



POLICIES & PROCEDURES

Assessment Policy

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ASSESSMENT POLICY

INTRODUCTION

All summative assessment undertaken by Oxford Energy Academy will meet the requirements of the individual awarding body criteria.

Oxford Energy Academy is committed to assessing learners in a fair, accurate and consistent manner.

To ensure that assessment decisions are valid and meet external requirements, Oxford Energy Academy operates an internal quality monitoring system of validation, approval, and verification.

SCOPE

Summative assessment relates to any activity that contributes towards the learner's achievement of their qualifications. This may include written work, observation of activity, verbal questioning or producing a final product.

KEY PRINCIPLES

- The methods of assessments are valid, reliable, practicable, fair and equitable
- Teaching staff will be mindful with the requirements of the awarding body for the summative assessment of the award
- Learners should be well prepared for summative assessment with the dates and method of assessment provided to learners well in advance
- Learners will receive written feedback within 10 working days following summative assessment by the teacher
- Alternative assessment arrangements will be offered to those students with identified additional support needs
- Where exceptional circumstances occur that prevent a learner from undertaking or performing to their ability in an assessment these will be taken into consideration to determine the appropriate action in accordance with awarding body regulations
- All assessments are well planned and have undergone quality assurance thorough validation, approvals and verification
- Assessment results must be recorded accurately and timely
- Assessed work must be disposed of in accordance with awarding body regulations.
- Students can appeal against internal assessment decisions to the Oxford Energy Academy and the Appeals procedure in the Appeals Policy will be followed

RESPONSIBILITIES

- All staff are responsible for ensuring the Assessment Policy and Procedures are adhered to
- All staff who assess learner must store assessment securely and retain the evidence in a secure location, which can be accessed by authorised staff only
- All staff who assess students must adhere to assessment conditions and requirements laid down by Oxford Energy Academy and the awarding body
- All Internal Verifiers must ensure that assessors meet the required assessment conditions, requirements and standards laid down by Oxford Energy Academy and the awarding body
- The directors and office manager are responsible for ensuring quality assurance and assessment procedures are followed
- All staff who assess students must record the results accurately within specified timelines
- The Assessments co-ordinator is responsible for accessing awarding body secure websites containing assessment resources transmittals

PRE-ASSESSMENT RESPONSIBILITIES

The Assessors and Tutors ensure:

- the tools, personal protective equipment and appliances are prepared and checked in accordance with BPEC Certification Ltd and other awarding bodies requirements for the assessment.
- well-planned initial assessments and executed initial assessments are integral to the induction process. This may commence at the enrolment stage with a pre-course questionnaire to establish learners' interests, experience and motivation. It may be part of the "getting to know you" activity in induction.
- there is some form of skill/knowledge assessment which can be validated by the tutor's discussion with individual learners about what they can do and want to be able to do
- the initial assessment establishes the existing skill and knowledge levels of learners and establish how each learner learns
- learners are introduced to some of the skills and knowledge they will need to acquire on the programme as this provides information to help tutors plan the programme
- they provide a helpful introduction to assessment in a non-threatening way

Formative (Interim) Assessments take place throughout the course and involves checking that learning is taking place ensuring:

- the tutor can obtain the knowledge and skills the learners have acquired, helping to plan the next steps
- the tutor is enabled to give feedback
- encouragement and motivation are given to the learner
- the course is modified if necessary for each learner
- learners can identify what they have learned and what they want to learn next.

Summative (Final) Assessment is used at the end of a course/module to enable learners to:

- recognise their achievements
- justify awarding a pass or other recognition of their achievements
- to help the tutor plan future modules and guide learners through their next steps.

Learners are responsible for:

- checking the tools and personal protective equipment provided and acknowledge that they are sufficient and in a satisfactory condition
- ensuring they have been briefed on the safety risks associated with undertaking the assessment
- ensuring they have the requirements to work in a safe manner
- ensuring they have the knowledge required to attempt the assessment

Tutors and learners are continuously engaged in the process of assessment, which at times may be informal or unplanned. Assessment may be initial, re-assessment, formative or summative.

RISK ASSESSMENTS

Risk Assessments are carried out in accordance with the requirements of the Health & Safety Policy.

The following risks have been identified as:

- Burns from contact with hot surfaces, liquids, naked flames, or delayed ignition from gas appliances/equipment
- Cuts & abrasions from the manual handling of appliances, pipework & fittings
- Electrical shock from contact with live electrical connections on gas appliances/equipment
- Injury from manual handling of heavy pipework, appliances, fittings tools and gas/air cylinders
- Falling when working from elevated height on gas appliance, pipework and flue installations
- Irritation from inhalation of smoke from smoke matches or smoke pellets
- Inhalation of co and co2
- Injury from chemicals contained in jointing, cleaning, adhering & detecting agents.
- Injury caused by explosion/fire of released unburnt gases

For full list see safety file.

CANDIDATE BRIEFING

The assessor/tutor shall carry out the appropriate actions and brief the candidate/learner as follows:

Assessment

- Confirm the learners photo identification and National Insurance Number
- Confirm the learner is ready for the assessment
- Explain the rules and regulations to be adhered to during the assessment including:
 - No conferring
 - No mobile phones or cameras
 - Toilet break rules
 - Refreshment and comfort breaks
 - The need to immediately stop the assessment if learner presents immediate or imminent danger to him/herself, others or to the surroundings of the assessment area
- Confirm that the learner has presented any evidence if required
- Ensure assessment paperwork has been completed correctly
- Record evidence of previous assessment paperwork for re-assessment candidates and attach copy of evidence

Health and Safety

Advise learner:

- Requirements for safe use of tools and equipment
- Use of protective clothing and footwear
- First aid provision
- Fire and emergency procedures
- Emergency stop buttons for gas/electric
- Refreshments and comfort break arrangements
- Requirement not to have mobile phones/cameras
- Necessity to stop the assessment immediately should the actions or inactions of the learner present immediate or imminent danger oneself, others or the surroundings of the assessment area

Assessment Process (Practical and Theory)

Advise learner on the:

- Scope of assessment
- Ways of presenting evidence; satisfactorily completing a tightness test and recording the readings correctly on the assessment documentation
- Method of filling in theory papers
- Use of normative documents and training materials
- Provision of any access arrangements if entitled
- Number of attempts
- Pass marks
- Timescales
- Appropriate behaviour in the assessment area

After Assessment

Advise learner on the:

- Outcome and assessment feedback
- Verification process
- Complaints/appeals procedure
- Completion of the assessment paperwork
- Supply learner with assessment feedback
- Feedback may be given verbally or in writing but always recorded on the assessment paperwork.

Externally Accredited Programmes

For externally accredited programmes (site visits), where assessors are assessing learners against agreed standards of competence, the following policy and procedures should be adopted:

- Assessor must have relevant qualifications, knowledge and/or experience in the subject area being assessed
- Assessors must have relevant qualifications, training and experience in the assessment process

- Learners should be fully briefed on assessment procedures and methods, including appeals procedures.
- Learners should be involved in the assessment planning process
- Assessors should provide constructive feedback to learners regarding the assessments
- Targets and areas for development should be provided on an individual basis.
- The awarding body's assessment specification should be adhered to in the judgement of evidence towards an award, recording outcomes of assessment using appropriate documentation
- Procedures for recording, storing and reporting confidentiality of information should be adhered to at all times.

An assessor has responsibility for the following:

- Developing plans for assessing competence with learners
- Judging evidence criteria to make assessment decisions
- Providing feedback and support to learners on assessment decisions
- Contributing to the internal quality assurance process
- Choosing the best methods of assessing a candidate in relation to their individual circumstances
- The methods chosen must be valid, reliable, safe, manageable and suitable to the needs of the candidate.
- Developing plans for assessing competence with candidates.
- Check that all learners understand the assessment process involved, the support available to them and the complaints and appeals procedures.
- Agree fair, safe, valid and reliable assessment methods
- Identify appropriate and cost-effective opportunities for assessing performance
- Identify how past experience and achievements of learners will contribute to the assessment process
- Identify how to protect confidentiality and agree arrangements to deal with sensitive issues
- Ensure that learners' progress is reviewed and that records of achievement are regularly updated
- Handle difficulties or disputes in the assessment process professionally adhering to the rules and regulations set by the awarding bodies

Judging evidence against criteria to make assessment decisions

The assessor/tutor should:

- Ensure that the work being assessed is the learner's own work
- Make fair, safe, valid and reliable assessment decisions based on the agreed standards
- Apply any agreed special or access arrangements to ensure the assessment is fair to all learners
- Make a record of the outcomes of assessments by using an agreed recording system

Providing feedback and support to candidates on assessment decisions the assessor should:

- give learners feedback at an appropriate time and place
- give learners feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
- explain assessment decisions clearly
- provide concise advice and encouragement to learners for them to re-submit work or to provide more evidence

- follow the agreed complaints and appeals procedures if candidates disagree with the assessment decision

Contributing to the internal quality improvement process

The assessor should:

- ensure assessment records are accurate current
- contribute to standardisation arrangements ensuring assessment decisions are in line with awarding bodies requirements
- contribute to the agreed quality improvement process
- record assessment activity using current documentation available from awarding bodies
- ensure the internal verification process establishes and maintains the quality of assessment for internally assessed externally accredited learning programmes
- the process provides the link between internal assessment and external verification systems and plays a key role in the Quality Improvement process
- Internal verification ensures that learners receive fair and equal access to assessment
- Ensure assessment is free from discrimination and is made by well-informed and well-supported assessors/tutors
- Ensure the standard of assessment remains consistent across time and learners with respect to individual assessors/tutors
- Ensure the consistency and standardisation between assessors/tutors

The internal verifier must:

- understand the process of assessment and verification within the context of quality improvement
- have a relevant occupational background which can be related to the vocational area to be verified for NVQ qualifications
- have gained the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- ensure health, safety and environmental protection procedures are applied within assessment arrangements
- apply and monitor equal opportunities and access procedures throughout all assessment procedures
- have a clear understanding of the standards to which the learner is being assessed
- ensure any queries relating to the interpretation of the standards are brought to the attention of the external verifier
- work with others to ensure the standardisation and confidentiality of assessment practice and outcomes, follow agreed procedures for the recording, storing, reporting of information
- carry out and evaluate internal assessment and quality improvement systems
- supporting assessors and monitoring the quality of assessors' performance
- Oxford Energy Academy meet and the awarding bodies' requirements, administrative and recording arrangements meet external audit requirements
- Ensure standardisation of assessments is carried out and a procedure for complaints and appeals, meets the requirements of awarding bodies

External verification visits

The External verifier should liaise with the Directors at Oxford Energy Academy who will maintain contact with the external verifier appointed by the awarding body to arrange an appropriate number of visits to the Centre.

All necessary information, portfolios of evidence, learner's records and internal verification records must be made available to the external verifier and awarding body requirements must be met before, during and after the visit.

Any issues or concerns that have been raised by learners, assessors or other Centre staff that have not been satisfactorily resolved, should be raised with the External Verifier prior to the meeting, in order that these can be accommodated into the visit plan.

If learners are dissatisfied with an assessment decision made by an assessor, they have the right of appeal. The main reasons for an appeal are likely to be:

- The candidate does not understand why the assessment decision has been made because of lack of, or unclear feedback from the assessor
- The learner believes the assessor/tutor has missed, misjudged or misinterpreted some of the evidence put forward for assessment

Where the learner does not agree with the assessment, they should advise the Internal Verifier, indicating the points of disagreement with reasons and reference to the evidence in the portfolio.

There are 3 stages in the appeals procedure and each stage must be completed before proceeding to the next one.

All candidates who register an appeal will receive a formal reply.

Stage 1:

- The learner appeals directly to the assessor who has carried out the assessment by completing the Candidate Appeal Report.
- The assessor will advise the candidate of the decision in writing within 10 working days.

If the learner is not satisfied with the decision made in Stage 1, they can proceed to Stage 2 by appealing to the internal verifier.

Stage 2 :

- All learners' appeals will be acknowledged and investigated to establish facts and evidence supporting the appeal.
- If an appeal is considered justified remedial action will be taken.
- The internal verifier will discuss the appeal with the assessor who will respond within 10 working days of receiving to the learner.

Learners who have exhausted Stage 1 and Stage 2 and are still not satisfied with the decision may proceed to Stage 3.

Stage 3:

- This appeal must be in writing to the Awarding Body and must be accompanied by copies of all the documentation used in Stage 1 and Stage 2.
- The Awarding Body decision will be final.