

Access to Fair Assessment Policy and Procedure

1. Overview of National Resource Centre for Supplementary Education

The National Resource Centre for Supplementary Education (NRCSE) provides developmental quality assurance and learning for the Supplementary Education Sector. Our learners can choose to take our courses without preparing a portfolio for accreditation or to register for accreditation through Open College Network West Midlands Region (the Awarding Body). In addition, we work with a range of partners to assist them in accrediting qualification and delivery of classroom based accredited courses, acting as an Open College Network West Midlands Centre.

Courses and programs delivered by NRCSE are continually updated through consultation with Subject Matter Experts. This ensures that students have access to the most current information and learning strategies.

The purpose of this document is to set out our policy to ensure all learners have access to fair assessment including online and classroom-based learning which may be provided through NRCSE.

2. Introduction

This policy sets out:

- the principles which should be followed when making decisions about assessment
- to provide an assessment framework which provides all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We will endeavour to ensure that all our assessment processes are fair and non-discriminatory.

Audience

3. This document is intended for:

- NRCSE staff
- Subject Matter Experts
- Tutors and Assessors
- Internal Verifiers
- Awarding Body Personal
- Learners

4. Access

- Learners are made aware of the existence of this policy and it will be given out in their Learner Folder

All tutors, assessors and subject matter experts working for or on behalf of NRCSE will be made aware of this policy in the Staff Handbook

This policy is reviewed annually and may be reviewed in response to feedback from learners, tutors, assessors and external organisations.

5. Fair Assessment

All assessment procedures utilised by NRCSE will be fair and transparent. They will not place learners at disadvantage. NRCSE's assessment procedures will:

- be equitable and culturally appropriate to the needs of the individual learner
- involve processes in which the criteria for judging performance are made clear to the students
- employ a participatory approach
- provide learners with the opportunity to undertake assessments at appropriate times

6. Flexible

All NRCSE assessment procedures will be flexible, we will:

- be flexible and involve a variety of methods that can be tailored according to the circumstances surrounding the assessment situation
- recognise equality and cultural issues without compromising the integrity of assessment
- ensure confidentiality of all assessment results with only the relevant learner being informed of their own results
- ensure that learners are informed of all assessment at the beginning of each course, as well as making sure they are all given sufficient notice and time to practice before any assessment commences

7. Clear Expectations

Tutors and Assessors

- Are inducted into the Awarding Body's principles of assessment and understand criterion referenced assessment
- Record the outcomes of all assessment activities
- Provide feedback to learners mapped against achievement of the learning outcomes
- Plan their assessment strategy and the timing of assessments so as not to unnecessarily overburden learners or discriminate against particular groups of learners.
- Produce assessment activities with due regard to equality and the diversity of learners; they ensure that assessment tasks allow for the generation of evidence in diverse ways
- Ensure that they use plain language at a level suitable to the unit
- Review assessment tasks on a regular basis and as part of any course review
- For any particular course, every student will be assessed using the same overall set of exercises and criteria.
- Assessments will be standardised across different tutors and classes to ensure that all students have been judged against the same standards.

Internal moderators:

- Verify the appropriateness of the assessment strategy for a unit
- Verify the appropriateness of individual assessment tasks against the principles and any particular requirements of the qualification
- Ensure that tutor records are clear and current
- Ensure that tutor feedback to learners is clear, unambiguous and related to the assessment criteria
- Ensure that all assessment decisions are valid
- Provide written feedback to assessors on all aspects of the assessment process
- Ensure that all quality improvement recommendations are monitored and actioned

Learners:

- Have an assignment schedule at the beginning of a course, including any time constraints
- Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear at the outset of a course and when assignments are given.
- Are aware of assessment opportunities during the course
- All work will be assessed (see types of assessment) Constructive and focussed feedback will be given by the tutor, to enable the student to improve their performance.
- Where a student's work does not satisfy the criteria for passing an assessment, in whole or in part, they will be provided with clear feedback on the basis on which the assessment was made.
- Are made aware of the Appeals Policy
- Students will not be limited to how many times they may take a course.
- Students will gain full accreditation for all prior learning on production of the necessary paperwork

8. Face to Face Assessments

These qualifications will include regional accredited courses and units or nationally accredited qualifications.

If you are enrolled in a Face to Face training course with NRCSE or one of our partners

- All assignment tasks must be submitted to the trainer on the date specified by tutor.
- All assignment tasks are to be submitted in the format specified by your tutor
- Late submission of assignments will not be accepted

Your Trainer will provide all additional assessment information if required, and conduct all of your assessments under direct supervision.

9. Cheating and Plagiarism

A fair assessment of a students work can only be made if that work is entirely the students own. Therefore students can expect to fail their assessments if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another students answers during a test or examination
- They talk during a test or examination
- They give test information to students who have not yet taken the test

Where a tutor suspects cheating or plagiarism, they must make an assessment as to the seriousness of the incident. If it is considered to be a minor infringement then the tutor may:

- Deal with the matter and provide help and guidance to the student, or
- Issue a warning about future conduct, or
- Direct the student to the Cheating and Plagiarism section of the Fair Assessment Policy

If the incident is considered to be a major infringement, then the tutor will:

- Report the matter to the Curriculum Manager at NRCSE and arrange a disciplinary hearing
- Review the assessment policy with the student concerned, inform them of the disciplinary hearing, and also of their right to appeal

- Attend the disciplinary hearing with the student

The Curriculum Manager will listen to evidence from the student and the tutor, and will take into account whether this is an internal or external assessment or examination.

For an internal assessment the Curriculum Manager should:

- Refuse to accept the assignment and ask for the work to be redone
- Issue a written warning as to future conduct of the student
- Strongly impress on the student the reasons for having a Fair Assessment Policy

For an assessment by the Awarding Body the Curriculum Manager should:

- Refuse to accept the assignment and ask for the work to be redone
- Refuse to submit the work for assessment or verification
- Inform the Awarding Body's Quality Reviewer
- Determine whether or not to withdraw the student from the accredited training program

The decision of the Curriculum Manager will be final, subject to appeal.

10. Procedure for Appeals by Students

If a student feels that they have not been assessed or disciplined fairly then they should use the **Appeals Procedure** to appeal the assessment or disciplinary decision.

11. Related Documents

This Appeals and Complaints Policy should be read in conjunction with the following documents:

Appeals Policy
Complaints Policy
Disability Discrimination Policy
Equality and Diversity Policy

12. Delegated Responsibility and Review

The NRCSE Board of Trustees will review the policy annually and revise it as and when necessary in response to customer feedback, changes in practice, the Awarding Body's requirements or changes in legislation.

Signed: _____

Print: John Robinson

Job Title Chair of Trustees

Dated: 22/10/2013

Review Schedule

Year	2014	2015	2016	2017	2018	2019	2020
Date		11/05/15			25/7/18		
initials		JR			DB		