Centre Policy page:

8.1. HE Academic Misconduct Policy
8.2. HE Extenuating Circumstances Policy
8.3. OU Academic Regulations for Validated Awards
8.4. HE Positive Behaviour Policy
8.5. HE Appeals Policy
8.6. Compliments and Complaints Policy

If this document is required in an alternative format, please contact equiries@hopwood.ac.uk