Assessment Policy

Date Approved:	19/08/2024	Approved By:	Managing Director		
Next Review Due Date:	19/08/2026	Manual ID Number:	BSA001	Version No:	1
Author and Responsible Manager:	Head of Centre				
Applicable to:	Staff				
Publication:	Staff SharePoint				

Document Control

Version	Date	Author	Notes on Revisions

Contents

1. Scope and Purpose

This policy applies to all staff with learning, teaching and assessment responsibilities and covers all qualifications delivered by **BSA**.

The purpose of this policy is to:

- Promote inspirational learning and strong outcomes for students by ensuring equality of opportunity for all students within a clear framework of assessment, internal quality assurance and standardization.
- Protect the integrity of qualifications delivered by BSA and to protect staff by providing training and guidance on expectations and how to manage any conflicts of interest

2. Intent

BSA is committed to providing students with plans for assessment that is fair, authentic, consistent, transparent, valid, reliable, current and sufficient.

BSA will negotiate special arrangements with Awarding Organisations for students with specific needs in securing adequate arrangements to support during the assessment process.

Assessment and Delivery procedures and plans follow awarding body requirements, and they must also ensure that:

- The assessment process is valid, reliable, current, sufficient, authentic, safe and fair
- Qualifications are delivered by staff that meet awarding body requirements in relation to qualifications they must hold, but also meet requirement of having recent industry experience or are currently dual professionals
- Students are made aware of their rights and responsibilities
- All students' needs are assessed at the beginning of the programme and any learning difficulties and/or disabilities are taken into consideration when planning assessments and the assessment methods used
- Work submitted by students is assessed and returned with feedback given within 10 working days from the date of submission
- Signed declarations are completed and submitted alongside every assessment
- Feedback given to students is written or recorded and includes specifics on what has been done well and what needs to be improved
- Students know and can articulate the progress they are making and what needs to be improved, enabling them to develop the required knowledge, skills and behaviours to secure a positive outcome for them
- All Internal Quality Assurance processes are followed and deadlines met

3. Implementation

It is the responsibility of staff to:
- Provide assessment processes that are fair and meet the requirements of the qualifications
- Provide students with a schedule of assessments
- Provide accurate, timely and comprehensive feedback to ensure that students know their progress and what they have done well as well as what they need to do to improve
- Ensure that correct paperwork is used at all times
- Familiarise themselves and students with BSA's Appeals Against Assessment Decisions procedure
- Ensure that they keep themselves up to date with awarding body qualification specification updates
- Ensure that correct assessment paperwork is completed in a timely manner
- Provide special arrangements for students with specific needs in line with awarding body specifications
- Follow the conflict of interest policy should any arise

It is the responsibility of management to:

- Ensure that Internal Quality Assurance procedures are followed
- Ensure that staff have adequate time and facilities to perform their assessment duties
- Consistently perform quality checks to ensure correct assessment paperwork is being completed and that timely quality feedback is being given to students
- Ensure that student feedback is captured on a regular basis by way of focus groups and surveys
- Ensure that any conflicts of interest declarations are acted upon

4. Monitoring, Review and Evaluation

The implementation of the Assessment Policy is monitored through internal quality assurance processes, student feedback, BSA's Self-Assessment process and feedback from EQA reports.

5. Linked Policies and Procedures

- Appeals Against Assessment Decisions Policy and Procedure
- Internal Quality Assurance Policy and Procedure
- Conflicts of Interest Policy
- Equal Statement
- Registration, Certification and Examination Policy
- Registration, Certification and Examination procedure
- Malpractice and Maladministration Policy and Procedure

6. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan, or new way of working	
Title of Activity: Author and Date: David Hodge 2023	☐ New or ☒ Revision (**Tick as appropriate**) Expected Implementation Date: Aug 23 What is the Review Date: Every 2 Years
Equality and Diversity. Which of the characteristics may be impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	None, no impact
Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits	☐ Yes ☒ No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	☐ Yes ☒ No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	☐ Yes ☒ No
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	Quality is monitored through both internal and external reviews
Is this policy of a high/medium or low risk?:	☐ High ☐ Medium ☒ Low