

## ASSESSMENT POLICY

**Policy Statement.** This Policy will ensure that assessment within all Higher Education programmes in collaboration with Tyne Coast College is valid, complete, fair and trustful. All assessments must be conducted in an open manner which encourages active participation. RNC will make sure that no disadvantage should be for any student due to their age, disability, gender, race or religion.

**Purpose of Assessment.** Assessment measures the outcome of learning in terms of knowledge, understanding and skills. Assessment determines if a potential student is ready to start a particular course of learning (diagnostic assessment), provides guidance on how well students are progressing (formative assessment), determines eligibility for final awards (summative assessment).

All RNC students will receive clear and transparent assessment information, as well as guidance on all aspects of assessment leading to a clear understanding of exactly what is expected from them to achieve the qualification. This information will be supplied to all students at the start of their programme.

**Feedback.** Students will receive detailed and constructive feedback on their academic progress through verbal or written guidance on their formative and summative assessments. Students will be treated equally in accordance with the assessment regulations applying to the course, including differentiated equality procedures to minimise any barriers to ensure this equal treatment. Also, RNC will provide students with information and guidance on the appeals regulations against assessment decisions.

For assignments, when students' work is submitted on time, a formal feedback will be provided within three working weeks (15 working days) or by the agreed date if externally moderated.

**Scope and legislation.** This policy relates to all HE NQF/QCF Level 4 and above, including franchised provision. There is no current legislation applicable to this Policy.

Responsibilities. RNC Director has responsibility to implementing this Policy. Teaching Staff are responsible for meeting students' entitlements described in the above section.

RNC management should ensure that all teaching staff are fully conversant with this Policy and the requirements it places on them. All RNC staff are competent to undertake

their roles and responsibilities. Also, all RNC staff will promote the principles of equality and diversity. All RNC newly appointed staff will have, as part of their induction, training opportunities on this subject.

RNC will make sure that assessment is a stimulating, challenging and a positive learning experience for students. RNC students will have access to the clearly defined assessment procedure and to criteria and the procedures of

RNC initial student assessment (admission exam) is used to inform students on their teaching strategies including the associated methods of assessing students on programme. RNC formative and summative assessments will employ a range of methods which measure appropriately the learning outcomes defining a particular level of award. RNC Director is responsible for ensuring adequate arrangements for the moderation/internal verification of assessment judgement.

In RNC, the formative assessment is suitably differentiated to reflect the individual needs of students. Demands on students will be challenging but not excessive. Once agreed, individual teaching staff should uphold the rules governing the hand-in date of assignments.

In RNC, feedback to students on their assessed work is timely and constructive. Such feedback will contain reference to the criteria for the marking and grading of work, how far students have met these criteria and what they need to do in future in order to improve. Where work is submitted on time, formal feedback will be provided within three working weeks (15 working days) or by the agreed date if externally moderated.

RNC guarantees that appeal by students against assessment decisions are dealt with an open and professional manner.

**RNC Students** should ensure that they are committed and make contribution to their own development and individual learning objectives. They should -pay attention to the advice and feedback from the teaching staff, -complete and submit course work on time or before the scheduled time/date, -prepare and present themselves for all tests and examinations, -comply with the assessment regulations.

**Late submission of work.** If a student is aware that she/he may need extra time, this must be raised with the instructor concerned before the submission time. This can be done by telephone or e-mail. The instructor will consider the reasons given and then decide whether to accept the late work or decline it. If the reasons are accepted, a new submission time will be given to the student. Failure to hand in before this new time will incur penalties. If the reasons are declined by the instructor, the original submission time will stand and the student can still submit the work subject to penalties. The penalties that will be enforced for late submission are outlined in the RNC Student

Regulation. Student contact to the staff member after the assignment submission time will not be considered and a nil mark will be given unless covered by the Extenuating Circumstances.

**Extenuating Circumstances.** If a student considers she/he having good reason for not being able to submit the work on time and is unable to contact the instructor before the submission time, she/he must provide evidence (e.g. authorised medical certificate or other valid documentation) together with a covering letter explaining the circumstances and in particular why the lecturer could not be contacted. The instructor will then consider the evidence and decide whether to accept the work or decline it.

If a student is dissatisfied with any part of the above informal assessment, then they should raise the matter with the RNC Director who will initiate the RNC Appeals Policy for internal assessment, which requires the student to submit a form „Appeal”.

**RNC internal moderation of assessments.** RNC must ensure that assessment marks in every unit is moderated regularly internally, and before any external review to ensure fairness, clarity and the maintenance of standards.

**Second marking** should be carried out by a suitably qualified member of staff who scrutinises a sample of assessed work (exam sheet) from a given unit after first marking is complete. The second marker should see samples of work for failed, borderline and clear pass assessed work. The second marker should comment on the marks awarded for the individual pieces of work; the marking scheme (where appropriate) and standards in general; and the quality of proposed feedback where applicable.

Where the main assessment element of a module is marked by a single member of staff, such as project work, then all scripts must be second marked. Following second/double marking, a discussion should take place between the markers, which may lead to some adjustment of the original marks. If the second marker is in complete agreement with the first marker, no further marking need take place.

Whatever method is used for moderation there must be a method of resolving differences between markers. Possibilities are as follows:

- discussion and negotiation between the two markers on all differences;
- discussion and negotiation between the markers on specified differences e.g., for relatively large differences, fails or borderline pass/fails.
- if the second marker can discern a regular pattern (e.g. of over- or undermarking), marks throughout the whole batch of scripts may all be altered accordingly in consultation with the first marker i.e. all scripts are given an addition or a penalty of ‘x’

marks, and no further marking need take place. If, however, the second marker cannot discern any regular pattern to discrepancies in the assessment of first marker and second marker, the whole batch of scripts must be second marked

- taking the mean of different marks: this may be done for all differences, for relatively small differences or where both marks are clearly above or below the pass fail line or above or below limits for compensation.

**Recommendation.** It is recommended that where differences straddle critical boundaries the differences should be settled by discussion and negotiation.

### **Related Policies**

- Equality & Diversity Policy
- Plagiarism Policy
- Internal Assessment Appeals Policy