

Assessment and Marking Policy

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Person Responsible	Vice Principal Information and Learning Resources
Approval/ review body	Senior Leadership Team
Frequency of Review*	36 months

** Policies will be reviewed more frequently if legal changes or good practice require*

Review History:		
Date of review	Reviewed by	Reason for review
December 2010		
August 2013	D T&L	Amendments and title changes
May 2016	APT&L	Update and amendments
October 2017	APT&L	Update and amendments
October 2018	AP P&D	Update and amendments
December 2018	AP P&D	Update and amendment re BTEC
January 2020	AP LE & A&CI	Update and amendments
January 2023	VP I&LR	Update and amendments

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Related Policies: Student Disciplinary Policy

1. Purpose and Scope

Marking is used to support student learning and raise attainment across all aspects of their Education Programme including English and maths. Marking identifies strengths, areas for development and steps needed to make further progress. It is recognised that marking is just one part of Assessment of Learning and the feedback process.

Marking is a form of dialogue based on stated and shared criteria and is an integral part of the teaching and learning process. Marking is designed to promote the performance of individual learners and this policy provides a cross college approach to improving the development of literacy skills.

North Kent College ("the College") which incorporates Hadlow College, is committed to ensuring teaching, learning and assessment develops learners' English and maths skills and supports the achievement of learning goals and career aims. All learners will have the opportunity to develop their skills in their chosen vocational subject area and in English and maths, to ensure they are prepared for the demands of the world of work. It is everyone's responsibility to embrace and embed literacy and numeracy into their sessions as well as provide feedback on these skills during lessons and within marked work.

2. Expectations

The College is committed to the use of assessment as a tool for teaching and learning for qualification accreditation. As such:

- 2.1 curriculum staff are responsible for ensuring that assessment activity is carried out in relation to their teaching/training/assessing role and in line with principles set out in this document;
- 2.2 curriculum staff must familiarise themselves with this document and abide by the current assessment requirements and arrangements set out by the awarding bodies for the qualifications they teach/deliver/assess;
- 2.3 a record will be kept of student progress. Grades will be logged on eTrackr or similar system and learners will be able to view them;
- 2.4 assessment schedules will be created for all appropriate programmes of study and will clearly indicate when assessments will take place. This will be supplied to learners either at the start of their course or at appropriate intervals during their course;
- 2.5 all assessments will be marked in detail and assist learners to progress;
- 2.6 marking will provide verbal or written comments in accordance with the awarding body requirements;

- 2.7 as stipulated in awarding body specifications, marking should identify and praise the strengths of good work as well as identify areas to improve; and
- 2.8 all assessment marking will be tracked and the students' progress will, at all times, be able to be monitored.

3. Methodology

3.1 Assessments of accredited learning

Assignments

All assessments must be conducted fairly, rigorously and in line with awarding body criteria and standards.

Assignments and coursework must allow students to demonstrate the skills, knowledge and understanding required to meet learning outcomes. They must be accessible and presented in clear and unambiguous language that avoids discrimination against groups and individuals. The design of assignments and coursework is expected to promote and celebrate equality and diversity.

All Assignment Briefs must be subject to internal verification which should be documented before being issued to students.

All assessment schedules will clearly indicate when assessments will be set and when they will be submitted. These schedules will be made available to learners via Moodle, eportfolio or other online platform used as appropriate, and will correspond with schemes of work, where they will be referenced.

Assessments should be written with clear assessment criteria to enable students to monitor their own performance.

Assessments will be internally verified, as required by the relevant awarding bodies, to ensure that high standards of assessment take place, and to ensure that curriculum requirements and the awarding body criteria are met.

All IV documents and records should be stored electronically for a minimum of 3 academic years from the learners' actual end date. Online storage must only be via a college supported system and must be compliant with GDPR regulations.

For Pearson BTEC qualifications, all learner work must be retained for 12 weeks following certification after which it can be returned to the learner.

3.2 **Marking, standardisation and internal verification of assessment decisions**

All work should be submitted on time and in accordance with the published assessment schedule and meet the awarding body requirements. Students who do not submit work on time may be subject to disciplinary action in line with Student Disciplinary Procedures.

Standardisation should be scheduled at an appropriate time, i.e. usually when the first assignments of the year have been submitted and before marking begins. Details of standardisation must be kept and available for scrutiny.

Assessment decisions must be subject to internal verification. This involves systematic management and monitoring of the assessment process to ensure that awarding body standards are accurately interpreted and applied by assessors and that there is consistency of assessment decisions between assessors. Internal verification must be planned and take place prior to marked work being returned to students. Records must be available for scrutiny.

Work that has been submitted on time should be marked in a timely fashion and returned to the student. It is recognised that not all assessments are the same and marking should correspond with, and be in proportion to, the work created by the student. Where there are not exceptional circumstances, **fifteen** working days will constitute a reasonable time and all work submitted on time will be assessed and returned to students within this time. Where there are exceptional circumstances and more or less time is required, this will be authorised by the Curriculum Manager.

Feedback must:

- 3.2.1 relate to the assessment criteria;
- 3.2.2 be informative. The learner should be able to understand what they have done well and why and what they need to do to improve; (ensuring compliance with awarding body regulations where appropriate)
- 3.2.3 identify where success criteria have been met/not met;
- 3.2.4 give positive reinforcement;
- 3.2.5 comments should also be given on the structure and style of the work;

- 3.2.6 feedback and comments including electronic feedback must identify and address spelling, punctuation and grammatical errors

Oral feedback should be given to supplement electronic and written feedback and should be given to ensure that the student understands the feedback.

Assessors must also check work for plagiarism. This can be done by using Turnitin – see 3.5.

3.3 **Re-marking and Late Work**

Remarking of resubmission and late work must be carried out in accordance with the awarding body policy.

3.4 **Academic Disciplinary**

The non-submission or the late submission of assessments may result in disciplinary action.

Persistent non-submission of work may result in a student's removal from a programme of study.

3.5 **Plagiarism**

Plagiarism is not permitted. Plagiarism is using another person's work or ideas without referencing and/or permission. Examples include:

- 3.5.1 copying or paraphrasing all or part of someone else's work (paraphrasing means changing a few phrases or words of the original source, but implying that the work is one's own);
- 3.5.2 using someone else's work without quotation marks and without acknowledgement;
- 3.5.3 copying another student's work;
- 3.5.4 making use of someone else's ideas without acknowledging the source;
- 3.5.5 buying, copying or downloading work (e.g. from the Internet) and presenting it as one's own;
- 3.5.6 copying and pasting from the Internet or other e-resources without acknowledging the source; and/or
- 3.5.7 somebody else (including the use of AI) writing the assignment or unattributed content within the assignment

Penalties for plagiarism, or other academic misconduct by students, may include action from the College Student Disciplinary Procedure. Awarding bodies and organisations may also take action in response to plagiarism or other academic misconduct by students.

Turnitin

The College uses electronic plagiarism detection software called Turnitin. This allows written assignments to be submitted electronically to Turnitin via Moodle. Assignments are compared to academic work, published work and other sources stored in Turnitin which generates a report indicating where assignments may duplicate existing sources, including where plagiarism may have occurred. Turnitin is also introducing features to recognise the use of AI (e.g. ChatGPT) within submissions during academic year 22/23.

Students must be advised whether Turnitin will be used for each assignment (e.g. in the assignment brief at the time of issuing or clearly indicated in the process of submitting).

Staff may elect to allow students to submit work to Turnitin before the final deadline in order to generate a report to inform further editing.

Staff may request that additional printed copies of assignments are also submitted.

4. Assessment of Higher Education awards

Introduction

The principles and policy outlined in this document apply to all qualifications delivered by the College, including those which constitute Higher Education.

Higher Education assessment is also governed by the academic regulations of the awarding body of each award and must be aligned to the Quality Assurance Agency ("QAA") UK Quality Code for Higher Education and partner universities. Guidance is provided by Edexcel for all HNC/HND courses.

Awards validated by Greenwich University or other universities are governed by their academic regulations, including those relating to the design, submission, marking and grading of assignments, extenuating circumstances, assessment appeals and plagiarism.

Edexcel awards

The assessment of Edexcel Higher Education awards is guided by the principles set out in the main body of this policy, outlined on their website for reference in The UK Quality Code.