Assessment and Internal Verification and Moderation Policy

Policy Title	**Assessment and Internal Verification and Moderation Policy**
Policy Category	Compliant
Owner	Adrian Pegg – Assistant Director, TLA
Group Executive Lead	Steve Wallis – Executive Director, Quality
Date Written	January 2018
Considered By	
Approved By	Executive Board
Date Approved	11 March 2019
Equality Impact Assessment	The implementation of this policy is not considered to have a negative impact on protected characteristics
Freedom of Information	This document will / will not be publically available through the Groups Publication Scheme.
Review Date	September 2020
Policy Summary	The purpose of this policy is to ensure that the assessment practice is consistent across the Group and that all outcomes/criteria for a programme / course are met within the assessment process.

Applicability of Policy	Consultation Undertaken			Applicable To		
Newcastle	**Yes**	/	No	**Yes**	/	No
Newcastle 6th Form	**Yes**	/	No	**Yes**	/	No
Carlisle	Yes	/	No	Yes	/	No
Kidderminster	**Yes**	/	No	**Yes**	/	No
Lewisham Southwick	Yes	/	No	Yes	/	No
West Lancashire	**Yes**	/	No	**Yes**	/	No
InTraining	**Yes**	/	No	**Yes**	/	No
Rathbones	**Yes**	/	No	**Yes**	/	No
Group Services	**Yes**	/	No	**Yes**	/	No

Changes to Earlier Versions	
Previous Approval Date	
Linked Documents	
Document Title	Academic Malpractice Policy
	Disclosure Policy

1. Scope and Purpose of Policy

This policy applies to all staff and learners undertaking further education and training, including apprenticeships, in all divisions of NCG. Staff involved with the delivery and assessment of higher education will follow the NCG Higher Education Assessment Policy and Moderation Process.

The purpose of this policy is to ensure that the assessment practice is consistent across the Group and that all outcomes/criteria for a programme / course are met within the assessment process.

This policy and its associated procedures are equally applicable to non-regulated qualifications, i.e. those that follow The Recognising and Recording Progress and Achievement (RARPA) Cycle.

2. Policy Statement

Key Principles of Assessment

- Assessors of <u>education and training</u> will be appropriately qualified as per awarding Organisation and National Training Organisations requirements

- Assignment briefs and other assessment materials will clearly identify the learning outcomes/criteria to be achieved

- Assessments will be written to allow learners to achieve at an appropriate level and provide opportunities for stretching the more able learners. Assessment materials will be internally verified for quality assurance and adherence to the qualification specification before submission to learners.

- Learners will be made aware at the start of their course of the number and frequency of both internal and external formative/summative assessments, with planned dates. For short or roll on roll off programmes or NVQ and other assessment in the work place, all assessment will be confirmed with the learner on an individual basis and will be in line with the Individual Learning Plan and/or learner's Assessment Plan.

- Learners will be required to undertake initial assessment of prior or existing skills and knowledge at the start of the programme to ensure that the content and assessment is appropriately challenging and at the right level.

- Written assignment briefs / assessments will be adequately introduced to the learners before assessment takes place; teachers and educators are expected to ensure that sufficient delivery and learning has previously taken place to provide the learners with appropriate education and training prior to assessment

- In order to ensure assessment is fair and consistent, the particular learning needs, disabilities or temporary injuries of learners need to be considered. The aim is to ensure arrangements allow learners to show what they know and can do, without changing the demands of the assessment.

- If potential assessment support is required, assessors must notify the appropriate divisional exams team to check the guidance of the relevant awarding body and liaise with the awarding body to apply for the agreement of special access arrangements.

- Where programmes / courses allow, interim feedback will be provided to the learner prior to the formal verification processes on the understanding that assessment outcomes (marks / grades / standards met / not met) may subsequently change. Interim feedback will clearly reference the successful/unsuccessful attainment and highlight the relative strengths and/or areas for further improvement with straightforward guidance on what the learner needs to do to improve further, to ensure that they are able to realise their potential.

- All assessment outcomes will be formally recorded prior to being released to the learner.

- Final confirmation of summative outcomes (marks/grades/competences) will be communicated to the learner after the full internal and/or external verification process has concluded (whichever is appropriate). For some divisions this will be after the assessment board processes have taken place or following release of Awarding Organisation results e.g. A level / GCSE.

- Results should be stored and secured electronically for at least the duration required by the awarding organisation - NCG divisions are <u>advised</u> to archive results through secure, electronic backup ~~indefinitely~~ facilities, to be stored for a specified period of time, in accordance with the NCG - Newcastle College Privacy Statement.

- During their induction, learners will be made aware of how to appeal against any assessment outcomes via the Academic Appeals Procedure. A copy/summary will be included in either the student or course handbook or the learner portfolio.

- Awarding Organisation documentation will be completed in a timely fashion (normally within 5 working days of assessment board decisions or IV/EV meetings) and returned to the relevant exam section to be forwarded to awarding bodies.

Assessment Boards

For college divisions with internal assessments they will have a formal assessment/achievement/course board, or equivalent. Minutes of assessment boards will be kept by School / Department / Curriculum / Operational area as appropriate and be available for audit as required.

3. **Internal Verification / Moderation**

   3.1. **General Arrangements**

   Whilst each division must have their own assessment and IV procedures specific to their provision, the key principles underlying internal verification are that:

- Each course or group of courses has a named lead internal verifier / moderator and an appropriate number of internal verifiers/moderators.

- All internal verifiers / moderators should have copies of Awarding Body centre guidance and codes of practice and be aware of the sanctions for non-compliance with the approved centre criteria.

- Where internal verification (IV) takes place in the workplace, any health and safety issues which are noted during the IV visit are reported to the divisional health and safety representative to action as appropriate.

- A sampling plan will be produced either at course, assessor, programme or centre level on a risk based approach in line with awarding organisational guidance. Divisional procedures must align to these specifications, if documentation is reformatted locally.

- Individual assessment briefs are internally checked before being distributed to learners (stage 1), where assessment is not prescribed by the awarding organisation. If any issues are identified by the Internal Verifier, they should be addressed by the Assessor prior to issue. The process will then proceed to check the accuracy and validity of assessment decision on submission of the learner work (stage 2)

- Records will be kept of the IV/moderation process and made available for audit.

3.2. Sampling

A representative sample (following divisional procedures) including a selection of assessments / assignments from all assessors across all units / modules / levels and across all assessment sites will be internally verified or moderated to check that:

- Before the distribution of assessment brief (part 1):
  - ➢ the assessment brief is fit for purpose.
  - ➢ evidence requirements are met and appropriate standards maintained.
  - ➢ the assessment is valid, authentic, current, sufficient, reliable and fair.
  - ➢ that assessors clearly understand what evidence is required to meet the assessment outcomes / criteria.
  - ➢ the process provides the opportunity for appropriate feedback to learners.

- After submission of the assessed learner work (part 2):
  - ➢ the assessment decision is valid, authentic, current, sufficient, reliable and fair.
  - ➢ that the feedback to learners is suitably robust and provides guidance for learner development.

3.3. Standardisation

Standardisation / moderation should take place when a unit or assignment is delivered and assessed by more than one person; standardisation must be carried out before any formal assessment and IV/QA has taken place. Standardisation is the process to discuss and mutually assess a sample of

learner work to reach a consensus. This will be done with reference to the assessment criteria and assessment guidance provided in the qualification specification.

An audit of the IV and standardisation /moderation processes in each School/ Department/Curriculum/Centre/ Operational area will take place at least once each year with formal reports presented to the senior management team in each Division.

The outcomes and any actions resulting from IV / moderation are followed up, acted upon, reported and signed off in the relevant curriculum area's / department's regular IV / moderation meetings.

3.4. Appeals

Appeals are documented and where appropriate, forwarded on to the external verifier / standards moderator, in line with the awarding organisation's requirements.

3.5. Academic Malpractice and Whistleblowing

Should the assessor and/or verifier discover evidence of academic misconduct by the learner and/or assessor, then this will follow the process contained within NCG's Malpractice Policy.

Should any learners or staff have concerns associated with wider or widespread professional conduct, then they will follow the process set out in the Disclosure Policy (whistleblowing).

4. Equality and Diversity Statement

4.1. This policy will be implemented in accordance with the NCG Equality Strategy and with consideration of the guidelines of awarding organisations in relation to equality of opportunity.

4.2. The Divisions will manage cases of assessment in accordance with their Student Disciplinary Policy, Procedure and Code of Conduct and the commitment to equality and diversity made in that policy.

NCG is committed to:

- Ensuring appropriate consideration for specialist examination and assessment facilities for students with disabilities.

- Providing clear and timely information for students on examination regulations in relation to candidates with disabilities and candidates who require special consideration.

- Ensuring assessments are set that provide equal opportunity for all candidates to demonstrate their achievement of the required learning outcomes.

Where the Academic Appeals Procedure applies to any learner with a disability the Division will make particular reference to any reasonable adjustment that has been made or should be made for that individual. Academic appeals will also be monitored in relation to race, gender and disability.

5. Linked Policies

- NCG Malpractice Policy
- NCG Disclosure (Whistleblowing) Policy
- NCG - Newcastle College Privacy Statement

6. Linked Procedures

- Newcastle College QPRO 06 Internal Verification Procedure
- Newcastle Sixth Form College Assessment and Work Analysis Procedure 2018-19
- Carlisle College IQA Procedure
- Kidderminster College Assessment and Verification Policy
- Lewisham and Southwark College QA1: Assessment and IQA Policy
- West Lancashire College PR05 Internal Quality Assurance Procedure (2018 – 2019)

7. Location and Access to the Policy

The Assessment and Internal Verification and Moderation Policy is located as follows:

- NCG Intranet: Group Services: Group Policies and Procedures
- NCG Website: Media Centre: Guide to Information: Our policies & procedures

8. Person Responsible for the Policy

Executive Director, Quality.

9. Variations

There are no variations to this policy.