

EPUT EDUCATION CENTRE

Assessment Policy

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POLICY SUMMARY		
<p>The rationale of the 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> <p>The policy is informed by the EPUT Education Centre strategic aims to:</p> <ul style="list-style-type: none"> • Foster an inclusive student learning experience • Enable apprentices to fulfil their academic potential • Promote professional development and • Equip apprentices for lifelong learning. 		
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 People Equality and Culture Committee Internal and External Audits and Inspections</p>		
Services	Applicable	Comments
Trust wide	✓	
Essex MH&LD		
CHS		

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION EPUT EDUCATION CENTRE

ASSESSMENT POLICY

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Assurance Statement

The purpose of this policy is to embed the assessment process and standards into the EPUT Education Centre apprenticeship programmes. The EPUT 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 apprentices, different tutors 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 organisation workforce plans by providing a means of addressing workforce shortages through internal development pathways. This will reinforce the standards and core values of the EPUT Education Centre in line with the clinical and corporate governance agenda.

1.0 INTRODUCTION

1.1 The key objectives of this policy and procedures are in line with the guiding of the UK Quality Code for Higher Education:

<https://www.qaa.ac.uk/the-quality-code>

- Teaching activities are directly linked to learning outcomes and assessment methods to ensure essential knowledge, skills and behaviours are learnt.
- Assessment methods are reliable, which means their accuracy can be trusted
- Assessments are consistent, which means the same standards are applied in every case
- Assessments are fair, which means individual apprentice circumstances in comparison to other apprentices, including reasonable adjustments for disabled apprentices or those with learning difficulties, are taken into consideration
- Assessments are valid, which means the assessment allows the apprentice to demonstrate if they have or have not met the learning outcomes.
- A holistic approach to assessments is taken so that the overall performance and understanding of apprentices can be assessed
- Feedback is constructive and supports learning
- Feedback is provided at the right time (within 30 days of submission)
- Apprentices have all the information and support they need for assessment

1.2 Formative Assessment

A formative assessment is when an apprentice submits some coursework or takes a test before their final assessment takes place. The formative assessment is designed to help apprentices understand how they are progressing in regards to a particular Unit / Module and to offer feedback on what they need to do to improve before their summative assessment. Formative assessment needs to be submitted by apprentices on the submission dates identified so that they can receive feedback, with adequate time to take feedback on board before the apprentice has to submit their summative assessment. Formative assessments are usually submitted at the middle of a term or semester and the feedback should be provided to the apprentice prior to release of the summative assessment. The feedback provided to the apprentice is only a guide for them to see how well they are doing and will not count towards their final grade.

1.3 Summative Assessment

A summative assessment is the final coursework an apprentice must submit or exam the apprentice needs to take for any unit they have studied. Students will usually submit coursework or take exams at the end of a term or semester

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for each unit they have completed during the term or semester. The apprentice must submit their summative assessment by a deadline that is provided when they receive the assignment brief explaining what they need to do for the submission. The summative assessments provide the opportunities for apprentices to demonstrate the KSB's against the required learning outcomes of an inbuilt qualification and apprenticeship standard.

2.0 SCOPE

- 2.1 For the purpose of this policy, assessment is taken to include all assessed work for apprenticeship programmes within the EPUT Education Centre (EEC), which are required to achieve recognised apprenticeship pathways to professional qualifications.
- 2.2 All apprentices are subject to the EPUT Education Centre policies and procedures. This policy applies to all awards offered by EEC.
- 2.3 The policy applies to all assessment of learning outcomes conducted as part of EEC, i.e. the award or qualification.
- 2.4 The policy applies to all those engaged with the assessment and feedback processes and procedures.
- 2.5 EEC aims to ensure that assessment procedures carried out on apprenticeship programmes:
 - are clear for all apprentices and academic staff to understand and follow
 - meet the requirements and expectations of external bodies where relevant
 - meet the academic and employability needs of apprentices doing the assessment

3.0 DUTIES

- 3.1 **Director of Education** will be responsible for the strategic overview of the management and delivery of apprenticeship programmes within the EPUT Education Centre.
- 3.2 **Education Facilitator Lead (EFL)** - will be responsible for having overall responsibility for overview of the effective delivery and assessment of Apprenticeship qualifications within EEC (L3-L5). They will work with the Quality Assurance Lead to ensure that the quality of assessment and standardisation of assessments are in line with Ofsted requirements, the qualification awarding bodies and identified apprenticeship standards.
- 3.3 **Quality Assurance Lead (QAL)** - is responsible for quality assurance across apprenticeship programme delivery (L3-L5). They are responsible for reviewing the assessment of units and qualifications as well as signing off assessment and internal verification decisions. The QA Lead will also ensure standardisation of assessment and assignment setting. The QA Lead is responsible for reporting recognised areas of concern to the EFL.

- 3.4 **Internal Quality Assurors** - will be responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising tutors and sampling assessment decisions. Internal verification refers to feedback given to another assessor on the feedback they have given to a student. After the submissions have been assessed, EEC carries out sampling of assessments for internal verification purposes.
- 3.5 **Tutors / Lecturers** - will be responsible for teaching and assessing apprentices in line with the curriculum plan and against the learning outcomes and assessment criteria of the programme specification. Tutors need to provide assessment records and apprentices work for Standards Verification, and undertake any action required to bring the assessment in line with national standards. Tutors and Lecturers are also responsible for ensuring that delivered Units/ Modules are resourced appropriately and for pastoral care of their allocated apprentices.
- 3.6 **Apprentices**- will be responsible for completing academic and practical skills assessment elements within the allocated time frames. These are in line with the apprenticeship programme requirements and assignment deadline. If apprentices know that they cannot meet a deadline, they must request mitigating circumstances before the deadline. They may do this in writing or by email to their Tutor or Programme Lead. They must explain the reason why they cannot submit their work and the reason needs to be valid as set out in the apprentice handbook Mitigation of Assessment section. Apprentices are responsible for informing Tutors/ Lecturers of assessment opportunities.

4.0 ACCESS TO ASSESSMENTS

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

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

- 4.2 EEC are committed to making sure that:
- Apprentices with a protected characteristic (as defined in legislation) are not, disadvantaged in comparison to apprentices who do not share that characteristic when they are undertaking one of our qualifications. This is linked to the Equality Act 2010 and EPUT Education Centre EDI policy EEC1.
 - Apprentices 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 Assessment Policy is based on the following principles:

- **Equality** – Assessment design must ensure inclusivity and enable all apprentices to demonstrate, to the best of their ability, their achievement of learning outcomes at both module and course level.
- **Transparency** – The processes and practices of assessment and feedback are made clear to all participants and intended audiences, are readily accessible and are expressed in an easily understood format.
- **Consistency** – Assessment design must incorporate the appropriate use of level descriptors, learning outcomes and assessment criteria; consistent application of associated marking and moderation procedures across markers; and consistency of workload per unit of credit across courses in terms of level of study and hours of work.
- **Sustainability** – Assessment and feedback design must promote lifelong learning and the progressive development of apprentices from dependent to independent apprentices.
- **Ethical Behaviour** – Assessment must be conducted in such a way as to ensure and maintain the integrity and propriety of the assessment process and procedures.
- **Employability** – Assessment will address the needs of apprentices to demonstrate a range of professional skills and, as relevant, their ability to undertake tasks in the workplace.
- **Assurance of Quality and Standards** - Assessment is set and maintained at the appropriate level to show that an apprentice has achieved the EEC academic standards appropriate to the qualification or credits awarded by the institution.

5.2 **Deadlines-**

Apprentices 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 apprentices are assessed fairly and consistently, and that tutors do not give individual apprentices an unfair

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advantage by giving them additional time to complete their assignments unless mitigation has been requested.

- 5.3 Extenuating circumstances are exceptional factors outside of an apprentice'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.
- 5.4 In extenuating circumstances a deadline extension or mitigation 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 an apprentice is successful in their application for an extension, the tutor must record the revised deadline and ensure they adhere to it.
- 5.5 Apprentices may be given authorised extensions for legitimate reasons, such as illness at the time of submission (See below Principles of Mitigation). Work submitted after the published deadline and without an authorised extension will not be marked and will be recorded as *"Did Not Submit"*. Apprentices will be offered a single reassessment at the next available opportunity. Merit and Distinction criteria will be acknowledged as part of the resubmission feedback however awarding body requirements infer that all resubmissions are capped at a pass. Apprentices must be made aware of the consequences of failing to meet deadlines.
- 5.6 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 by the lead Quality Assuror or Education Facilitator Lead after review, then the assignment should be assessed normally. Where the result of assessment may be capped, due to late submission of the assignment, the apprentice 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

5.7 **Second Marking and Internal Verification**

Second marking refers to a second assessor/tutor marking work that has been assessed by another assessor/tutor. Internal verification refers to feedback given to another assessor on the feedback they have given to a student. After the submissions have been assessed, the EEC Education Centre Team IQA carries out sampling of assessments for internal quality assurance purposes. Each Assessor/ Tutor has an Internal Quality Assuror

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(IV) or moderator who will check a sample of their assessment decisions to make sure they agree with them. There should be verification for 20% of every module assessed. This form of quality assurance provides the required equitable assessment of apprentice's evidence.

6.0 PRINCIPLES OF MITIGATION

6.1 Mitigation will only be awarded in situations such as defined below and which impact directly on a student's ability to complete the assessment.

- The apprentice is suffering from a physical or mental illness. In this case the EEC may ask for evidence from a doctor. The EEC may refer the apprentice to the organisation 'There for You' support system for help.
- There has been a bereavement in the student's immediate family.
- The apprentice is struggling with a disability or learning difficulty that deserves special consideration and reasonable adjustments.
- The apprentice is a victim of a crime.
- The apprentice has unexpectedly been left alone to care for a relative.

This list is not exhaustive and individual cases will be reviewed by the extenuating circumstances panel.

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 an apprentice has any concerns about their ability to meet a deadline, they must discuss this initially with their tutor with the in advance of the submission date. Retrospective applications for mitigation will rarely be considered.

6.4 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;

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- The malfunction or breakdown of personal or work computer or storage media. All apprentices are expected to 'back-up' their work and ensure accessibility;
- Transport difficulties involving private or public transport;
- Moving home;
- Holidays – apprentices 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 A summative submission provides the final assessment for the relevant learning outcomes for a particular Unit/ Module and is normally a final assessment decision. An apprentice who, for the first assessment opportunity, has failed to achieve a pass for that unit/module specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted for programmes above Level 3.
- 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.
- An apprentice who undertakes a reassessment of a submission will have their grade capped at a pass for that unit/module.
- An apprentice 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

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committing plagiarism' and this is an academic offence. Plagiarism guidelines are available to all apprentices as part of their handbook and EPUT Education Centre has full plagiarism guidelines as an additional document.

- 8.2 If an apprentice's work is identified as containing plagiarism, this will automatically trigger a cause for concern and implementation of the maladministration of assessment policy (embedded in associated documents section)

9.0 ASSESSMENT BOARDS

- 9.1 EPUT Education Centre will hold assessment boards three times a year. The assessment board consists of Director of Education or an allocated independent Chair, programme tutors, leads and supporting administration.

The main purpose of the Assessment Board is to make recommendations on:

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

10.0 APPEALS

- 10.1 The EPUT Education Centre appeals process should be used where an apprentice disagrees 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 EPUT Education Centre once the assessment of the unit has been completed. Guidelines relating to the appeals process is included within the Apprentice Handbooks and is linked to the Education Centre Staff Maladministration & Malpractice Guidelines.



2023 Apprentice
Handbook (HND).docx

- 10.2 The following are considered grounds for appeal by an Apprentice:

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- The apprentice disagrees with the assessment decision as set against the performance criteria of their qualification.
- The apprentice is dissatisfied with the way in which the assessment was carried out.
- The apprentice is dissatisfied with the amount of opportunities offered to demonstrate competence.
- The apprentice experiences bias/discrimination in the assessment process in terms of equal opportunities as defined in the Equality Act 2010.

11.0 MONITORING OF IMPLEMENTATION AND COMPLIANCE

- 11.1 Monitoring of the implementation of this policy is undertaken by the EPUT Education Board and the Director of Education.
- 11.2 The policy will be reviewed in accordance with both internal and external requirements.
- 11.3 Reports on the progress of apprenticeship programmes within the EPUT Education Centre will be produced bi-monthly to the Apprenticeship meeting tri monthly to EPUT Education Board, and to other EPUT Education Centre committees as requested.
- 11.4 The EPUT Education Centre will be responsible for the annual review of this policy.

12.0 POLICY REFERENCES / ASSOCIATED DOCUMENTATION

- Institute for Apprenticeships- <https://www.instituteforapprenticeships.org/>
- QAA- <https://www.qaa.ac.uk/the-quality-code>
Joint Council for Qualifications; - <http://www.jcq.org.uk>
- Education and Skills Funding Agency- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1087466/202201_Apprenticeship_funding_in_England_from_June_2022_Final_.pdf
- Education Inspection Framework- [Further education and skills handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/EIF_Handbook.pdf)

**13.0 REFERENCE TO OTHER EPUT EDUCATION CENTRE POLICIES/
PROCEDURES**

- Complaints policy
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- Education Centre Staff Maladministration & Malpractice Guidelines



EPUT Education
Centre Staff Malprac

- Conduct and capability policy
- Education Safeguarding policy



Safeguarding Policy
Education Centre V2

- Health and safety policy
- Apprenticeship policy
- Equality, Inclusion and Human Rights Policy
- Appeals Procedure
- Plagiarism Guideline
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- Mitigation and Extenuating Circumstances Guidelines

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