



FAIR ASSESSMENT POLICY

Responsible:	Director
Date Reviewed:	January 2025
Review Period:	Annually
Approval Authority:	Governors
External Release:	Yes

1.0 Scope and Purpose

1. Kingfisher Education is committed to providing fair, relevant, and effective assessments for every student enrolled with them.
2. The Fair Assessment Policy at Kingfisher Education is created to guarantee that all candidates can access assessment procedures equally and fairly.
3. This policy facilitates the provision of internally verified assessments to students, aligning with the learning outcomes of their selected courses.
4. Assessments follow strict industry guidelines and Kingfisher Education will not tolerate unfair or unlawful treatment on grounds of the following characteristics:
 - Age
 - Disability
 - Gender Reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity (including paternity)
 - Race (colour, ethnic or national background)
 - Religion or belief (including lack of belief)
 - Sex
 - Sexual Orientation

Kingfisher Education is dedicated to eradicating unlawful discrimination in any form in accordance with the Equality Act (2010). The organisation also prioritises equal opportunities and fostering positive relationships among all students, staff, and visitors to the school. For further details on equality and diversity at Kingfisher Education, please refer to the Equality and Diversity Policy.

All assessments are written by qualified educational practitioners and are verified according to the Fair Assessment Policy guidelines.

5. This Policy is also guided by the core principle of various academic awarding bodies that consistently oversee the quality of the company's systems and procedures.
6. This document will clearly outline the procedure, detailing the timing for recording and providing feedback to students on assessed work that has been marked and internally verified.
7. Furthermore, it will outline the steps students can take if they want to contest a result, while also providing guidance to teachers on how to assist students in progressing to the next phase if they encounter difficulties at any point during the assessment process.

2.0 English Course Assessment Process

1. Upon arriving at Kingfisher Education, each student takes a test to assess their English proficiency, ensuring they are assigned to an appropriate English class based on their results.
2. During the first week, students receive a Learner Portfolio where they document their course needs and their CAN DO statements based on CEFR descriptors reflecting their perceived proficiency level.
3. The teacher will track the students' progress during lessons, and there might be a level adjustment for each student in the second week of the course.
4. As they advance through the lessons, students are encouraged to fill out their portfolios, showcasing their proficiency in relation to each of the CAN DO statements.
5. Every six weeks, students undergo a proficiency test to assess their progress and pinpoint areas of weakness for tutors to concentrate on during tutorials and feedback sessions.
6. The progression between levels will primarily rely on students' performance in class, their homework completion, and the results of proficiency tests.

3.0 Further and Higher Education Assessments

1. Students enrolling in Further and Higher Education Programs may need to take a 'placement test'; however, they should have already demonstrated their English proficiency during the enrolment process (for example, with an IELTS certificate). The FE HE Department will conduct a comprehensive English assessment within the first two weeks for any new arrivals to determine the appropriate student support package for their course.
2. Subject assessments in fields like business or engineering, follow a structured evaluation system that is closely tied to course components, originating from the specifications provided by the accrediting organisations.
3. Assignments are created by a qualified staff member, internally reviewed and moderated prior to being provided to the students.
4. Students typically receive at least four weeks to prepare for the assessment, depending on the course length. They also have the chance to meet with the tutor before submission to discuss the first draft of their assessment or presentation.
5. At this stage, the tutor can provide overall advice on enhancing the assessment or presentation ("formative feedback"), but should refrain from discussing specific details or actual responses related to the learning outcomes covered in the assessment.
6. Students are given an additional 14 days to implement the tutor's advice and finish their assignments. Once completed, they should submit their work to reception or the designated office, as well as send it electronically to the email addresses listed on the front of the assessment or upload it to Turnitin.
7. Assessors typically have a timeframe of 7 to 14 days to evaluate the assignments. Once marked, the student is promptly notified of the results by the tutor, who explains that these results are subject to both internal and external verification, which may lead to an adjustment in the final outcome.
8. Internal verifiers usually have 7 working days to ensure that assignments and feedback are marked and documented correctly. Academic teams will conduct moderation meetings to standardise assessments across teachers, student groups, and courses. These moderation meetings are held at least twice a year. After this process, the final mark is recorded, and students are notified of their verified results.
9. The Lead Internal Quality Assurer and the Moderator, usually the Programme Leader, oversee this process.

4.0 Assessor Feedback

1. Assessors will provide their feedback on the submission form for each element, referencing evidence from the student's work that aligns with the specified learning outcomes. Following this, they will include a general comment on the submission form regarding the student's overall performance.
2. In the feedback, the assessor will provide constructive and positive remarks that connect evidence to the learning outcomes while also offering suggestions for how the work can be enhanced in the future.

5.0 Student Preparation

1. During their course induction, students receive a clear explanation of the responsibilities for assessment and an understanding of Kingfisher Education's procedures.
2. From the beginning of the course, students are encouraged to engage consistently and independently in order to meet the qualifications' requirements.
3. Each student receives a detailed plan of work at the beginning of every unit, outlining the learning outcomes associated with the respective lessons in the course.
4. Teachers include the objective of each lesson in their weekly plans and display it on the board during the class. This helps students understand how to connect the knowledge they acquire and encourages them to jot down their own thoughts throughout the lesson.
5. Students should be aware that their assignments play a vital role in assessing their progress in the course and will contribute to their transcripts and certificates.
6. Students engaged in assessments that are part of a Distance Learning component of their course will receive tailored tutorial support to guarantee a clear understanding of both the assessment format and content.
7. Students will be made aware of the significance of adhering to assignment deadlines and the implications of having their marks for merits and distinctions limited if they fail to meet the deadline.

Students are reminded that all work submitted for assessment must be original and their own. Each student receives an assessment guide that outlines:

- The role of assignments in the assessment process
- The connection between assignments and the teaching program
- Guidelines for students on how to properly use and cite source materials, including an explanation of what constitutes plagiarism
- How students can understand and apply essential verbs in the learning outcomes

The guide includes definitions of various types of plagiarism, along with guidance on how to assess and cite sources within the student's evolving argument, utilising In-Text and Harvard Referencing methods.

6.0 Assessment Design

1. Suitable assessments are made based on the nature and complexity of the learning outcomes for a specific unit of study.
2. They should incorporate either creative or pre-existing scenarios and include tasks that engage the student in a realistic job setting, using knowledge gained from the course to address a real-world issue.
3. The design of the task should primarily focus on enabling students to apply their knowledge to meet the basic learning outcomes and achieve the passing criteria.
4. Every assessment should create a pathway for advanced students to achieve merit and distinction profiles in each task. This can be accomplished by applying theory, adhering to proper formatting, using both convergent and lateral thinking, engaging in independent learning, managing significant activities, and conducting self-evaluations of their learning approaches and problem-solving strategies.

Distance Learning Qualifications:

- Evaluations of subjects pursued through distance learning will be created to utilise the most suitable media, such as written assignments, online presentations, or online vivas. For subject matter or skills best assessed in person at the college—like group activities, practical skills, and interpersonal skills—students will be required to attend the college for those assessments, which may take the form of a brief assessment block, workshop, or seminar.
- In cases where teaching and assessment are most effective when conducted face-to-face (even for qualifications approved for distance learning), an integrated teaching and assessment block will be considered for the topic.

7.0 Late Submissions

1. A student is allowed to submit an assignment up to two weeks after the original deadline. However, any merits or distinctions will be noted but limited based on the reason provided once they exceed the initial submission date and time.
2. Students may receive approved extensions for valid reasons, such as illness, at the time of submission, in accordance with Kingfisher Education policies.
3. All students are assessed equally, with each receiving the same amount of time for their assessments. This ensures that no one gains an unfair advantage from the feedback given to others, unless reasonable adjustments are made for students with disabilities or additional learning needs, which are evaluated on a case-by-case basis.
4. When a late submission is accepted without accompanying documents that justify mitigating circumstances, the assignment will be evaluated according to the relevant assessment criteria at the time of submission. Any penalties or caps will be applied following the assessment.
5. If the assessment results are capped due to the late submission of an assignment, the student will receive information about their uncapped mark. This is to acknowledge the learning that has taken place, and feedback regarding the assessment will be provided based on the uncapped performance.
6. Uncapped and capped marks will be documented and approved by a relevant assessment board, considering any mitigating circumstances that may have been provided.
7. Students can still receive a merit or distinction for the unit if they have submitted another assessment on time that meets the criteria for merits and distinctions.

8.0 Formative and Summative Assessment

Enrolling in a unit that is part of the complete course grants students the following benefits:

- One delivery of the unit
- Access to learning and teaching resources
- An initial opportunity to attempt the assessment tasks
- One resubmission opportunity (if required - capped)

- One re-take opportunity (if required – capped at Pass) – Repeat unit
2. Each assessment plan will include one formal opportunity for final formative assessment feedback, scheduled at a time when students have had the chance to present evidence for all the targeted assessment criteria.
 3. Typically, additional formal opportunities for formative feedback are not required. However, if it becomes evident during the formative assessment that a student has misunderstood or been misled by the assignment brief, there may be a need for another formative assessment after the issues have been resolved.
 4. After receiving formative assessment and feedback, students can:
 - Review their work to either strengthen the original evidence for a passing grade or improve it to attain a higher grade
 - Provide evidence for summative assessment and the final unit grade
 5. Summative assessment serves as the conclusive evaluation of an assignment task based on the assessment criteria for each unit. This assessment results in a final grade that is officially documented. If a student fails to achieve a passing grade after both formative and summative assessments, the submitted work will be marked as a "Fail." However, the student may be permitted to resubmit, subject to the decisions made during the Academic Board Meetings.
 6. If a student fails to meet the minimum passing criteria for the unit as a whole, they are eligible for a resubmission at the end of the unit, which will be capped at a Pass level.
 7. Assessment decisions will undergo internal verification (on a sample basis) prior to being communicated to students. Please refer to the Internal Verification Policy for more details.

9.0 Plagiarism

1. All submitted work must be done electronically, allowing assessors to perform an anti-plagiarism check and verify the cited sources. If there are suspicions that a student has plagiarised by not referencing properly, they will be required to either attend a viva or resubmit the work with the correct citations.

10.0 Vivas

1. A viva can be held for a number of reasons:
 - To give a student the opportunity to clarify points addressed in the written assessment and enable the possibility of achieving passes, merits and distinctions, where there may not have been enough information, evidence or explanation to pass the work the first time.
 - If there are suspicions that a student has submitted work that isn't their own, the student will be given the opportunity to demonstrate their understanding and ability to explain the submitted work. If they succeed, they will still be eligible for merits and distinctions.
 - This involves a presentation designed to enhance the written work submitted by the student. Following the presentation, a question and answer session will take place, allowing the assessor to evaluate the student's foundational knowledge.
2. Normally, the viva would aim to take the student up to the next level. So:
 - if they have been unable to obtain a pass, the assessor would focus on questions for a pass.
 - If they have achieved a pass, the assessor would focus on questions for a merit.

- If they have achieved a merit, the assessor would focus on questions for a distinction.
3. A viva involves a panel of one or more assessors who will interrogate the student regarding their understanding of the work they have submitted.
 4. The student will receive notification at least one week prior to the viva, along with a list of key questions. They will also be informed that the assessor(s) may pose additional questions if they feel the student's responses do not sufficiently demonstrate evidence to meet the learning outcomes.
 5. If the student answers all the questions correctly in the viva and in the rest of the assignment, they may also be assessed for merits and distinctions.
 6. **NB If a student is unable to pass the viva or refuses to take a viva, they will be invited to resubmit their work with the appropriate referencing but any merits and distinctions will be indicated and then capped with the reason given for the cap.**

11.0 Assessment Boards

Kingfisher Education conducts assessment boards every term for all its BTEC Higher National programs.

The main purpose of Kingfisher Education's Assessment Board is to make recommendations on :

- The grades achieved by students on the individual units
 - Extenuating circumstances
 - Cases of cheating and plagiarism
 - Progression of students on to the next stage of the programme
 - The awards to be made to students
 - Referrals and deferrals.
2. Kingfisher Education's Assessment Board may also oversee academic standards. Typically, the main boards convene at the end of each term.
 3. Kingfisher Education may also hold separate boards to deal with referrals.
 4. Reports and minutes from the Assessment Board offer essential evidence for QAA's Review of College Higher Education process.

12.0 Issuing Assessment Decisions and Feedback

Once the assessment team has finalised the evaluation process for an assignment, the result is a formal assessment decision. This decision is documented and communicated to the students. The information provided to the student includes:

- This will outline the formal decision and the process behind it, highlighting how and where the criteria have been satisfied.
- may illustrate the reasons why achievement of the criteria has not been evidenced
- must not provide feedback on how to improve evidence but how to improve in the future.

13.0 Resubmission Opportunity

1. An assignment serves as the conclusive evaluation for the corresponding learning outcomes and typically represents the final assessment decision. If a student does not achieve a Pass in the first assessment opportunity for that unit specification, they will be required to complete a reassessment.
 - Any criteria that a student has not met will be communicated as soon as possible, allowing sufficient time for them to address the issue during their studies. However, this will only be officially authorised if determined appropriate by the termly academic board meeting.
 - Only one opportunity for re-assessment of the unit will be permitted.
 - Typically, re-assessment for coursework, project, or portfolio-based evaluations will require a revision of the original assignment.
 - For examinations, re-assessment shall involve completion of a new task.
 - If a student chooses to undergo a reassessment, their grade for that unit will be limited to a passing mark.
 - A student cannot be re-assessed in any assessment component for which they have already received a Pass grade or higher.
 - If a student fails to submit work that meets the requirements for a passing grade, the unit will be marked as a "Fail."

The re-submission assessment will be evaluated on a 'task for task' basis, typically mirroring the initial task format. However, if it is unsuitable for a student to be assessed in the same way as their first attempt—such as in cases of group work or field trips—an alternative assessment task may be assigned.

14.0 Repeating a Unit

A student who, after both the initial assessment and the resubmission opportunity, has still not attained a Pass for that unit specification:

- Decisions regarding the allowance of a unit repeat can be made at the discretion of Kingfisher Education and the Assessment Board.
- The student is required to retake the unit with complete attendance and payment of the associated unit fee.
- The highest grade achievable for a successfully completed repeated unit is capped at a Pass. Each unit may only be repeated one time.
- If you retake an RQF unit and do not receive a Pass, you will need to either complete a different unit in its entirety or take the unit as compensation. In both cases, the College must ensure that the necessary rules of combination and requirements are fulfilled.
- The External Examiner is likely to want to include assessments that have been re- submitted as part of the sample they will review.

15.0 Appeals

If a student is unhappy with their grades, except in cases of clear plagiarism, they have the option to enter the appeals process. This involves a second teacher conducting a double marking review, which may result in an increase or decrease in the grade based on the evidence presented in the work and its alignment with the criteria.

A student has the option to request a review of their awarded grade if they believe that the assessment decision is erroneous or that the assessment process was conducted unfairly.

Due to the additional work required in this process, there will typically be an extra fee to cover the necessary remarking and processing. The school will inform the student of this charge based on the nature and extent of the work involved.