

# ASSESSMENT POLICY

ACCULEARN TRAINING Limited

T/A

Cranbrook College

## PRINCIPLES, ENTITLEMENTS AND PROCESSES INCORPORATING:

- INTERNAL VERIFICATION GUIDE
- ASSESSOR GUIDE
- IV DOCUMENTATION

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# ASSESSMENT POLICY

## Ethos

1. The common principles for the assessment and entitlements of students/learners/candidates are that:
  - There will be equity and consistency in assessment for all students.
  - They will provide a basis for assessment standards and means of monitoring assessment across the Training Centre.
  - Assessment procedures will be endorsed by Acculearn management and awarding bodies.
  - They will indicate the generic assessment process which constitutes good practice on all programmes.
  - Learners will have access to assessment policy and programmes details at all stages of their learning.
  - The requirements of the awarding bodies will be encompassed within the Training Centre assessment policy.

## Principles

2. All students will be assessed using principles which are common to all programmes in the Training Centre.
3. These principles which relate to the equitable treatment of learners and their rights in the assessment process, can be expected as follows:
  - The primary purpose of assessment will be promotion, enhancement or confirmation of learning and the acquisition of those qualities expressed in the required qualification.
  - Assessment will be based on a series of agreed common procedures including those required by awarding bodies. These will be for:
    - assessment planning
    - assessment procedure
    - assessing learner performance
    - feedback to the candidate
    - recording of achievement
    - internal verification, standardisation and moderation
    - accreditation, if applicable
    - monitoring of learner understanding and performance
    - monitoring of assessment planning

- All assessment will be based on explicit criteria or assessment objectives which should be clear and comprehensible.
  - there will be support and guidance to enable learners to access appropriate resources  
And services for assessment
  - there will be appropriate staffing to support student/learners/candidates assessment
  - Moderators, examiners, assessors and internal verifiers will be trained according to the awarding and accrediting body regulations.
  - There will be clearly defined roles for those involved in assessment, based on the use of common terminology and systems.
  - Procedures will be in place to promote equity and counteract any cultural and linguistic factors.
  - Learners with learning difficulties and disabilities will be provided with appropriate assessment and support.
  - There will be appropriate quality assurance procedures in place for verifying and monitoring assessment practice.
4. It will be the responsibility of the Internal Verifier/Moderator to ensure that all assessment including key skills is consistent, valid, and transparent and that evidence is authentic, current, reliable and sufficient.

### Entitlements

5. Assessment is a core activity and access to assessment is an entitlement on all programmes. All learners will be assessed at the level that is appropriate to their level of learning. The learners entitlement will be:
- Access to guidance on assessment at all information points with specialist information provided by specialist staff.
  - Access to initial information on the assessment procedures and evidence requirements of programmes.
  - Where appropriate involvement in the assessment processes through self-assessment and review of assessment activities.
  - Where appropriate assessment planned and negotiated with an assessor.
  - That all programmes, where appropriate, will offer APL services in addition to their other assessment activities.
  - Both written and oral feedback on activities being assessed.
  - That all staff working as assessors will be working towards appropriate nationally recognised accreditation or hold such accreditation when undertaking assessments.
  - Access to the Training Centre assessment appeals procedures which are explained and presented to them in written form as part of their induction to a programme.

- That any costs of providing assessment will be explained to all students.
- Course handbooks and quality documents which will provide information on assessment procedures and quality standards.
- An assessment process carried out by staff that will follow the Awarding Body standards.

## Internal Verification, Standardisation/Moderation

6. It is the aim of the internal verification/moderation policy and practices to ensure that assessment of programmes meets the National Standards and is consistent across the curriculum. To fulfil these aims, internal verification standardisation/moderation processes will be employed by the course team, and if applicable programme area teams and a cross-curriculum team. **(See Internal Verifier Guidelines)**

## Functions of Teams

### Course Team (See also Assessor Guide)

7. One or more members will be trained to assessor and quality assurance standards. These members will scrutinise the assessment decisions of the team of assessors. For all other teams experienced assessors/markers led by a lead verifier/team leader will be responsible for scrutinising the assessment practices and decisions of assessors/markers in their team. It is the internal verifier's/moderator's responsibility to establish mechanisms to monitor the quality of assessment within course teams. The internal verifiers/moderators will sample evidence to check that decisions have been made:

- against National Standards
- consistently
- using valid evidence
- using sufficient evidence
- using authentic evidence
- using current evidence

8. All course teams will assess and internally moderate work in accordance with the requirements of the awarding body.

9. For other qualifications the outcomes from the Internal Verifier's sampling activities will be:

- Written and oral feedback to assessors confirming decisions or suggesting action plans to ensure validity of assessment.
- Documentation of verification activities, decisions and feedback for the team and external verifier.
- Collation of the results of the verification activity.
- Plan of future sampling activities.

10. The Internal Verifier will meet informally on a day to day basis with the team of assessors but formally at least twice per term. These meetings may be part of a scheduled team meeting. At the formal meetings the following areas will be discussed:

- assessment plans
  - assessment decisions
  - evidence generated for vocational and key skills units
  - understanding of the validity, authenticity and sufficiency of evidence
  - issues arising from assessment decisions
  - understanding and interpretation of specifications
  - progress and clarity of the candidates' portfolios
  - External Verifier reports
11. Minutes will be generated from the formal meeting and circulated to all team members and management.

12. In fulfilling the role, the Internal Verifier has a responsibility to support and develop the whole course team and ensure that assessment resources are appropriate and adequate.

### **Curriculum Area Teams**

13. In programme areas where there is more than one programme the internal verifier/moderator of all programmes will meet twice per term to discuss issues common to all programmes such as:
- interpretation of general Awarding Bodies' guidelines and documentation
  - documentation and systems for logging, tracking and recording
  - issues which have arisen during sampling exercises

- examples of good practice
  - External Verifier reports
  - Resources
14. Minutes from these meetings will be circulated to course teams and Curriculum Leaders.
15. When appropriate Internal Verifiers from a Curriculum Area will meet with management. Issues for discussion will be:
- Awarding Body requirements for delivery and assessment.
  - Changes in award specifications.
  - Issues of resourcing and staffing which have arisen during internal verification/moderation.
- Issues concerned with assessment which have arisen during programme and unit monitoring.
  - Such other general matters which may impinge upon internal verification/moderation.

### **Quality Working Group**

16. The team will be composed of the Quality Manager, and team leaders. The purpose of the team will be to assess, at generic level, the processes and effectiveness of assessment decisions. This will be for the purposes of:
- Consistency of approach across the curriculum.
  - Identification of staff training needs common to all course teams.
  - Sharing good practice to enhance quality of assessment.
17. The role and responsibilities of assessors and verifiers/moderators will be made explicit in the form of guidelines.

### **Key Skills Policy**

18. Where key skills are incorporated into the learner's programme, there will be a commitment for the mandatory key skills to be assessed on each programme.

19. All students will have an entitlement to the assessment of key skills:
- on entry
  - on programme
  - at accreditation
20. Key skills will be incorporated into a wide range of activities and may be delivered through and assessed where necessary through:
- discrete key skills sessions
  - integration into mainstream activities
  - learning centres
  - supported self-study
  - work experience
21. Cross-curriculum co-ordination of key skills will contribute to equality of experience and outcome.

### Quality Review Policy

22. The quality of assessment will be maintained against:
- stated assessment standards
  - assessment policy and practice statements
  - student entitlements to assessment
  - Centre statements
23. The regular quality review cycle will provide further monitoring through programme review and validation panels.
24. The use of data on assessment decisions and final achievements will be used to verify the quality of assessment practice as a means of statistical quality assurance by course teams.

### Monitoring Procedures

(See attached table)

### Assessment Standards

25. **On Entry** Learners will be given clear information on how and when the qualification is assessed; entry requirements; additional support available; costs associated with assessment.
26. There will be access to diagnostic assessment where appropriate; this will be equitable and the procedures clearly understood by all staff.
27. The learners will be given information on APL.



28. No matter what time of year an applicant is seeking entry to a programme, the same procedures will apply.
29. If an applicant does not meet the entry requirements of a particular programme, further guidance and assessment opportunities will be offered at the earliest opportunity.
30. Where the need for additional learning support is identified, there will be procedures to analyse and meet them. All staff will be made aware of these procedures.
31. The same procedures will be applicable to both full and substantial part-time applicants.

### **Induction**

32. Guidance and assessment will continue and be developed.
33. In-depth assessment of students, especially in key skills, will be used to identify additional support needs.
34. There will be opportunities for transfer to a different level or vocational area during this period.
35. There will be recognition of existing skills and achievements.
36. There will be full explanation of the assessment process and the roles and responsibilities of staff and learners.
37. Learners will be encouraged to begin tracking and recording their own achievements.

### **On Programme**

38. Assessments will be:
  - Formative to allow learners to develop and enhance knowledge and skills – assessment for learning.
  - Where appropriate summative, to provide the learners with the opportunity to generate evidence for accreditation – assessment of learning.
39. Where appropriate there will be the opportunity for the assessment of the students' key skills at the level of, or higher than the level of the award.
40. Students/learners/candidates will be given both written and verbal feedback on assessment decisions so that they may:



- assess their progress towards achievement of the award
  - have an indication of their knowledge and understanding
  - be made aware of level of skills development
  - adjust individual action plans or learning agreements
41. With assessors/markers there will be the opportunity for learners to:
- plan their own assessment
  - suggest opportunities for generating evidence
42. There will be the opportunity for students/learners/candidates to take some responsibility for their own learning.

### **At Accreditation or Certification**

43. When accreditation is dependent upon internally assessed work guidance will be given to the learners in assembling a portfolio of evidence or coursework folder. Completed assessor/lecturer/verifier/moderator records will be available for scrutiny by internal and external verifiers and other awarding body agents.
44. The learner's portfolio or coursework folder will be available for external verifier/moderator scrutiny.
45. The learner's achievements will be notified to the relevant Awarding Body.

### **Course Review and Evaluation**

46. The course review procedure at entry, on programme and on exit will, through learner questionnaires, monitor assessment policy at entry and on programme.
47. Individual unit questionnaires will monitor assessment policy in those specific areas.
48. Course team reviews of the course will provide further evidence of the quality of assessment.

### **Internal Verifier Reports**

For all internally verified programmes review of the assessment monitoring reports of Internal Verifiers will provide a measurement of consistency of practice. For A level, examiner/moderator reports will provide a measurement of consistency of practice. In each case reports will be used to determine whether specific teams or subject areas show a pattern of achievement above or below the norm.

## Evaluation

50. Statistical quality assurance will be used to monitor assessment quality in the following ways:
- Comparison of entry level qualifications and final achievements.
  - Monitoring achievements in different subject areas.
  - Monitoring the awarding of grades across programmes.
  - Correlation of mandatory test results against tutor predicted achievement.
  - Comparison of students' achievement across programme areas to monitor equal opportunities.
  - Correlation between entry level qualifications and career pathways.
  - Adoption of standardised value added analyses across programmes.
51. The use of the monitoring tools stipulated will ensure that quality of assessment is regularly under review. Feedback from the processes will provide the basis for course teams and management to refine and enhance the learners' experience of assessment.

STAGE	PROCESS	RATIONALE	PERSONNEL
Pre-entry	At minimum an interview with a trained or specialist member of staff to offer: <ul style="list-style-type: none"> <li>• an indication of the requirement for the programme of study</li> <li>• APL advice</li> <li>• Assessment of individual needs</li> </ul>	For initial guidance, diagnosis and screening  To contribute to the learning agreement	Programme leader or course team member or trained admissions officer
Entry	Induction to give guidance on assessment Indicate how work is to be assessed and what is needed to be successful	For guidance and further diagnostic screening Formulation of the learning agreement For learning support	Programme leader/Course Tutor
On Programme	Formulation of assessment opportunities Formative and summative assessments Individual action planning Briefing activities at appropriate level to contribute towards maximum opportunity for success/progress. Debriefing activities	To produce assessment plans For further diagnostic purposes and to contribute to students' achievement records Confirm the student's progress against the learning agreement and revise if necessary To indicate the opportunities for further educational progression	Course team/Course Tutor Course Tutor  Careers staff
Accreditation or Certification	Student's achievements put forward for formal accreditation/certification Student and staff perceptions of the assessment process monitored Review and evaluation of results entered into course documentation	To confirm achievement  To provide course teams with feedback to develop, refine and enhance assessment To provide curriculum leaders with feedback on the progress of course teams	Programme leaders/Course Tutor Course team  Curriculum Leaders and management

## KEY SKILLS PROCEDURES

STAGE	PROCESS	STAFF RESPONSIBLE
On Entry	<p>Clear introduction to key skills and explanation of their relevance.            Negotiation of individual action plans to cater for student needs/aspirations (Additional support will be provided if necessary)            Initial assessment in key skills areas</p>	Course team and Key Skills specialist
On Programme	<p>Explanation and interpretation of key skills requirements for the students.            Monitor record and review key skills progress of individual students.            Review and re-negotiation of individual action plans with students. Identification of additional support needs if necessary.            Liaison with the team and with specialists to ensure complete coverage of performance criteria and range.            Provision of additional evidence gathering opportunities if necessary.            Carry out grading processes.            Assist students in developing portfolio skills.</p>	Course team and Key Skills specialist
	<p>Provide students with details of the relevant key skills. Clear explanation of the opportunities for attainment at different levels.            Raise the awareness of the students to the opportunity of using diverse evidence.            Students and team member's work together to ensure complete coverage of performance criteria and the range.</p>	Course Tutor/Course team/Key Skills specialist
	<p>Verification that evidence is authentic, valid, reliable, current and sufficient.</p>	Internal Verifier

## ASSESSMENT PROCESSES

PROCESS	ACTIVITY	RATIONALE	PERSONNEL
Planning Assessment	Sequencing of assessment activities	To enable students to practice individual action plans To prevent where applicable bunching of assessments To prevent duplication of assessment topics and appropriateness of activity	Course team
Designing and setting assessment	Internally assessed assignments, projects, presentations, role play and work-based assessments	Provide opportunities for students to achieve Awarding Bodies' performance criteria	Unit Assessors/Subject Lecturer
Assessing student responses	Student's performance in response to assessment activities evaluated and graded against assessment criteria	To confirm learning and achievement. To measure progress against the student's learning contract.	Unit Assessors/Subject Lecturer
Feedback	Informative and constructive oral and written feedback given to student, normally within two weeks	To support and guide the student To enable the student to make plans for future learning and assessment activities	Unit Assessors/Subject Lecturer
Recording	Student achievement recorded accurately and comprehensively	To provide evidence of achievement for the Internal and External Verifier	Unit Assessors/Subject Lecturer
Internal Verification/Moderation	Sampling of assessed work by Internal Verifiers/Moderators	To ensure consistency of assessment across programmes and between assessors	Internal Verifier/Moderator
Accreditation/Certification	Student's accumulated achievements or credits put forward to the relevant Awarding Body for accreditation	To confirm successful achievement of that part of the programme completed	Programme leader/Course Tutor
Monitoring	Course evaluation and review using the Centre quality evaluation criteria	Appropriate effectiveness of the processes and outcomes of the assessment processes	Course team Team Leader