

ASSESSMENT POLICY

Definition:

Assessment is defined as all practices and policies that together, enable Rutledge to quality assure the learning process and make effective judgements relating to the success of individual learners.

Related Policies and Documents:

Rutledge considers its related policies to be:

- Internal Verification Policy
- Initial Assessment Policy
- Candidates Appeals Procedure

Rationale:

The rationale of the Assessment Policy is the need to ensure that Rutledge meets its obligation to assure Assessment practice is in accordance with national standards and Awarding Body requirements. The policy is part of Rutledge's Quality Assurance framework.

Core Principles:

- Rutledge supports the Quality Assurance process and will ensure that the requirements of the Code of Practice and/or all Awarding Body requirements are followed
- The roles and responsibilities of Teaching & Learning Manager, Qualifications Co-ordinators, Teaching & Learning Facilitators (TLFs), Assessors, Internal and External verifiers are recognised as being essential to the delivery and quality assurance of all programmes
- Occupationally competent and qualified Co-ordinators, TLFs, Assessors and Internal Verifiers will be responsible for the delivery of programmes
- Candidates are aware of their right to appeal against an assessment decision if he/she thinks a decision is unfair
- Internal verification on competence based programmes will conform to the National Code of Practice and Rutledge's' quality standards
- All proposed assessments meet the demands of the appropriate national standard
- Assessments awarded to learners are fair and meet the appropriate national standard
- Assessment is accurately recorded and tracked throughout a programme of study
- Standards moderation on non-competence base programmes will conform to Rutledge's' quality standards.

Implementation:

- The processes associated with assessment are co-ordinated by the professional & technical Qualification Co-ordinator who report directly to the Teaching & Learning Manager;
- The Teaching & Learning Management team consists of staff with sufficient authority to monitor the effectiveness of Rutledge's Assessment Policy;
- Implementation of these core principles is at programme team level where the assessment on competence based programmes should conform to the National Code of Practice reflected in the Rutledge's quality standards (Appendix 1);
- Assessment on non competence based programmes should conform to the quality standards;
- The role of the TLF/Assessor is to ensure that learners:
 - are fully briefed on assessment methods and procedures;
 - have access to an individual learning and assessment plan;
 - who have learning difficulties and/or disabilities are supported in both internal and external assessment procedures;
 - work is assessed regularly and fairly using the relevant national standards;
 - regularly receive oral and/or written constructive feedback using Awarding Body criteria/grading procedures;
 - assessment outcomes are recorded using appropriate documentation;
 - progress is reported as required e.g. parents, employers, other tutors;
 - know how to access the Candidates Appeals Procedure.

Quality Assurance:

Monitoring of the quality standards associated with Assessment and Internal Verification is undertaken at a variety of levels:

1. External verifier reports are scrutinised by the Teaching & Learning Manager;
2. Action plans are developed and monitored by Teaching and Training Manager and Qualification Co-ordinators;
3. Assessment criteria are internally verified;
4. Assessment practices are audited against quality standards as part of Rutledge's cycle of quality improvement internal reviews;
5. These standards will be considered when preparing the annual self-assessment report.

Assessment Procedure:

1. When a Learner begins their Vocational Qualification the Assessor and Learner will identify the most suitable Units for completion taking into account the Learner's Job Role and the scope of activities to be undertaken. The Assessor must discuss with the Learner the Awarding Bodies requirements for assessment for each of the units selected.
2. The Assessor reaches an agreement with the learner on how the evidence is to be collected and presented.
3. The Assessor should explain the roles and responsibilities of the Learner with regard to his/her assessment.
4. The Assessor / Learner design and agree an Assessment Plan, making decisions about the assessment methods, assessment instruments, activities, type/amount of evidence required to meet the Awarding Bodies standards. The following should be discussed:
 - the types of assessment activities that they would be asked to perform
 - the standard and level of performance expected to meet the standard

- the type and amount of evidence to be collected to meet the standard
 - the learner's responsibility regarding the collection of evidence
 - the importance of signatures and dating of all documentation.
5. The Learner and Assessor must agree on the date, time and location of the assessment and where evidence is to be collected by the Assessor in the workplace. The Learner must ensure suitable opportunities are identified and their workplace supervisor is notified of all arrangements in advance.
 6. When evidence has been collected /observation carried out, the Assessor makes a judgement about the evidence against the criteria of the unit standard. The judgement of the evidence can only take place against the pre-determined assessment. Criteria and must follow Awarding Body guidelines of VACS.
 7. On completion of all assessment both practical and written work, the Learner should receive feedback at the earliest convenience. This should inform the Learner how/which standards have been met and what assessment criteria and knowledge has been achieved. The Assessor provides feedback to the Learner with regard to the assessment decision. All feedback must be recorded on the appropriate documentation.
 8. All evidence must be assessed in an ongoing manner and once a unit is completed all documentation must be signed and dated by both Assessor and Learner.
 9. When a Learner has completed the required Units/Credits to achieve a full Qualification and the Assessor has assessed all evidence as meeting the standard the Assessor informs the Branch Manager using Form App 44 (part certification can be achieved).

Reviewed by: SMT (August 20120
Revised by: Breda Cullen

Appendix 1

INTERNAL VERIFICTAION QUALITY STANDARDS

Standards	Amplification	Quality Measure
There is effective communication within the assessment team and with the Awarding Body.	Communication systems ensure all team members are kept up to date with awarding body changes to policy and practice. Feedback reports are shared with team.	Team meeting notes show cascade of awarding body information Systems audits/external verifier reports recognise team is up to date

Curriculum vitas are checked to ensure internal verifier qualifications and occupational competence as required by the Awarding Body.	Recruitment and Selection. Procedures ensure that candidates have the required up to date qualifications and occupational competence	Documentation relating to the checking process is available.
A system of training and/or professional updating is in place for all internal verifiers and records kept.	Records of training/updating to document their professional development activities of the team both on and off site	Record of training and/or professional updating available for scrutiny.
Newly appointed internal verifiers shadow qualified verifiers are monitored on a regular basis to ensure qualification is achieved by target date.	Target dates for achieving assessor award are communicated with the unqualified assessor. Support is given to unqualified assessors to ensure the qualification is achieved by specified target date.	Unqualified assessor and line manager aware of target date for assessor award. Records of meeting between unqualified assessor and mentor.
Trainee assessors are monitored or have clear, realistic target dates to achieve assessor qualifications.	Trainee assessors are monitored to ensure assessor qualifications are achieved within a realistic time scale	Records of meeting between trainee assessor and tutor.
There is an explicit system in place to ensure work is internally verified by a qualified internal verifier other than the original assessor.	Evidence is available to show who internally verifies work. Evidence demonstrates that assessors do not internally verify their own work.	Internal verification tracking records demonstrate that work is internally verified by someone other than the original assessor.
A written sampling strategy is prepared by internal verifiers for all programmes, which reflects joint Awarding Body guidance.	All programmes to have a prepared written sampling strategy to ensure sampling is carried out regularly, fairly and in accordance with Awarding Body guidance.	Copy of the sampling strategy. Copy of sampling frame.
Records of sampling including candidate questioning are maintained and held in a central location by the lead internal verifier.	Records relating to the internal verification are kept by the lead internal verifier and are available for scrutiny.	Sampling records are available and enable an audit trail to be identified. Sampling records conform to awarding body requirements.
Assessors are given informal and formal written constructive and relevant feedback.	This quality standard highlights the requirement that internal verifiers after sampling learners' work, provide written feedback to the original assessor.	Records of feedback to assessors. Evidence of changed or shared practice, following written feedback.
All claims for certification	This standard re-enforces the	Records demonstrating that

are validated by a qualified internal verifier.	awarding body demand that all claims must be validated by an internal verifier.	claims for certification have been signed by a qualified internal verifier.
Internal verifiers positively encourage assessors to meet regularly to discuss assessment issues.	This standard recognises the importance and value of assessors meeting with internal verifier sand/or each other on a regular basis to discuss assessment issues	Meetings calendar to encourage assessor meetings. Team meeting notes sharing assessment topics being discussed.
All documents associated with assessment and verification are safely archived and stored for a minimum period of three years.	This standard re-enforces Awarding Body requirement to store assessment and verification records for three years.	The team is able to produce assessment and internal verification records from three years ago. Auditor can assess the safety of archive store.
The lead internal verifier has allocated sufficient time to assessors and internal verifiers.	This standard highlights the resource requirements associated with high quality assessment and internal verification processes.	Work schedules/timetables indicate time allowed for assessment and internal verification. Record of conversations with assessors and internal verifiers.
Teaching & learning Manager ensures ratio of assessors to internal verifiers are appropriate.	This standard is to ensure internal verifier/assessor work loads are planned to be both supportive and robust	Internal verification records indicate ratio of internal verifier to assessor. Meeting with staff enable a judgement to be made.
The lead internal verifier includes performance against code of practice as part of self assessment.	The code of practice should be the benchmark of effective assessment practice.	Self-assessment report will include such judgements.