

## ASSESSMENT & QUALITY ASSURANCE and MALPRACTICE POLICY

DATE CREATED:	November 2013
DATE REVIEWED:	February 2017
SIGNATURE:	
DATE OF NEXT REVIEW:	February 2018

This policy was written for Greatwood by Laura Wickham and updated by Emma Cassidy. It will be reviewed annually and updated in line with any new recommendations or legislation as it is made available.

### Aim

Greatwood is committed to ensuring excellence in its educational and pastoral programmes. To ensure this commitment is met, the charity has established a framework for managing quality and standards. Quality assurance ensures that the learning opportunities enable students to meet standards for the award for which they are studying. Assessment lies at the heart of the process of promoting students learning. It provides a framework within which educational objectives are set and students' progress expressed and monitored. This should be done in partnership with the student. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teachers' skills and judgements. This policy outlines the purpose, nature and management of assessment at Greatwood Charity to provide Quality Assurance.

### Access to Fair Assessment Statement

Greatwood is committed to providing ongoing support to students with diverse requirements and aspires to implement assessment processes in a way which is fair and eliminates discrimination. We aim to provide a variety of qualifications which allow learners to achieve their potential by the most appropriate route. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate students in completing their course programmes as independently as possible. Our educational team are further committed to contributing to this practice and the overall aim of assisting students in managing their individual learning and in creating an accessible learning and assessment environment for all. In making sure our Access to Fair Assessment Statement is implemented effectively and all students are treated fairly, Greatwood Education aims to:

- Make students and staff aware of the existence and contents of this policy and have open access to it. The policy can be found on the Greatwood website or on request at the main reception
- Ensure the Access to Fair Assessment Statement and practice are understood and complied with, by any personnel involved in assessment and also by candidates
- Review the policy annually and make necessary revisions in response to feedback from learners, teachers and external organisations
- Promote equality in relation to the provision of the learning programme and assessment of the qualification

- Ensure buildings and assessment sites used for delivery and assessment are accessible to all students, as far as is practicable
- Adhere to related procedures and regulations regarding reasonable adjustments to assessment and special consideration. See NOCN 'Guidance to centres in regard to reasonable adjustment and special considerations' handbook or 1<sup>st</sup>4sport Athena guides
- Request permission for the implementation of specific adjustments from the awarding body where required
- Ensure appropriate equipment/personnel (technological equipment or any assistant personnel, ie reader, scribe, practical assistant, etc.) is available for selected adjustments to delivery and/or assessment

## To put this into practice successfully Greatwood will:

- Aim to ensure all assessment of work is carried out fairly and in accordance with the requirements of the relevant awarding body
- All portfolio-based work will be assessed against the qualification standards and teaching staff involved will be fully trained
- Issue a copy of this statement to all staff, trainers and verifiers, and ensure they are familiar with it
- Make this statement readily available to students on request. It is referred to on the website and can be found in the policies file, and is available on request
- Monitor and review the effectiveness of the statement and make improvements where appropriate; responding to feedback from students, tutors and external agencies.

## Greatwood Students can also expect:

- To be inducted onto a new course and given information that can be shared with parents and carers
- To be given a variety of appropriate assessment opportunities during the course with feedback provided on the quality of work
- Learning outcomes and other important elements of assessment will be made clear at the beginning of each course and when each unit assignment is set

## Additional Assessment Needs:

In order to create a fair and accessible learning and assessment environment for all, we aim to determine students' particular requirements and requests for the provision of access arrangements at an early stage and ask that an 'Individual Needs Assessment' be completed on enrolment. All students will be asked if they have any learning support needs that may require additional support to be put into place. Some students may need access to alternative means of providing evidence.

Students may be identified as having particular assessment requirement in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness or English as an additional language. Greatwood aims to deliver appropriate developmental support to enable them to meet the required standard. For example:

- Help with communication and numeracy skills
- Adapted equipment and physical environment
- Special information and interactive learning technology
- Confidence building

Care will be taken to ensure that assessment methods are of equal quality and rigour for all students in order to demonstrate that the student with special assessment requirements has achieved the standard expected.

## **Cheating and Plagiarism**

A fair assessment of learner's work can only be made if the work is the student's own. Students can expect the awarding body to be informed if they are found copying or giving information or answers, unless part of a joint project. Allegations of cheating and plagiarism will lead to a full investigation according to the guidance of the relevant awarding body.

If a learner feels she/he has been wrongly accused of cheating or plagiarism, they will be referred to the Complaints Policy.

## **Rights, Responsibilities and Roles at Greatwood**

Processes for staff recruitment will consider the ability of the applicants to deliver high quality teaching and learning and initial development programmes for newly appointed staff will ensure they are prepared for their learning roles.

We will assess all student work regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria and feedback, and how to assess their own and others' work. We will provide pupils with meaningful feedback so they know how much progress they have made and what should they do in order to improve further. We will regularly inform schools and students of progress in a way that supports their learning.

## **Expectations with regard to students**

Students are expected to engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment. During formal assessments, including external examinations, pupils will follow the exam regulations as specified by examination boards, including those regarding plagiarism.

## **Expectations with regard to schools**

Schools are to encourage parents and carers to support the student by encouraging them to do their best in assessments, and to make constructive use of the feedback they get. They will help students prepare for any assessments and aid them to follow all exam regulations, including those regarding plagiarism. There is also an expectation that schools will inform Greatwood of any barriers to learning and achievement and considerations such as Access to Exam Arrangements.

## **Conditions for Effective Assessment**

All the activities of Greatwood are geared, directly or indirectly, to effective learning. Assessment policy and practice are a key element in this, together with an appropriate curriculum and good teaching.

## **Assessment**

## **Teaching & Learning Curriculum**

Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each student's abilities, needs, and aspirations and how these change as they progress.

## Assessing Pupil Progress (APP)

Research suggests that pupils make the best progress when:

- They know the assessment objectives (we tell them what they are going to learn).
- They know how they will be assessed (we tell them what they will have to do to meet the assessment criteria).
- They know how they are going to learn (i.e. we tell them what they are going to do for the lesson or series of lessons).
- They know how to meet the assessment criteria (i.e. we provide task sheets with assessment criteria, exemplars of work at different levels etc.)
- They know how their work has been assessed (i.e. we write comments and marks/levels which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further). See Marking Guidelines attached.
- APP is a structured approach to personalised assessment, enabling teachers to make secure judgements about the standard of students' attainment, refine teachers' understanding of progression and help students to understand what they need to do to improve. This also enables teachers to track students' progress over time, provide diagnostic information for planning, support the transfer between school and Greatwood, and inform curriculum planning. As such APP at Greatwood both provides a framework for assessment practice in lessons and also informs wider school planning and interventions.

## Assessment for Learning (AfL)

AfL, sometimes referred to as formative assessment, is the process for monitoring student learning and providing ongoing feedback that can be used by teachers and learners to improve their learning. Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both. It helps students identify areas of strength and weakness.

AfL is not only part of our everyday classroom practice, but also an area of continuing development. AfL strategies are planned for daily within the Plenary and are in regular use in lessons, where they are directly linked to the learning objectives.

Targets are set with individual pupils in their Greatwood Pupil Files and Greatwood Progress Logs. A range of AfL strategies are used to monitor progress towards these targets.

Some are written; others are verbal. See Feedback on Learning Guidelines.

- Verbal assessments to individuals
- Written comments
- Self-assessment using various methods.
- Peer assessment where a peer measures the students learning against the objective.

## Assessment of Learning (summative assessment)

Assessment of Learning describes retrospective assessment of learning that has taken place; its role is to evaluate student learning at the end of an instructional unit by comparing it against a standard or

benchmark. It includes both internal observations and assessments and might include external exams and controlled assessment tasks. We assess the progress of students with respect to awarding body learning objectives termly to provide evidence of achievement and successful completion of objectives using a variety of methods.

1. Case Studies
2. Written question and answer test/ exam
3. Essay
4. Report
5. Oral question and answer test/ exam
6. Written description
7. Reflective log/ diary
8. Project
9. Role Play/ Simulation
10. Practical demonstration
11. Group discussion
12. Performance/ Exhibition
13. Production of artefact
14. Practice file

To meet the specified assessment criteria detailed in each unit, Greatwood is guided by the Assessment Information Grid which accompanies each unit. These activities enable learners to meet standards detailed in the assessment criteria.

Standards across the courses are quality assured by the Internal Verifier. For all students Assessment data is collected six times a year and is reported to the schools via a Termly report and all schools are offered the opportunity to meet with the Lead teacher.

### **Use of summative assessment data**

Achievements derived from assessments are used to monitor the progress of individuals and groups of students. This identifies areas that need improvement or specific development so we can intervene and tackle it. Teachers also use summative data in a formative way with students by giving feedback for each assessment exercise to include an explanation of the standard achieved with respect to the relevant criteria and targets for further improvement towards the next objective. They should then be given opportunities to improve. In this way summative assessments also serve as an invaluable formative teaching and learning tool.

### **Monitoring and Evaluation**

Monitoring of assessment procedures within the course delivery will be carried out by the education team. Quality assurance of the assessment will be led by the Internal Quality Assurer, Emma Cassidy. Monitoring procedures will include lesson and assessment observation, portfolio sampling, student discussions and data analysis. Evaluation of these procedures will be carried out by the External Verifier, provided by the awarding body.

### **Recording Achievement**

Greatwood will record each learner's performance in each unit on the 'Candidate Performance Form' and update the 'Candidate Assessment Plan'. These forms should record the learner's performance against the assessment criteria evidenced by the task.

## **Feedback on Learning**

The feedback of students' work is an important Assessment tool which is essential for both progression in student learning and effective teaching. Giving specific feedback helps students to understand how they can improve. Good practice is promoted through regular, accurate and consistent marking by all staff as part of a consistent approach to teaching and learning.

## **Sharing Learning Objectives and Success Criteria**

All staff should share learning objectives and success criteria for each individual lesson. These should be displayed in the classroom as a point of reference for students and support staff to enhance assessment opportunities. This enables the group to focus on the learning that is taking place.

## **Oral Feedback**

The teacher should ensure that there is a continuous dialogue with students throughout the lesson. This enables students to reflect upon, improve, refine and ultimately be successful in their learning. The use of open ended questioning is vital to this process.

## **Written Feedback**

Marking is specifically linked to the learning objective and success criteria (I can...). It should identify elements of success and either an area to improve upon or a next step target. Students are given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.

## **Peer and Self-Assessment**

Peer and Self-Assessment are important ways in which students are engaged in becoming self-critical and independent. Teacher modelling and whole class marking enable pupils to identify their own successes and improvement needs. A recommended technique within peer assessment would be to give two positive comments and an area to improve upon to create a mutually supportive atmosphere, such as "2 stars and a wish".

## **Marking Guidelines**

Staff will use their professional judgment as to the format written feedback will take, this should allow for variations in ages, learning styles and curricular area. All formats will address the 3 key questions.

- **What has the pupil done well?**
- **Where has an error occurred?**
- **What can the pupil do next to improve their work?**

All work should be annotated, initialled and dated

Any new worksheets used should be pre verified by the IV Emma Cassidy and this should be recorded by keeping a record of the approved worksheet/ or description of activity in the course folder. A master copy of each sheet should remain in the course folder.

## **INTERNAL QUALITY ASSURANCE/INTERNAL VERIFICATION POLICY**

Greatwood is committed to internal verification and moderation as part of an ongoing quality assurance process for qualifications where coursework forms part or all of the summative assessment. A robust process ensures that assessment is fair and promotes equality of opportunity.

## **Internal Moderation(standardisation) Policy**

This is a key process carried out throughout the delivery of a Qualification to ensure that assessment methods are consistent across all teaching staff/assessors at Greatwood in order to promote equality of outcomes for all learners.

It is the responsibility of all teaching staff to participate in the Greatwood moderation process by attending relevant meetings and training, keeping appropriate records and submitting marked learner work periodically.

Evidence of internal moderation will be kept on site until after external moderation.

## **Aims**

- That internal moderation practices are valid and reliable and meet the requirements of the qualification awarding body.
- Internal Moderation procedures are fair and open
- Accurate records are kept of internal moderation decisions

## **In order to achieve these aims, Greatwood will:**

- Keep records as guided by the relevant exam board and make them accessible to Internal Moderators and/or Quality Assurers
- Store coursework for a minimum of two years
- Ensure all assessments are conducted in line with awarding body
- Ensure all teachers/assessors have current copies of the standards they are assessing
- Create a sampling plan which sets out how assessments will be checked throughout the year
- Ensure assessments are checked throughout the course and a variety of evidence types used; with particular consideration of suitable differentiation of recording methods, based on the needs of the learner
- Ensure action points identified during the moderation/verification process are addressed

## **Internal verification policy**

The purpose of the internal verification policy is to provide guidance on the internal verification process, ensuring quality assurance of the courses and qualifications at Greatwood.

## **Programme of Internal Verification**

The purpose of internal verification is to standardise assessment practices and decisions within Greatwood and ensure that training needs on the part of the assessor are identified and addressed. This is achieved by sampling assessment activities and documentation, and is managed through a programme setting out when an assessor is due for internal verification and the methods to be employed.

## **Scope of Internal Verification**

The scope of internal verification should take account of actual assessment practices using observation, in combination with the sampling of verifiable evidence in the form of completed assessment records and related documentation. The knowledge requirements relating to assessment practices and current standards may be confirmed using questions or through standardisation meetings or discussions.

In each 12-month period the objectives is to complete at least two observations on each assessor's performance when the assessor is experienced and achieving consistent grades of 1 or 2 in previous observations. In the event of grades 3 or 4 being achieved then further training and observation would be planned and completed until a consistent grade 1 or 2 is achieved.

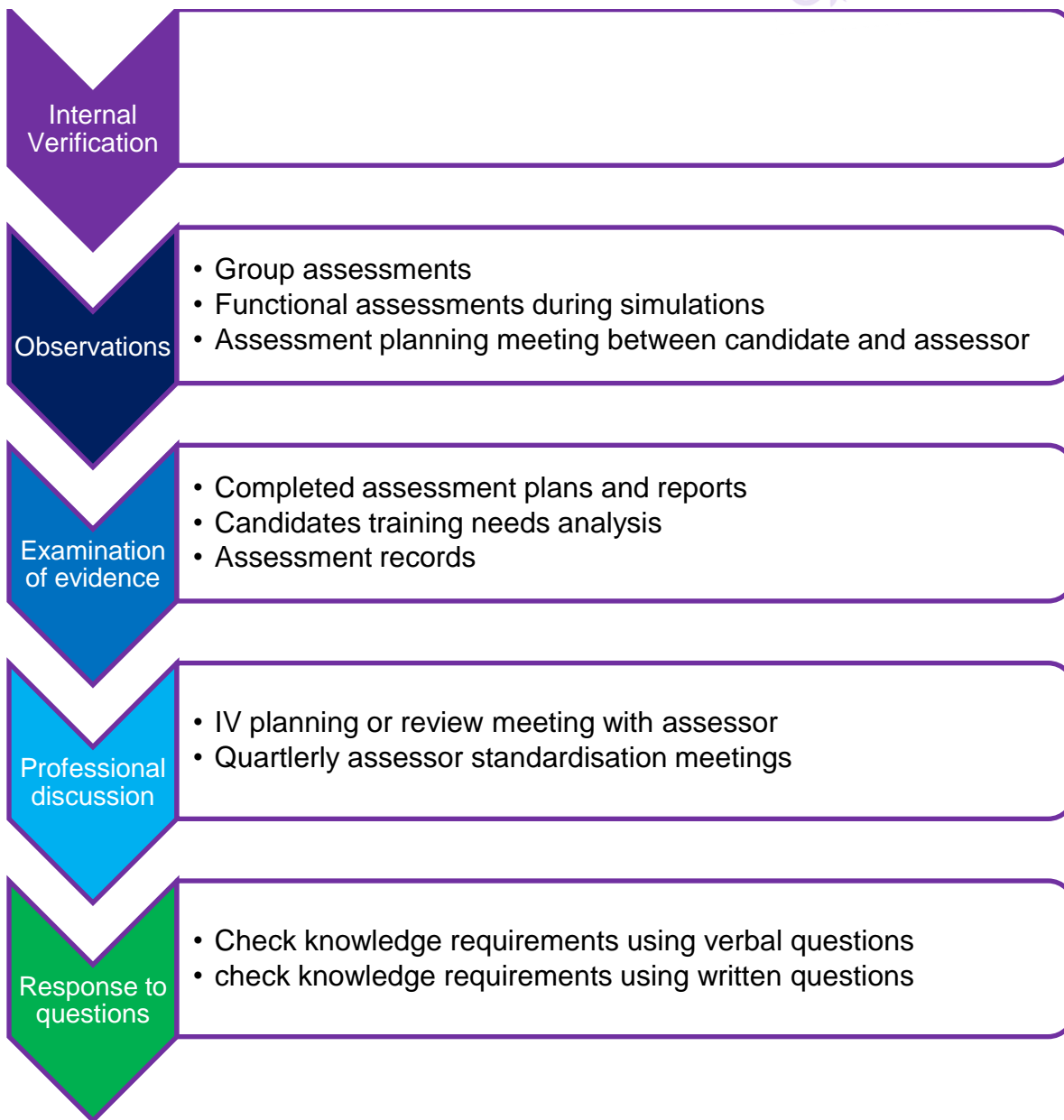
Newly qualified assessors will be observed three times in a 12 month period unless grades 3 or 4 are achieved in which case an action plan and more frequent observations will take place. Provisional assessors will be observed and work counter signed by another assessor.

All learners work will be sampled through internal verification. 50% of portfolio work will be sampled throughout the academic year on completion of the qualification. 10% will also be sampled at an interim period of the qualification. 20% of each run would be sampled through observation.

## **Planning of Internal Verification**

The specific dates of the internal verification must be agreed with each assessor and designed to take into account assessment activities planned for a particular group. Consideration should be given to the assessment activities and available opportunities. As a guide the following methods and opportunities should be considered when planning an internal verification.





### Internal Verification Records

A record of all internal verifications undertaken must be maintained using the documentation listed below.

- IV portfolio sampling report
- IV report on assessor performance
- IV report on candidate performance
- Appeal documentation (if applicable)

### Internal Verification Appeals Procedure

In the event that an individual disagrees with an internal verification decision they are entitled to appeal against it following the procedure prescribed below. The aim is to resolve the issue within 14 working days after it has been raised or as soon as reasonably possible.

The assessor should raise any problems, questions or queries with the internal verifier concerned within 5 working days of the IV decision being taken or as soon as reasonably practicable to discuss and attempt to resolve the issue at the earliest opportunity.

In the event that the issue remains unresolved or the assessor feels unable to discuss with the IV concerned, they should complete the appeal documentations and forward it to the External Verifier.

The EV should meet with those involved to discuss the issue and review all relevant documentation at the earliest opportunity.

The decision reached by the director will be final and record will be kept and copied to all parties concerned.

A copy of the appeals procedure will be kept on file.

## MALPRACTICE MALADMINISTRATION & PLAGIARISM POLICY

### Introduction

Malpractice is an act that threatens the quality and integrity of the assessments for the awards/ certificates/ diploma offered. In all the course programmes run by Greatwood such a policy is meant to assure their quality and proper certification. The policy leaves no scope for compromising the reputation of the awards and curriculum of NOCN and/ or of Greatwood.

Greatwood is committed to investigate all cases of failure to abide by its regulations that may constitute malpractice. Where cases of suspected malpractice are proven, Greatwood also remains fully committed to take appropriate action, including applying punitive measures and report suspected malpractice in order to maintain the integrity of the awards.

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff or candidate malpractice.

**Malpractice** is defined as the deliberate falsification of records in order to obtain awards/ certificates/ diploma.

**Maladministration** defined as the accidental claiming or issue of certificates, incompetence or simple mistake.

**Plagiarism** is defined as stealing ideas from someone else's work and presenting them as one's own.

### Aim of policy

- To identify and minimise the risk of malpractice by staff or learners

- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/ or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of Greatwood and the accredited qualifications delivered

### **In order to do this, Greatwood will:**

- Seek to avoid potential malpractice by using the taster day/ induction period to inform learners of Greatwood's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Ask learners to declare that the work is their own by completing the 'Assessment declaration'
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made, via the malpractice procedures
- Inform the individual of the avenues for appealing against any judgement made
- Document all stages of any investigation

### **Definition of malpractice by learners**

The following are examples of malpractice by learners. This list is not exhaustive and other instances of malpractice may be considered by Greatwood at their discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging to another to take one's place in an assessment/ examination/ test.

If a teacher suspects a candidate of malpractice, the learner will be informed and the allegations will be explained. The learner will have the opportunity to put forward their side of the story before any final decision is made. If the learner accepts that malpractice has occurred he/she will be given the opportunity to repeat the assignment. The teacher may in this instance, decide to re-mark earlier assignments and these could be rejected if similar concerns are identified.

## Appeals

In the event that a malpractice decision is made, which the learner feels is unfair, the learner has the right to appeal in line with the Greatwood Appeals Policy.

### Definition of malpractice by centre staff

This list is not exhaustive and other instances of malpractice may be considered by Greatwood at their discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio of evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/ portfolios of evidence secure
- Failure to keep assessment mark schemes/ standardisation forms secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where support has the potential to influence the outcomes of assessment, for example, where the assistance involves Greatwood staff and/or accompanying support staff producing work for the learner
- Producing falsified witness statements, for example, for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/ task/ portfolio/ coursework
- Facilitating and allowing impersonation
- Misusing the conditions for Special learner requirements where the support has the potential to influence the outcome of the assessment
- Falsifying records/ certificates, for example, by alteration, substitution or by fraud

- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

## Staff Malpractice Procedure

Investigations into allegations will be coordinated by Helen Yeadon (Managing Director), who will ensure the initial investigation is carried out within ten working days. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. If appropriate the staff member concerned and any potential witnesses will be interviewed and their version of events recorded. The awarding body will be informed in the event of malpractice allegation by Emma Cassidy.

The member of staff will be:

- Informed in writing of any allegation made against them
- Informed of any evidence there is that supports the allegation
- Informed of possible consequences should malpractice be proven
- Given the opportunity to consider their response to the allegations
- Given the opportunity to submit a written statement
- Given the opportunity to seek advice and to provide a supplementary statement if required
- Informed of the appeals procedure should a decision be made against them

## Staff Malpractice Sanctions

Where a staff member is found guilty of malpractice, Greatwood may impose the following sanctions:

1. Refer to disciplinary procedure in Greatwood staff handbook
2. Training: require the member of staff to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
3. Special Conditions: Impose special conditions on the future involvement in assessments
4. Suspension: Bar the staff member from involvement in the administration of assessments for a set period of time