

Assessment Policy

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1. The principles and aims of assessment

Planning and assessment are always carried out for a purpose with the intrinsic aim of supporting student progress. Assessment that is both valid and reliable are invaluable in offering rigorous, systematic information to tutors to inform their future planning. The aims of this policy are to:

- Create a dialogue between student and tutors/other adults
- Ensure continuity and progression for the learner as he/she moves through the qualifications
- Acknowledges areas of key skill knowledge success to the student, thereby motivating them to make progress
- Identify key skill areas requiring further development to students and adults, which will be used to inform future planning
- Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this Triple Skillz will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding Body or for visits
- that vocational assessment methodology and the role of the assessor are understood by all vocational staff.

- Provide resources to ensure that assessment can be performed accurately and appropriately.

At Triple Skillz, assessment consists of:

- Formative assessment - which is used by tutors to evaluate students' key skill knowledge and understanding on a day-to-day basis and hence to inform their planning of further student learning
- Summative assessment - which will enable tutors to evaluate the skills and knowledge learnt at the end of a teaching period, unit or module
- Nationally standardised summative assessment – which will ensure students are achieving outcomes, at least in line with or above National Average Dedicated improvement and reflection time (DIRT) is an essential part of the plan, teach and assess model. This planned opportunity provides regular focussed support for students to understand what key skills they have accomplished and what they still need to development.

Summative Assessment (i.e. Assessments that have been completed to assess student progress within the key skills identified within that curriculum route)

- The success criteria are shared with the students who use these to self-assess their work
- The tutor marks the response and records feedback explaining what the student has done well and what they need to improve

All vocational courses adhere to the exam board specifications through curriculum planning meetings, course design workshops and liaisons with the exam board. All Vocational courses complete either standards verification or yearly visits which monitor our accuracy of assessment and procedures.

Section 1: Assessment planning

The vocational assessors will decide when the learner is suitably prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, it is essential they work independently to produce and prepare evidence for assessment (unless otherwise directed by the assessment criteria). Before commencing an assessment, the vocational assessor should take care to ensure each learner understands:

- The assessment requirements.
- The nature of the evidence they need to produce
- The importance of time management and meeting deadlines. All courses have evidence of planning using the college course planner. These include the relevant information to prepare and inform learners of assessments.

For example: BTEC Planning requirements

A BTEC qualification is comprised of individual units that cover specific topics. Both a unit-by unit approach and an integrated approach to delivery are valid and appropriate methods. However, what should be avoided is the splitting of Learning Aims/Learning Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria. Tasks are expected to be written to allow opportunities for the full achievement of Pass, Merit and Distinction

criteria. If deciding to deliver through an integrated approach, it is important, to map the assessment of evidence against unit criteria across units and maintain accurate records of learner achievement. It is also important to consider the published guidance in the unit specification as = for each unit so that a coherent programme of study can be ensured. For example, core units often provide a foundation of knowledge for other units. The assessment plan is a working document. As a minimum requirement, the assessment plan should include:

- *names of all Assessors and Internal Verifiers*
- *scheduling for assignment hand out and submission*
- *deadlines for assessments*
- *scheduling for internal verification and the opportunity for resubmission*

For programmes where units are successfully integrated, a suitable assessment plan should provide the appropriate assessment criteria.

Section 2: Assessing Unit

Content Submission of learner work

All learners will be made clear of plagiarism and assessment requirements. For example learners will complete an authenticity statement for all submission

The work you submit for assessment must be your own. You must not copy the work of another candidate or allow another candidate to copy your work. This would be cheating and is a breach of the exam regulations.

If you use (or copy) any text or images from books, magazines or any other printed materials or from the internet in your work you must acknowledge it by referencing where it came from*. This means you must say where the text and/or image is from and who the author is. If you do not reference the work of other people it is plagiarism.

If you breach the exam regulations in any way including plagiarising the work of other people there may be penalties imposed on you, which could result in you being disqualified and not receiving any results for this qualification. Breaching the exam regulations might also include disqualification from other qualifications with that exam board.

Professional judgement will always be required but the following principles apply to all Vocational programmes:

- It is not a requirement that all of the content is assessed unless specifically directed by the assessment criteria and associated assessment guidance in the unit specification
- A centre is expected to deliver (i.e. 'teach') the unit content fully. You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.
- A learner is not required to provide evidence for all the unit content, but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully achieve the unit.
- The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner should submit:

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves. The declaration can be on the assessment record or a separate learner authenticity declaration or an electronic platform or by incorporating a learner declaration into an Assignment Brief front sheet.

Section 5: Assessment feedback procedure (BTEC)

On the assessment record, you should give clear feedback on:

The criteria the learner achieved (explaining the assessor's decisions) the criteria not achieved (and why) although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

- Which assessment criteria the learner has achieved and what the learner has done well.
- Which assessment criteria the learner has not achieved and what was missing.
- Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief)
- General behaviour and conduct, approach, grammar etc.

Equality impact and monitoring the policy and procedure

In monitoring the impact of this policy and procedure, Triple Skillz will have due regard to its Equality and Diversity Policy and its single Equality Duty. It will consider any concerns raised or complaints received, based on student and staff data, feedback, surveys and/or professional judgement. If you have a question or a suggestion to improve the policy, please contact Graham Chambers or Amy Ginnetta.