



5 E Ltd

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Assessment Policy

Assessment is a vital part of the learning and teaching process. The purpose of this procedure is to assure that assessment is carried out to the requirements of the Awarding Body and to National Standards. This procedure will apply to the assessment of all accredited courses, qualifications and programmes delivered by the Centres.

The assessment process:-

- is fair and ensures parity of treatment and comparable assessment demands in subjects of equal level and credit;
- is reliable, ensuring that assessment decisions are made consistently throughout 5E Ltd;
- is valid, current, authentic, consistent & sufficient by ensuring that each assessment relates to the intended outcomes of the subject(s) studied;
- is transparent, in that it is clear to students, staff and external auditors the criteria and methods by which students' work is being judged.
- recognises and respects equality and diversity.

In order to do this, the centre will:

1. ensure that learners are provided with assignments that are fit for purpose
2. support them to produce appropriate product evidence for assessment
3. assess learner's evidence using only the published assessment and grading criteria
4. ensure that feedback is provided to support learner achievement

5. ensure that assessment decisions are impartial, valid and reliable
6. not limit or cap learner achievement if work is submitted late
7. maintain accurate and detailed records of assessment decisions
8. maintain a robust and rigorous internal verification procedure
9. monitor internal/external reports and undertake any action required
10. share good assessment practice between all programme teams
11. ensure that 5E Ltd assessment methodology and the role of the assessor are understood by all 5E Ltd staff

12 provide resources to ensure that assessment can be performed accurately and appropriately

Exam rooms

Appropriate rooms or main venues

1. Exams officer to identify sufficient/appropriate rooms during exams timetable planning
2. Sufficient rooms available on peak exam days
3. Main exam venues to be ring fenced during examination period.

Assessment Material

Invigilators need to ensure that assessment material must be deleted from all the PCS in the exam rooms as per the Instructions for conducting Computer Based Assessments which states "Once the candidate has uploaded their evidence and submitted the assessment, the Invigilator must delete any files, including any saved Assessment books from the PC".

A thorough check must be carried out in all locations on any machines being used for the assessment, including from the Desktop, Recycling Bin, Downloads or Temporary Files folders, and any other folder used by the candidate to save work. This is to ensure these are not accessible to other candidates and staff.

Regular checks must be carried out prior to any assessment session to ensure that no candidate work or assessment materials are saved to the PC in any location and are accessible.

Initial Assessment

As part of Information, Advice and Guidance, all learners undertake an initial assessment of their literacy and numeracy skills. Where appropriate they will also undertake an ICT assessment. This will be used to assess their Functional Skill levels as well as ensuring correct placement on an appropriate course. It will also inform decisions about any additional learning support (which learners should be offered) which may be required by the learner to enable successful completion of their qualification.

Assessment Process for NVQs/Traineeships/study programme

The assessor will:

- Create an assessment plan for the learner based on their job role as well as their individual needs
- Ensure the learner understands induction e.g. appeals procedure details, health and safety and equal opportunities
- Review the learner's evidence and activities to date against their assessment plan.
- If the assessment plan requires changes for a variety of reasons, amendments will be included at the review stage
- Identify whether further action or evidence must be produced to meet all unit/element requirements and target dates
- Ensure that all the above are recorded on the review sheet. This must then be signed and dated by both assessor and Learner, a copy

issued to the learner and the original held by the assessor.

Assessment Records

These forms are used to record and justify assessment decisions, assessment method(s) and results for identified performance criteria, range and knowledge. The assessor must make decisions of performance evidence against the following key evidence requirements:

- Valid
- Current
- Authentic
- Consistent
- Sufficient.

The assessor must ensure that all above are recorded on the assessment record, copies of which should be maintained by the designated member of staff.

Reviewing and further feedback

All learners will have regular reviews of their progress and what is still required. This will be recorded on the Assessment Plan and Review/Feedback. This will often be a pre-assessment activity to ensure that the Learner has covered everything in the assessment plan and is ready for assessment. It can also be used to identify whether the target date for assessment must be re-negotiated or another review needs to take place and new target dates set.

Where evidence (i.e. that is generated within the timescale of the training programme) is of a confidential nature and cannot be presented in the portfolio of evidence, the assessor must confirm that he or she has seen the evidence and has made assessment decisions against the key criteria (in his or her comments on the record) the assessor should clearly reference the nature of the evidence as well as where it can be located.

The assessor must then complete the feedback sheet and ensure that this is signed and dated by both assessor and Learner. A copy of the feedback sheet should be issued to the Learner and the original, plus the assessment record held by the assessor.

Authenticity

5E Ltd takes intellectual integrity very seriously. Should an assessor suspect work is not a learner's own, they will first discuss this with the learner to ensure the learner understands the need to acknowledge a source. If the issues persist they will inform the IQA who will then investigate the case.

Each student has an obligation to act with honesty and integrity. Any student found to have violated this obligation and to have engaged in academic dishonesty will be penalised.

Assignment Briefs

- All assignments should be IMed before circulation to learners
- IM should judge whether the brief is fit for purpose and that it will enable the learners to meet the unit grading criteria
- IM should comment on each brief rather than merely signing and dating the brief
- IM should make recommendations to the assessor on how to improve the quality of the brief
- If any quality issues are found, there should be evidence that the IM recommendations have been actioned by the assessor

Assessment Decisions

When presenting work as part of the evidence towards an award, the assessor will judge whether the work

- Is sufficient to meet the standards/assessment criteria
- That it is valid according to awarding body guidelines
- That it is authentic
- When a witness is providing evidence that the witness is of an appropriate occupational standard

Assessors should provide portfolios as and when they are required by the IQA sampling team. Any actions

identified by the IM for the attention of the assessor must be addressed. Once the outstanding issues have been actioned, the assessor should inform the I.V.

Assessors will attend standardisation meetings to ensure they are up to date with any changes related to the awarding body, as well as to moderate with colleagues across the vocational area.

Review of Policy

This was reviewed in March 2021 and is due for next review in June 2022.

If you would like this document in larger print, please contact the Human Resources Department.