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## Assessment Policy

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### Policy Statement

1. The policy aims to ensure that all assessments produce valid, authentic, reliable and sufficient evidence to make sound assessment decisions.
2. The assessment process remains open to inspection and internal and external verification, ensuring all students receive a fair and accessible assessment.
3. The Assessment Policy and Procedures have been developed as a practical guide to assist practitioners within the assessment process.

### Scope

1. This policy is to be read with the associated Procedures for Assessment
2. This policy and linked procedures apply to all forms of assessment in all programmes offered by the SEG International College and are designed to meet the standards required by the Ofqual General Conditions of Recognition, appropriate Awarding Organisations and Sector Skills Council assessment strategies, specifications and requirements.
  - i. In the instance that an Awarding Organisation or HEI has a policy that supersedes this, then their policy and procedure will take precedence.
3. This policy covers all stakeholders involved during the registration, assessment, quality assurance and claiming externally accredited qualifications.
4. This policy meets the expectation that Higher Education Providers have procedures for handling academic appeals and student complaints; the provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students (QAA Revised UK Quality Code for Higher Education. March 2018).
5. The Policy and Procedures also cover:
6. Access Arrangements for candidates
7. Academic appeals procedures
8. Responses to any malpractice or maladministration identified

### Responsibilities

4. This policy is owned by the Head of Quality – Online Based Learning and is to be reviewed every three years.
5. The Curriculum and Quality Subcommittee are responsible for the ratification of this policy.
6. All SEG International College staff are responsible for implementing this policy and underpinned procedures and sharing it with stakeholders involved during the registration, assessment, quality assurance and claiming of externally accredited qualifications should it be required.

### Principles of Assessment

1. Learning is a change in skill, attitude, knowledge and understanding and measuring the extent of these changes is the basis of assessment. Assessment is therefore a judgement made on work presented by the learner. In other words, it is an act of measurement and it confirms that a learning outcome has been achieved at the standards related to the relevant assessment criteria. At SEG International College, assessment will be:
  - a. accessible and relevant for learners
  - b. fair and free from bias
  - c. valid, based on achievement of the LO at the standards provided
  - d. sufficient, allowing the learner to generate the evidence needed
  - e. manageable for learners and the college
  - f. completed in accordance with college timescales

### Assessment Planning

1. Assessment must be planned to ensure it is robust, appropriately resourced and clear to assessors and learners. Learners must have every opportunity to achieve the standards set for a qualification as stated in the unit specification. In order to fulfil this requirement, the process of assessment must be communicated. All stakeholders should be clear about the plan and the systems, which will be

implemented to gather learner work and make the assessment judgements.

Learners will receive an academic calendar at the start of each unit or combination of units and this will show the timing of assessment.

2. The following factors will be taken into account in the assessment planning at SEG International College.
3. As assessment is part of the learning process and is integral to it, so these factors also relate to curriculum planning.
  - a. ATHE qualifications are comprised of individual units that cover specific topics. There are core/mandatory and optional units with pathways for certain programmes of study and each qualification has agreed rules of combination. Assessment must ensure that learners have the opportunity to achieve the units needed to gain the qualification.
  - b. Core units often provide a foundation of knowledge for other units so the learning and assessment in these units may need to take place first.
  - c. Some units require learners to complete research or undertake personal training and development. This may require an extended period when individual personalized learning needs to take place before the learner can submit work for assessment
  - d. Learners must not embark on an assignment without knowing what is expected of them. This relates to the tasks which are set and the outputs required. Learners must have a clear understanding of the requirements of the command verbs which are provided in the AC and the tasks.

### Forms of Assessment

1. At SEG International College, assessment will be:
  - a. **Diagnostic** This will mainly be carried out during enrolment or induction and will help to determine the right programme of study and any support, which is needed by the learner.
  - b. **Formative** This will take place during learning and will provide feedback and support about the progress made. It will also inform the learner of any action that needs to take place to ensure standards are met.
  - c. **Summative** This assessment normally takes place towards the end of the learning programme or section of a learning programme. This type of assessment measures the extent of the learning and achievement that has taken place. Decisions on learner work will be based on whether the learner has achieved the learning outcomes at the standards provided by the assessment.
2. At SEG International College, all assessors will have participated in training, coaching and other forms of staff development to assist them in their role. Assessors will not be involved in making judgements on learner work where there is a conflict of interests. If such a conflict exists, learner work will be assessed by a different assessor.

### Attendance Policy

1. SEG International College expects 100% attendance and punctuality at all timetabled sessions. This includes online lecture sessions, workshops, and tutorials.
2. Attendance of all students will be reviewed after the three and five weeks of the academic year. Any student who has not achieved at least 90% attendance, and who is unable to provide a full justification, will be withdrawn from the College.
3. Attendance will be regularly monitored throughout students' time in learning. Attendance will be recorded using sign-in to virtual classes and engagement with learning materials on learning platforms.
4. Failure to maintain good attendance will be dealt with through the College Student Disciplinary Policy.

5. Students are expected to give a good reason, backed up with evidence, for all absences.
6. Students are expected to provide a reasonable justification for any lateness. Teaching staff have the right to refuse admission to online session to late students
7. Where absences/lateness can be foreseen in advance, the student should notify the College via the Central Admin Team. Appropriate evidence should be provided to the class Tutor for the absence to be classed as authorised.
8. For unforeseen absences, such as illness, the student must make contact with the College to notify Central Admin of their absence as early as possible on the first day of absence and every subsequent day unless they are signed off by a doctor for a given period.
9. Upon return to learning after an absence, students must provide evidence of the reason for their absence before authorised absence can be noted in registers.
10. Non-attendance may be dealt with as part of the College's Student Disciplinary Policy and may result in a Level 1 sanction, Level 2 sanction, a final written warning or exclusion.

### **Assignment Submission**

11. It is the responsibility of learners to submit assignments for assessment as required by the tutor and in accordance with the dates provided. Soft copies of assignments must be submitted in the e-learning platform and the date and time of the submission will be recorded. Where a learner submits an assignment after the deadline without prior discussion with the tutor, the work will not be accepted and a fail result will be recorded.
12. A student who is unable to meet an assignment deadline or to attend an examination because of mitigating circumstances, may request either an extension to the deadline or to defer the assessment

### **Extenuating Circumstances**

1. Students should raise any potential problems with the completion of their module or course at the earliest possible date. When non-completion becomes a real possibility, due to extenuating circumstances course tutor should be notified. This must be at least 15 working days before the date set for the relevant submission deadline. Circumstances and unforeseen events outside of the 15 days will be considered on an individual basis.
2. Typical examples of mitigating circumstances might include but are not limited to; bereavement of a close family member; terminal or critical illness of student or a close family member; family breakdown (such as divorce of a parent or students' relationship (but not extended family); enforced eviction from housing; student is a victim of trauma (Eg a serious crime – rape, assault, mugging); serious mental or new physical health issues; covid related.

### **Assessment Performance and Resubmission**

1. To be conferred the full qualification, the learner must pass all the core units and the required number of optional units
2. To succeed in each unit the learner must provide sufficient evidence to demonstrate achievement of each learning outcome at the standards provided. The learner must show sufficient knowledge and/or skill and must deliver what is required by the command verbs provided in each AC
3. To achieve a higher grade (where this is available) the learner must achieve each of the Merit criteria and each of the Distinction criteria as stated in the unit. If the learner fails to meet the standards for the higher grades, the evidence provided can be used in judgements about the pass level.
4. Where learners do not meet the standards for a pass they will be referred and given feedback on the reasons for the decision. Learners will need to take account of the feedback and resubmit any parts of the work which did not meet the standards. This includes work for extension activities. A deadline will be provided for the resubmission. Learners will have two opportunities to resubmit work for re-assessment. After this, if the work still does not meet the standards the learner will have failed the unit and will need to

register to restart the unit in question.

5. Where a learner resubmits work for a Merit or Distinction grade and it is judged to meet the standards the specific grade will be awarded
6. The work of learners who have achieved a pass and then wish to submit additional work for merit and distinction grades will be accepted. However, the learner will need to wait for the next assessment round before judgements on the additional work are made.

### **Assessment Feedback**

1. All learners will receive detailed and specific feedback on their work. At SEG International College the feedback will be provided on the electronic copy of the submitted work and this will be returned to the learner. The feedback will clearly identify good practice, showing where the work meets the standards and why. The feedback will also identify where there are omissions, insufficiency of evidence and/or errors.
2. The feedback will be directly related to achievement of the LOs at the standards given by the AC. All assessors will use the standard ATHE template for the feedback, so there is consistent practice.

### **Notification of grades**

1. All internal grades awarded by the assessor will be documented using tracking grids, so the performance of the learner across each unit is recorded at LO and AC level. Learners will have electronic access to their personal tracking grid and will have access to a record of the assessor judgements and the grade(s) awarded. The internal grade(s) will be provisional until the work has been internally verified and the provisional grade(s) has been sent to ATHE for external verification. The actual grade(s) will not be confirmed until the external verification by ATHE has been completed and the college has received the report.
2. In order to satisfy the requirements for the award of the whole qualification a learner must have received a minimum number of credits as specified within the ATHE qualification. Learners will however receive certification for any unit(s) which has met the standards.

### **Malpractice and Maladministration**

1. For the purpose of this document, 'malpractice' is defined as:
  - a. Any act or failure to act threatens or compromises the integrity of the assessment process or the validity of a qualification and its certification. These are outlined in detail in the attached procedures but include:
    - i. maladministration and the failure to maintain appropriate records or systems;
    - ii. the deliberate falsification of records or documents for any reason connected to the award of a qualification;
    - iii. acts of plagiarism or other academic misconduct; and/or
    - iv. actions that compromise the reputation or authority of the College and its employees
2. The SEG International College will use 'Turnitin' software to detect submitted assessments to detect academic misconduct by the learners.
3. The SEG International College treats all cases of suspected malpractice seriously and will investigate all suspected and reported incidents of possible malpractice. The SEG International College ensures that they are handled in accordance with the JCQ or appropriate Awarding Organisation or HEI policy.

### **Responsibilities associated with malpractice**

1. All staff and students must report suspected malpractice immediately to their line manager, who in turn must report this to the Head of Quality – Online Based Learning.
2. Investigations into student malpractice will be handled in accordance with the JCQ or appropriate Awarding Organisation or HEI policy and investigated by a named manager.
3. Findings of investigations will be considered in line with the Student Disciplinary Policy.

4. Investigations into staff malpractice will be undertaken by a manager in either the Exams Team or the Quality Team.
5. The findings from any malpractice investigation relating to staff, conducted under this policy will be passed to Human Resources, who will then review if a disciplinary investigation/hearing is required. Where a malpractice case is proven, it is normally considered gross misconduct.
6. The SEG International College will report all relevant cases of suspected malpractice to the relevant Awarding Organisation or HEI, accepting that in certain circumstances, the Awarding Organisation or HEI may act on its own, including imposing sanctions.

### **Verifying Assessment Judgements**

1. SEG International College has a series of processes in place to check the validity of the assessment judgements (please see Internal Verification Policy). In addition, before the results are submitted to ATHE for external verification a meeting of the Assessment Group will take place. This group will include representatives from assessors, tutors and managers and will be led by the IV. At the meeting this group will:
  - a. review the grade profile for each learner and check for any anomalies.
  - b. check that any assessment judgements made on resubmitted work are recorded on the grid
  - c. check that any special considerations granted for the learner are recorded on the grid
  - d. check that all learner work and associated documents are available for EV sampling
  - e. ensure that the results are accurate enabling submission to ATHE

### **Access arrangements for candidates**

2. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
3. The SEG International College sets out the procedure for access arrangements in relation to assessment in the associated Procedures for Assessment document.
4. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
5. How reasonable the adjustment is will depend on a number of factors, including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, and timeframes or affects the security or integrity of the assessment.
6. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

### **Appeals Against Assessment Decisions**

7. Students have the right to appeal against any assessment decision if they believe that a decision is unfair
8. A student must follow the appeals procedure, which is covered in the associated Procedures for Assessment
9. Any student who wishes to make a formal appeal against SEG International College decision should submit the appeal in writing within 10 (ten) working days of receiving notification of the decision; this should be sent to the Director of Curriculum and Quality.
10. The email or letter of appeal should include a statement that clearly states the decision that is being appealed, the ground for the appeal, and the remedy the student is seeking. The letter or email of appeal may include new evidence to support the appeal for any personal circumstances that the student wishes to be considered.
11. The SEG International College will acknowledge the email or letter of appeal in writing,

normally within 2 (two) working days.

12. An appeal hearing will be held to give the student every opportunity to personally explain the basis of the appeal. The student will be given a minimum of 2 (two) working days' notice of the time and date of the appeal hearing.
13. The student may choose to be accompanied by a representative or friend at the appeal hearing and should notify the College should notify the college prior to the meeting in writing the identity and relationship of the accompanying person.
14. Under normal circumstances, the decision of the appeals panel will be given to the student verbally and will be confirmed in writing within ten working days by the Chair of the appeals panel.
15. Any Student still not satisfied with the judgement of the college board may proceed to appeal to the ATHE Office using contacts on the ATHE Complaints procedure on the ATHE website

#### **Linked policies, procedures and regulations**

- Internal Quality Assurance Policy
- Protocol for online testing
- JCQ Regulations
- RPL policy & guidance
- Equality, Diversity and Inclusion Policy
- Staff Development Policy
- Health and Safety Policy
- Staff Appraisal Policy and Procedure
- Complaints Policy
- Staff and Student Disciplinary Policy and Procedures

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Lead Officer Responsible: Director of Curriculum and Quality