Somerset Centre for Integrated Learning Assessment Policy Study Centre and Apprenticeships

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Date(s) of review(s)	Reviewed by	Date of next review
08/04/2020	Study Centre Team	April 2021
05/05/2021	Study Centre Team	April 2022
Process for monitoring and evaluation. Monitoring by Management Team with outcomes recorded in notes of meetings and periodic evaluation and review by Management Board.		

This Policy has been developed by Somerset Centre for Integrated Learning (SCIL), the training arm for Support Services for Education (SSE) part of Somerset County Council. All training programmes have a commitment to providing a supportive learning environment which enables all trainees who have chosen to study with SCIL to achieve their full potential.

It is intended that this procedure is 'fair to all'. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.

1. Scope and Purpose

SCIL recognises that assessment is an integral aspect of effective teaching and learning and takes its responsibility seriously for ensuring the quality and reliability of assessment, marking and feedback practices.

Our approach aims to ensure that assessment practice and decisions meet national standards and our quality assurance practices provide continuous checks on the consistency, quality and fairness of marking, grading and overall assessment of Students, Apprentices, Learners, Trainees (SALTs) work.

This procedure applies to all SCIL staff and Professional Learning Associate Tutors (PLATs) undertaking assessment on behalf of SCIL.

This procedure will be used in conjunction with other centre and awarding organisation policies, procedures and handbooks

Objectives

The objectives of the Assessment procedure at SCIL is to promote learning and achievement by:

1.1 Providing a framework for student entitlement in relation to assessment for accredited courses and apprenticeships

1.2 Ensuring that the standard for each programme is set and maintained at the appropriate level and assessment mechanisms remain fit for purpose.

1.3 Ensuring consistency, transparency, reliability, authenticity and validity of assessment processes

1.4 Providing quality assurance in assessment processes by establishing quality control mechanisms through a system of sampling, moderation/standardisation and internal verification as appropriate.

1.5 Providing a learning centred approach to assessment which give appropriate opportunities for SALTS to record evidence of achievement.

1.6 Ensuring that SALTs are aware of their right to appeal against assessment decisions.

1.7 Ensuring that SALTs, centre staff and PLATs are aware of plagiarism, malpractice and maladministration and its consequences.

1.8 Providing standards against which to report progress to SALTs employers.

1.9   Providing a means of reviewing, evaluating and improving assessment practice.

1.10 Ensuring assessors are aware of and familiar with the monitoring of assessment decisions and implementation of the centres Internal Quality Assurance/Moderation processes, including the procedures of the relevant awarding organisation.

1.11 Using the outcome of internal and external quality assurance to enhance future assessment practice and assist in the continuous improvement of teaching**,** learning and assessment strategies by affording staff the opportunity to receive critically supportive comments on the assessment decisions reached.

2   Responsibilities – SALTs

SALTs should:

2.1   Submit evidence, written or other to deadlines and within the criteria set down by awarding organisation regulations and/or internal guidelines.

2.2   Provide coursework/and or portfolio evidence for inspection by the course tutor/internal quality assurer/assessor on request.

2.3   Submit work for assessment which is valid, authentic, current, reliable and sufficient (VACRS), his/her own or appropriately referenced to sources.

2.4   Undertake placements/residential commitments as required by programme guidelines.

3   Responsibilities – Tutors/Assessors

The Tutor/Assessor should:

3.1   Provide ongoing Assessment Plans for SALTs with clear SMART targets including dates for assessment and hand in dates.

3.2   Provide information about assessment in the Programme Handbook. This should be reinforced at regular intervals.

3.3   Ensure SALTs are aware of the Recognition of Prior Learning (RPL) Procedures and the difference between RPL and Exemption.

3.4   Ensure that SALTs are aware of the consequences of plagiarism.

3.5   Ensure that you have a secure knowledge of the programme that you are delivering/assessing. Including assessment requirements, learning outcomes and/or units and rules of combination.

3.6   Devise methods of assessment which compliment any set by Awarding Organisations and meet the diverse needs of SALTs and promote independent learning.

3.7   Determine the learning support needs and/or styles of each SALT using appropriate diagnostic tools and use this in planning suitable learning opportunities.

3.8   Set and assess work regularly and return to SALT within three weeks of submission. Provide constructive oral and written feedback to SALTs in line with the guidelines of the awarding organisation.

3.9   Discuss and agree targets and areas for development with individual SALTs.

3.10 Adhere to the awarding organisation's assessment specifications in judging the SALTs evidence.

3.11 Record outcomes of assessment following centre guidance.

3.12 Provide feedback on SALTs progress to programme leaders, personal tutors and SCIL Senior Managers Team (SMT).

3.13 Provide regular feedback to employers where appropriate and requested. Consent from the SALT maybe required.

3.14 Attend centre standardisation meetings. Which will include, standardisation using both awarding organisations and centre materials where provided and real work evidence.

3.15   Ensure that assessment sampling takes place with timely scrutiny by External Quality Assurers.

3.16 Ensure that appropriate records are maintained and checked as part of the programme quality process throughout the year.

3.17 Ensure that SALTs work and assessment records are stored securely, and copies given to the centre administrator, where appropriate.

3.18 Ensure that SALTS's are RAG rated in line with centre requirements on a monthly basis, ready to be shared at, SMT meetings.

3.19 Maintain your occupational competency in line with your area of responsibility by undertaking of Continuous Professional Development opportunities.

4   For competence based programmes:

4.1 Develop plans for assessing competence with SALTs that ensure achievable and holistic assessments, progressing to tasks which stretch the SALTs knowledge and understanding.

4.2 Judge evidence against agreed standards to make assessment decisions contributing to the internal quality assurance process.

5   Responsibilities – Centre administrators

5.1 Provide appropriate resources to support the delivery of the training programmes and assessment practices.

5.2 Monitor assessment and examination entry practices and procedures for compliance.

5.3 Ensure that the Lead IQA/programme manager is informed in advance of all External Quality Assurance (EQA) visits and provide all requested materials in preparation for the visits.

5.4 Attend the feedback session at the conclusion of the EQA visit where possible.

5.5 Ensure that the EQAs action points are completed and incorporated into the centre Development and Implementation Plan (DIP).

5.6 Ensure Tutors/Assessors submit RAG rating information in a timely manner and upon request.

5.7 Ensure that centre staff and invigilators follow the 'External Assessment Policy'.

6   Responsibilities - The Lead IQA/Programme Manager will:

6.1 Appoint staff who are suitably qualified and appropriately experienced to deliver training.

6.2 Provide adequate resources to support identified staff development needs.

6.3 Oversee the development of good assessment practice in conjunction with all policies.

6.4 Monitor assessment and examination entry practices and procedures for compliance.

6.5 Ensure that assessment responsibilities are distributed in accordance with staff competencies and availability.

6.6 Ensure that all the appropriate personnel follow the centres guidelines/policies. e.g. Internal Quality Assurance (IQA), appeals, plagiarism etc.

6.7 Meet with EQAs and attend the feedback session at the conclusion of the visit where possible.

6.8 Ensure that assessment tasks are internally quality assured prior to issue to SALTs

6.9 Ensure that regular standardisation meetings are held to discuss and record assessment decisions and implement agreed actions.

6.10 Ensure that staff are trained to undertake their responsibilities effectively to maintain high standards.

6.11 Ensure staff are updated in current and diverse assessment standards and practices individually or in teams as appropriate.

6.12 Ensure staff have the opportunity to share good assessment practice through meetings and other forums.

6.13 Initiate reviews of assessment practice which will enhance learning opportunities.

6.14 Ensure peer observations are carried out annually on all teaching staff in line with the centre quality assurance practice.

6.15 Ensure the RAG rating of SALTs are discussed as standing item at SMT Meetings.

7   Monitoring, Review and Evaluation

7.1 Audits including analysis of SALTs and employers surveys will be completed throughout the year under direction of the programme manager and results reported to the SLT.

7.2 Quality Assurance reports will be monitored by the lead IQA/programme manager to ensure that recommendations and actions are implemented.

7.3 Any conflict of interest must be reported to the programme manager who will maintain a log and alert the relevant awarding organisation. (See conflict of interest policy)