

## ASSESSMENT POLICY

### INTRODUCTION

Assessment is the process by which a learner's skills and knowledge are reviewed in order to evaluate what they have learnt or in the case of NVQs 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 staff and learners/ candidates to provide appropriate support to enable achievement of the learning outcomes (initial assessment)
- Allow learners/ candidates to monitor their own progress
- Enable tutors 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 learners/ candidates and tutor / assessors to ensure progression within the provision (tracking)
- Provide a measure of the learner's achievement on qualification based courses (grades)

### PRINCIPLES OF ASSESSMENT

All assessment in EEVT follows the five principles below:

- **Authenticity:** All assessment activity must have in place processes to ensure that the achievement is the learner's/ candidate's own work. Learners/ candidates must sign a statement to this effect. Awarding Bodies boards have their own rules and regulations about authenticity and tutors/ assessors must make themselves familiar with them and abide by them
- **Validity:** 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 standardized across levels and provision. Moderation and standardization must follow EEVT and the Awarding Bodies board procedures
- **Fitness for purpose:** Assessment must be fit for the learners/ candidates and the learning. The assessment strategy must be clearly appropriate for the target group of learners/ candidates in the correct context in which they are learning e.g. homework must be supportive, or initial diagnostic must not be intimidating. The criteria and methods which are being used to judge the work must be clear to the learner, staff and internal and external moderators /verifiers and meet and exceed the requirements of QCA/QAA, the awarding bodies and our learner/ candidate charter.
- **Inclusiveness:** Assessment should be based on learners'/ candidates' needs. It must allow all learners/ candidates to demonstrate their achievements regardless of individual circumstances. It must comply with the Equalities policies of the EEVT.

### SCOPE

This policy applies to all provision offered by EEVT where all or part of the programme is formally assessed.

### ASSESSMENT STRATEGY

Assessment will be a standing item on the agenda of all course/subject/ Centre team meetings. Course/ subject teams will review their assessments and procedures and processes annually to ensure that they are current and valid. The Centre Management Team will then update their

Assessment Strategy to reflect any changes and this will feed into the overall Training

## ASSESSMENT POLICY

All course/ subject teams will hold a Final Examiners/assessment meeting upon completion of the assessments for the current academic year. The Centre will contain in their handbooks a description of the overall approach to assessment. This will specify where relevant:

- Purpose, arrangements and choices of assessment methods
- Details of any initial or diagnostic tests
- Who will be doing the assessing
- Arrangements for recording and tracking assessment evidence
- Timing of assessment tasks e.g. a diary or table
- Volume of assessment including homework and coursework and an estimate of the time required to complete it
- Number of attempts allowed at an assignment
- Consequences of non submission or late submission. It may only be possible to achieve a pass grade if the assignment is a late submission. It may be that a different assignment is used for any reassessment.
- Arrangements if the learner is absent for an assessment e.g. previous approval of absence, genuine reason or medical certificate
- Plagiarism policy
- Learner Malpractice in Examinations Policy
- Arrangements for the secure retention of assessment evidence by the Training which may be required for moderation, and will normally be returned to the learner at the discretion of EEVT, and only after the completion of the external moderation process in accordance with the 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 the learners as soon as possible after assessment in line with the Centre Service Standards. These standards are reviewed annually and shared with learners in the handbook.
- That where an assessment takes place outside the Training 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 learner's/ candidate's assessment evidence.
- Arrangements for learners who are unable to demonstrate attainment through the standard assessment arrangements.
- Awarding Body requirements/ regulations.
- Learner Appeal against the Assessment of The assessment strategy enables learners/ candidates to know that:
  - Open and transparent methods are used to assess.
  - They are expected to spend a designated amount of time outside the classroom each week completing assessments and that this will be part of the Centre's homework policy.
  - There is feedback on the process and results of assessment.
  - Learners have the opportunity to demonstrate that they have achieved the outcomes of their programme of learning.
  - Learners are allowed to resubmit work under appropriate and agreed assessment regulations in line with the Awarding Body regulations, in order to achieve to their best ability/ capacity.

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## 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 and encouraging and ongoing throughout the course. It is used to give feedback and support to the learner on progress to date and to inform the learner and tutor of action to take to maintain or improve performance.
- Summative assessment takes place at the end of a course and counts towards a final assessment decision. It is used to measure how much learning has taken place. It is a judgement on whether the learner 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, e.g. 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 by the learner and the tutor/assessor. It can include self assessment or verbal feedback given by the assessor. It can be formative or summative or both. If it is summative it must be recorded although NVQs record formative assessments to demonstrate competency over time.

## 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 play, 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 e.g. worksheet, quiz, IT based activities etc
- structured tasks such as a research project, experiment, essay, or case study, or work place task or presentations (individual or group)
- Examinations and tests, either seen or unseen, with a formal structure and time constraints

## RESPONSIBILITY FOR ASSESSMENT

The assessment strategy for each programme/ course outlines who is responsible for making and recording judgments.

1. Tutors/Trainers: are responsible for:

- Planning the assessment strategy in accordance with the Awarding Body's guidelines and ensuring that it complies with the Centre assessment Policy.
- Including assessment details of assessment on the Scheme of Work
- Notifying learners of the learning outcomes and assessment criteria before the assignment is undertaken
- Giving guidance to the learner when there are choices regarding assessment
- Ensuring that assignment briefs have been verified before they are given to the learner

- Using the criteria equitably and fairly.
- Recording the assessment either in the Record of Work Book, the ILP or other agreed tracking sheet.
- Setting appropriate homework in line with Centre Policy on Assessment including homework
- Returning marked homework in a timely manner in line with the Centre's Service standards by which date all learners will have had the opportunity to complete the assessment.
- Retaining coursework in accordance with the Awarding Body guidelines and the Training

## **RECORDING ASSESSMENT**

1. Assessment records form a vital component of evidence for the following purpose:
  - To demonstrate the learner's progress towards the achievement of learning outcomes
  - evaluating the learner progress (useful to both learner and tutor)
  - Presentation to internal and external moderator/ verifiers/ assessors as evidence of achievement
2. Assessment records map evidence of progress through the programme. It is the tutor's/ assessor's responsibility to record assessed achievement and to track this against the learning outcomes. Learners must be fully advised and aware of any assessment requirements or regulations, including the opportunities to resubmit and of the appeals procedure.
3. The assessment record must be available to learners and staff for review throughout the duration of the course/programme
4. Evidence can be recorded in a number of ways but must be
  - Tracked against the individual learner and achievement of the relevant outcomes
  - Clearly structured
  - Available for internal and external moderators at any point throughout the year

## **GOOD PRACTICE IN ASSESSMENT**

- Assessment is not carried out exclusively for accreditation purposes – it is used to measure progress, build up self confidence and review the success of the course.
  - Assessment has to consider the learning needs of the individuals and target groups.
  - Assessment tasks are internally moderated before use.
  - Assessment documentation includes the requirement that learners state the authenticity of their own work.
  - Assessment procedures are explicit and public.
  - Assessment procedures are varied, flexible and may be negotiable, while assessment criteria are fixed for different levels.
  - Methods of assessment are creative, innovative and varied.
  - Assessment procedures allow learners to work at and be assessed at the correct level.
- Assessment builds the self esteem of the learner.
- Assessment encourages self assessment by learners to promote independence.
  - Learners are encouraged to evaluate the assessment procedures to ensure continued relevance and effectiveness.