Higher Education – Assessment Policy

This policy is available on-line at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please contact Student Services
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
Executive Group	**v.10**	**July 2025**	**July 2028**	**Director of HE: Quality and Systems**

POLICY NUMBER 9

HIGHER EDUCATION - ASSESSMENT POLICY

1 Policy Statement

This Policy will ensure that assessment within all Higher Education programmes is valid, inclusive, fair and reliable. All assessments should be conducted in an open manner which encourages active participation and does not disadvantage any student due to any of the protected characteristics as defined under the Equality Act 2010 whilst meeting the requirements of the Awarding Bodies/Higher Education Institutions (HEI).

1.1 Purpose of Assessment

Assessment measures the outcome of learning in terms of knowledge, understanding and skills. Its purpose is:

- To determine if a potential student is ready to start a particular course of learning (diagnostic assessment)
- To provide guidance on how well students are progressing (formative assessment)
- To determine eligibility for final awards (summative assessment)

1.2 Students' Entitlements

All students in the College are entitled to clear, transparent assessment information.

1.2.1 All assessments will be compliant with the prescribed standards laid down by HEI's/Awarding Bodies.

1.2.2 Initial assessment on entry in order to determine whether the course of their choice is appropriate i.e. whether individual students are likely to be able to meet the demands of the course with or without additional student support. For those students whose initial assessment indicates that the course of their choice is not appropriate, alternative provision should be offered.

1.2.3 Information, support and guidance on all aspects of assessment leading to a clear understanding of exactly what is expected of them in order to achieve the qualification. This information will be supplied to all students at the start of their programme.

1.2.4 Detailed and constructive feedback on their academic progress throughout the course through verbal or written guidance on their formative and summative assessments.

1.2.5 Equitable treatment with their fellow students in accordance with the assessment regulations applying to the course, including adaptations to minimise any barriers to ensure this equal treatment.

1.2.6 Information and guidance on the appeals regulations against assessment decisions.

1.2.7 Where work is submitted on time, formal feedback provided within three working weeks (15 working days) or by the agreed date if externally moderated.

2 Scope

This policy relates to all higher education academic programmes, courses and units/modules offered at Tyne Coast College (and partner sites). It applies to all of the above being delivered at English NQF/QCF Level 4 and above, including franchised provision.

3 Legislation

There is no current legislation applicable to this Policy.

4 Responsibilities

4.1 The Principal (South Shields Marine School) has responsibility for implementing this Policy.

4.2 The Heads of School/Assistant Principals are responsible for overseeing the implementation of section 5.

4.3 Teaching Staff are responsible for meeting students' entitlements as described in Section 1.2.

5 Actions to Implement and Develop Policy

5.1 College Managers should ensure that:

5.1.1 All teaching staff are fully conversant with this Policy and the requirements it places on them.

5.1.2 All staff are competent to undertake their roles and responsibilities.

5.1.3 All staff actively promote the principles of equality, diversity and inclusion and are aware of who to approach for specific modifications to assessment materials and procedures for students who have a disability/learning difficulty.

5.1.4 All newly appointed staff, including Agency staff have, as part of their induction, training opportunities to meet the basic requirements of this Policy.

5.1.5 All other teaching staff, including Agency staff, receive training which promotes and shares best practice in assessment.

5.2 Teaching Staff should ensure that:

5.2.1 Assessment is an integral part of the learning process which is undertaken both inside the classroom during lessons and outside the classroom in the form of set work. Assessment should be made a stimulating, challenging and a positive learning experience for students.

5.2.2 Students have access to the clearly defined assessment procedure and criteria and the procedures of assessment panels and assessment boards.

5.2.3 In assessing students who have a disability/learning difficulty, they are not to be placed at a disadvantage, compared to other students, for a reason relating to their disability/learning difficulty.

5.2.4 Initial student assessment is used to inform their teaching strategies including the associated methods of assessing students on programme.

5.2.5 Formative and summative assessments employ a range of methods which measure appropriately the learning outcomes defining a particular level of award. Course Teams are responsible for ensuring adequate arrangements for the moderation/internal verification of assessment judgement.

5.2.6 Formative assessment is suitably differentiated to reflect the individual needs of students.

5.2.7 Demands on students are challenging but not excessive. Once agreed, individual teaching staff should uphold the rules governing the hand-in date of assignments.

5.2.8 Feedback to students on their assessed work is timely and constructive. Such feedback should 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.

5.2.9 Any challenge or appeal by students against assessment decisions are dealt with in an open and professional manner consistent with the assessment regulations for the course.

5.2.10 Assessment across the subject areas meet the Awarding Body/HEI procedures and the UK Quality Code, Advice and Guidance: Assessment.

5.3 Students should ensure that they:

5.3.1 Make a positive commitment and contribution to their own development and individual learning targets/goals.

5.3.2 Pay careful attention to the advice and feedback from the teaching staff on their progress.

5.3.3 Complete and submit course work on time or before the scheduled time/date.

5.3.4 Prepare thoroughly and present themselves for all tests and examinations.

5.3.5 Comply with the assessment regulations for the course/programme as described in the Student Handbook, including the Procedures governing Late/Non-Submission of Course-Work.

6 Late submission of course work

6.1 If a student is aware that they may need extra time, whenever possible, this must be raised with the lecturer concerned before the assignment submission time. This should be done by email or Teams message. The lecturer will consider the reasons given and then decide whether to accept the late work or decline it. If the reasons are accepted by the lecturer, a new submission time will be given to the student. Failure to hand in before this new time will incur the penalties outlined below. If the reasons are declined by the lecturer, the original submission time will stand, and the student can still submit the work subject to the penalties outlined below.

The penalties that will be enforced for late submission are outlined in the course student handbook and Late Submission of Coursework Policy.

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 (section 6.2) given below.

6.2 Extenuating Circumstances

If a student considers they have good reason for not being able to submit the work on time and is unable to contact the lecturer before the submission time, they must provide evidence (for example, 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. This must be done immediately on return to the College.

The lecturer will then consider the evidence and decide whether to accept the work or decline it. The Lecturer will also consider if equality issues could have influenced the late submission (for example, religious festivals or holidays). If the reasons are accepted by the lecturer, a new submission time will be given

to the student. Failure to hand in before this new time will incur the penalties outlined above.
If the reasons are declined by the lecturer, the original submission time will stand, and the student can still submit the work subject to the penalties outlined above.

6.3 If a student is dissatisfied with any part of the above informal assessment, then they should raise the matter with the Curriculum Manager/Programme Leader who will initiate the College Appeals Policy for internal assessment. Please refer to the HE Internal Assessment Appeals Policy for more information.

7 Processes for internal moderation of assessments

This Policy ensures that assessment marks in **every** module should be internally moderated regularly, and before any external review, to ensure fairness, clarity and the maintenance of standards.

Please refer to the Higher Education Internal Verification Policy for more information.

8 Monitoring & Evaluation

The HE Strategic Committee will monitor the operation of the policy by receiving termly reports on all informal and formal appeals received and their outcomes.

9 Related Policies

- Archive Policy
- Equality, Diversity and Inclusion Policy
- HE Assessment Malpractice and Maladministration Policy
- HE late Submission of Coursework Policy
- HE Internal Assessment Appeals Policy
- HE Internal Verification Policy
- Plagiarism Policy
- Use of Artificial Intelligence Policy

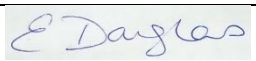
Equality, Diversity and Inclusion

We as a college community are focused on ensuring that those minority groups within society who are more likely to experience discrimination and are protected by the Equality Act 2010 do not experience unfair discrimination, harassment or victimisation while working at, studying at or visiting Tyne Coast College.

The Higher Education – Assessment Policy has been written and complies with the following **Protected Characteristics** (please tick all that apply):

Age	√
Disability	√
Gender reassignment	√
Marriage or Civil Partnership (in employment only)	√
Pregnancy and Maternity	√
Race	√
Religion or Belief	√
Sex	√
Sexual Orientation	√

Full description of **Protected Characteristics** can be found in the Equality, Diversity and Inclusion Policy

Name of Person responsible for Policy	Emma Douglas (Director of HE: Quality and Systems
Signed	
Date Reviewed	30.05.25