



Assessment Policy

1. Introduction

Kingsmere College London is committed to safeguarding academic standards and ensuring that assessment practices are robust, valid, reliable, and consistent. This policy defines the framework through which assessment is designed, implemented, quality assured, and reviewed across all programmes delivered by the College.

The policy ensures that assessment decisions are based on clear evidence of learner achievement against defined learning outcomes and assessment criteria, and that standards are comparable across cohorts, delivery modes, and assessment cycles.

This policy is reviewed annually, or sooner where required by regulatory, awarding, or institutional change, to ensure continued compliance and effectiveness

2. Scope of the Policy

This policy applies to all:

- Learners registered with Kingsmere College London
- Programmes leading to partial or full achievement of regulated or accredited qualifications -
- Formative and summative assessment activities -
- Staff involved in assessment design, delivery, marking, moderation, and quality assurance -
- Modes of delivery, including face-to-face, online, blended, and distance learning, supported by Moodle or equivalent platforms



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3. Policy Statement

Assessment at **Kingsmere College London** is coursework-based and supported through appropriate use of digital and educational technologies.

The College ensures that assessment: -

- Is aligned with approved learning outcomes and assessment criteria.
- Is appropriate to the academic level and credit value of the unit.
- Enables learners to demonstrate knowledge, skills, and understanding in applied and academic contexts
- Is conducted in a manner that is fair, inclusive, and transparent.
- Supports the integrity, security, and authenticity of learner work

Formal written examinations are not normally used unless explicitly required within specific programme or awarding body regulations

4.0 Assessment Design

Assessment design reflects the academic demand, autonomy, and criticality required at each qualification level, including higher-level study.

Kingsmere College London adopts assessment strategies that:

- Are primarily coursework-based.
- Facilitate holistic assessment of learning outcomes.
- Support diverse learner needs while maintaining academic rigour.
- Enable consistent and reliable assessment decisions.

All assessment briefs must:

- Clearly map tasks to learning outcomes and assessment criteria.
- Specify assessment requirements, submission formats, deadlines, and word counts or equivalents. Include explicit marking and grading criteria.
- State referencing and academic conduct requirements.



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5.0 Centre-Devised Assessment Briefs

Where permitted, **Kingsmere College London** may design its own assessment briefs.

All centre-devised assessment briefs are:

- Internally quality assured prior to release
- Mapped explicitly to approved learning outcomes and assessment criteria
- Designed to reflect a single, clearly defined qualification level
- Written to provide clear, unambiguous instructions to learners and assessors
- Designed to allow learners to generate sufficient, valid, and authentic evidence
- Structured to permit reasonable adjustments without compromising academic standards

Where external approval is required, assessment briefs will be submitted for approval prior to implementation.

6.0 Centre-Based Assessment Activity

All assessments are internally assessed by appropriately qualified and competent assessors. Assessment is criterion-referenced and based on the achievement of all specified learning outcomes and assessment criteria.

To achieve a pass, learners must demonstrate that all learning outcomes have been met at the required standard.

Assessors must:

- Apply assessment criteria consistently
- Record assessment decisions clearly
- Maintain a documented audit trail demonstrating how judgements have been reached

Where assessment is required to be conducted under controlled conditions, the College will ensure appropriate administration, supervision, and internal quality assurance in line with specified requirements.

7.0 Appendices Guidance

Learners should avoid excessive or unnecessary appendices.

Information essential to meeting assessment criteria must be included within the main body of the assessment.

Tables, charts, diagrams, flowcharts, and similar materials may be embedded within the assessment and are not normally included in the word count.

All secondary or published materials must be appropriately referenced.



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8.0 Bibliography and Referencing Guidance

Learners must use a recognised referencing system as specified within programme documentation. The College provides guidance on academic referencing and actively promotes good academic practice to minimise the risk of plagiarism and collusion.

9.0 Learners' Work Authentication

Kingsmere College London maintains robust systems and controls to minimise the risk of learner malpractice and to ensure the authenticity of assessed work.

The College ensures that:

- Evidence submitted for assessment is the learner's own work
- Assessments completed under specified conditions are undertaken in accordance with those conditions
- Learners and assessors complete declarations of authenticity for each assessment submission
- Evidence of authenticity is retained and made available for internal and external quality assurance activities

10.0 Guidance for Distance Learning Assessments

For online and distance learning delivery, **Kingsmere College London** ensures that assessment:

- Enables each learner to generate valid, sufficient, and authentic evidence
- Provides equitable access to assessment for all learners
- Allows full achievement of the specified learning outcomes and level descriptors
- Enables assessors to differentiate accurately and consistently between levels of attainment
- Is conducted securely, efficiently, and effectively using approved digital platforms

11.0 Quality Assurance and Moderation

Kingsmere College London operates a structured internal quality assurance framework to ensure that assessment decisions are valid, reliable, and consistent across programmes and cohorts.

This framework includes:

- Internal moderation and verification of assessed learner work
- Standardisation activities for assessors
- Monitoring of assessment practices and outcomes
- Review of feedback quality and assessment effectiveness

Assessment decisions are subject to external quality assurance where applicable.