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 Registered in England and Wales – Company Registration No.: 9246490

Assessment Policy

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 and 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 both 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 New Start 4 U 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 (see Appendix 1: Plagiarism and Malpractice policy)
- **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 standardised across levels and provision. Moderation and standardisation must follow New Start 4 U CIC 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 centre.

SCOPE

This policy applies to all provision offered by the New Start 4 U CCI 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/ New Start 4 U CIC team meetings.

Assessors will review their assessments and procedures and processes annually to ensure that they are current and valid. The organisation management will then update their Assessment Strategy to reflect any changes and this will feed into the overall New Start 4 U CIC Assessment policy. All teachers will hold a Final Examiners/assessment meeting upon completion of the assessments for the term.

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.
- Arrangements if the learner is absent for an assessment e.g. previous approval of absence, genuine reason or medical certificate
- Plagiarism and malpractice policy
- Arrangements for the secure retention of assessment evidence by New Start 4 U CIC which may be required for moderation, and will normally be returned to the learner at the discretion of New Start 4 u CIC, and only after the completion of the external moderation process in accordance with the Awarding Body requirements
- 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 New Start 4 U CIC standards (normally 2 working weeks of the official submission date for written work). These standards are reviewed annually and shared with learners in the handbook.
- Learner Appeal Against the Assessment of Performance (see Appeals procedure)

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 at home each week, completing assessments.
- 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
- Where work is part of external assessment then a record of the development process - e.g. first submission - feedback, second submission - feedback, third submission - feedback must be clearly signed and dated and photocopied and a review of this is part of the standardisation/moderation process
- Assessment is relevant and integrated into the learning process
- Learners will normally be permitted an initial attempt and one further summative attempt at an assignment. A third summative attempt may only be offered where there are appropriate circumstances as agreed by the subject leader/ personal tutor and Internal Quality Assurer (IQA).
- Learners have the right to appeal against assessment decisions which may adversely affect their academic achievement, if they feel there are just grounds such as error, inconsistent judgement, misinterpretation or unfairness (see: Appeal Policy and procedures)
- Failure to submit coursework to the required standard and / or deadlines or to achieve summative assessments or failure to meet the agreed requirements of any support or recovery plan may lead to the Learner Disciplinary Procedure being implemented, and consequently a reduced grade being awarded.
- Plagiarism and other forms of cheating are not tolerated (see plagiarism and malpractice policy)
- Progress as monitored by assessment will be reflected and tracked in the Individual Learning Plan

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.

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 (please note some qualifications do not recognise some activities):

- observation of activities such as role plays, 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 judgements.

1. Tutors: The tutor is 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 learner's personal file
- 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 agreed tracking sheet.
- Setting appropriate homework
- Returning marked homework in a timely manner
- Retaining coursework and participating in the moderation process by keeping all the necessary records, attending moderation meetings and submitting marked learner assessments
- Ensuring that provisional assessment decisions are internally verified before they are given to the learner, and explaining that they may change after external moderation. This should be clearly stated on the assignment brief.
- Keeping all assessment records secure.
- Giving on-going feedback which is not just a word like "good" or "excellent" but the medal and mission type of feedback which sets out very clearly what learners have to do to improve
- Ensuring that all learners have equal opportunities for their achievements to be assessed
- Ensuring that Plagiarism and cheating are detected.

2. Learners: Evaluating their own work it helps learners to improve. This is a skill which is developed in tutorials and communications classes. Work based candidates may have

reflective accounts.

ASSESSMENT EVIDENCE

Evidence should comply with the principles of assessment and must always be:

- Sufficient, i.e. there must be enough evidence to enable a reliable judgement on achievement
- Current, i.e. up to date with the demands of the curriculum and able to demonstrate that the learner is competent at the time
- Valid, i.e. directly related to the learning outcomes and assessment criteria.
- Authentic, i.e. the result of the learner's own work.
- Validated by IQA.

Evidence will be generated by the learner throughout the course and may be:

- Paper based: notes, reports, learning journals, essays, examinations etc..
- Non-paper based: evidence of role plays, videos, audio, witness statements, computer programmes, performance, oral questions and answers etc.
- A portfolio which is a collection of assessed evidence used to demonstrate achievement. This may be electronic if the relevant awarding body agrees.
- It will always be flexible, varied and appropriate.

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.

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 assessors at any point throughout the year

This policy is a subject to yearly review. All changes and amends will be recorded immediately.

Signature

Date:

Next review date: January 2018