

Assessment Policy (UAL)

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- assess learner's evidence using only the published assessment and grading criteria.
- ensure that assessment decisions are impartial, valid and reliable.
- not limit or 'cap' learner achievement if work is submitted late.
- develop assessment procedures that will minimise the opportunity for malpractice.
- maintain accurate and detailed records of assessment decisions.
- maintain a robust and rigorous internal verification procedure.
- provide samples for external verification, as required by the awarding body.
- monitor standards verifier reports and undertake any remedial action required.
- share good assessment practice between all UAL programme teams.
- ensure that UAL assessment methodology and the role of the assessor are understood by all UAL staff.
- provide resources to ensure that assessment can be performed accurately and appropriately.

Purpose/Scope

- To ensure that assessment of UAL programmes is to the required standard.
- To ensure that there is equal and fair access to assessment for all learners.
- To ensure that learners are given realistic targets and informed of their progress.
- To ensure that achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

Definitions/Terminology

- **Assessor:** the person responsible for making decisions about whether learners' work achieves the standard required for certification.

- **Formative assessment:** used to review learner progress and inform improvement.
- **Summative assessment:** the definitive assessment of the learner's achievement and must be to the UAL standard. This assessment informs a unit grade where appropriate.
- **Standardisation:** a method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.
- **Learning outcomes:** what the learner should know, understand or be able to do as a result of completing the unit.
- **Unit content:** the unit content gives you the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.
- **Unit grading grid:** each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

Responsibilities:

- **Programme Manager:** responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria
- **Assessor:** responsible for carrying out assessment to the UAL standard. The Assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

Procedures:

- **Learner induction:** should inform about all aspects of assessment and progress monitoring.
- Reference should be made to the UAL standards, assessment deadlines, the need for authentic work, and learner appeals.
- **Assignment design:** should have a practical vocational focus and reference unit assessment and grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates needs to be planned and monitored during delivery of the programme.
- **Assessment schedule:** annually agreed to assure coverage of all assessment and grading criteria.
- **Assessment of learner work:** should be to the published unit assessment and grading criteria only.

The punitive 'capping' or limiting of grades is not allowed

- **Tracking assessment:** a secure audit trail must be maintained, comprising assessment decisions; internal verification documentation for assignments and learner work; and unit achievement for the programme. These records will be held securely for 3 years after certification.
- **Certificate claims:** need to be based on accurate, audited records.