

Assessment Policy

Introduction

Assessment is the process by which a student's skills and knowledge are reviewed in order to evaluate what they have learnt or, in the case of NVQ/Tech Levels, how they are performing against the competencies they are required to demonstrate. Assessment will ensure that learners are fairly, accurately and regularly assessed in a consistent manner and:-

- Provide diagnostic information that assists both staff and students/candidates to provide appropriate support to enable achievement of the learning outcomes (initial assessment).
- Allow students/candidates to monitor their own progress.
- Enable teachers to review and develop their learning programmes to achieve their intended learning outcomes.
- Provide evidence of progress and achievement to enable accreditation and progression to take place.
- Enable a dialogue between the students/candidates and teacher/assessor to ensure progression (tracking).
- Provide a measure of the student's achievement on qualification-based courses.

Principles of Assessment

- **Authenticity** All assessment activity must have in place processes to ensure that the achievement is the student's/candidate's own work.
- **Validity** Awarding bodies have their own rules and regulations about authenticity which tutors/assessors must abide by. The method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning outcomes/competencies and related assessment criteria of the provision at the appropriate level.
- **Reliability and Consistency** The assessment results should be standardised across levels and provision. Moderation and standardisation must follow the College and Awarding Bodies Board procedures.
- **Fitness for Purpose** Assessment must be fit for the students/candidates and the learning.

The criteria and methods which are being used to judge work must be clear to the learner, staff and internal/external moderators or verifiers.
- **Inclusiveness** Assessment should be based on students'/candidates' needs. It must allow all students/candidates to demonstrate their achievements. It must comply with the equalities policies of the College.
- **Scope** This policy applies to all provision offered by the College where all or part of the programme is formally assessed.

Assessment Strategy

Course/subject teams will review their assessments annually to ensure they are current and valid.

Course/subject handbooks/information should include:-

- Purpose, arrangements and choices of assessment methods.
- Arrangements for recording and tracking assessment evidence.
- Confirm assessment/resubmission rules – relating to Awarding Body or general College policy of three submissions
- Consequences of non-submission/late submission. It may only be possible to achieve a Pass grade if the assignment is a late submission.
- Arrangements if the student is absent for an assessment, for example, previous approval of absence, genuine reason or medical certificate.
- Plagiarism/Malpractice Policy (Appendix 3)
- Arrangements for the secure retention of assessment evidence by the College which may be required for moderation and will normally be returned to the student at the discretion of the College and only after the completion of the external moderation process in accordance with Awarding Body requirements.
- Nature of the moderation process demonstrating that assessment decisions are to national standards and that internal and external moderation/verification is in place to ensure that all assessments are applied consistently for all learners and that the final assessment mark/decision is accurate, reliable and recorded.
- Results for internally assessed units are final only after internal and/or external moderation.
- Written and oral feedback is given to students as soon as possible after assessment in line with College 10-day policy.
- Where an assessment take place outside the College it is the responsibility of the teacher/trainer/supervisor/assessor to ensure that adequate arrangements are made for the supervision of the assessment activity and authentication of the student's/candidate's assessment evidence.
- Arrangements for students who are unable to demonstrate attainment through the standard assessment arrangements.
- Awarding Body requirements/regulations.
- Student Appeals process.

Forms of Assessment

- **Initial/Diagnostic** Assessment usually takes place at the start and is used to identify the current learning needs in order to provide appropriate support.
- **Formative** Assessment is developmental, supportive, encouraging and ongoing throughout the course. It is used to give feedback and support to the student on progress to date and to inform the student and tutor of action to take to maintain or improve performance.
- **Summative** Assessment takes place at the end of the course/unit and counts towards the final assessment decision. It is used to measure how much learning has taken place. It is a judgement on whether the student has achieved all or some of the learning outcomes for a given level.
- **Formal** Assessment is structured and usually takes place in clearly stated conditions, for example, the completion of a practical task or presentation. It may be undertaken by the whole group or by an individual. It is usually summative in nature and may be assessed externally
- **Informal** Assessment is ongoing, integrated and flexible. It is varied and may be recorded. It can include self-assessment or verbal feedback given by the assessor.

Assessment Activities

Any assessment will include a variety of assessment activities or methods, formal or informal mapped to the learning outcomes/performance indicators or criteria. These may include, where applicable:-

- Observation of activities such as role plays, simulations, practical activities, performance etc.
- Discussion ranging from unstructured informal conversations to guided discussions. This can be used in a group with a clear set of conditions for recording individual achievement, or on a one-to-one basis.
- Question and answer sessions oral or written, formally or informally structured, for example worksheet, quiz, IT activities.
- Structured tasks such as a research project, experiment, essay or case study, or work place task or presentations.

Responsibility for Assessment

The assessment strategy for each course outlines who is responsible for making and recording judgements.

1. Teachers

The teacher is responsible for:-

- Planning the assessment strategy in accordance with the Awarding Body's guidelines and ensuring that it complies with the College Assessment Policy.
- Include assessment details on the Scheme of Work.
- Notify students of the learning outcomes and assessment criteria before the assignment is undertaken.
- Give guidance to the student when there are choices regarding assessment.
- Ensure that assignment briefs have been verified before they are given to the student.
- Use the criteria equitably and fairly.
- Record the assessment on MyHalesowen.
- Set appropriate homework.
- Return marked work in a timely manner (10 working days)
- Retaining coursework in accordance with the Awarding Body guidelines.
- Participating in the moderation process by keeping all the necessary records, attending moderation meetings and submitting marked student assessments.
- Ensuring that provisional assessment decisions are internally verified and explaining that they may change after external moderation.
- Keeping all assessment records secure.
- Giving ongoing developmental feedback.
- Ensuring that all students have equal opportunities for their achievements to be assessed.
- Ensuring that plagiarism and cheating are detected.

2. Students

Students are responsible for evaluating their own work. It helps students to improve. This skill can be developed through tutorial and lessons. Work-based candidates may use reflective accounts.

3. Apprentices

Apprentices are responsible for:-

- Attending workshops/sessions as per the programme requirements.
- Familiarising themselves with the standard for their qualification.
- Negotiating and developing a personal action plan with their assessor.
- Building a portfolio of evidence in accordance with Awarding Body and Centre requirements.

4. External Assessors

This may include assessors, work placement co-ordinators and supervisors in the workplace.

They are responsible for:-

- Ensuring that each candidate is aware of his/her responsibility with regard to the collection and presentation of evidence.
- Advising the Centre if a candidate has any special assessment requirements that are not advised at the beginning of the programme but have subsequently come to light.
- Completing the ILP with the candidate.
- Assessing the candidate against the performance criteria and underpinning knowledge.
- Contributing to the candidate's ongoing assessment plan to identify valid and sufficient evidence and assessment.
- Judging all evidence against criteria.
- Identify gaps in evidence and discuss/agree remedial action with the candidate.
- Carrying out regular observations of the candidate within their workplace and provide written reports.
- Providing the candidate with written feedback on assessment and action planning.
- Using the Centre documentation for all records relating to the assessment process.
- Following the assessment guidance given by the Awarding Body and Internal Verifier
- Attending standardisation meetings as required and liaising with the Internal Verifier and other assessors.
- Maintaining records of their candidates' achievements.
- Carrying out appropriate risk assessments of where the candidate is working to ensure they are working in a safe and healthy environment.
- Being mindful of the Data Protection Act and the candidate's right to see any information about them.
- Ensuring learners are prepared and entered for End Point Assessment (EPA) where necessary

5. Internal Verifiers

Internal Verifiers will:-

- Develop a plan for internal verification of the programmes for which they are responsible.
- Carry out ongoing and summative sampling of portfolios according to the IV Strategy and Plan and feedback to the Assessor.
- Observe assessments.
- Interview candidates.
- Support and guide Assessors.

- Ensure fair, reliable and consistent assessments.
- Attend and contribute to standardisation meetings.
- Maintain Centre records as required.
- Attend meetings with the External Verifier.

Assessment Evidence

1. The evidence must always be linked to the assessment method.
2. Evidence should comply with the principles of assessment and must always be:-
 - Sufficient
 - Current
 - Valid
 - Authentic
 - Validated
3. Evidence will be generated by the student throughout the course and may be:-
 - Paper based
 - Non-paper based
 - A portfolio

Recording Assessment

1. Assessment records:-
 - Demonstrate the student's progress towards the achievement of learning outcomes.
 - Evaluating the student's progress.
 - Presentation to internal/external moderator/verifiers/assessors as evidence of achievement.
2. Assessment records map evidence of progress through the programme. It is the teacher's/assessor's responsibility to record assessed achievement and to track this against learning outcomes on MyHalesowen/OneFile.
3. The assessment record must be available to students and staff for review throughout the duration of the course.

Retention of Assessment Evidence

1. Retaining examples of assessment enables the monitoring of standards over a period of time.
2. A minimum of two pieces of assessed work or portfolios per programme should be retained for a minimum of three years.
3. The work should be representative of the sampling and standardisation process used for the internal moderation initially and subsequently submitted for moderation. They should be

supported by internal and external moderation records to evidence the processes of sampling and standardisation.

4. Where retention of the assessed sample is impractical, suitable photographic or equivalent records should be retained.

Associated Policies:-

- Appealing against Assessment Decisions Policy
- Assessment Malpractice and Maladministration Policy
- Internal Verification and Moderation Policy
- Examinations and Awards Policy

Reviewed/Approved	By	Date	Review Date
Updated by	Jo Williams	23.03.2021	01.03.2022
Reviewed by	OMG		
Reviewed by	CLT		
Approved by	Corporation		

A Level/Vocational Level 2/3 Coursework and Portfolio Policy

In vocational courses with portfolio assessment, and GCSE, A Level courses with a coursework component, coursework provides most students with the best opportunity to perform to the highest standard of which they are capable. In addition, as coursework/portfolio work is generally assessed internally and moderated externally by the awarding body, this type of work gives the course team the most accurate view of a student's level of ability. The college will ensure that the production of coursework and portfolio work is managed consistently and effectively in order to realize the potential benefit to students of high coursework marks.

This policy covers all work produced by students on all courses in the college that is not assessed by examination. Coursework refers to the coursework component for controlled assessment of GCSE and A Level courses (including those sent off to be examined externally)

In order to give students the best possible chance of success in coursework/portfolio or controlled assessment work, Course and Subject Leaders must ensure that:-

1. Students are made aware of the nature and value of the coursework/portfolio work they will be required to complete at the beginning of the relevant academic year and throughout the duration of the course.
2. Controlled assessment dates are notified to students at the start of the course.
3. Submission deadline to be published to students at the start of the course.
4. Coursework/portfolio assignments are set to allow sufficient time for all students to meet deadlines, with a clear schedule of interim deadlines for planning, drafting and completion.
5. Students' progress against this schedule is tracked and recorded in relation to minimum target grades. Students are provided at each stage with feedback on their draft coursework/portfolio work, in a way that is consistent with awarding body regulations, to help them to improve their work.
6. Students who appear to be falling behind schedule are given appropriate support.
7. Students who persist in failing to produce work on time are disciplined, using the college disciplinary policy.
8. The last date for handing in final draft coursework/portfolio work is sufficiently in advance of the deadline for submission to the exam board for improvements to be made.
9. A final deadline is set which allows staff reasonable time for first marking and internal moderation / verification by the course team as required by the college's internal verification policy and the awarding body's regulations, after which no coursework/ portfolio work will be accepted from or returned to students.
10. All students are told which member of staff will supervise their coursework or each portfolio unit and how course team moderation/verification will operate.
11. Students are strongly advised in the choice of a suitable title/project which will give them the opportunity to meet all the relevant assessment objectives and criteria for their coursework/each portfolio unit.
12. Students are given advice and guidance on their coursework/portfolio work, from original ideas to final submission, using up to date awarding body guidance from staff who have attended INSET and/or standardization meetings run by the awarding body.
13. Students are informed of the appeals procedure if they are dissatisfied with the assessment of their coursework/portfolio work.

Where a student either fails to submit a piece of coursework / portfolio work by the final deadline or submits a piece of coursework/portfolio work which falls short of an acceptable minimum standard (pass grade), the college reserves the right to withdraw that student's entry for the remaining components of the examination on the basis that the student is unlikely to be able to achieve a pass grade. In such cases, the course or subject leader will refer the student to the Student Support Manager with a recommendation that the student's entry be withdrawn.

A Level and GCSE Assessment Policy

This document should be read in conjunction with 'characteristics of Schemes of Work – Guidelines'.

- There should be in existence an overall assessment plan, drawn up and agreed by all those who will be expected to use it.
- The assessment opportunities should be sufficient in number to adequately indicate the extent to which students are achieving the specific assessment objectives of the specification.
- Feedback should be given to students within an agreed timescale (refer to College Charter).
- A range of monitoring and assessment methods should be employed which may include:-
 - a) formal written examination (internal)
 - b) public examination
 - c) lecturer assessment of assignments (written or practical)
 - d) lecturer assessment of commitment, ability and potential) *d – g should assess*
 - e) review and guidance) *student progression in*
 - f) formal report system) *in relation to minimum*
 - g) one to one tutorials) *acceptable grade*
- Assessment methods used during the course should adequately reflect the range of methods which students' work will be assessed in any examinations or externally marked components.
- Students must receive feedback on the standard of their work and formative guidance for improvement in response to all completed work.
- Internal standardisation to assessments should be carried out on a regular basis by:-
 - a) team agreement on level of assessment) *see internal verification*
 - b) cross marking) *policy*
- Students should be made aware of:
 - a) assessment criteria
 - b) standardisation procedures
 - c) student right of appeal
- Student assessment will not be subject to discrimination on the grounds of ethnicity, gender, disability, sexual orientation, age or any other criteria.
- Assessment methods and content must seek opportunities to promote equality through language, content and context.

- Assessment methods and content must ensure that students are not exposed to situations, language, venues and individuals where their safety may be compromised.
- At least 5 assessments per year should be set, assessed and marked in compliance with the college assessment and review policy and procedure. And in line with the planned assessment points.
- A range of assessment methods should be used to meet all students' needs and learning styles.
- The design of assignments to be assessed and the procedures/methods of assessment employed by the course team, must offer learners differentiated opportunities for feedback and improvement.