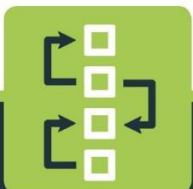


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For the future you want

ASSESSMENT POLICY



Curriculum Planning &
Performance

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1. SCOPE

- 1.1 This policy applies to all diagnostic, formative and summative assessments carried out as part of any programme of study delivered by the College.

2. OBJECTIVES

- 2.1 The College will ensure all assessments consistently meet the defined assessment strategies and academic standards prescribed by the relevant awarding and governing bodies.
- 2.2 The College will comply with the Scottish Qualifications Authority (SQA) and other awarding bodies' assessment and verification quality assurance processes.
- 2.3 The College will provide students with the best possible opportunity to succeed in assessment, within the academic standards set, by ensuring:
 - Assessments are valid, reliable, practicable, equitable and fair.
 - Opportunities for integration of assessment are explored and taken up where possible.
 - Assessment arrangements are put in place for both external and internal assessment to support individual student needs.
 - A variety of assessment approaches have been explored and included.
- 2.4 The College will incorporate the principles of Curriculum for Excellence in all assessment activities.

3. KEY PRINCIPLES

- 3.1 Assessment is the process of evaluating an individual's learning, consequently the College will ensure all students have the opportunity to engage in diagnostic, formative and summative assessments.

- 3.2 Every reasonable effort will be made to ensure that students with additional support needs are given the support they need in order to undertake any assessments, and/or that reasonable adjustments are made to assessment instruments or the physical environment for assessment.
- 3.3 The College aims to implement effective approaches to assessment to maximise the impact of Curriculum for Excellence in raising standards of achievement for all our students.
- 3.4 It is envisaged that **diagnostic assessment** will normally occur at induction or at the beginning of programme of study. Consequently, the College will ensure these assessments are used to identify a student's strengths and weaknesses in order to plan a learning programme for those individuals.
- 3.5 **Formative assessment** will take place in the learning environment to provide information on individual student progress. Although not formally recorded, these assessments will be used to identify gaps in learning or understanding, future learning or support needs and to set learning goals and success criteria. Feedback from formative assessments will be timely, direct and constructive.
- 3.6 **Summative assessments** are used to measure and record an individual's attainment and can be conducted internally by the College or externally by an awarding body. These assessments measure attainment against set standards and consequently will be systematically designed and robustly quality assured.
- 3.6.1 The College will make every effort to integrate summative assessments where possible to reduce the burden of assessment on students.
- 3.6.2 The College will actively promote the use of various types of assessment, including e-assessment, to meet the needs of students and provide a richer assessment experience.
- 3.6.3 Regardless of whether assessment is administered through pen and paper exams, oral questioning, practical tests, e-assessment, or any other means, the College will ensure that all summative assessments:

- Are appropriate to purpose, e.g. a practical assessment will be used to assess practical skills.
- Provide adequate coverage of evidence requirements that are consistent with the appropriate national standards as set by awarding bodies.
- Make use of valid instruments of assessment which are consistently applied and taken under controlled conditions of assessment.
- Allow assessors to make reliable assessment decisions for all candidates.
- Comply with the College's internal and external awarding body quality and verification processes.
- Comply with all College policies and procedures relating to equality and diversity.
- Offer learners equal opportunity to succeed.
- Are scheduled appropriately to ensure the balance of assessment is manageable for students.

3.6.4 The College will ensure students receive feedback on their assessments in ways appropriate to the type of assessment, but in writing wherever possible, making clear the reasons for the assessment decisions and how students can improve.

3.6.5 Students will be provided with guidance on assessment arrangements during their course induction.

3.6.6 The College Assessment and Appeals procedure will be applied where a student wishes to appeal against the result of an internal assessment.

3.6.7 Malpractice by a candidate in the course of completing an examination or assessment will not be tolerated and will result in disciplinary proceedings.

3.6.8 The College will appoint appropriately qualified and occupationally competent assessors and will ensure that all staff are given the opportunity to gain appropriate assessor and/or verifier qualifications within 18 months of taking up their post.

3.6.9 College staff must make every effort to avoid centre malpractice, and should report any concerns. Students or other members of the public can report any instances of malpractice to the SQA or other awarding body, who will then investigate the matter.

4. LINES OF RESPONSIBILITY

- 4.1 The Edinburgh College Senior Management team has overall responsibility for this policy.
- 4.2 The Quality Assurance Manager will be designated as the SQA coordinator and lead contact for other awarding bodies, to act as the first point of contact.
- 4.3 The Quality Enhancement team is responsible for providing training and advice on assessment procedures and carrying out internal quality audits to ensure that the procedures are being implemented and are effective in meeting the aims of the policy.
- 4.4 Heads of curriculum areas have the responsibility to ensure that academic standards are maintained and that College Assessment and Verification Procedures are implemented within their curriculum areas.
- 4.5 Curriculum teams, with help from support teams, have the responsibility to co-ordinate the arrangements for assessment and internal verification and to ensure that these are implemented within their teams.
- 4.6 Teaching staff have the responsibility to carry out assessment and internal verification in accordance with College policies and procedures.
- 4.7 The Support for Learning team has the responsibility to gather and review evidence to decide on appropriate assessment arrangements to provide for students in both internal and external assessments/exams.

5. RELATED DOCUMENTS

- Assessment and Appeals Procedure
- Internal Verification Procedure
- Equality and Diversity Policy
- Learning, Teaching and Assessment Strategy

6. DIRECTLY RELATED LEGISLATION

- There is no directly relevant legislation associated with this policy.