



<b>Policy number:</b>	CQ143	<b>Originator:</b>	Teaching and Quality Manager
<b>SharePoint:</b>	Policies and Procedures: Curriculum/Quality/Key Skills		
<b>EIA Meeting Date:</b>	04 Oct 2018	<b>EIA Required:</b>	YES
<b>Approved by:</b>	SMT	<b>Date:</b>	12 October 2018
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<b>Review Date:</b>	November 2020 (Reviewed Nov 19 – no change)		
<b>External Web Site appropriate:</b>	NO. To be available on Moodle		
<b>Linked policies/College documents:</b>	Assessment Appeals Procedure Controlled assessment		
<b>Summary available:</b>	YES (Table 1)		

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# Assessment Policy

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**This document can be made available in other formats,  
on request**

# ASSESSMENT POLICY

## 1.0 POLICY STATEMENT

- 1.1 Newbury 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 interview and for the duration of the individual's learning agreement with the College.
- 4.3 At Newbury 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

- **Accessible to all students:** includes students with any difficulties or disabilities irrespective of age, gender or ethnicity.
- **Assessment** is the way in which a student's knowledge, understanding, and skills are measured and evaluated.
- **Awarding Body** is any external body which has the authority to award accreditation for a course of learning.
- **EE:** External Examiner
- **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.
- **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.
- **IQA1 Form** is the Internal Quality Assurance Schedule that plans which students' work will be internally quality assured at each assessment point.
- **IQA4** is the Internal Quality Assurance Tracking sheet that records which samples have been internally quality assured for each assessment and unit studied.

**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.

- **Moderation** is also a process whereby the assessment carried out by teachers and 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 successfully.

- **QAS** is Quality Assurance Support. A term used by some awarding bodies to describe the SV or person who checks the cross college quality procedures for an awarding body.
- **QMR** is the BTEC annual Quality Management Review where the SV from BTEC visits the College and checks to see if current practice uses the policies and procedures described by the College and that awarding body guidelines for quality are adhered to. Other awarding bodies such as Ascentis and City and Guilds also carry out annual or bi annual quality reviews
- **Standardisation** is the process whereby it is ensured that all assessments made by teachers and others are marked to the same standards and at the agreed national standard i.e. are assessed reliably.
- **Quality Assurance (Formerly verification)** is the impartial monitoring of assignments, tasks and assessments for consistency and quality. This is normally carried out by another teacher or manager or external representative who has participated in awarding body standardisation training and /or achieved V1 qualifications or TAQA quality assurance units.
- **TAQA** is the 'Training Assessment and Quality Assurance' units which Assessors and Quality Assurers need to complete to ensure the validity and consistency of assessments within subject areas and the organisation.

**Table 1: The procedure for approving and validating assignments and assessments**

	The Student	The Assessor/ Programme Team	The IQA (or Lead IV)
Planning Period		Plans the assessment schedule and assignments on awarding body form or 'IVS'. Informs plan with relevant awarding body guidelines.	Plans in accordance with awarding body guidelines, IQA strategy and the assessment plan, an IQA/IV/IM tracking document scheduling the IQA/IV/IM samples to be completed (Newbury college form IVT).
		e.g. Awarding body guidelines are normally held in their quality or information manual	
		Attend internal standardisation meeting	Lead internal standardisation meeting
		Book onto awarding body standardisation and update training.	
		Participate in relevant TAQA training for your course &/or Lead IV accreditation as relevant for the courses you assess.	
Assignment Approval (10 days minimum prior to distribution)		Prepares an assignment or tasks to meet required learning outcomes and in line with the assignment writing guidelines. Submits assignment for IQA approval 10 days prior to distribution date.	Internally verifies/moderates assignment brief within 3 working days of receipt using awarding body documentation. Assignment and copy of IQA/IM form with constructive comments and actions for any required improvements returned to assessor. Copy kept on file.
		Improvements made to assignment sheet and passed to IQA/Lead IV for approval.	Internal Quality Assurer/ Lead IV/Internal Moderator approves assignment for distribution to students.
	Receives assignment on time. Reads and references tasks to the assignment brief.	Teaches and supports assignment related learning activities.	
Formative Assessment	Submits work when identified tasks have been completed for formative assessment and feedback to enable improvement.	Routinely assesses work before the final assessment to provide feedback to student on how work and processes can be improved.	IQA/Lead IV monitors that formative feedback is provided to students and samples one or two pieces to monitor the quality of the feedback.

Assessment (10 days maximum)	Submits work by the set submission date and obtains a receipt. An extension to a set deadline is only permitted in exceptional circumstances and must be agreed prior to the submission date.	Assesses work using awarding body or centre approved assessment and feedback sheets providing improvement actions for students. Agrees extension deadlines in exceptional circumstances.	
IV /IQA of Assessment (5 days maximum including additional samples or re-grading)		At least 4 samples or 25% of assessed work passed to IQA/Lead IV covering a range of grades wherever possible. (Refer to awarding body quality requirements as sample sizes may vary). Remainder of work is retained during the IQA period.	Internally Quality Assures/Moderates work using awarding body IQA/IM documents or Centre IQA documents where awarding body does not provide documents.
	Student / Supporter signs centre copy of receipt to show work has been returned.	Adjustments made to assessments and signed off by IQA/Lead IV/IM. IQA/Lead IV/IM approved samples and remainder of assessed work returned to students.	IQA/Lead IV/IM form(s) and sample returned to assessor with action points for any improvements or adjustments made
	Student records grade on their personal tracking sheet and signs to agree the action plan. or Student appeals grade using the 'Assessment Appeals Form'	Records grades on tracking document.  Assessor carries out stage one of the 'Assessment Appeals Procedure'	Records IQA on IVT tracking document, or on frame up where used.  IQA/Lead IV carries out stage two of the 'Assessment Appeals Procedure' when a candidate is not satisfied with the outcome from a stage one appeal.
			IQA/ Lead IV/IM form(s) and sample returned to assessor with action points for any improvements or adjustments made. IQA/IM signs the work sampled
	Student improves work and resubmits by the agreed or summative deadline.	Assesses resubmitted work within 10 working days and submits samples for Internal Quality Assurance as agreed with IQA/Lead IV/IM.	IQA/Lead IV/IMs work using awarding body IQA/Lead IV/IM documents or Centre quality assurance documents where awarding body does not provide documents

		Records grades on tracking document e.g. in CID, Smart Assessor or other tracking document where agreed.	Records IQA/ IM on awarding body form, IQA4 tracking sheet or in e-portfolio or other agreed tracking documentation.
Team Grade Approval Meeting		Assessor identifies Unit and grades awarded for each student. For HE this will be reported at the HE Examination/ Assessment Board.	IQA/Lead IV or Course Leader records grade onto online or paper based Student Record Form (SRF) or other awarding body claim form.
		Checks grades recorded on online certification claim or paper SRF and signs as agreed or informs IQA/Lead IV/ Course leader of any errors.	Print out of electronic form or copy of paper based SRF handed to Assessor for checking
		Errors corrected and signed off with IQA/ Lead IV and Assessor. The Curriculum Manager counter signs the SRF or other qualification claim form Forms handed to Exams Office or Exams approve online form and submit. Details of the outcomes for each HE student will be recorded at the term 3 Examination/ Assessment Board.	
Retaining Assessment and IV records		Some awarding bodies or their conditions require the retention of all assessed work until signed off by SV/EQA. All work should be available to the awarding body during the appeal period – usually until November of the completion year.  <b>Teams are required to retain all Assessment, IV and related EV records for a minimum of 3 years.</b>  Portfolios of qualifications with specific funding e.g. ESF, are required to be retained for a longer period of time. Contractual agreements must be checked for relevant details.	



## **ASSIGNMENT WRITING PROCEDURE**

### **1.0 AIMS:**

- 1.1 To provide a standardised approach to assignment writing
- 1.2 To provide formats that are accessible to students and in line with awarding body recommendations.
- 1.3 To ensure that all the required information is included to simplify assessment and minimise the possibility of confusion or appeals.

### **2.0 STANDARDS EXPECTED OF ASSIGNMENTS**

- 2.1 Be set on time in line with assessment plan to avoid unacceptable pressure on students.
- 2.2 Be typed following the awarding body's recommended format and spell checked. Where the awarding body does not recommend a format, an agreed format should be followed by the course team
- 2.3 Be internally quality assured/ verified before issue to students.
- 2.4 A copy to be kept on the course file and on the IQA/ IV file with IQA/ IV forms.
- 2.5 All assignment activities and tasks must identify the assessment criteria that will be applied to the task/activity.
- 2.6 Have a standard awarding body front page or, where this is not available, a College front page showing key dates, assessment criteria achieved etc. together with the assessment feedback sheets with action points.
- 2.7 Identify clearly what the student is required to submit for each task.
- 2.8 Show the student how they are to be assessed on each task.
- 2.9 Identify what English or Maths Skills can be achieved in the assignment.
- 2.10 Provide an awarding body assessment sheet or, where this is not available, an approved College assessment sheet. The assessment sheet must clearly identify the assessment criteria and allow space for feedback on the evidence and quality of work submitted.
- 2.11 Provide a feedback sheet that enables supportive descriptive feedback to be given and allows for action planning against the assessment criteria/learning outcomes.
- 2.12 Provide assessment documentation recording English or Maths Skills and PLTS achievement together with feedback as described in point 2.10.
- 2.13 Clearly state arrangements for handing in work and the need to meet the deadline given.

## PROCEDURE FOR MARKING STUDENT WORK

### 1.0 RANGE

- 1.1 This policy relates to the marking of course work set by teaching staff which may include work completed by students in their own time. It relates only to work being assessed and contributing to the final grading of the programme.

Assessors should be qualified or be working towards the current approved assessor qualifications for work based or vocationally related qualifications as required for the qualification being assessed. The trainee assessor must have their assessments countersigned by an accredited assessor whilst in training, to confirm the accuracy of the assessment.

### 2.0 PROCEDURE

- 2.1 All work set will be issued via the relevant VLE, e-portfolio or in print, clearly indicating what the student is required to do, what needs to be handed in, the deadline for handing in the work, and how the work will be assessed using the appropriate assessment sheet.
- 2.2 Where there is a legitimate reason that prevents meeting the submission date the student must at the earliest opportunity, and before the initial hand in is due, approach the Lead IV/Course Leader with a view to negotiating an extension. For HE students this request must be made in writing and for all students the request must clearly give the reason for the request for an extension. Any requests that are approved will be notified in writing and assessment forms will record the extension given. Lead IVs are responsible for signing any agreed extensions for BTEC programmes.
- 2.3 All work will be handed to the Assessor who set the work or where arranged e.g. for part time courses, to the Information Services team. In all cases a record of submission will be kept.
- 2.4 Where work is submitted to the Information Services team, assessors will collect assignments from the Information Services area and sign to confirm collection. When work is returned via the Information Services team a record should be signed by the Information Services team and signed by the student on collection. In the majority of cases work should be submitted via Moodle (the VLE) or e-portfolio to maintain security of the work and limit administrative procedures.
- 2.5 Assessment will provide constructive feedback that clearly identifies the quality of the evidence provided to justify the grade given and provide SMART action points to identify additional work required to complete the assignment or where approved by the Lead IV to achieve an improved grade. (Refer to Guidelines on Assessor Feedback). The SMART actions set must guide the students to the learning outcomes and assessment criteria that have not yet been met, but must not lead the student with very specific detail of what to add.
- 2.6 Feedback should include reference to students' development of English and Maths skills as stated in the Guidelines for Developing Students' Numeracy and Literacy Skills.
- 2.7 Be marked and returned to students within the agreed time frame: 10 working days for assignments set by 1 member of staff or 15 working days for joint assignments. A sample of student work must then be forwarded to the IQA/IV/IM allowing 5 working days for the sampling.

- 2.8 Where two or more groups or assessors submit work for the same unit or assignment, a standardisation meeting will be required to ensure consistency in grading.
- 2.9 Work that is below the minimum standard required by the course will be marked as not yet passed on the initial submission and feedback will be given to identify the assessment criteria that requires further response. Where approved by the Lead IV, the resubmission date will be clearly indicated on the assessment sheet and action plan.
- 2.10 All students will have an opportunity for formative assessment and to further develop their work by the summative deadline with the aim of improving their grade or achieving a pass grade.

### **3.0 GUIDELINES FOR MARKING STUDENT WORK**

- 3.1 Grade to be placed in box on assignment assessment sheet. Formative assessment and assessment of work that is part of a unit should not be graded, but may record the assessment criteria achieved at that point of assessment.
- 3.2 Feedback should include an opening statement on how the student has done overall e.g.  
 "A good effort Raj, you have clearly understood the assignment"  
 or  
 "Well done Donna, an excellent piece of work"
- 3.3 Explain how the evidence assessed meets the required evidence for the assessment criteria/learning outcomes.
- 3.4 Clearly identify the assessment criteria/learning outcomes achieved.
- 3.5 Explain how the evidence assessed has informed the grade awarded.  
  
 e.g. "You have achieved a Pass grade as you have identified all the principles of training accurately. P1: You have coherently shown each of the principles in turn and P2: in places you use some effective examples" etc.
- 3.6 Identify what the student needs to do to improve the achievement of learning outcomes / assessment criteria and to improve the grade. For BTEC and most qualifications you are not allowed to explain how to achieve higher grades in case this is too prescriptive or leads the student, however, with lead IV permission the student may be given an opportunity to resubmit work within 10 days and may be pointed to the assignment tasks that require further work.  
 e.g. "You have achieved P1, P3, M1 and M3 but task two on the assignment sheet requires a more detailed response. You may resubmit the work for reassessment by date... to achieve a pass."
- 3.7 If a distinction is awarded still note how the assignment could be improved or sustained i.e. comment on the layout, neatness, pictures etc in the assignment and the quality of referencing/bibliography.  
 e.g. "This was a well-presented piece with accurate use of Harvard style referencing in the bibliography. You do need to reference all your diagrams."

# **IQA PROCEDURE AND STRATEGY**

## **1. IQA Qualifications**

- 1.1 Internal Quality Assurers/Verifiers may initially verify vocationally related qualifications without a qualification but should register to complete the relevant verification award within the academic year using the quality assurance/ verification of work as evidence of their practice. Some awarding bodies also require verifiers to complete a standardisation procedure. IQAs/IVs of NVQ/ work based Diplomas must hold or complete TAQA qualifications for work based qualifications or hold a V1 or D34. The internal verification carried out by Trainee IQAs should be checked and counter signed by an accredited IQA.
- 1.2 It is also a requirement that IQAs/IVs and course leaders from courses delivered across the College have regular standardisation meetings. At least one IQA/IV from each related programme should attend each annual standardisation meeting.
- 1.3 IQA/IVs of individual programmes should participate in the awarding body standardisation training and updates each academic year.

## **2. IQA Planning and Resources**

- 2.1 Ensure the course leader, assessor and IQA have the correct specification for the qualification with full details of the units, assessment criteria and guidance.
- 2.2 Assessor and IQA have:
  - copies of the assignment brief.
  - a copy of the assessment plan from the course leader/assessor(s).
  - copies of the awarding body IQA sheets for both assignments and for assessments, or where these are not provided use Newbury College IV documents available on the WBL area of SharePoint.
- 2.3 Plans in accordance with awarding body guidelines, an IQA/IM tracking document scheduling the IQA/IM samples to be completed on an IV sampling plan (Newbury College form IVT).
- 2.4 Checks that awarding body EQA/Standards sampling time frames will be adhered to by the assessment and IQA plans.

### 3. IQA Strategy: Risk based IQA Sampling Guidelines:

<b>Risk rating</b>	<b>Explanation</b>	<b>Sample size</b>
Red	New Assessor New qualification / unit New IQA New to Newbury College IQA or Assessor of a course where the last EQA/SV report was risk rated Red or an awarding body sanction was applied.	100% of cohort / group's assessments for each assignment, unit or module.
Amber	Following 2 well completed assessments / IQA sampling activities: Within first year: As an assessor As an IQA Of employment at Newbury College	50% of cohort/ group's assessments or at least 4 students' work for each assignment, unit or module. (100% of group for each unit where there are less than 4 students).
Green	Following: 4 consistently well completed IQA sampling activities – 2 at 100% and 2 at 50% of the cohort's assignments/ assessment activities sampled. or <ul style="list-style-type: none"><li>External verification report identifying no IQA issues.</li><li>Awarding body issues direct claims status.</li><li>Awarding body sustains direct claims status following sampling.</li></ul>	25% of cohort/ group's assessments or at least 4 students' work for each assignment, unit or module. (100% of group for each unit where there are less than 4 students).

### 4. Standardisation

- 4.1 Plan and Lead internal standardisation meeting.
- 4.2 Book onto awarding body annual standardisation and update training.
- 4.3 Participate in relevant TAQA IQA training for your course &/or BTEC Lead IV accreditation as relevant for the courses you assess.

## **5. IQA of Assignments**

- 5.1 Every assignment brief must be approved by the IQA/IV/IM before it is released to the students.
- 5.2 IQA (IV/IM) internally quality assures/moderates assignment brief within 3 working days of receipt and a minimum of 10 days before issue to students using awarding body documentation. Where the awarding body provides the brief these should be IQA'ed to ensure they are up to date and fit the approach used by the teachers and learners. The original copy of the IQA of assignment form and a copy of the brief will be placed in the Course IQA/IV/IM file.
- 5.3 The assignment and a copy of IQA/IM form with constructive comments and actions for any required improvements returned to assessor. A copy of the original brief is to be kept on file.
- 5.4 Teacher makes necessary adjustments to brief and submits to IQA/IV/IM for approval prior to distribution to students.
- 5.5 Internal Quality Assurer/ Lead IV/Internal Moderator approves assignment for distribution to students.
- 5.6 A copy of the approved brief with the signed IQA/IV form is placed in the IQA/IV file and a copy placed in the course file.

## **6. IQA of Assessment**

- 6.1 Work is assessed by the assessor(s) within 10 days of the submission date and the required sample is passed to the IQA/IM.
- 6.2 IQA/IM ensures that the sample of assessed work for internal quality assurance is in accordance with the assessment and IQA sampling plan and IQA strategy.
- 6.3 The work in the sample ideally should represent the range of grades awarded in the assessment
- 6.4 Work not submitted to the IQA/ IV must be retained in case adjustments are recommended in the IQA/IV process
- 6.5 Where a student who is identified on the IQA/IV schedule has not produced work for grading an alternative student can be substituted
- 6.6 IQA/Lead IV monitors that formative and summative feedback is provided to students and samples a minimum of 4 pieces to monitor the quality of the feedback
- 6.7 Internally Quality Assures/Moderates work using awarding body IQA/IM documents or Centre IQA documents where awarding body does not provide documents. This is to ensure consistency in assessment and that methods of grading are fair and accurate and in line with awarding body standards
- 6.8 Where the IQA/IV approves the assessment of the assessment sample then the work for that assignment may be returned to the students

- 6.9 If the IQA/IV is not satisfied that the students' work has been graded correctly and to the appropriate national standard or that inappropriate/insufficient feedback has been given to the students they must reject the sample and complete one or more of the following options.
- Ask for a further sample of work, up to 100% of the assignment work being graded by the lecturer.
  - Inform the lecturer of the appropriate national standard and instruct the lecturer to re-grade work. The altered grades must then be recorded on all assessment forms, and attached to the front sheet of the assignment. The re-graded work will then need to be subjected to the same IQA/IV sampling procedure as all marked assignment work.
  - Alter the grades awarded to bring the grading in line with the national standard. The altered grades must then be recorded on IQA/IV and assessment form, and a copy attached to the front sheet of the assignment.
  - Advise the lecturer as to the appropriate level and form of assignment feedback and request that the lecturer review the feedback given to all students in the group for that assignment. The new feedback will then need to be subjected to the same IQA/IV sampling procedure as all marked assignment work.
- 6.10 IQA/Lead IV/IM form(s) and sample returned to assessor with action points for any improvements or adjustments made. Actions must be carried out in a timely manner and signed off by IQA.
- 6.11 IQA records IQA activity on IQA plan / Newbury College IVT tracking sheet, or on e-portfolio where used.
- 6.12 The sampling process including any re-grading and re-sampling must be completed within five working days, making a total of fifteen working days from the submission of the assignment work to the return of the marked work to the students. A total of twenty days is allowed for integrated assignments where more than one assessor or group's work is being assessed and verified.

## **7. Appeals**

- 7.1 A student can appeal an assessment within five days of its return.
- 7.2 IQA/Lead IV carries out stage two of the 'Assessment Appeals Procedure' when a candidate is not satisfied with the outcome from a stage one appeal.
- 7.3 IQA/Lead IV/IMs work using awarding body IQA/Lead IV/IM documents or Newbury College quality assurance documents where awarding body does not provide documents.
- 7.4 IQA/ Lead IV/IM form(s) and assessment sample are returned to assessor with action points for any improvements or adjustments made. IQA/IM signs the work sampled. Lead IV also signs assessment sheet to show where they have sampled work.
- 7.5 Lead IV records IQA/ IM on IQA Planning/ tracking sheet (Newbury College IQA4 tracking sheet) or in e-portfolio or other agreed tracking documentation.

## 8. IQA and External Quality Assurance

- 8.1 The IQA (IV/IM) liaises with the External Quality Assurer, sometimes known as Standards Verifier, External verifier (EV) or External Moderator to organise either:

On site sampling: A visit by the EQA to sample student work, assessment and associated IQA documentation or:

Remote sampling: For copies of assignments, completed work and related assessments and IQA documentation to be sent to the EQA following the awarding body requirements. This is generally around two assignments and four completed pieces of work with the assessment documents and related IQA documents for each assignment.

## 9. End of Course and Qualification Claims

- 9.1 IQA/Lead IV and Course Leader attends an examination board meeting with course team/assessor(s) and curriculum manager.
- 9.2 Assessor identifies Unit and grades awarded for each student.
- 9.3 IQA/IV or Course Leader records grade onto online or paper based Student Record Form (SRF) or other relevant qualification claim form.
- 9.4 IQA/IV/ Lead IV or Course Leader prints electronic form or copies paper based SRF/ claim form and hands to Assessor for checking.
- 9.5 Assessor checks grades recorded on online or paper SRF / claim form and signs as agreed or informs IQA/Lead IV/Course Leader of any errors.
- 9.6 IQA/Lead IV/Course leader corrects any errors and signs off with Assessor. Lead IV must counter sign Pearson/BTEC SRF forms.
- 9.7 Curriculum Manager double checks the accuracy of the certification claim form (SRF/claim form etc) and counter signs the form before it is sent to the exams team for submission to the awarding body.
- 9.8 The Curriculum Manager also identifies with the exams team the name of the Assessor, Course Leader, Lead IV or IQA who will attend college on the results publication day to check the accuracy of the awarding body certification and results sheets.
- 9.9 Allocated IQA/Course Leader/Lead IV/Curriculum Manager to check awarding body certification and results sheet prior to issue to students.
- 9.10 Most awarding bodies require the retention of all assessed work until signed off by SV/EQA. All work should be available to the awarding body during the appeal period – usually until November of the completion year
- 9.11 **Teams are required to retain all Assessment, IV and related EV records for a minimum of 3 years. These must be stored formally using the College archive system.** Portfolios of qualifications with specific funding e.g. ESF, are required to be retained for a longer period of time. Contractual agreements must be checked for relevant details.



## **10. Conflict of Interest**

- 10.1 The awarding body should be informed if a member of staff is to teach or train a student where they have a vested interest in that student's successful achievement e.g. are a direct relative of the student. All assessment for that student should be carried out by an assessor who is unrelated to the member of staff or student.
- 10.2 No member of staff should assess or internally verify, moderate, invigilate, read, scribe or quality assure the work of a student where they have a vested interest in that student's successful achievement.

## **11. Continuity Planning**

- 11.1 Where an awarding body ceases to provide a qualification which is offered by Newbury College, then the College will approach alternative awarding bodies to seek approval and accreditation for existing students
- 11.2 Should an awarding body decline approval for Newbury College to offer a qualification, there will be an immediate response to any reasonable required actions to regain approval from the awarding body. If this is not successful, the College will:
- immediately stop recruitment to that qualification
  - seek accreditation for the qualification and for existing students with an alternative awarding body or
  - obtain accreditation for existing students by agreement with another approved centre

## **12. Examination and Assessment Boards**

- 12.1 Each term the course leader for each programme meets with the Teaching and Quality Manager, The Tutorial Programme Leader and their Curriculum Manager to review the quality of assessment and tutorial activities and the quality and completion of tracking records. These are recorded on a template that monitors the percentage of good quality and completion of tasks evidenced. Action plans are set for elements that are partially completed or incomplete, or where quality requires improvement. These are monitored for completion at the next assessment board.
- 12.2 In the third term the course leader confirms the achievements of students for internally assessed outcomes and where externally assessed outcomes have been published. For HE students this meeting is the summative examination board (Called Assessment board by Pearson BTEC).
- 12.3 To be quorate the HE Assessment / Examination Board requires the attendance of:
- Chair: Teaching and Quality Manager
  - Secretary: Tutorial Programme Leader (records the meeting minutes).
  - Curriculum Manager (Reflects on the programme management and achievement)

- Course Leader: (Reports on student progress and achievement as indicated on the agenda)
- Lead IV (May also be the course leader or a team member and to explain agreed extenuations, mitigations, resubmissions).
- Course team member(s) (Able to report on individual student achievement in the units they assess).

12.4 It is optional for a member of SMT, the exams team or a Governor to attend.

If the Chair is not available, the Deputy Principal Quality and Curriculum may stand in.

If the secretary or Curriculum Manager are not available for any reason another suitably qualified manager who is impartial to the programme area being reviewed may be substituted.

The board should not proceed if the course leader is unable to attend unless a course team teacher has sufficient knowledge and information to stand in. Should a course leader be unable to attend the board meeting over an extended period of time, the Curriculum Manager will be asked to represent the programme and their role may be substituted by another impartial Curriculum Manager.

12.5 An agreed agenda that is in line with the expectations of Pearson BTEC as published in "[BTEC Centre Guide to Enhanced Quality Assurance and Assessment 2017–18](#)" for the relevant academic year and the current [QAA Quality Code](#) is published each academic year. A separate meeting and agenda should be recorded for each qualification addressed (See appendix 1). The agenda must cover all of the guidelines expected in Pearson BTECs "*Centre Guide to Enhanced Quality Assurance and Assessment*."

The agenda should include as a minimum the following points for discussion:

- Student Views
- Subject related visits
- Visiting Speakers
- Work Experience
- Employers involved in the programme design/delivery.
- Other enhancements to the course:
- Students with mitigating or extenuating circumstances.
- Recognition of Prior learning
- Incidence of Cheating or plagiarism.
- Assessment Appeals
- Assessment Decisions
- Confirm the outcome grade for each student
- Arrangements for students with referred outcomes to be agreed.
- Agreed date for the internal publication of results:
- Awards or Prizes to be awarded to students:
- Planned progression of students.

- 12.6 Higher Education qualifications awarded in partnership with Universities or other partnerships should follow the published practice for formally confirming the outcomes for each student.

Appendix 1.

*Higher National Qualifications*

Examination Board.

*Qualification: Pearson BTEC Level X Certificate/ Diploma\* in XXXXXXXXXXXX*

\*Delete as relevant.

Time/Date:

<b>Required attendees</b>	To be quorate the required attendees must all be present.
Chair: Teaching and Quality Manager:	
Secretary: Tutorial Programme Leader: (A substitute impartial Manager may act as secretary)	
Curriculum Manager (CM):	
Course Leader (CL):	
Course Team Member (s) - Assessors:	
Lead Internal Verifier (May also be a course team member or Course Leader).	
Optional other attendees (e.g. Governor, SMT rep, WBL CM, External Examiner etc) Name and role & purpose of attending:	
<b>Agenda Items</b>	<b>Discussion:</b>
Student Views	Student reps for the course to be identified. Student Views feedback to be provided covering NSS Survey questions and any additional issues or positives raised by students.
Subject related visits	CL to identify the visits, purpose and impact.
Visiting Speakers	CL to identify the speakers and the subject.
Work Experience	Student reps to contribute views on the procedure and benefits. CL to comment on the range of placements and benefits to students.
Employers involved in the programme design/delivery.	CL to identify which employers have been involved in the design or delivery of the programme and how this has enhanced the quality of the programme.
Other enhancements to the course:	CL to explain any additional activities that provide enhancement to the student experience of the programme.
Students with mitigating or extenuating circumstances.	CL to identify students with mitigating or extenuating circumstances and any arrangements put in place during the programme. See <a href="#">Assessment Policy</a> on Sharepoint

Recognition of Prior learning	CL to identify Students where prior learning has been accredited and details of the Unit and evidence applied.(See <a href="#">Procedure for RPL</a> on SharePoint and <a href="#">Pearson's Policy on RPL</a> )
Incidence of Cheating or plagiarism.	CL to report on any incidence of cheating or plagiarism in line with the <a href="#">Academic Misconduct and Malpractice Policy</a> and the outcomes following investigation.
Assessment Appeals	Details of any assessment appeals and the outcome. Student name, Unit, assignment number/title to be recorded. ( <a href="#">Assessment appeals procedure</a> on sharepoint)
Assessment Decisions	The CL to provide the tracking of each learner's achievements by Unit, together with the Unit title; credit value for the unit and the achieved grade. Each learner's achievements to be checked for each unit. (CM may check the <a href="#">SRF</a> against the achievements recorded). Where students have completed all units the overall grade should be calculated. Any grades where discretion has been applied or other allowances will be recorded. Confirm if grades are final or provisional. See <a href="#">Assessment Policy</a> on sharepoint. Pearson BTECs " <a href="#">Centre Guide to Assessment levels 4-7</a> " page 41.
Confirm the outcome grade for each student.	Refer to spreadsheet provided by CL with the final grade calculated. See page 42 of <a href="#">BTEC Centre Guide to Enhanced Quality Assurance and Assessment 2017-18</a> "
Arrangements for students with referred outcomes to be agreed.	Dates agreed for resubmission. Agreements to repeat one or more Units or resit the year. Agreement on communication with the relevant student(s).
Agreed date for the internal publication of results:	Results are to be published at 00.00 hours on DD/MM/YEAR: Location: Exams Office notice board, Newbury College.
Awards or Prizes to be awarded to students:	CL to record the awards or nominations for awards to be made for students.
Planned progression of students.	CL to explain the planned progression of the students. E.g. next level of study & location, employment: role and employer. Use the Progression record in the group profile in CID.
A.O.B.	
Signed by Course Leader and Date	
Signed by Chair: TQM & Date:	

Date: January 2012

Reviewed: April 2012, Sept 2013 (minor amendments only), Sept 15, Jan 2017, Jan 2018 (minor amendments only), July 2018 (section 12 / Appendix 1 added)

Next Review: July 2019

JH\SM\SPICQ\ASSESSMENTPOLICY\11.07.18