

# Loughborough College Group

## FE Assessment, Marking and Feedback Policy

### 1. Scope and Purpose

The Loughborough College Group recognises that assessment is a key part of the teaching and learning process where outcomes of assessment not only determine student achievement and experience but also provide information that guides both students and staff in the ongoing improvement of teaching and learning. The College aims to ensure that students' experience high quality assessment practices.

This policy outlines the principles and practices of assessment at The Loughborough College Group for students studying on further education programmes and apprenticeships. It is designed to ensure that assessment is regular, fair, and rigorous, meeting internal and external requirements and that feedback following assessment clearly identifies how to improve. The policy aims to support high-quality teaching, learning, and assessment, fostering an environment where all students can achieve their full potential.

**1.1 The purpose of this Assessment, Marking and Feedback Policy** is to establish a clear and consistent framework for assessment practices at The Loughborough College Group. This policy aims to:

1. Provide fair and equitable assessment opportunities for all students, regardless of their background or learning needs in line with the college's FREDIE commitment
2. Ensure that assessments are designed to support and enhance the learning and teaching process
3. Assessment schedules are manageable and sustainable for both staff and students, taking in to account any potential resubmission assessments
4. Assessment outcomes and progress will be accurately recorded and used to inform students, teachers/trainers/assessors, and stakeholders about progress against targets
5. To highlight areas for celebration or development
6. Foster a culture of continuous improvement through reflective practice and feedback
7. Ensure all staff carrying out assessment and verification tasks have access to the necessary training to effectively perform their role and meet awarding organisation requirements.

### 2. Policy Statement

The policy outlines the expectations of staff and students for the completion of internal and external assessments for college based and external awarding body based qualifications.

All students must follow the assessment policy and guidelines below, unless explicitly identified for a specific assessment or an identified reasonable adjustment has been made. The policy has been split into two key sections:

- College and Staff commitments
- Expectations of students

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### 3. Responsibilities and Duties - Staff

**3.1 All teachers, trainers and assessors have a responsibility to ensure the successful implementation of the Assessment and Feedback Policy and associated Procedures and Guidelines. The Loughborough College Group will ensure that:**

- Assessments follow awarding organisation protocols and meet the qualification assessment requirements. Where protocols allow tailoring to meet individual centre needs, this policy will apply.
- All courses have a planned ongoing assessment plan, that is manageable and does not overload students and that is duplicated on college systems (i.e. Markbook) including those qualifications which are only formatively assessed by mock exam / end point assessment (A levels, T Levels, Apprenticeships)
- Assessment briefs accurately target the qualification assessment outcomes and criteria and are written in line with the awarding body regulations
- All assessment briefs internally verified prior to being issued to students for all awarding bodies
- Assessment is reliable. This requires clear and consistent processes for the setting, marking, grading and internal verification of assignments. Where more than one teacher assesses a unit/module it is important that standardisation is completed prior to submitting for internal verification
- Assessment is valid. Validity ensures that assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes. Teachers, trainers and assessors need to ensure that all submitted work is signed by students as their own work, is not plagiarised and they have not used AI to generate their submission
- Each programme includes a **variety of assessment methods** that are accessible, fair, inclusive to the programme to allow a range of learning outcomes to be appropriately assessed. In addition, varied assessment tasks support student's engagement and ensures that accessibility is planned for and addressed
- Where applicable assessments are industry related to enable students to secure and demonstrate work related skills and practise.
- Teachers, trainers and assessors need to ensure that feedback is supportive, is positive for what has been well completed and, within the boundaries of awarding body regulations, supports opportunities for students to improve and achieve their best
- Grades are recorded accurately on MarkBook in a timely manner, normally 15 working days for a summative assessment and NOT before internal verification sampling has taken place.

### 3.2 Recognising prior learning

The Loughborough College Group recognises the value of learning that students have achieved prior to their current course of study. Accreditation of Prior Learning (APL) will be used where relevant and in line with awarding organisation regulations to allow students to gain credit for previous formal, informal or experiential learning. This process will involve a thorough assessment of the students' prior achievements to ensure they meet the required standards of learning and outcomes of the programme.

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Teachers, trainers and assessors have a responsibility to ensure assessment, as part of Recognition of Prior Learning (RPL), is a structured process for gathering and reviewing evidence and making judgements in relation to unit standards. Students will be guided through the APL application process, which includes providing evidence such as certificates, work samples or reflective accounts.

Assessment records provided for RPL must be valid and reliable as the student's own unaided work. The college is committed to ensuring that the APL process is fair, transparent, and rigorous, enabling students to progress in their studies without unnecessary repetition of content they have already mastered.

### 3.3 Plagiarism & Collusion – including artificial intelligence (AI)

Staff will:

- Ensure that students are aware of the AI tools and the opportunities and risks associated with its use as part of the assessment process.
- Explain plagiarism, including AI and the importance of referencing to students during induction and throughout their course to ensure that students' work is their own.
- Stress the importance of the student declaration when they submit their work for assessment.
- Pay due attention to the monitoring and detecting of plagiarism, including the use of AI as part of the assessment process.
- Ensure that staff are familiar with the JCQ guidelines – 'AI Use in Assessment. Your role in protecting the integrity of qualifications'
- Ensure that 'Turnitin' is used to detect any plagiarism including the use of AI. This will be used in conjunction with a range of other evidence, such as students other work, initial and formative assessment, references, teachers' knowledge of students' academic skills and knowledge and discussion with the students where teachers will then make a final professional judgement on whether assessment malpractice has taken place.
- Deal with the use of plagiarism, including the use of AI in line with JCQ guidelines, awarding organisation regulations and the college's Behaviour Management Policy.
- Draw students' attention to the code of conduct and Behaviour Management Policy so they fully understand the many varieties of plagiarism including misusing AI and the consequences of engaging in plagiarism, for example the loss of marks for the assessment or even being disqualified from the subject.

### 3.3 Arrangements for students with additional learning needs

Care must be taken to ensure that individual adaptations to assessments are made to cater to the need of students with approved reasonable adjustments, and that they are fair and equitable.

## 4. Responsibilities and Duties - students

### 4.1 Guidance for students when completing work:

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- Complete the assessment to the best of your ability. If any part of the assignment is unclear, ask questions early to avoid misunderstandings and ensure quality work
- Submit all assessments on time via the correct channels (Learn Zone, Turnitin, Teams).
- Ensure all the work is your own, properly referenced, and free from plagiarism. Please refer to the Plagiarism Policy for guidance on how to avoid plagiarism as it outlines the practices students must adhere to when producing and submitting assessments, including the use of Artificial Intelligence (AI) tools.
- Complete the required paperwork when submitting your assessment, proving through declaration that your work is your own
- Carefully read and follow all assignment guidelines and criteria to meet the expected standards

## Extensions

In exceptional cases (e.g. ill-health) an extension may be authorised by an appropriate designated person for internal deadlines or awarding body for external deadlines. Where examining bodies have guidelines for extension requests these should also be followed.

Appropriate evidence (e.g. a medical certificate) should be provided along with formal correspondence (email, letter). The authorised member of staff will consider the extension request, and the outcome will be confirmed and logged on the student's ILP. If you are unable to meet the deadline, discuss this with your teacher, trainer or assessor who may grant an agreed extension in line with awarding body guidelines where applicable

## Appeals

A student can appeal if they feel:

- A material error or irregularity has occurred
- There has been an administrative error
- Some other material irregularity has occurred

Students who have concerns about the outcome of an assessment should, in the first instance, discuss the matter with their teacher, trainer or assessor. If they wish to take the matter further, they should do so through The Loughborough College Group Academic Appeals Procedure. The Academic Appeals Process should be explained to all students at the start of their course.

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## Impact Assessments

- 5.1** This policy/procedure has been assessed for its impact on equal opportunities and will be informed by the aim to eliminate all forms of discrimination in all strands of the equal opportunities legislation.
- 5.2** This policy/procedure has been assessed for potential risk on data subjects due to the processing of personally identifiable information. All processing has been reviewed and is in line with all current Data protection laws and appropriate safeguards implemented to ensure that the policy has privacy by design as its underlying approach.

## Location and Access to the Policy

- College website
- Student Dashboard / Helpdesk

## Persons Responsible for the Policy/Procedure

- Vice Principal Learner Experience and Quality
- Head of Quality

## Linked Policies and Procedures

- Student Behaviour Management Policy
- FE Plagiarism Policy
- Academic Appeals Policy
- AI policy (JCQ)
- Malpractice and Maladministration Policy

## 6. Change log.

Date	Version	Details of change	Review / Revision by	
			Name	Title
07/10/2024	1.1	New Policy Created	Stacey Adams	Head of Quality
30/4/2025	1.2	New merged college policy created	Adam Leeson & Lucy Howes	
23/6/2025	1.3	Additionalities	Helen Lillie	Head of Quality

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