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## Purpose

The framework and procedures are designed to:

- Ensure that the student has a clear understanding of the assessment process
- Ensure that the student has a clear understanding of how to make an appeal
- Ensure procedural parity between all applicants making an appeal
- Protect the interests of the applicant making an appeal
- Enable College staff to manage appeals effectively

## 1. Introduction

1.1 The term assessment encompasses all forms of activity that check and validate the student's work. It may be implemented through the systems as laid down by examining or awarding organisations; or it may occur through observation of student activities, marking written work, assignment or any other form of evidence presented by a student or candidate. Any task, activity, essay or project that contributes to the students' final achievement in a vocational area, academic subject or key skill will fall within the scope of this framework.

1.2 Assessment is at the centre of the student's experience. It provides a means of evaluating student progress and achievement and must reflect individual student achievement. Bolton College is committed to providing fair access to assessment for all learners.

1.3 This framework relates to Higher Level 4/5 courses.

## 2. Scope

2.1 This framework applies to all Higher Level 4/5 students who are studying a course at the College. The related procedures are relevant to these students and to the College staff administering them.

2.2 The framework recognises that different student groups will have different needs and assessment practice needs to be flexible enough to take account of this diversity.

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2.6 Unless there are exceptional circumstances as to why the student could not submit Mitigating Circumstances, then the student can appeal against the assessment decision. (Refer to the Higher Level 4/5 Appeals, Regulations and Procedures document ).

### 3. College Responsibilities

It requires active commitment from all staff – assessors, internal verifiers/ quality assurers, Heads of Area, Curriculum Leaders and any other members of the course team to ensure that:

- 3.1 Records of assessment are kept in a secure location and accessed by staff authorised to do so.
- 3.2 All activities are planned and executed in accordance with all current procedures laid down by the college and the Awarding Organisation.
- 3.3 All evidence is assessed and recorded to Awarding Organisation requirements and or guidelines.
- 3.4 Assessment is carried out by suitably qualified/experienced staff acceptable to the College and the Awarding Organisations.
- 3.5 There are identified members of staff who will assess or mark the candidates'/student's work for that particular programme.
- 3.6 Assessors or equivalent attend standardisation meetings and maintain a current continuous professional development (CPD) file as required by the college and/or Awarding Organisation.
- 3.7 All assessors work is subject to quality assurance and monitored by the course



- Full and clear feedback on assessments/assignments with clear written guidance on what has gone well and how the student can improve
- Support and formative assessment feedback; a 'critical friend'

7.2 Feedback to students should always be recorded and should state clearly:

- The standard achieved by the student
- Which criteria/learning outcomes have been met and which have not
- Feedback should always be specific to the criteria being assessed, have constructive, developmental comments that allow for future higher attainment and highlight any incorrect spellings

## 8. Internal Verification/Quality Assurance Procedures

8.1 Each course team should have an agreed internal verification/quality assurance strategy in line with the guidelines in the college