



Westwood Training and Consultancy

Assessment policy

Purpose

Assessment is a vital part of the learning and teaching process. This policy and associated procedures provide a framework to ensure the highest quality in assessment that meets the needs of all learners, in all settings and includes work-based assessments.

Policy Statement

WTC recognises the importance of giving constructive feedback that is appropriate, timely, adequate and shared with the learner, enabling them to be fully involved in their learning.

The policy outlines the assessment entitlement, identifies and offers guidelines for assessment malpractice and identifies roles and responsibilities of suitably qualified staff in the process of implementing assessment. If you wish to appeal an assessment please refer to WTC's Appeals policy.

WTC is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject

Scope

This policy statement covers learner who are studying qualifications and courses delivery by WTC as a Crossfield's Institute accredited centre to:

- ensure access and equality of opportunity whilst preserving the integrity of the programme/qualification.
- ensure there are no obstacles to demonstrating achievement
- provide on-going support to registered learners, including those with particular requirements
- take account of all current legislation with regards to equality of opportunity

This policy deals with the process of assessment. Should a learner wish to appeal any decisions made in relation to assessment, please visit our Complaints and Appeals policy.

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Terminology

Learner entitlement – based on the Learning Journey Screening – to include Advice & Guidance and a skill check to identify literacy, language or numeracy skills

Initial Assessment – identifies the learner's level, allowing selection of the right learning programme

Diagnostic Assessment – leads to a detailed personal profile, providing the basis for an Individual Learning Plan (ILP)

Formative Assessment – takes place regularly to review progress against the learning plan and objectives. This would include assurance that there are proportionate processes in place which measure the progress and achievement of learners on non-accredited learning programmes.

Summative Assessment – takes place at the end of each learning episode, giving feedback on learning achievements; may be a qualification, test, a completed ILP

Policy Commitments

Our Assessments

Fair and ensures parity of treatment and also ensures comparable assessment demands in subjects of equal level and credit;

Reliable, ensuring that assessment decisions are made consistently throughout the College and conducted by staff who have the appropriate knowledge, understanding and skills, and are trained in the activity. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency;

Valid, by ensuring that each assessment relates to the intended outcomes of the subject(s) studied;

Transparent, in that it is clear to students, staff and external auditors the criteria and methods by which students' work is being judged;

Recognise and respect equality and diversity;

Carried out in accordance with awarding body requirements and instructions

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Based on identified training needs and evidence sources (including Accreditation of Prior Learning (RPL) /Accreditation of Prior Achievement) and structured presentation of evidence and achievement of the learning outcome recorded on assessment records.

Assessment Malpractice

Malpractice consists of those acts which undermine the integrity and validity of assessment, and the certification of qualifications.

The term 'malpractice' is intended to encompass other similar terms such as 'non-compliance', 'maladministration' and 'professional misconduct'.

In cases of malpractice by centre staff, WTC will impose the Staff Disciplinary procedures. Learner malpractice will be dealt through the WTC Student disciplinary procedures. Where assessment malpractice is proven awarding bodies may also impose penalties or sanctions.

Centre Staff Malpractice

The following are examples of malpractice by centre staff. Other instances of malpractice may be considered by the centre or relevant awarding body.

- Failing to keep assessment papers secure prior to assessment
- Obtaining unauthorised access to assessment material prior to assessment
- Failure to keep learner, computer or other files secure
- Assisting or prompting learners with the production of answers
- Failure to abide by the conditions of supervision designed to ensure the security of assessment
- Fraudulent certificate claims (claiming a certificate prior to the learner completing all the requirements of assessment)
- Falsifying records/certificates (by alteration, substitution or by fraud)
- Misusing the conditions for special learner requirements
- Allowing evidence, which is known not to be the learner's own work, to be included in a learner's assignment/task/portfolio/coursework

Learner Malpractice

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The following are examples of malpractice by learners. Other instances of malpractice may be considered by the College or relevant awarding body.

- **Plagiarism** by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- **Collusion** by working collaboratively with other learners, or other third party, to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners
- **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/examination/test
- **Fabrication** of results and/or evidence
- **Failing** to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment/examination/test rules, regulations and security
- **Misuse** of assessment/examination material
- **Introduction and/or use** of unauthorised material contrary to the requirements of supervised assessment/examination/test conditions, for example: smart devices, notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- **Obtaining**, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- **Behaving** in such a way as to undermine the integrity of the assessment/examination/test
- **The alteration** of any results document, including certificates



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Assessment Procedures

Assessment carried out in accordance with Awarding Body requirements and can be found in the course specification. Assessments are moderated by Crossfield's Institute.

Initial Assessment

Holistic process to identify the learner's achievements, skills, interests, previous learning experiences, goals and learning needs.

Purpose – to ensure the learner is on the right learning programme

Undertaken by – all full-time and part-time learners

Responsibility – the tutor / assessor in the classroom or workplace

Formative assessment

Ongoing assessment of progress and constructive feedback and analysis of assessment outcomes

Purpose – to inform learners of their progress and help course tutors/assessors and learners to adapt teaching and learning strategies to improve performance.
Update ILPs

Undertaken by – all learners throughout the course or programme through a range of approaches: teachers led assessment, self-assessment, peer assessment, through written and verbal feedback and as part of review, target setting and action planning

Responsibility – the course tutor/assessor and the learner. All assessment, review and Health and Safety documentation must be kept in the learner file which should be kept in a locked location within the workplace and be made available for monitoring and audit purposes

Summative assessment

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Takes place at the end of each learning episode, establishing the level of competence reached and the progress made and giving feedback to learners on their learning achievements

Purpose – to enable tutor / assessor / learner to know how the quality of work relates to the standards of external awarding bodies and helps students to set their targets. Update ILPs

Undertaken by – all learners through a range of approaches: ongoing assessment from written and oral tasks, marked and graded coursework, mock exams and end of year assessments / exams / controlled assessments, portfolios

Responsibility – course tutors / assessors. Assessment will be internally verified and moderated according to the College's Internal Verification Policy and Procedures.

External assessment will be administered strictly in accordance with instructions issue by relevant awarding bodies.

It is essential that marking, including error analysis, includes:

- regular, accurate and consistent feedback to learners.
- written guidance on what learners have to do to improve their skills and knowledge.
- clear written feedback that is understood by learners; and
- regular checks and reviews on progress and improvement of skills.

Associated Policies and Procedures:

Equal opportunities and Diversity Policy

Learner recruitment policy

IQA Policy and procedures

Reasonable adjustments policy

Conflicts of interest policy

Complaints policy

Appeals policy

Malpractice/Maladministration Policy

Review

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The policy will be reviewed in September 2022

We will review this policy and its associated procedures annually as part of our self-evaluation arrangements and/or in response to customer, or regulatory feedback and any trends that may emerge in the types of queries we may have received.