



Assessment Policy and Procedure 2024-2025

Curriculum Director:

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Assessment Policy

Introduction

The following policy covers the aims and responsibilities of E.Quality Training Limited as a registered centre for qualifications from Entry Level to Level 5, in a range of subjects offered across the curriculum.

The Curriculum Director (Majella Cocks) is responsible for ensuring that the activities described below are monitored and implemented in accordance with the aims and objectives of this policy. **Registration & Certification**

Aims:

To register individual learners to the correct programme within agreed timescales.

To claim valid learner certificates within agreed timescales.

To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

Register each learner within the awarding body requirements.

Provide a mechanism for programme teams to check the accuracy of learner registrations.

Make each learner aware of their registration status.

Inform the awarding body of withdrawals, transfers or changes to learner details.

Ensure that certificate claims are timely and based solely on internally verified assessment records.

Audit certificate claims made to the awarding body.

Audit the certificates received from the awarding body to ensure accuracy and completeness.

Keep all records safely and securely for three years post certification.

Assessment Aims

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 achieve this, E.Quality Training will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. Each assignment should clearly identify the assessment criteria to be focused upon.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous IQA procedure.
- Provide samples for standards verification as required by the awarding body.
- Monitor Standards Verification reports and undertake any remedial action required.
- Share good assessment practice across the company
- Ensure that assessment methodology and the role of the assessor are understood by all teaching staff.
- Provide resources to ensure that assessment can be performed accurately, appropriately and to the best of the learner's ability

Links

Programme Specifications: these provide guidance on assessment for each qualification. All staff teaching on AO programmes should have access to the relevant specification. They are published on the AO websites

Internal Quality Assurance Aims

- To ensure there is an accredited lead internal verifier in each principle area
- To ensure that Internal Quality Assurance (IQA) is valid, reliable and covers all assessors, and program activity.
- To ensure that the IQA procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IQA decisions.

In order to achieve this E.Quality Training will:

- Ensure that all centre assessment assignments are verified as fit for purpose prior to distribution to students.
- The Lead IQA is to be responsible for allocating the sample size required from each assessor. Assessors deemed to be 'high risk' will provide a higher sample size than 'low risk' assessor. Level of risk will be determined by the Lead IQA and the Curriculum Director

- Verify an appropriately structured sample of assessor work from all program to ensure each conform to Standards Verification requirements.
- Plan an annual internal verification schedule which is published to all relevant assessors at the beginning of each academic year.
- Define, maintain, and support effective internal verification roles
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures. The continued professional development to take the form of departmental training, professional body training days and attendance at the working group assessment meetings.
- Promote internal verification as a developmental process between staff. The process of internal verification to predominantly occur within structured departmental meeting / developmental time.
- Provide standardised IQA documentation and assessment forms.
- Use the outcome of internal verification to enhance future assessment practice.

Malpractice

Aims:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven. ● To protect the integrity of this centre and AO qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by informing learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Curriculum Director and all personnel linked to the allegation.

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made
- Document all stages of any investigation.

Definition of malpractice by learners:

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence. False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment or test.

Definition of malpractice by Centre staff:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment / task / portfolio / coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.

- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Appeals and Complaints

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

This policy will be reviewed annually by the Curriculum Director, Majella Cocks and the Lead Internal Verifier in each Principal Subject Area (PSA).

This Policy should be read in conjunction with all policies and in particular the Student Guide to Being Assessed