Gloucestershire College

Quality Controlled Document

Policy: Student Assessment Policy Date: June 2026

Approved by: Vice Principal, Curriculum and Quality

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1. Scope

This policy applies to all students' work which is conducted under JCQ instructions for conducting non – examination assessment (NEA) and are internally assessed to contribute to a qualification delivered by Gloucestershire College and its collaborative partners, accredited by a range of awarding bodies. This includes students who, due to the academic levels of their programme require reasonable adjustments to be made to ensure equality of opportunity. The relevant assessment policies and regulations of higher education institutions, we are in partnership with, will apply to students' work which contributes to a qualification validated by partner universities. University provision follows university student assessment policies which meet the expectations for standards and quality and core practices for the OfS Ongoing Conditions of Registration: B4, B5 and the revised UK Quality Code for Higher Education, July 2024.

2. Aims

2.1 To maintain academic standards.

2.2 To ensure access to fair, relevant and appropriate assessment, which is robust, valid, reliable and takes into account equality of opportunity and diversity. Through this the College aims to comply with guidelines issued by the Equality Act 2010 for making reasonable adjustments for students with prescribed differences.

2.3 To provide a transparent and equitable procedure for students to submit work for assessment, that takes account of individual student learning needs, and differing awarding body requirements.

2.4 To outline the procedures staff and students need to follow in order to apply this policy, and the consequences for not doing so.

2.5 To specify the different procedures staff and students need to apply to assessment submission, re-assessment, and marking/grading of assessment according to awarding body and programme type.

2.6 To ensure programmes are delivered in a way that encourages learners to take an active role in the creative learning process and that assessment of learners reflects this approach. (Standards and Guidelines for Quality Assurance in the European Higher Education Area ESG).

3. Definitions

3.1 AE (Assignment Extension) Form - the form a student uses to request an extension to a published date (normally up to a maximum of 20 working days).

4. Responsibilities

4.1 The Vice Principal Curriculum and Quality is responsible for this policy.

4.2 Heads of School are responsible for ensuring their staff and students know and implement this policy and procedures, and for monitoring and reporting on their application. This includes:

- 4.2.1 ensuring that all staff who are recruited to assess student work are competent and undertake this role effectively,
- 4.2.2 ensuring initial assessment is undertaken in line with the approved policy so that students' support needs are identified and arranged as required,
- 4.2.3 designating and publishing arrangements for the submission of student work, through an appropriate platform,
- 4.2.4 regularly ensuring the accuracy of staff marking/grading to national standards and the speed of the return of marked work in line with policy timeframes,
- 4.2.5 regularly ensuring that student grades are recorded on Promonitor or other appropriate tracking systems,
- 4.2.6 regularly ensuring that awarding body quality assurance arrangements are followed,
- 4.2.7 organising and chairing student progress and examination boards.

4.3 All course teams/teachers are responsible for giving full and active support to the policy by ensuring it is known, understood and implemented. Failure to do so may be defined as malpractice or maladministration and subject to consequences as defined in the Assessment Malpractice and Maladministration Policy.

4.4 Students are responsible for knowing, understanding and implementing this policy. Failure to do so may be defined as malpractice or maladministration and subject to consequences as defined in the Assessment Malpractice and Maladministration Policy.

4.5 The Heads of School/course teams are responsible for providing the Examinations Team with details of students who require special arrangements/ reasonable adjustments and applying for these arrangements/adjustments.

4.6 Heads of School are responsible for following the relevant awarding body guidelines for archiving student work.

5. Monitoring

5.1 The application of this policy will be monitored through student progress and examination boards, audit of assessment, external verifier / examiner feedback, student feedback, reviews of appeals and the college annual monitoring processes.

6. Assessment principles

6.1 Assessment is at the heart of the learning experience for students and serves many purposes. These include:

6.1.1 providing a means for measuring student achievement,
6.1.2 enabling students to progress,
6.1.3 enabling students to obtain feedback on the quality of their learning,
6.1.4 enabling students to know how to further improve the quality of their learning,
6.1.5 giving teachers a means to evaluate the effectiveness of teaching and consistency of practice,
6.1.6 giving students the opportunity to self and peer assess work in order to enable understanding of assessment criteria and deepen learning.

6.2 Assessment methods and their application are integral to the delivery and planning of the curriculum and should reflect the intended learning outcomes at all stages of the programme. The assessment process should be efficient and manageable for teachers and students. Teachers should be aware of the impact that assessment has in shaping students' dispositions towards learning, their understanding of goals, and their motivation.

6.3 In view of the value of the different types of assessment for the student learning process, it is essential that assessment methods and procedures are carefully planned to reflect learning outcomes. When planning assessment, teachers should ensure that unit assessment criteria are NOT over assessed. The use of more holistic approaches to assessment minimises the risk of this alongside a good choice of assessment method. In particular, teachers need to determine why a particular assessment method is the best way of evaluating student performance for a particular learning outcome/unit. It is good practice to provide a choice of assessment method to meet student needs provided this is not stipulated in qualification specifications.

6.4 Assessment principles should be transparent for all of the participants, from students to external verifiers / examiners. Assessment processes and regulations will be transparent, consistent and equitable across all qualifications.

6.5 'Standard' vocational qualification internal assessments will be carried out in accordance with the relevant awarding body quality assurance arrangements.

6.6 NVQ internal assessments will be carried out in the workplace or in a realistic work environment, in accordance with the Joint Awarding Body Guidance, the NVQ Code of Practice and the relevant awarding body quality assurance arrangements.

6.7 All assessors and verifiers on ‘standard’ qualifications should be qualified to at least one level above the one being assessed. All assessors and verifiers working on NVQ’S will have completed or be working towards the appropriate assessor / verifier awards and will be technically competent. All assessors and internal verifiers must meet the ‘occupational requirements’ detailed in awarding body quality assurance guides.

7. Initial assessment

7.1 FE students will / HE students may complete an initial assessment to help them achieve their qualifications, career goals, and aspirations. Other information relating to students will be collected through school and employer liaison. Other information which may affect students learning such as previous learning experiences and qualifications, aptitude and potential, personal effectiveness, literacy and numeracy skills, learning styles, interests, specific and/or moderate learning differences or disability will also be collected.

7.2 Following initial assessment and the start of a course, students and teachers may identify unknown or additional learning differences that may necessitate the provision of learning support and/or special arrangements/reasonable adjustments to enable learning and assessment. This should happen as soon as possible and normally be no later than within the first 6 weeks of a course.

8. Reasonable adjustments

8.1 Assessment principles will take account of the Equality Act 2010. A ‘reasonable adjustment’ would involve taking action to alleviate a substantial disadvantage, which could mean changing standard institutional procedures. A number of reasonable adjustments for students with learning differences can be made, including the use of alternative assessment tasks, deadline extensions, the provision of additional technological and human support, and considerate marking.

8.2 The JCQ (Joint Council for Qualifications) provides clear guidelines for access arrangements, reasonable adjustments and special considerations for students. Students are required to declare and provide evidence of existing learning differences that necessitate special arrangements to enable learning and assessment when they enrol on a course. Once enrolled on a course, if a student realises they have not declared a known learning difference, they are required to do so by telling their teacher or personal tutor. It is very important that students receive appropriate support or reasonable adjustments throughout their course.

8.3 ProMonitor will be updated by the relevant assessor to record details of any assistance or access arrangements provided to students. Records will include the date of the assessment, the type of assistance provided (e.g. reader, scribe, practical assistance or extra time).The Exams Officer/Head of Inclusion and Cross College High Needs will oversee the process to ensure records are accurate and up to date. Any assistance provided will be checked against the student's approved access arrangements to ensure compliance with JCQ regulations.

8.4 Any ‘reasonable adjustment’ to an assessment which contributes to a student’s qualification must meet the quality assurance arrangements of the relevant awarding body, so will be subject to internal verification processes.

9. Recognition of prior learning

9.1 Recognition of prior learning (RPL) is possible where a student has proof of a previous qualification or unit(s) that can be used as evidence to exempt them from the whole of or part of a current qualification that they are studying for.

9.2 A student may also be able to use prior knowledge, understanding and skills as evidence towards a current qualification that they are studying for.

9.3 Further details on college RPL processes can be found in the RPL procedure.

10. Scheduling, delivering and handing in internal assessments

10.1 Students will be given clear and full information at the outset of their qualification on the intended learning outcome, nature, timing and general criteria of assessment and the need to plan effectively and manage their own learning appropriately. The Heads of School are responsible for leading on assessment planning in administration weeks to ensure appropriate assessment procedures are in place for the following academic year.

10.2 All students will be assessed according to an assessment schedule (which may be subject to change through the academic year) for each qualification they are studying for. This will be issued at the start of qualification delivery.

10.3 All published assessment schedules must show at least ONE early assessment, within the first six weeks of qualification delivery and avoid ‘bunching’ of assessments.

10.4 All students MUST accurately reference all source material including the use of AI and images in assignments/assessment work.

10.5 Students must sign a statement of academic authenticity when submitting assessments or a confirmation statement, prior to uploading their assessment work to an appropriate platform. This states that the work is their own and that it has not been copied from any other source e.g. internet, AI platform, book, another student or group of students.

10.6 Course teams will ensure that assessed work is the student’s own. Assessments may be scanned through our latest plagiarism/AI software as part of this process. Any student submitting copied or plagiarised work will be subject to college disciplinary procedures. Assessments which include evidence of gross plagiarism will be failed.

10.7 All student assessments must be submitted to an appropriate platform or person designated by the Head of School. Details of hand in procedures will be published in the student / course handbook and on assignment briefs.

11. Submission, re-submission, and re-take of students' internal assessments

11.1 College teams must apply specific awarding body rules relating to the submission of internal assessment, the number of re-assessment opportunities and conditions for re-submitted assessments.

11.2 Learners studying distance learning qualifications delivered by the college or in partnership with another organisation will be allowed THREE re-assessment opportunities, (thus giving them a maximum of FOUR opportunities to submit summative internal assessment work).

12. Arrangements for extending assessment submission deadlines

12.1 All student internal assessments must be submitted by the deadlines specified on the published assessment schedule. Students can apply for an extension, using an Assignment Extension Form (AE form). Their work will be marked but no resubmission opportunity will be given.

12.2 Any student who fails to attend classes on a submission date must attempt to upload their work via an appropriate platform, or email their work to the course teacher, or deliver their assignment to College on the submission date. Exceptions to this will be for students who have written proof that they have been absent on long term sickness, bereavement etc. A student who fails to submit their work to deadline and who does not have exceptional circumstances that are agreed by their Head of School will have their work marked but no resubmission opportunity will be given.

12.3 If a student realises they have exceptional circumstances that means they will be unable to meet a submission deadline, they must submit an AE Form by the deadline date and time to their subject lecturer. The Head of School will consider this request. If approved, a revised deadline will be issued which will normally be no longer than a maximum of 20 additional working days.

12.4 It is recommended that wherever possible teachers give consideration to requests for extensions for the submission of coursework from students with dyslexia.

12.4.1 The length of the extension is at the teacher's discretion and should take account of the student's individual circumstances. As a guideline, an extension ranging from 7– 14 days is considered reasonable. This should only be confirmed following the submission an AE Form.

12.4.2 When a student requests an extension on a submission deadline, it is recommended that teachers consider granting the extension where the student has made reasonable efforts to meet the deadline and where there appears a genuine reason for non-submission. The general difficulties with time management and study skills that are characteristic of dyslexia may be considered a sufficient reason to grant an extension, if the student has demonstrated that he or she has made reasonable efforts towards completing the assessment. Any supporting evidence from other individuals such as the student's dyslexia study skills tutor (if s/he has one) or the Dyslexia Plus tutor can be taken into account. However, a teacher can refuse to grant an extension if

there does not appear to be a reasonable reason for missing the deadline.

12.5 Where a student is unable to submit an AE Form by the stated deadline due to serious illness or hospitalisation, such extenuating circumstances will be taken into consideration by the Head of School. In such cases the student will be required to provide evidence of the circumstances.

13. Marking student work

13.1 All student work submitted by the due date will be internally assessed with appropriate assessor feedback for students. This must then be returned to the student and recorded on ProMonitor within the following timeframes. Marked work may be subject to an internal verification sample; if this is the case then the internal verification and any actions set by the Internal Verifier also need to be completed in the following timeframes:

Entry level, Level 1 (inc. NVQ)	2 working weeks
Levels 4, 5, 6, 7 (inc. NVQ)	4 working weeks
NVQ complete portfolios	3 working weeks

13.2 Written, verbal or other appropriate feedback will be provided to students in order to promote learning and tell the student what they need to do to improve. Where an assessment is based on group work, each student will receive a grade and individual feedback.

13.3 Assessment decisions will be recorded accurately, systematically and will be accessible by the course teams and personal tutors. Grades will be recorded on ProMonitor or other appropriate platform.

13.4 Alternative arrangements must be made to internally assess and feedback on students' work, if a teacher is related to a student or has a personal relationship with them. A conflict of interest must be declared to the Head of School. All processes detailed in the Conflict of Interest Policy must be adhered to.

13.5 Alternative arrangements must be made to internally verify students' work, if a teacher is related to a student or has a personal relationship with them. A conflict of interest must be declared to the Head of School. All processes detailed in the Conflict of Interest Policy must be adhered to.

13.6 Late work maybe marked at the Head of School's discretion. If the first submission **is** marked a penalty will be applied; usually no opportunity to resubmit. If the first resubmission (submitted late) **is** marked, then **all relevant assessment criteria** must be marked such as Pass, Merit and Distinction; then a penalty applied of NO resubmission. For example, for Pearson RQF HNs and BTEC level 3s: mark late work against ALL grading criteria (Pass, Merit, Distinction) and apply the penalty: no opportunity for a resubmission.

13.7 Pearson OLD HNC students may still be awarded an HNC if they have not achieved a Pass on one of the 15 credit units completed, but have completed and passed the remaining units. These students will be allowed to progress to an HND.

13.8 Pearson OLD HND students may still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units at L4 and similarly if they have attempted but not achieved one of the 15 credit units at L5. They must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

14. Reasons for failure

14.1 Students will fail assessments if:

14.1.1 they fail to submit,
14.1.2 they fail to meet the pass criteria,
14.1.3 they fail to meet the pass criteria after TWO resubmission attempts at entry level, level 1, BTEC Workskills, BTEC specialist programmes,
14.1.4 they fail to meet the pass criteria after 1 resubmission attempt at levels 2, 3, 4, 5 (including new BTEC RQF HNs),
14.1.5 after investigation, the Head of School has identified that the assignment shows evidence of gross plagiarism,
14.1.6 they fail to meet the pass criteria after THREE resubmission attempts at entry level/level1/level2/level 3 for distance learning qualifications.

15. Monitoring students' assessment progress and progression

15.1 Interim student progress boards will be held at appropriate times throughout a programme; normally at the end of each term or first semester. The purpose of these boards is to monitor student progress against assessment schedules and target grades, and to implement timely intervention for students if appropriate. For courses where internal assessment / course work contributes to student's final grades the Board will also review students' achievement in relation to their attendance rates in order to assure themselves that students have attended College sufficiently during the assessment period in order for them to have been able to complete and achieve assessments.

15.2 The overall grades for students studying programmes assessed wholly by internal assessment will be confirmed by the programme examination board held at the end of the academic year. Board decisions can be subject to appeal.

15.3 The opportunity for students to progress from one academic year / qualification to the next is dependent on the successful achievement of the required entry criteria for the new qualification(s) that is going to be studied.

16. Appeals

16.1 Students have the right to appeal against any assessment decision except where the awarding body does not permit this. This will be undertaken in accordance with the Academic Appeals and Extenuating Circumstances Procedure. Students will have access to a guide on how to appeal at the beginning of their course.

17. Archive of student work

17.1 For quality purposes, each course should maintain an archive of internally assessed work that is representative of the range of assessment tasks and grades awarded. These can then be used for staff induction and the development of benchmark standards. The sample should be periodically updated, at least every three years. Assessed coursework that has not been collected by the student will be retained by the College for a specified period, after which time it may be disposed of. These time periods will be specified to students.

17.2 All students' marked internal assessments must be retained for a set period of time to meeting awarding body requirements. For details see the Archiving Policy.

Related Policies and Procedures

Related Policies and Procedures
Assessment Malpractice and Maladministration Policy.
Academic Appeals and Extenuating Circumstances Procedure
Recognition of Prior Learning Procedure
Archiving
Assessment Appeals Procedure – A Guide for Students

Approved by: Karen Morris
Date for Review: June 2027