



**Policy on**

**HE Assessment**

**Approved**

**27<sup>th</sup> October 2025**

**Approved by**

**Senior Leadership Team**

<b>Policy Title</b>	<b>HE Assessment</b>
<b>Document Owner</b>	<b>HE Development Manager</b>

<b>Directorates and Departments affected by this Procedure</b>	<b>All Higher Education Curriculum Staff</b>
<b>Procedure Effective From</b>	<b>November 2025</b>
<b>Next Review Date</b>	<b>August 2030</b>

New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

If you require this document in an alternative format and/or language, please contact [records@newdur.ac.uk](mailto:records@newdur.ac.uk)

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics. We are always keen to hear from anyone who wants to contribute to these impact assessments, and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

[This policy has been assessed for its compliance with the principles of the Office of the Independent Adjudicator (OIA) Good Practice Framework]

To make suggestions or to see further information please contact:

### **Higher Education Development Manager**

## **Contents**

<b>1. Scope.....</b>	<b>3</b>
<b>2. Responsibilities.....</b>	<b>3</b>
<b>3. Relationship with Existing Policies and Regulations.....</b>	<b>5</b>
<b>4. Student Entitlements.....</b>	<b>5</b>
<b>5. Evaluation and review.....</b>	<b>6</b>

## 1. Scope

The development of this policy is derived from the regulatory requirements presented by the Office for Students (OfS) B4 Condition, and the UK Higher Education Principles within the Quality Assurance Agency (QAA) UK Quality Code 2024, and the Education Inspection framework (EIF). Its purpose is to ensure that HE is implemented consistently across the institution and collaborative partners, and that HE Assessment meets the requirements of awarding bodies. This Assessment Policy is governed and monitored by the Higher Education Teaching, Learning and Assessment Committee, which reports to Academic Board.

## 2. Responsibilities

Responsibility for the implementation of this policy resides at all levels of the College, specifically:

- a) the Principal and Chief Executive has an overall responsibility for the implementation of this policy;
- b) the Vice Principal for Higher Education and Heads of School are responsible for overseeing the implementation of Sections 2 through to 5;

The policy requires Programme Teams and support staff to ensure that:

- a) students are provided with appropriate introduction and guidance to the associated academic regulations, policy and procedures relating to assessment relevant to their award/qualification;
- b) students are informed of the Academic Integrity Policy and assessments are designed in a way that minimises opportunities for academic malpractice;
- c) they produce a clear and accurate **Internal Quality Assurance Sampling Plan** at the start of the programme/academic year within the programme file (where appropriate in line with awarding body requirements);
- d) demands on students are challenging but not excessive, and the schedule aligns to the Module **Specification** and **Assessment Plan**, detailed in the Programme Handbook (where appropriate in line with awarding body requirements);
- e) a range of opportunities for disclosure of support needs are offered, and where possible, learning opportunities and formative assessment are suitably differentiated to reflect the individual needs of students;

- f) feedback to students on their assessed work is constructive and is provided within 20 College days of an assessment submission deadline. \*\* Such feedback should:
- i. contain reference to the criteria for the marking and grading of work;
  - ii. be directly related to the learning outcome being assessed;
  - iii. identify how far students have met these criteria, and what they need to do in future in order to improve;
  - iv. include correction of inaccuracies such as spelling and grammatical errors using the College SPaG Policy and/or the Turnitin facility;
- g) they conform to the relevant awarding body regulations in the case of work submitted late;
- h) they maintain accurate and detailed records of assessment decisions;
- i) they follow the quality assurance processes (internal and external) in accordance with awarding body regulations;
- j) students are supported in achieving their EPA (higher apprenticeship students studying apprenticeship standards) and conform to the relevant EPA organisation's regulations in the submission of student evidence to the gateway.
- k) detailed and constructive feedback on students' progress is given throughout the programme, in a timely manner.

College Curriculum Management should ensure that:

- a) they provide resources and facilities to ensure that assessment can be performed accurately and appropriately;
- b) they maintain a robust and rigorous internal and external quality assurance procedure;
- c) they monitor standards of internal/external examination reports and undertake any remedial action required;
- d) procedures are in place for reasonable adjustments and for specific modifications to assessment materials for students who require alternative assessments;
- e) they safeguard the integrity of the assessment process;
- f) all staff, including Supply Pool staff have access to training opportunities to meet the basic requirements of this policy, and to promote and share best practice in assessment;

- g) all teaching staff are fully conversant with this policy and the demands it places on them and are competent in delivering their role;
- h) they ensure that specific awarding body assessment methodology and the role of the assessor are understood by all staff;
- i) they follow the College's due diligence process to ensure all external assessment organisations' independent assessors do not have a conflict of interest (higher apprenticeships).

### **3. Relationship with Existing Policies and Regulations**

This policy should be read in the context of the following College policies and related procedures:

- Assessment and Moderation Procedure (HEQMP4/3);
- Recognition of Prior Learning (RPL) Policy & Procedure (HEQMP 8/1);
- External Examiner Appointment and Management for New college Durham and Open University Awards (HEQMP 4/4/1);
- Procedure for Major and Minor Modifications to a New College Durham (NCD) Higher Award and Externally Validated Awards (HEQMP 9/5a);
- Regulations of the relevant awarding body and PSRB where relevant.

### **4. Student Entitlements**

The following Policy Statements define student entitlements, and the parameters in which assessment takes place at New College Durham.

- a) assessment is an integral part of the learning process which is undertaken both during delivery as well as through independent study, such as set work, directed reading, etc. Wherever possible assessment should be made stimulating and challenging for students, and a positive experience;
- b) assessments satisfy prescribed standards laid down by national awarding bodies and/or professional bodies notwithstanding reasonable adjustments for students where applicable;
- c) formative and summative assessments are used, employing a range of methods which measure appropriately the learning outcomes defining a particular level of award;

- l) inclusive assessment practices take account the diversity of the student population and minimize the requirement for modifications to be made to ensure students are not placed at a substantial disadvantage, or given unnecessary advantage, compared to other students;
- m) assessment of students is impartial, robust, valid and reliable and the award of qualifications or credits is based on the achievement of the intended learning outcomes;
- n) students are provided information, support and guidance on all aspects of assessment (including acceptable use of AI and academic integrity) leading to a clear understanding of exactly what is expected of them to achieve the qualification;
- o) assessment evidence is assessed using only the published Generic Marking Criteria;
- p) assessment briefs are available which make clear the assessment criteria to be applied in calculating marks using the published Generic Marking Criteria;
- q) students will be informed in a timely manner of their results ratified at the Assessment Board;
- r) any challenge or appeal by students against the assessment process are dealt with in an open and professional manner consistent with the Academic Appeals Policy and supporting procedure and abide with the governing assessment regulations for the programme.

## **5. Evaluation and review**

The effectiveness of this policy will be monitored annually and reviewed every 5 years in light of experience and best practice. This mechanism recognises that changes to legislation may prompt a review of the policy before the five years stipulated.