

## POLICY/PROCEDURE: ASSESSMENT POLICY (FE)

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Approval required by:	Executive	Y	Governing Body	N
SMT Lead:	Vice Principal Quality			
Responsible Manager:	Director of FE Quality			
Date approved:	June 2025			
Date to be reviewed:	June 2026			

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### Significant changes to policy

**None**

### Impact of changes

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## SCOPE AND PURPOSE

This policy is designed to provide information to learners and staff on Barnsley College and ITS ('the college') assessment procedures. It recognises that learners studying qualifications that are either internally or externally assessed have a right to understand how, when and against what criteria they will be assessed and how to seek a review of assessment decisions that affect them. It is essential that assessment is regular, rigorous and that feedback following assessment clearly identifies how to improve.

## ASSESSMENT POLICY

The aim of the assessment is to:

- Monitor student progress throughout the duration of their qualification/programme.
- Inform learners of their individual progress.
- Ensure that the required academic standards are met, maintained and monitored.
- Develop the knowledge, skills and understanding of learners.
- Provide evaluative assessment and feedback.
- Inform staff of the effectiveness of their teaching.

### General Practices and Procedures for Assessments

- Assessment of learners' work will follow awarding organisation protocols. Where protocols allow tailoring to meet individual centre needs, this policy will apply.
- Assessment of learners' work is based on awarding organisation and/or college devised assessment criteria and includes all forms of assessment.
- Informal assessment of English and Maths is a requirement in all learners regardless of whether it is formally assessed for the qualification.
- All provision courses must have a **planned ongoing assessment process**, including those qualifications which are summative assessed by an end exam/end point assessment.

The assessment plan is a working document. As a minimum requirement, the assessment plan should include:

- Full awarding organisation programme title and number, unit title and number.
- Names of all Assessors and Internal Quality Assurers (IQAs).
- Clear and detailed assessment issue and submission dates, which avoid end loading and significant overlap that could affect student and teacher workload and wellbeing.
- Opportunity for re submission if applicable, to include measures for late submission of work.
- Learners must be given a statement of the assessment requirements for their programme/course as well as a detailed assessment plan which clearly states issue and submission dates and be inducted in these.
- Assessment must be based upon clearly defined assessment and/or grading criteria and academic staff and learners should be aware of the requirements of assessment.
- All assessments must be marked and/or graded according to the assessment criteria set.
- Feedback must be given at a level and depth that ensures assessment is an integral and critical part of the total learning process.
- Internal Quality Assurance and/or moderation and standardisation must be undertaken on all assessment/assignments briefs, before they are issued to students, according to College policy and any additional awarding organisation requirements.
- Staff involved in assessment must keep up to date records of assessments for all their learners and monitor their progress on assessments.
- Accurate and up to date records of all learner assessments must be kept and maintained as part of the course and awarding organisation documentation.
- Assessment outcomes must not be disclosed in any unauthorised manner to any unauthorised individuals.
- Records of assessments must be secure and free from interference by unauthorised individuals.
- Course teams must review assessment and assessment procedures and processes annually to ensure they remain current and valid.
- as part of the colleges progression boards all course teams will hold final examiner/assessor meetings upon completion of all assessment for the current academic year or programme.
- All claims are to be with the examinations team by the 1st of July of the academic year.

### **Formative Assessment**

Formative assessment will be carried out in addition to the summative assessment process to meet the needs of individual learners and satisfy awarding organisation requirements.

### **Assessment Process**

Submission of work, presentation of work and conduct of practical assessments:

- All assessments will be issued with a clear deadline for submission.
- Work should be submitted electronically where possible (teachers will inform learners of the required format and process).

- Deadlines will be modified in exceptional circumstances at the discretion of the appropriate manager in accordance with awarding organisations requirements.
- If the work is submitted by the agreed deadline: the work will be marked and returned within 10 working days as per course quality standards (staff should endeavour to mark and return shorter assignments in less than 10 working days).
- If a draft submission is handed in by an agreed deadline: the work will be marked and returned containing comprehensive feedback. The aim of the feedback is to enable the learner to clearly identify areas of strength and areas for further improvement in their work.
- If the work is submitted by the agreed deadline and meets the assessment criteria: where the Awarding Organisation requirements allow, learners will have the opportunity to improve their original grade by acting upon feedback provided and resubmitting previously marked work, providing that the resubmitted work also meets specified deadlines.
- If the work is submitted after an agreed deadline, it will be assessed within 15 working days of receipt.
- If the work is submitted after an agreed deadline, there may be limitations on whether a student is able to improve their original grade as stipulated by the awarding organisation. If there is no awarding organisation regulation regarding this, then a student should not be disadvantaged and should be given the same opportunity to improve their grade by an agreed deadline. If the resubmission/improvement deadline is not met then the student will forfeit the opportunity to improve their grade and the original grade will stand.
- If the work is submitted late, or is in poor condition due to lack of care or being poorly presented a this will be followed up by the Teacher .
- If work fails to meet assessment criteria but the learner has submitted the work in a suitable condition and by the agreed deadline date:
  - The work will be assessed and will be passed back to the learner with a new deadline set from the date the work is returned. This is known as the first referral.
  - Following the second resubmission, if the assignment still fails to meet the criteria it will be passed back to the learner with a new deadline date set from the date the work is returned. This is known as the second referral.
  - If after the second referral the assignment has still failed to meet the criteria, an alternative assessment should be issued and awarding organisation guidance checked for any further regulations or restrictions.
  - teachers should aim to provide comprehensive developmental written and face to face feedback which enables the student to improve their work and meet the assessment criteria, reducing the need for second referrals alternative assessments.

(Please note in some cases e.g. linear A Levels and technical qualifications there will be no extension to final deadlines available and awarding organisation documentation should always be checked carefully to ensure all assessments remain valid and compliant).

### **Practical Assessments**

Practical assessments should be planned and negotiated by both the member of staff carrying out the assessment and learner prior to the assessment taking place.

- Learners should be fully prepared to undertake the practical assessment having ensured that all the performance criteria can be met and achieved.

- Comprehensive written and verbal feedback should be given to the learner as soon as possible after the practical assessment decision.

the above assessment procedures apply as a general rule to qualifications where there are no alternative rules or regulations stipulated by the awarding organisation. In all cases, teachers and course leaders should carefully check awarding organisation regulations before issuing any assessments. Advice and guidance can be provided by the quality department to interpret these should this be required.

### **Progression**

Awarding organisation requirements must be adhered to, including adjustments for exceptional circumstances. Normally all learners must complete all units/modules in order to progress to the next year and/or level. Where this is the case:

- All first-year learners' assessed units/projects must be completed before the commencement of the second year of the course unless there are exceptional circumstances approved.
- Learners not completing all compulsory second year units before the course end date, will be required to submit their work prior to a certificate being claimed for. Any students with outstanding work by 31st August in year of completion will be regarded as a fail and will receive unit accreditation only.

N.B. Lost Work – in situations where work is lost all staff must inform the quality department and follow the appropriate awarding organisation guidance.

### **EQUALITY AND DIVERSITY**

All learners have equal access to the policy and the procedures and will be supported according to individual needs through the process should they wish to make a formal academic appeal.

### **LINKED POLICIES AND PROCEDURES**

The Assessment Policy is linked to:

- Plagiarism Policy.
- Academic Appeals Procedure.
- Accreditation of Prior (Experiential) Learning Policy.
- Behaviour Support and Disciplinary Policy.
- Single Equality Scheme.
- Controlled Assessment Policy.

### **LOCATION AND ACCESS TO THIS POLICY**

Buzz/Policies