



exeter college

Assessment Policy


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1 Purpose

- 1.1 To promote learning and achievement by providing access to assessment and accreditation service within Exeter College, ensuring equality of opportunity for all learners within a clear framework of assessment, internal quality assurance, moderation and standardisation.
- 1.2 To provide a framework which covers initial assessment, formative and summative assessment, assessment for learning, accreditation of prior experiential learning, work-based assessment, internal quality assurance, moderation and standardisation procedures, from entry through to final achievement.
- 1.3 To protect the integrity of the qualifications offered at Exeter College and to increase staff confidence by providing guidance of handling possible conflicts of interest that may arise because of Exeter College's role as an educational establishment and training provider.
- 1.4 To ensure planning and management of exams is conducted efficiently and in the best interests of the candidate
- 1.5 To ensure the operation of an efficient exams system with clear guidelines for all relevant staff
- 1.6 To comply with the requirements of relevant Awarding Organisations

2 Definitions

Assessment / Assessment for learning is the measurement or evaluation of students' knowledge and understanding, skills as well as attitudes and values and the use of this information to facilitate further achievement via constructive feedback and the setting of targets and Higher Education Institutions.

Non-Examination Assessments (NEA) measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are task setting, task taking and task marking.

Quality assurance is the process whereby the assessment carried out (internally) by assessors is checked for consistency and quality by other teachers or managers or (externally) by professionals nominated by the awarding organisations usually applied to vocational qualifications.

Moderation is also a process whereby the assessment carried out (internally) by teachers is checked for consistency and quality by other teachers or managers or (externally) by professionals nominated by the awarding authorities and HE institutions.

Standardisation is the process whereby it is ensured that all assessments made by teachers and others are marked to the same standards i.e. are assessed reliably.

An **Awarding Organisation** is any external body which has the authority to award accreditation for a course of learning (for example the IBO, City & Guilds or AQA).

A **conflict of interest** is a situation in which an individual or organisation has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if this is not properly managed. Conflicts of interest can arise where teachers / trainers / assessors / any staff who are involved in the examination process have interests that conflict with their professional position e.g. if a relative or friend is a student at Exeter College.

The **invigilator** is the person in the exam room that is responsible for conducting an examination session in the presence of the candidates. Invigilators have a key role in upholding the integrity of the external examination process.

3 Policy

3.1 Exeter College is committed to providing learners with an assessment for learning process that is both fair in intent and in outcome and therefore addresses the basic principles of authenticity, consistency, transparency, validity, reliability, currency and sufficiency. To that end, assessment procedures should ensure that

- Learners are informed of their progress and maximise their chances of success in their learning;
- Assessment feedback to learners is recorded and explicit in relation to assessment content and criteria and how learners may improve their performance;
- Assessed work of all types is returned to learners within a reasonable, effective and pre-determined timescale;
- Teaching / assessment staff are informed of the effectiveness of their teaching and students' learning;
- In accordance with the college's Equality and Diversity Policy and the regulations of Awarding Organisations, all learners' needs are considered and those with learning difficulties are supported, in accordance with the regulations of Awarding Organisations;
- The assessment process is valid, reliable, current, sufficient, authentic, safe and fair;
- Records are sufficient to allow audit of assessment;
- Communication within assessment teams and with Awarding Organisations is effective
- Communication to learners / candidates about assessment content, assessment criteria, mark schemes and grade boundaries is clear, explicit, and where helpful, uses standard formats;
- Equipment and accommodation for assessment comply with health and safety regulations;
- Learners / candidates are aware of their rights and responsibilities;
- Learners / candidates can gain unit accreditation / certification where appropriate;
- There is adequate monitoring and reviewing of procedures;
- All programmes offered have enough sufficiently qualified lecturers, assessors and verifiers / quality assurers and the awarding body / organisation is notified of any team changes where this is necessary;
- Assessors and internal quality assurers or moderators and teaching staff undertake continuous professional development activities;
- Learners / candidates receive adequate assessment plans or individual learning plans, which are regularly reviewed;
- Where appropriate the expectation is that learners will complete additional work set by their teachers and assessors outside the learning environment (e.g., classroom or workshop)
- For all types of courses an appropriate range of assessment methods are used, supported by a well-planned and comprehensive sampling process as well as appropriate standardisation activities;
- Assessors, internal quality assurers, moderators and staff undertaking standardisation, have sufficient time, resources and authority to perform their role;
- Qualified assessors and internal quality assurers countersign decisions of unqualified assessors and internal quality assurers;
- Rigorous efforts are made to prevent plagiarism or other forms of deception by learners / candidates as well as lecturers / trainers;

- Programme teachers will conform with assessment procedures as provided by the Awarding Organisation and give feedback to learners strictly in line with the Awarding Organisation's rules and regulations;
- Learners must meet formal assessment deadlines for an assessor to accept evidence for assessment (or for resubmission). Where learners have legitimate reasons for not being able to meet a deadline, they will adhere to the procedures set out in their programme handbooks. These procedures are strictly in line with the Awarding Organisation's procedures.

- 3.2 The objectives of this policy are to give quality assurance in assessment processes by establishing quality control mechanisms for assessment, and through a system of internal quality assurance, moderation and standardisation;
- 3.3 All assessments are supported by a transparent appeals procedure;
- 3.4 Exeter College will negotiate special arrangements with the public Examination Boards and Awarding Organisations for candidates with specific needs in securing adequate arrangements for access to support in the assessment process;
- 3.5 Planning and management of exams is conducted efficiently and in the best interest of the candidate;
- 3.6 All staff at Exeter College will disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether it represents a conflict of interest it should be discussed with the relevant line manager. The individual and their line manager are equally responsible for ensuring that the issue is documented carefully, and all reasonable steps are taken to solve the conflict.
- 3.7 If a member of staff at Exeter College is sitting an examination at Exeter College, this member of staff will not have access to secure and confidential assessment materials, will not be a designated key holder to the centre's secure storage facility and will be invigilated in the same way as any other candidate. The member of staff taking the examination will take no part in the examination administration process.
- 3.8 If a member of Exeter College staff sits examinations at another centre, the same restrictions as in 3.6 will apply.

4 Implementation

4.1 It is the responsibility of staff to:

- Provide assessment processes that are fair and meet the requirements of the qualifications;
- Provide learners with a schedule of assessment;
- Provide accurate, timely and informative assessment feedback to inform learners of their individual progress and to support their achievement Record assessment decisions regularly, accurately and systematically using agreed documentation;
- Comply with the College and Awarding Organisation guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- Ensure the correct conduct of non-examination assessments which comply with NEA and Awarding Organisation subject-specific instructions;
- Familiarise themselves and learners with the [Appeals Against Assessment Decisions Procedure](#);

- Be aware of and keep up-to date with Awarding Organisation guidance in respect of assessment, standardisation, moderation and quality assurance;
- Ensure that the quality assessment is assured by carrying out internal standardisation, moderation or quality assurance as required by the College, Awarding Organisation and Examination Boards;
- Record internal standardisation, moderation and quality assurance decisions accurately and systematically, using agreed documentation;
- Provide special arrangements for learners with specific needs and or disabilities according to the regulations of the Awarding Organisation;
- Inform their line manager by email of any students / candidates being enrolled for a programme at the college, who are family members, other relatives or friends prior to starting teaching at the beginning of a new academic year or a new role at Exeter College;
- Heads of Faculty need to assess and gather information on their staff to establish where conflict of interest occurs and put proper controls and mitigation in place, using the [relevant procedure](#).

4.2 It is the responsibility of the managers of Exeter College:

- To ensure that there are enough sufficiently trained staff to carry out the requisite assessment, quality assurance, standardisation and moderation activities;
- To provide adequate time and facilities for appropriate assessment, moderation, and quality assurance and standardisation activities to be carried out to the appropriate and required standards.
- To ensure that all conflicts of interest declarations are acted upon.

4.3 It is the responsibility of the invigilators:

- To ensure the security of an exam, before, during and after the exam
- To prevent possible candidate malpractice
- To prevent possible administrative failures or errors
- To be familiar with relevant guidance by the Awarding Organisation in relation to the exam
- To give all their attention to conducting the exam properly
- To be able to observe the candidates within the exam room at all times

4.4 It is the responsibility of Exeter College and the Exams team and the invigilators:

- To take all reasonable precautions to identify the candidate so that security is maintained and that the correct exams are taken by the correct candidate for the relevant qualification that they are enrolled on. Candidate registration / enrolment numbers are to be used for this purpose;
- To take all reasonable precautions to maintain security and that exams are conducted in a fair and appropriate manner;
- To ensure that unauthorised copying of the exams is prevented, as it will be considered as malpractice if identified;
- To ensure that the examination room is suitable, safe and organised to ensure the integrity of the examination is guaranteed (e.g. there must be suitable heating, lighting, ventilation and lack of noise; a clock must be visible to the candidate(s); no helpful material is to be displayed with the room; candidates are to be seated in such a way to ensure they cannot see each other's work; electronic equipment which could aid the candidate(s) must be held by the invigilator, this includes phones, tables, smart watches or any other device which may assist the candidate(s).

5 Associated Documentation

- [Appeals Against Assessment Decisions Procedure](#)
- [Management of Conflict of Interest – Implementation of Assessment Policy](#)
- [JCQ General Regulations](#)
- [Non-Examination Assessment Guidelines](#)
- [Plagiarism and Malpractice Policy](#)
- [IQA Staff Handbook](#)
- [Review of Centre Assessed Coursework Decisions Policy](#)
- Relevant Awarding Organisation and Examination Board Guidelines and Quality Assurance Requirements, including for HE:

Exeter Uni [Regulations, Disciplinary and other Procedures for Students - Calendar - University of Exeter](#)

UoP [Student regulations, policies and procedures - University of Plymouth](#)

Marjon [Student Regulations Framework 2020-21 \(valid September 2020\) | Plymouth Marjon University](#)

Kingston [Policies and regulations - How the University works - Kingston University London](#)

6 Monitoring, Review and Evaluation

- 6.1 The Senior Leadership Team is responsible for the approving of the Assessment Policy.
- 6.2 The Board (Quality and Standards Committee) is responsible for adopting the Assessment Policy.
- 6.3 The Quality and Compliance Manager is responsible for the maintenance, review and monitoring of the Assessment Policy and will conduct a bi-annual review.
- 6.4 The implementation of the Assessment Policy is monitored through the student perception questionnaires, student representatives in student voice meetings and the Self-Assessment process as well as the EQA and Moderation reports from Awarding Organisations.
- 6.5 The definitive version of the policy is stored in the [College Leadership SharePoint Site](#)