

## ASSESSMENT POLICY

Our aim is to ensure that each of our learners is given the best possible chance of success through our policies and working practices, and that access to assessment is appropriate, transparent and fair.

On qualification-led courses, our aim is for 100% successful completion of a course by every active learner. Our aim is a Pass mark for all who submit work for assessment. Our grades are Pass, Refer and Fail.

The scope of this policy is:

- Distance Learning – delivery of learning and assessment through our Virtual Learning Environment with virtual tutor support
- Blended learning, - incorporating an element of face to face learning – that is where a tutor/assessor will be visible to the learner. This may be on a 1:1 or 1:group basis, and may be physical or virtual or a combination of both.

### Promoting Achievement

In organising a course, we will liaise closely with employers and individual learners to ensure that learners are on the correct level and length of course, dependant on their previous attainments, their current job role, the organisation needs and the learner's aspirations. In general this will mean attainment at one level below<sup>1</sup> the intended course plus appropriate English language and numeracy against the Common European Framework. (See specific entry arrangements within the RPL policy).

During induction, learners are given clear information about the requirements from the course, including assessment information and trainers/tutors are expected to develop strong, professional and supportive relationships with learners from the outset.

Tutorial arrangements required by Awarding Organisations will be followed as a minimum and additional informal tutor contact is expected throughout studies.

### Monitoring Achievement

The Operations Director is responsible for maintaining records of achievement for learners, based on assessment and verification records. We adopt the following principles:

- For assignment-based qualifications, we adopt a 3 submission principle – trainers will give feedback up to three times before awarding a Fail mark (subject to awarding organisation requirements)
- All submissions must be complete (i.e, include learner work against each of the outcomes/objectives within the assignment) and must adhere to the word count advised
- Whilst understanding learner's need for reassurance, the submission of partially completed work for assessment via assessor emails is discouraged – all work should be submitted through the formal means either as a draft or final submission to ensure clear audit trails are maintained and system integrity is not jeopardised

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<sup>1</sup> CILT qualifications are not available at Level 4 and therefore entry onto the Level 5 course is at two levels below.

- Rejection of assignments based on word count will be based on +/- 15%
- Other work to be assessed (for example, management reports, personal statements) must be complete before submission
- All work submitted will be subject to feedback from the assessor – this will be based on<sup>2</sup>:
  - How criteria have been covered
  - What may be improved
  - If criteria have not been met, clear guidance on what is required (without 'leading' the learner)
- Internal quality assurance will also provide feedback to assessors on what they and learners need to do to improve
- If a Fail mark is awarded, learners will not be able to re-submit except with agreement with the Operations Director, and this may incur additional charges for additional support.
- Late submissions will be accepted if learners have communicated in writing (email) that they will not be able to meet an agreed deadline in advance, and have suggested an alternative date to be agreed by the Operations Director.

These principles are monitored and evaluated through internal quality assurance, standardisation, internal audit and management review activity and are reviewed on an annual basis.

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<sup>2</sup> At lower levels, it is often challenging to be able to state how criteria are covered, but assessors should endeavour to identify standards. Examples include "marketing mix is clearly described"; "could be improved by inclusion of an example of the theory presented"

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