Policy Assessment and Marking

Assessment and Marking policy

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Policy	Assessment and Marking
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1. Introduction

1.1. Assessment is integral to teaching and learning at AreYou - Training and Consultancy. It is a formative and summative process. Assessment is a tool for learning and measuring what our participants have learnt. Assessment must be planned, sufficient, appropriate, and timely.

1.2. Assessment promotes and involves our participants in the development of their skills, knowledge and understanding. It provides a framework in which the

progress of a participant can be monitored, reviewed and evaluated. Moreover, it identifies areas where intervention may be required.

1.3. The purpose of the assessment is to:

- Promote self-confidence and self-esteem
- Identify strengths – giving opportunities to praise good work and effort
- Identify specific difficulties and see mistakes as opportunities to learn
- Encourage the identification of future learning targets which are smart
- Facilitate the evaluation of the programme of learning and methods

1.4 Planning for assessment at AreYou - Training and Consultancy includes the following:

- Formative assessment
- Summative assessment
- End of module assessment
- Continuous assessment of classwork, assignment independent learning

1.5 Assignments, examination papers and other assessment instruments are internally verified prior to implementation. Where level descriptors and grade descriptors apply, the criteria should be clearly displayed on the assignment brief.

1.6 The purpose and requirements of assessment, including the relevant schedule will be explained to our participants. This will take place during the induction period as well as with the introduction each unit assignment. The relevant Awarding Body regulations should also be explained.

1.7 The assessment criteria need to be clear, relevant and fair. Our participants need to know what they need to learn and how they can achieve their aim. The mode of assessment must be appropriate to meet their needs.

- Self and peer assessment should be promoted
- Participants' progress against course and individual challenging targets should be used to inform current and future assessment activity
- Feedback will inform our participants about the extent to which the criteria have been met. Feedback will be informative. Our participants should be able to understand what they have done well and why and what they need

to do to improve.
- Targets will be SMART and be recorded appropriately.

1.8 Where achievement against targets is not met, participants will be monitored against an agreed Individual Learning Plan. (ILP).

2. Marked work purpose

2.1 Marking at AreYou - Training and Consultancy is designed to promote individual participants' performance.
- To provide specific feedback to our participants on their work
- To indicate and celebrate participant achievement and effort
- To show our participants how their work may be improved
- To involve our participants in their own learning
- To diagnose any participant's individual difficulty and/or need
- To ensure work has been understood
- To plan future learning for groups and individuals
- To record achievement against programme requirements
- To record progress against individual targets

2.2 **Work will be assessed against the relevant Awarding Body assessment criteria and returned no later than 10 working days from submission (regardless of the timeliness of submission).**

2.3 Verbal and written feedback on progress and performance against assessment criteria and individual and value-added targets will be provided. Feedback will be supplied on how the work could be improved to achieve a higher grade. Work to be re-assessed can be submitted up to ten working days after being returned. Participants will be given regular opportunities to assess, evaluate and review their own work.

2.4 All work participants produce should be monitored to inform progress and development. Participants should be provided with verbal and written feedback when work is returned referring to areas of strength, areas for development, areas of concern and actions required to attain future targets.

2.5 It is important that spelling, punctuation and grammar are assessed (marked, corrected and fed back to the participants appropriately). Positive marking should be employed for participants with learning difficulties or disabilities.

2.6 If work does not meet the grade criteria it is referred. Feedback should be clear so that the participant understands what additional work needs to be completed. Amended/ additional work should be submitted within 10 working days. This work should to be marked and returned to the participant within 5 working days.

- Assessors will report results accurately
- Rigorous internal verification processes will be consistent with the IV plan and applied to assessment decisions
- Programmes must have clear protocols for marking
- Assessors must establish the authenticity and ownership of the work and check work for plagiarism. The nature, seriousness and consequences of plagiarism forms part of participant induction and is also referred to in the Plagiarism Policy
- Assessors should judge whether assessment through written work is the most appropriate medium for their participants
- Alternatives should be employed if this suits the needs of the participants and is acceptable by the Awarding Body

3. Recording assessment

3.1 Assessment records form a vital component of evidence for the following purpose:

a. to demonstrate the participant's progress towards the achievement of learning outcomes
b. evaluating the participant progress (useful to both participant and tutor)
c. presentation to internal and external moderator/ verifiers/ assessors as evidence of achievement

3.2 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. Participants must be fully advised and aware of any assessment requirements or regulations, including the opportunities to resubmit and of the appeals procedure.

3.3 The assessment record must be available to participants and staff for review throughout the duration of the course/programme

3.4 Evidence can be recorded in a number of ways but must be

- o Tracked against the individual participant and achievement of the relevant outcomes
- o Clearly structured
- o Available for internal and external moderators at any point throughout the year

4. Retention of assessment evidence

4.1 Retaining examples of assessment enables the monitoring of standards over a period of time

4.2 A minimum of 2 pieces of assessed work (or portfolios) per programme should be retained for a minimum of 3 years. Ideally these should be electronic copies and not the original work.

4.3 The work should be representative of the sampling and standardisation process used for 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.

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

4.5 All candidates' work will be electronically scanned and uploaded to their participant file which will include their participant data, participant records (assignment feedback, MCQ's and assignments), their participant number and tracking schedule.

5 Good practice in assessment

5.1 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.
5.2 Assessment has to consider the learning needs of the individuals and target groups.
5.3 Assessment tasks are internally moderated before use.

5.4 Assessment documentation includes the requirement that participants state the authenticity of their own work.

5.5 Assessment procedures are explicit and public.

5.6 Assessment procedures are varied, flexible and may be negotiable, while assessment criteria are fixed for different levels.

5.7 Methods of assessment are creative, innovative and varied.

5.8 Assessment procedures allow participants to work at and be assessed at the correct level. Assessment builds the self-esteem of the participant.

5.9 Assessment encourages self-assessment by participants to promote independence.

5.10 Participants are encouraged to evaluate the assessment procedures to ensure continued relevance and effectiveness.

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