

Higher Education Assessment Procedures 2026-2027

Procedure name:	Higher Education Assessment
Procedure reference:	Pro-HEA-HE
Created by:	Director of Curriculum: Adult and Higher Education
Approved by:	Vice Principal: Quality and Student Experience
Date of last review:	August 2026
Date of next review:	August 2027
Revision number:	16

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1. Purpose

The purpose of this procedure is to provide a framework for learner entitlement in relation to assessment.

2. Scope

The procedure recognises that assessment is at the heart of the learning experience of students and in particular emphasises the role of Assessment for Learning in supporting our learners to achieve their full potential.

3. Responsibility

Responsibility for the implementation and monitoring of the Assessment Procedure rests with the Vice Principal: Quality and Student Experience working closely with the Director of Curriculum: Adult and Higher Education.

4. Procedure

4.1 Student Assessment Entitlement

- To be assessed in accordance with the requirements of the Awarding Organisation
- To have appropriate opportunities to show they have achieved the intended learning outcomes for the award of a qualification or credit
- To be assessed fairly and objectively using assessment methods that are 'fit for purpose'
- To be assessed regularly in accordance with an identified assessment schedule
- To have all assessment tasks explained clearly with clearly identified, and where appropriate differentiated, success criteria
- To be supported in developing the knowledge and skills required to meet the assessment criteria
- To be supported in developing self-assessment skills
- To receive timely and constructive formative feedback (within 15 days) prior to summative assessment. It does not confirm achievement of grades but focuses on helping the student to reflect on their learning and improve their performance.
- To provide a re-submission opportunity if they have not met the criteria (subject to Awarding Body regulations).

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- To receive timely and constructive and developmental feedback on the summative assessment.
- Summative assessment is a final assessment decision on assignment tasks in relation to the assessment criteria of each unit.
- To have equality of opportunity within assessment, ensuring that individual needs are met and that assessment activities reflect the diverse nature of students (i.e. culture, language and ethnicity).
- To ensure assessment of students is robust, valid and reliable and that the award of qualifications and credit are based on the achievement of intended learning outcomes
- To be able to challenge assessment judgements against the agreed criteria
- In the event of a UK lockdown, national pandemic or other significant national event that would impact on classroom-based delivery, to ensure adaptation of assessment and mitigation in line with Awarding Body guidance and as appropriate.
- We recognise the importance of originality and academic integrity in student work. We actively support students in appropriately and ethically acknowledging and crediting AI-assisted content in their learning and assessment. The ethical use of AI is governed and regulated through the college's regulations, policies, procedures, and frameworks related to academic integrity.

4.2 Assessment Guidelines

The following guidelines should be followed within the constraints of the Awarding Organisation:

Assessment Planning	Before the programme starts the Programme Leader should: ▪ Produce the programme intent that supports students' development and learning, including the development and assessment of underpinning academic, technical, employability, English, maths and digital knowledge, skills and behaviours. ▪ Produce a robust scheme of learning for each unit/module/project of the programme that appropriately sets out delivery and assessment information. ▪ Design an assessment schedule that spans the whole programme of study so that the amount and timing of assessment enables reasonable, effective and appropriate measurement of students' achievement of learning outcomes and a consistent and holistic can workload be planned. The schedule should be agreed by the teaching team and published on the programme Markbook on EBS OnTrack ▪ Populate Markbook, the online student assessment tracker, with the appropriate information. ▪ Design assessments and assessment criteria that meet the requirements of the awarding body and ensure that these are widely communicated to all staff involved in the programme. ▪ Design assessment tasks that challenge students and demonstrate that they have achieved the intended learning outcomes for their programme. ▪ Design assessment tasks that utilise a range of assessment methods to suit a variety of learning styles and accommodate those with particular needs such as disability, within the constraints of the external examining or awarding body requirements. ▪ Design assessment tasks that utilise realistic, vocationally relevant scenarios some of which should have been generated by/in liaison with employers.
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	▪ Ensure assessment tasks are written unambiguously in accessible language. Where it is essential to include the awarding body criteria these should be explained in a language accessible to the student. ▪ Provide clear information to students about specific assessment outcomes or other criteria that must be met to fulfil the requirements of Professional, Statutory and Regulatory Bodies' requirements, where applicable. ▪ Identify opportunities for integrated assignments, where appropriate. ▪ Ensure that the Programme Intent and Scheme of Learning incorporates adequate assessment for learning opportunities. ▪ Ensure that lessons incorporate a range of formative assessment methods. ▪ Internally verify assessment tasks before their use to ensure they assess the intended learning outcomes to meet the awarding body requirements and student needs. ▪ Plan regular assignment workshops and 1:1 tutorials to provide support for students.
Initial Assessment	At the beginning of the programme the Programme Leader should: ▪ Be aware of the study support needs of each student and use these in planning suitable learning and assessment opportunities. ▪ Be aware of the starting point/prior achievement of the student via programme designed initial assessment activities, and use these to set appropriate and challenging targets ▪ Utilise APL/RPL opportunities, where appropriate, in line with Awarding Organisation regulations.

Provision of assessment information and Student Specification	At the beginning of the programme, the Programme Leader should provide the following information about assessment to students via the Programme Handbook, the Assessment schedule and the Induction Programme: ▪ The purpose, method and schedule of assessment tasks, including deadlines during and at the end of a unit/module/programme of study. ▪ Any role played by RPL/APL and the process involved. ▪ The criteria for assessment with intended learning outcomes which differentiate clearly what is expected in order to pass or gain a particular achievement grade. ▪ The elements of assessment that will count towards a final assessment decision. ▪ The assessment or grading conventions used. ▪ The consequences of assessment decisions such as decisions about progression to the next level. ▪ The use of the online assessment tracker to track progress and achievement and how to access it. ▪ The College's appeals procedure. ▪ How and when assessment judgements are published. ▪ Opportunities for peer and self-assessment. ▪ Opportunities for re-assessment. ▪ Guidelines on avoidance of assessment offences such as plagiarism and the consequences of non-submission of work. ▪ Details of assignment workshops and 1:1 tutorials. ▪ An assessment brief should be provided for each assessment task with detailed information about its completion. Assessment briefs should be presented using the standardised template. ▪ An overview of planned delivery and assessment methods to be used should the UK enter into another lockdown and on campus learning has to be temporarily suspended. ▪ Where relevant, guidance on the ethical and appropriate use of AI tools in assessments, including how AI-assisted work should be acknowledged and integrated in line with college policies.
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Assessment Decisions	In response to work submitted for assessment the Tutor should: ▪ Provide formative feedback for at least two pieces of work within the first 6 weeks of the programme with clear guidance on how the work can be enhanced. ▪ Feedback to students orally and in writing within 15 working days. Ensure that oral and written feedback is sufficiently detailed, aligns to the college's standardised marking scheme and is focused to commend achievement, promote learning and facilitate improvement, but does not increase the burden of assessment. ▪ Following formative assessment and feedback, students are able to revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade by the <i>summative assessment date</i>. ▪ Ensure that feedback includes reference to spelling, punctuation and grammar and that a signpost to support is arranged if a need is identified. ▪ Ensure that work is assessed fairly and objectively based on the grade descriptors communicated to students. ▪ Use common assessment documentation ▪ Record assessment decisions using the online Assessment tracker (Markbook). ▪ When considering work that involves AI assisted content, ensure that students clearly acknowledge the use of AI tools and that the work complies with the College's policy on the ethical and appropriate use of AI in assessments.
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Monitoring/reporting on students' progress	Throughout the programme the Programme Leader should: ▪ Provide regular feedback to students on their progress. ▪ Keep systematic records of students' achievement/grades using the assessment tracker. ▪ Review students' progress with the programme team ensuring that this information is shared via completion of the online assessment tracker. ▪ Involve the students in self-assessment and reflection upon their own progress. ▪ Ensure that all HE students undertake reviews in line with the college's initial assessment, progress tracking and target setting process. ▪ Arrange internal verification/moderation in line with College policy. ▪ Attend bi-annual assessment boards in order to record student progress and achievement
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	Utilise AI tools and systems, where appropriate, to support the monitoring and reporting of student progress, ensuring that data collected through AI-assisted methods complies with data protection and ethical guidelines.
Review of the Assessment Programme	Throughout the programme the Programme Leader should: - Lead bi-annual team review meetings and complete bi-annual Programme Reviews to evaluate student outcomes & progress and the quality of the student experience using progress data, student feedback, internal and external moderation reports, engagement with & feedback from employers and universities and destinations to form judgements. - Identify improvements required through the review and record on a programme quality improvement plan. - Lead programme team meetings on a monthly basis to monitor student progress, at risk students, complete standardisation/IQA activities and record scholarly activity and employer engagement taking place and how it will be used to inform the teaching programme and student enhancements. - Incorporate AI tools and data analytics where appropriate to support the review process, providing additional insights into student progress, assessment outcomes, and programme effectiveness, ensuring ethical use and data protection compliance.

5. Assignment submissions & extensions

- If due to extenuating circumstances a student cannot hand in an assignment for any unit by the deadline set, then they must seek the approval from the Programme Leader for an extension. The request must be received in writing explaining the reasons as to why work is wished to be submitted after the submission date. Students are then required to complete a Request for an Extension form (see Appendix 1).
- An extension will only be granted if a student can demonstrate a valid reason. Pressure of work alone is not an extenuating circumstance.
- Assignment extensions will not be given on the day the assignment is due to be submitted: students should apply for an extension a minimum of three working days before the submission date.

- If you are ill within three working days of the submission date, students can telephone or e-mail the Programme Leader, requesting an extension. In the case of illness, a doctor's note or other documentary evidence would be required within 3 weeks.
- A copy of the Request for an Extension form (see Appendix 1) must be attached to the assignment when it is submitted. If an extension is agreed the assignment will then be marked in the normal way, with a 3 week turn around and a student can still achieve higher grades of Merit or Distinction.
- In the event of another UK lockdown and national pandemic, and in line with Awarding Body guidance, Programme Leaders may grant extensions to students if there has been subsequent disruption to study time or if an individual learner is particularly impacted upon by the pandemic. Any extension granted must be recorded as part of the HE Assessment Board and the Assessment Schedule must be amended accordingly.

6. Appendix 1 – Request for an Extension Form**Request for an Extension of an Assessment Submission Deadline**

1. Please complete all sections below in **BLOCK CAPITALS**
2. Submit this form to your **Programme Leader** prior to the date of submission
3. All requests for consideration should be accompanied by supporting documentary evidence where possible

Section 1		
Full Name of Student:		
Full Course Title:		
Name of Programme Leader:		
An extension is requested for:		
Assessment:		
Module/Unit:		
Tutor:		
Due Date of Assessment:		
Summary of request for extension: (reasons)		
Nature of evidence attached (e.g. Doctors note) if appropriate		
I confirm that the information given above is complete and correct		
Students Signature:		
Date:		
<u>Section 2 – Staff Use Only</u>		
Extension Granted (please circle)	Yes	No
Extension agreed until (date)		
Any other action required:		
Programme Leaders Signature:		
Date:		