

Apprentice Assessment Policy

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CONSULTATION		
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POLICY SUMMARY		
<p>The rationale of the apprentice assessment policy is the need to ensure that student assessments awarded are fair and consistent, and that the Education Centre team meets its obligation to ensure assessment practice is in accordance with the requirements of: national standards; the higher education awarding body; OFSTED, the Nursing and Midwifery Council and the Quality Assurance Agency.</p>		
The Trust monitors the implementation of and compliance with this operational policy in the following ways;		
<p>Through compliance, risk management and assurance plans, peer review and Assessment Boards. Reports to: Workforce Organisation Development Meeting Multi-Profession Education Committee Quality Committee Internal and External Audits and Inspections</p>		
Services	Applicable	Comments
Trustwide	✓	
Essex MH&LD		
CHS		

**The Director responsible for monitoring and reviewing this policy is
 Executive Director of People and Culture**

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

APPRENTICE ASSESSMENT POLICY

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ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST**APPRENTICE ASSESSMENT POLICY****Assurance Statement**

The purpose of this policy is to embed the assessment process and standards into the Trust apprenticeship programmes. The Education Centre Team ensures that assessment is a controlled and ordered process that is designed to ensure that assessment decisions are fair, valid, consistent, and reliable, in relation to individual student(s), different assessors and the current situation. The assessment policy is part of the quality assurance procedures. Quality assurance is fundamental to our processes, products and services as a provider of Apprenticeship programmes. It guarantees the integrity and value of qualifications and assessments throughout their life cycle. The delivery of apprenticeship programmes will contribute to the Trust workforce plans by providing a means of addressing workforce shortages through internal development pathways. This will reinforce the standards and core values of the Trust in line with the clinical and corporate governance agenda.

1.0 INTRODUCTION

- 1.1 The rationale of the assessment policy is the need to ensure that assessments awarded to students are fair and that the Trust Education Centre Team meets its obligation to conduct assessments in accordance with the requirements of national standards, higher education awarding bodies and the Joint Council for Qualifications' *General and Vocational Qualifications General Regulations for Approved Centres*.
- 1.2 The Trust Assessment Policy for this programme is communicated to all students as part of their induction process. It is available via the Trust website and works in line with the requirements of the partnership with Pearson the awarding body.
- 1.3 Robust mechanisms exist at EPUT to ensure that assessment is fair, consistent and appropriate. Tutors will assess the quality of the work according to agreed criteria and standards. Samples are checked by both internal verifiers, external examiners and the Assessment Board which oversee the assessment process. However, the academic appeals procedure may be instigated if a student wishes to appeal against an assessment decision based upon their academic achievement or progress.

2.0 SCOPE

- 2.1 For the purpose of this policy, assessment is taken to include all assessed work for education programmes within the Trust, which contributes towards external Awarding Body assessment decisions.
- 2.2 Students on all apprenticeship programmes are subject to the Trust Education Centre Team policies and procedures. This policy applies to all awards offered by EPUT

3.0 DUTIES

- 3.1 **The Head of Centre** - will be responsible for the management and delivery of BTECs within the Trust Education Centre Team.
- 3.2 **Programme Leader** - will be responsible for having overall responsibility for the effective delivery and assessment of BTEC qualifications. For Level 4 to 7 qualifications, the programme leader also ensures assessment records and student work are retained for sampling and will work with the Lead Internal Verifier to ensure that appropriate sampling takes place
- 3.3 **Lead Internal Verifier** - is responsible for ensuring that all assessment and verification records are available for scrutiny by Pearson with learner work, which they'll need to confirm is authentic and valid. They are also responsible for authorising resubmissions fairly and consistently. They are responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.
- 3.4 **Internal Verifiers** - will be responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.
- 3.5 **Assessors** - will be responsible for teaching and assessing students against the learning aims and assessment criteria of the course specification. Assessors need to provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards
- 3.6 **Students** - will be responsible for completing academic and practical skills assessment elements within the allocated time frames, in line with the apprenticeship programme requirements, and meeting the assessment or examination requirements within agreed time frames

4.0 ACCESS TO ASSESSMENTS

- 4.1 Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

- 4.2 We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not disadvantaged in comparison to students who do not share that characteristic when they are undertaking one of our qualifications
- Students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website; <http://www.jcq.org.uk>

5.0 PRINCIPLES OF ASSESSMENT

- 5.1 The roles and responsibilities of Lecturers, Assessors, Internal and External Examiners are recognised as being essential to the delivery and quality assurance of all programmes.

- 5.2 An assessment schedule will be made available to students and will be reviewed regularly. The centre will ensure that students have access to the assessment policies and procedures. These include:

- Student responsibilities (Academic) Procedures
- Complaints procedures
- Academic Appeals Procedure (available in Handbook)

- 5.3 The programme lead will ensure that the assessment requirements for the course are published. This will include:

- Course handbook and programme specification
- Assessment schedule (including reassessment dates)
- Learning outcomes, assessment criteria, weightings and mode(s) of assessment for each unit
- Procedures for the submission of assignments, including the procedure for dealing with late submission of work, and indicative feedback dates
- Criteria relating to grading and marking schemes

- 5.4 Formal assessment opportunities are identified on tutors' schemes of work and on assessment schedules for students.

Students are expected to work to the deadlines set out in their assessment schedule and should be made aware from the outset of the consequences if they miss deadlines. It is important that all students are assessed fairly and consistently, and that tutors do not give individual students an unfair advantage by giving them additional time to complete their assignments.

- 5.5 In extenuating circumstances a deadline extension may be authorised at the tutor's discretion where submission within this timescale would be reasonable taking into account those circumstances. Authorisation of a deadline extension requires written permission. If a student is successful in their application for an extension, the tutor must record the revised deadline and ensure they adhere to it.
- 5.6 Extenuating circumstances are exceptional factors outside of a learner's control that have adversely affected their performance within their course/programme of study. These factors may have prevented them from attending examinations or other timed assessments or to miss assessment submission dates. Examples are illness, accidents or serious family problems. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note.
- 5.7 Cross marking, Internal Verification and Standards Moderation will conform to awarding body requirements.
- 5.8 The generic merit and distinction grade descriptors are a qualitative extension of the assessment criteria for pass within each individual unit.
- 5.9 In respect of BTEC Higher National programmes students are encouraged to develop good time management and it is important that students are assessed fairly and consistently, and that they are not advantaged through having additional time to complete assignments.
- 5.10 Students may be given authorised extensions for legitimate reasons, such as illness at the time of submission (See below Principles of Mitigation, section 6). Work submitted after the published deadline and without an authorised extension will not be marked and will be recorded as *"Did Not Submit"*. Students will be offered a single reassessment at the next available opportunity. Merit and Distinction criteria will not be included in the reassessment brief. Students must be made aware of the consequences of failing to meet deadlines.
- 5.11 Late submission - EPUT Education Centre Team may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped mark; in order to

recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped marks should be recorded and ratified by an appropriate assessment

6.0 PRINCIPLES OF MITIGATION

- 6.1 Mitigation will only be awarded in situations that meet the above definition and which impact directly on a student's ability to complete the assessment.
- 6.2 Mitigation will only be considered if the request is accompanied by appropriate evidence, for example original medical certificates, that supports the definition above. Failure to provide evidence with the original request may prevent the award of mitigation.
- 6.3 Mitigation requests must be made and received in a timely manner, i.e. normally before the assessment deadline and in advance of the Mitigation Panel meeting. If a student has any concerns about their ability to meet a deadline, they must discuss this with the Programme Curriculum Manager in advance of the submission date. Retrospective applications for mitigation will rarely be considered.
- 6.4 Repeated requests for mitigation during the period of registration on the programme may impact on a student's future request for mitigation and their continuation on the programme of study as set out in the paragraph below
- 6.5 The following would not be regarded as mitigating/ extenuating circumstances:
- Planned or pre-booked hospital appointments that occurs on or close to an assignment deadline;
 - Minor illness – even if it is covered by medical certification;
 - The malfunction or breakdown of personal or work computer or storage media. All students are expected to 'back-up' their work and ensure accessibility;
 - Transport difficulties involving private or public transport;
 - Moving home;
 - Holidays – students are expected to make themselves available for the whole programme of study;
 - Issues arising from the planning, organisation or time management involved in completing assignments;
 - Misinterpretation of assignment submission dates, schedules or timetables;
 - Family commitments, social, financial or other general, everyday problems.

7.0 RESUBMISSION OPPORTUNITY

7.1 An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted (HND)
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a pass grade or higher has already been awarded.

8.0 PLAGIARISM

8.1 If an assignment is submitted that contains work that is not their own, without indicating this to the marker by acknowledging the sources, they are committing plagiarism' and this is an academic offence. Plagiarism guidelines are available to all students as part of their handbook and EPUT Education Centre Team has full plagiarism guidelines as an additional document.

8.2 If a learner's work is identified as containing plagiarism, this will automatically trigger a cause for concern. This will mean that a meeting will be set up between the learner, assessor and manager. An action plan will be created to address the plagiarism. As long as this plan is followed, and at review, the learner can show that they have met the identified targets, they will be allowed to continue on with their learning programme, with regular monitoring. If however, at review it is discovered that the learner has not met the set targets, they will be at risk of being withdrawn from their learning programme.

9.0 ASSESSMENT BOARDS

9.1 EPUT will hold assessment boards three times yearly .The main purpose of the Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.

10.0 APPEALS

10.1 The appeals process should be used where a learner is unhappy with any stage of the assessment process and they have been unable to resolve this directly with the tutor concerned. An appeal can be made against any decision made by the learner's tutor once the assessment of the unit has been completed.

10.2 The following are considered grounds for appeal:

- The learner disagrees with the assessment decision as set against the performance criteria of their qualification.
- The learner is dissatisfied with the way in which the assessment was carried out.
- The learner is dissatisfied with the amount of opportunities offered to demonstrate competence.
- The learner experiences bias/discrimination in the assessment process in terms of equal opportunities.

11.0 MONITORING OF IMPLEMENTATION AND COMPLIANCE

11.1 The policy will be reviewed if there are relevant legislative changes, developments in employment practices or the quality assurance requirements of the awarding body change. This is in order to ensure its continuing compliance, relevance and effectiveness. The Trust Education Centre Team will be responsible for the review of this policy.

11.2 Reports on the progress of apprenticeships within the Trust will be produced monthly to the workforce group, and to other Trust committees as requested.

11.3 A yearly audit of the Assessment Policy will be undertaken.

12.0 POLICY REFERENCES / ASSOCIATED DOCUMENTATION

- <http://www.apprenticeships.org.uk/employers/steps-to-make-it-happen.aspx>
- <http://www.cipd.co.uk/publicpolicy-reports/apprenticeships-work.aspx>
- Pearson BTEC Quality Assurance policy
- Apprenticeship framework 2010
- Skills funding agency
- OFSTED common inspection framework
- Associated apprenticeship guidelines,

13.0 REFERENCE TO OTHER TRUST POLICIES / PROCEDURES

- Recruitment policy
- Grievance policy
- Conduct and capability policy
- Placement policy
- Safeguarding Adults Policy
- Safeguarding Children Policy
- Study leave policy
- Health and safety policy
- Induction and Mandatory Training policy
- Equality, Inclusion and Human Rights Policy
- Confidentiality Guideline
- Complaint Procedure
- Appeals Procedure
- Plagiarism Guideline
- Workplace Risk Assessment
- Mitigation guidelines
- Apprenticeship policy

END

SAMPLE - DO NOT USE