



Internal Assessment Policy and Procedure

Responsibility for this policy: Head of Student Experience and Improvement

Date: March 2018

Review Date: April 2026

Revised Equality Impact Assessment Date: April 2023

History of Changes

Version	Description of Change	Authorised by	Date
1.1	Addition to clause 3.4 and introduction of new clause 3.5: student assessment backup responsibility	J Stalker	16-6-16
1.2	Reference to Secure Acquisition and Storage of Assessment materials Policy and Procedure Amendment to Section 4 NABs references Amendment to clause 5.4: feedback timescale	J Stalker	29-3-18
1.3	Extension to clause 4.9 to cover re-assessment of graded unit projects. Addition of clause 5.5 to address the needs of distance students completing assessment work on line and with minimal support from a lecturer.	J Stalker	10-07-18
1.4	Addition of Inclusiveness Statement and terminology update	S Fraser	2-4-21
1.5	Minor updating of job titles and in line with the review cycle	B Brownlee	11-4-23

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Please see end of this document for EIA.

1.0 Purpose

- 1.1 To provide a rigorous, fair and equitable operational framework for the assessment of learning and to ensure that assessment instruments are appropriate to the national standards defined within each qualification.

2.0 Policy Statement

- 2.1 West Lothian College will ensure that the arrangements for and conduct of internal assessment meet the requirements of the appropriate awarding body.

3.0 Responsibilities

- 3.1 The Vice Principal Learning and Attainment is responsible for the management and implementation of the policy.
- 3.2 Head of Student Experience and Improvement is responsible for monitoring the application and maintenance of this policy.
- 3.3 Faculty Directors are responsible for implementing the policy and ensuring that assessment standards meet those specified by the awarding body.
- 3.4 All college staff are responsible for ensuring that students are fully supported in the assessment process and for ensuring that students are aware of point 3.5 below, which is reiterated in the Student Learning Agreement.
- 3.5 Students are responsible for retaining backup copies of their assessments, where appropriate
- 3.6 Faculty Directors are responsible for monitoring the quality of induction and support procedures for assessors.
- 3.7 Faculty Directors, through action or delegation, are responsible for ensuring that instruments of assessment used are valid, fair, reliable and have been internally and/or externally prior verified.
- 3.8 Faculty Directors, through action or delegation, are responsible for ensuring that assessment arrangements, particularly for each SVQ and Graded Unit, are implemented in accordance with the awarding body requirements.
- 3.9 Individual lecturers are responsible for completing and updating the Delivery and Assessment schedule and the supporting Control Files.

- 3.10 Faculty Directors, through action or delegation, are responsible for ensuring that all assessment materials, paper-based and electronic, are stored in a secure location and accessed in accordance with awarding body guidelines and the College Secure Acquisition and Storage of Assessment Materials Policy and Procedure.
- 3.11 Individual lecturers/assessors are responsible for ensuring assessment conditions and instruments of assessment meet awarding body requirements, and individual student needs.
- 3.12 Lecturers/Assessors are responsible for applying relevant health, safety and environmental protection procedures, as well as equality and access criteria, when carrying out assessments.
- 3.13 Faculty Directors, through action or delegation are responsible, at induction stage and throughout the course, for ensuring student awareness and understanding of:
- what constitutes plagiarism, collusion and/or cheating;
 - the associated penalties for academic misconduct;
 - the requirement for students to evidence original work through a signed declaration confirming own work and reference sources
- 3.14 The Student Support Manager is responsible for liaising with and advising Faculty Directors, Learning and Skills Managers, lecturers/assessors and the Information Systems staff of any special assessment arrangements required to meet the needs of students with additional assessment support needs.
- 3.15 Faculty Directors are responsible, by action or delegation, for ensuring that completed assessment evidence is retained in accordance with Awarding Body guidelines.**

4.0 Procedure for Internal Assessment

- 4.1 E-assessment procedures will be subject to the same conditions for all instruments of assessment, unless otherwise stated by the awarding body.
- 4.2 Awarding body assessment materials will be used, where available, for SQA National Qualifications (NQ) Units and the awarding body equivalent. There is a requirement to internally prior verify these materials, although they have been devised and vetted at national level. Individual lecturers and assessors are responsible for familiarising themselves with the content so that arrangements are applied correctly.
- 4.3 Assessment Support Pack (ASP) assessment materials can be altered in accordance with the criteria specified in the pack (e.g. for contextualisation purposes) or with prior permission from SQA. Any

proposed amendments or alterations to ASPs will be internally verified before submission to SQA for external prior verification.

- 4.4 Higher National exemplar assessment instruments, where available, can be used for Higher National Qualifications. There is a requirement to internally prior verify these materials, although they have been devised and vetted at national level. Individual lecturers and assessors are responsible for familiarising themselves with the content so that arrangements are applied correctly.
- 4.5 Higher National exemplar assessment instruments can only be altered to clarify ambiguity without altering the level of competence assessed. Any proposed amendments or alterations to exemplar assessments will require to be internally verified before submission to SQA for prior verification.
- 4.6 SQA ASPs and other awarding body assessment instruments, exemplar assessments and e-summative assessment instrument will **not** be used for any other purposes.
- 4.7 Assessment instruments and materials developed for HN Graded Units will be forwarded to SQA for prior verification before the published cut-off date.
- 4.8 A minimum of two instruments of assessment will be developed for each assessment to provide opportunities for re-assessment. There may be exceptions to this where an assessment is project-based but the student will be directed to produce a significantly different project.
- 4.9 Clear grade criteria will be developed and verified for all Graded Units and relevant HN Units to ensure consistency in grading. A breakdown of the allocation of marks will be produced to assist assessors and for internal and external verification purposes.

For project based Graded Units, feedback should be given to Students at each stage of the project. The student may not progress to the next stage without having attained the previous stage.
- 4.10 Faculty directors, through action or delegation, will ensure that appropriate assessment plans/schedules will be agreed by the course team and reviewed on an ongoing basis and that programme and individual unit assessment plans/schedules are communicated to students at the start of a course and also at the start of delivery of each unit. Students will be given reasonable notice of an assessment and will be given full information on assessment conditions, as agreed by the Course Team.
- 4.11 Internally verified assessment instruments and related materials will be stored in Unit Control Files and held in a secure location. Control files will be subject to review and update as part of internal

verification activity but assessment instruments should be checked for validity before each new delivery.

- 4.12 Extension to assessment submission dates beyond the period of result date for the unit will only be granted when the student submits an appeal in writing and the reason is accepted as valid by the course team.
- 4.13 For the purposes of verification, all units as part of a course award or as a free-standing unit should be held until three weeks after their completion date, unless SQA inform the college of an EV visit. In this instance, the external verifiers will determine how much evidence assessors will need to hold for the purposes of the visit.

Graded unit evidence must be held until three weeks after the course award completion date.

- 4.14 Assessment evidence for internal units which are components of a course with an external exam element will be retained until after the external results are published and the period for any appeals has lapsed, i.e. September of the same year.
- 4.15 Assessment records for SVQs and NVQs will be retained for a minimum of three years after completion of the award. Assessment records relate to candidate achievement checklists and internal verification records.

5.0 Assessment Decisions and Feedback

- 5.1 It is the responsibility of the Course Team to ensure an assessment scheme, e.g. solutions, sample responses, checklists and other guidelines, is available and prior verified with the instruments of assessments. Individual lecturers are responsible for ensuring these are available in the relevant Control File to assist judgements by assessors, internal verifier(s) and external verifier(s).
- 5.2 Students will be informed that all assessment decisions are provisional and are subject to internal and external verification. This will be explained during course and unit inductions.
- 5.3 Assessments will be marked in accordance with the assessment criteria detailed in the Control File.
- 5.4 Students will be provided with meaningful feedback, written or in an appropriate form, to meet needs on individual assessment performance and given advice on progress and next steps. Feedback will be given to the student within an appropriate timescale which will normally be no more than ten working days or at a time agreed between Faculty Directors, lecturers and student groups where groups are being integrated.

- 5.5 Students may be given one opportunity to remediate an assessment within the awarding body guidelines.

Where the student is a distance learning/part time student and has minimal face to face support from a lecturer, they may be given two opportunities to remediate an assessment, again within the awarding body guidelines.

- 5.6 Recommendations for Grades in Higher National Units will be presented for approval by course teams, internal verifiers and external verifiers.

6.0 Re-Assessment

- 6.1 Where students have been unsuccessful in demonstrating their attainment of skills and knowledge or competence, they will be re-assessed.
- 6.2 Students will normally be allowed one re-assessment. This will be carried out before the completion date of the unit.
- 6.3 A second re-assessment may be allowed, at the discretion of the course team, where the student has been absent through illness and is supported by a medical certificate (not self-certification) or Mitigating Circumstances form. This decision will be recorded for monitoring purposes.
- 6.4 The Course Team may, by exception, give consideration to a written request for a second re-assessment from a student who is not supported by a medical certificate or Mitigating Circumstances form. If a request for a second re-assessment is approved by the team, this will be carried out on payment of the current re-assessment fee to the Finance service at the College.
- 6.5 In SQA National Qualifications, up to and including Advanced Higher and HN Graded Units, students will **not** be encouraged to seek re-assessment in order to improve grades.
- 6.6 Arrangements and conditions specific to the re-assessment of individual Units will be detailed in the relevant Control File.

7.0 Assessment Appeals

- 7.1 A student can appeal against an internal assessment decision through the Assessment Appeals Policy and Procedure.

8.0 Recognition of Prior Learning

Any student who is enrolled as a college student can request recognition for achievement through a number of processes. This may be to gain informal recognition for purposes of access to the appropriate level of unit or course, or to gain formal recognition for purposes of certification by an awarding body. The Scottish Credit and Qualifications Framework will be used, where appropriate, for levelling purposes.

- 8.1 Assessment on Demand (AOD) is where a student chooses to be assessed, either internally or externally, without having undertaken a course of study or additional learning.
- 8.2 Credit Transfer (CT) is the process by which a student is recognised as having achieved the standards required for certification based on a previous qualification awarded by the same or a different awarding body.
- 8.3 Accreditation of Prior Learning (APL) is the process by which a student presents a portfolio of evidence or demonstrates skills and knowledge to support a claim for formal or informal recognition. For formal recognition the accumulated evidence will usually come from a range of sources, and must meet the appropriate level of knowledge, skills and understanding required by the awarding body.
- 8.4 The lecturer is responsible for agreeing the arrangements for these processes with the course team and/or Faculty Director, and ensuring that the awarding body requirements are met.
- 8.5 An individual who is not an enrolled student can request AOD, CT or APL. However, the individual must become an enrolled student before formal processes can be started.
- 8.6 The relevant Faculty Director will ensure that assessment evidence from formal AOD, CT and APL processes is verified in accordance with internal verification procedures.

9.0 Academic Misconduct and Malpractice

- 9.1 A student who attempts to gain an award by fraudulent means will automatically have the results held pending an investigation by the Faculty Director.
- 9.2 The outcome of the investigation will determine the appropriate course of action to be taken by the College and ensure that the reliability of the assessment process is protected.
- 9.3 Malpractice is a breach of college rules and may invoke the Student Positive Behaviour and Discipline Procedure.

- 9.4 Disciplinary procedures will apply to any person involved in an intention to deceive. For clarity, this means any student who allows a fellow student to copy part, or all of his/her work, will be subject to similar penalties as the student who plagiarised.

10.0 Certification

- 10.1 Certification to confirm the achievement of a recognised qualification or unit of learning can only be issued by the relevant awarding body.
- 10.2 College certificates for non-awarding body provision may be issued on the recommendation of the Faculty Director and with the approval of the Principal.
- 10.3 All college certificates will be signed by the Principal.

11.0 Communication of Policy to Students

Students will be informed of the Assessment Policy during Induction and by the lecturers/assessors as part of preparation for assessment.

12.0 Documentation

Student Assessment Feedback Proforma (developed by each faculty)
Achievement Checklists (see relevant Control File)
Result Sheet (generated by Information Systems)

- 13.0** This policy should be read in conjunction with the undernoted:

Internal Verification Policy and Procedure
Assessment Appeals Policy and Procedure
Secure Acquisition and Storage of Assessment materials Policy and Procedure
SQA's Quality Assurance Framework: A Guide for Centres
SQA Guidelines for assessment and verification of Group Award Graded Units

13.0 Evaluation and Review

Next scheduled review date: April 2026

Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on SharePoint.

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

Policy/Practice (name or brief description):	Internal Assessment Policy and Procedure
Strategy/Policy includes Equalities Statement of Inclusiveness? Yes	<p>Text to be included in strategy/policy:</p> <p>Statement of Inclusiveness</p> <p>West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.</p>
Reason for Equality Impact Assessment (choose from the following options):	
<ul style="list-style-type: none"> • Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please give detail): 	<ul style="list-style-type: none"> • Undertaking a review of existing policies/practices

Person responsible for the policy area or practice:	
Name:	Beth Brownlee
Job title:	Head of Student Experience and Improvement
An Equality Impact Assessment must be carried out if the policy/practice:	
<ul style="list-style-type: none"> • affects operational or strategic functions of the College • is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance) 	
Why the EIA is being carried out	Scheduled review of P&P
Equality Groups	
Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> • Age • Disability • race (including ethnicity and nationality) • religion or belief • sex • sexual orientation • gender reassignment • pregnancy and maternity • marriage or civil partnership 	None

Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	As well as ensuring that assessment is fair and accessible to all, the policy directs lecturers/assessors towards identifying additional support needs and ensuring these needs are met.
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	This policy has no impact on the above groups and applies equally to all students.
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	Where a student has additional assessment support needs, individual circumstances would be taken into account through the Support for Learning process so as not to apply assessment conditions that would be to the detriment of any individual student.
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	None

Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

<p>Option 1: No change required – the assessment is that the policy/practice is/will be robust.</p>	
<p>Monitoring</p>	
<p>When will the policy/practice next be reviewed?</p>	<p>April 2023</p>
<p>Publication of EIA</p>	
<p>Can this EIA be published in full, now? Please state Yes or No</p> <p>If No – please specify when it may be published or indicate restrictions that apply:</p>	<p>Yes</p>
<p>Sign-off</p>	
<p>EIA undertaken by</p> <p>Name: Date:</p> <p>Accepted by person responsible for the policy/practice named above:</p> <p>Name: Date:</p> <p>Approved by Equalities Committee</p> <p>Date:</p>	<p>Shelagh Fraser 11-04-23</p> <p>Beth Brownlee 11-04-23</p>

Retain a copy of this form for your own records and send a copy to lbyrne@west-lothian.ac.uk