



Action Community Enterprises CIC (ACE)

Assessment Policy



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Action Community Enterprises CIC

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Assessment Policy

Policy Statement

ACE recognises that assessment is a key part of the teaching and learning process and that outcomes of assessment not only determine student achievement but provide information that guides both students and staff in the ongoing improvement of teaching and learning.

Our aim:

- 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

ACE will provide an environment where:

- Assessment is **fair** in that students are entitled to parity of treatment and comparative assessment demands across courses of the same level relevant to the awarding body.
- Assessment is **reliable**. This requires clear and consistent processes for the setting, marking, grading and internal verification of assignments.
- Assessment is **valid**. Validity ensures that assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes.
- Information about assessment will be **explicit and accessible**. Clear, accurate, consistent and timely information on assessment tasks, assignments and procedures will be made available to students, assessors, placement providers, employers, and external verifiers/examiners.
- Assessment recognises and respects **equality and diversity**. Inclusive and equitable assessment will ensure that tasks and procedures do not disadvantage any group of individual.
- Assessment is **relevant** to the programme aims and outcomes.

- The amount of assessed work is **manageable**. The scheduling of assignments and the amount of assessed work required provides a reliable and valid profile of achievements without overloading students.
- **Formative and summative** assessment is included in all programmes to ensure that the purposes of assessment are adequately addressed. Main programmes will also include diagnostic assessment.
- **Feedback** is an integral part of the assessment process. Students are entitled to feedback on all submitted assessment tasks. The nature, extent and timing of feedback should be clear in advance.
- Each programme includes a **variety of assessment** types to allow a range of learning outcomes to be appropriately assessed. In addition, varied assessment tasks support a range of learning styles and ensure that accessibility is planned for and addressed.

Responsibilities and Duties

- **Programme Leaders** have responsibility for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- **All teaching staff/assessors** have the primary responsibility for implementation of assessment, reflecting the nature of the subject to national standards. Teachers/assessors have the responsibility to design and implement assessment in ways that encourage and promote effective learning, and that measures, records and tracks student achievement effectively. To make reasonable adjustments to the design and conduct of assessment to meet the needs of learners with special educational needs and disabilities and to provide constructive and developmental feedback on assessed work. Teachers have a responsibility to update their knowledge and skill and attend training and development. Assessment must be valid and reliable as the learners' own unaided work.
- **Internal verifiers**, moderated by external verifiers/examiners have the primary responsibility for verifying assessor decisions and validating assignments. The Internal Verifier records findings, gives assessor feedback and oversees remedial actions.
- **The Centre Manager** has responsibility, for setting and agreeing actions to ensure the Policy is implemented.

- The Managing Director/**Lead Internal Verifier** has overall responsibility for creating an ethos and environment that reflects the Policy.
- **The Board** will approve and review the Assessment Policy on an annual basis.

Agreed Assessment Actions

ACE will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- produce a clear and accurate assessment plan at the start of the programme/academic year
- provide clear, published dates for handout of assignments and deadlines for assessment
- 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 internal verification procedure
- provide samples for standards verification as required by the awarding organisation
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice between all programme teams
- ensure that awarding body assessment methodology and the role of the assessor are understood by all staff
- provide resources to ensure that assessment can be performed accurately and appropriately.