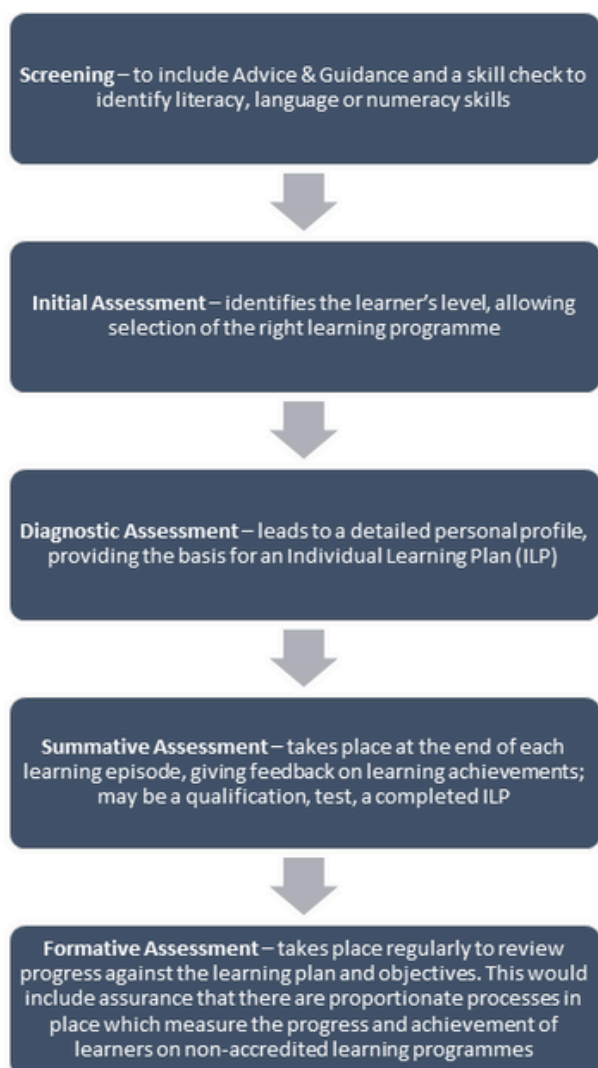


POLICY & PROCEDURES

Document reference	LTC/PS/009/01012021		
Version	Ver 0.1 - Original		
Effective from	01/01/2021	Review date	05/01/2025
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ASSESSMENT & PROCEDURE POLICY

Assessment is a vital part of the learning and teaching process. This policy and associated procedures provide a framework to ensure the highest quality in assessment that meets the needs of all learners, in all settings and includes work-based assessments. The policy recognizes the importance of giving constructive feedback that is appropriate, timely, adequate and shared with the learner, enabling them to be fully involved in their learning. The policy outlines the assessment entitlement, identifies and offers guidelines for assessment malpractice and identifies roles and responsibilities of suitably qualified staff in the process of implementing assessment. It also outlines the procedure for appeals against internal assessment of work for external qualifications.



PROCEDURE

- It Is Essential That Assessment Is:
- Fair and Ensures Parity of Treatment and Also Ensures Comparable Assessment Demands in Subjects of Equal Level and Credit;
- Reliable, Ensuring That Assessment Decisions Are Made Consistently Throughout the Centre And Conducted by Staff Who Have the Appropriate Knowledge, Understanding and Skills, And Are Trained in The Activity. Where A Set of Work Is Divided Between Staff, Internal Moderation and Standardization Will Ensure Consistency;
- Valid, By Ensuring That Each Assessment Relates to The Intended Outcomes of The Subject(S) Studied;
- Transparent, In That It Is Clear to Students, Staff and External Auditors the Criteria and Methods by Which Students' Work Is Being Judged;
- Recognizes and Respects Equality and Diversity;
- Based on Identified Training Needs and Evidence Sources (Including Accreditation of Prior Learning (APL) / Accreditation of Prior Achievement) And Structured Presentation of Evidence and Achievement of The Learning Outcome Recorded on Assessment Records.

LEADERS TRAINING CENTRE is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject

The LEADERS TRAINING CENTRE Appeals Procedure (appeals against Internal Assessment of Work for External Qualifications) must be followed in cases where a learner disagrees with the outcome of an assessment.

Examination re-sits: Learners who have followed a course and taken the exam at the Centre may be eligible to apply to re-sit the exam the following year if and when the exam is arranged for the following year's cohort. Details of the application process and forms for a re-sit are available from the Exams Officer

Assessment Malpractice

Malpractice consists of those acts which undermine the integrity and validity of assessment, and the certification of qualifications.

The term 'malpractice' is intended to encompass other similar terms such as 'non-compliance', 'maladministration' and 'professional misconduct'.

In cases of malpractice by center staff, LEADERS TRAINING CENTRE will impose the Staff Disciplinary procedures. Learner malpractice will be dealt through the LEADERS TRAINING CENTRE Student disciplinary procedures. Where assessment malpractice is proven awarding bodies may also impose penalties or sanctions.

Centre Staff Malpractice

The following are examples of malpractice by Centre staff. Other instances of malpractice may be considered by the Centre or relevant awarding body.

Failing to keep assessment papers secure prior to assessment

Obtaining unauthorized access to assessment material prior to assessment

Failure to keep learner, computer or other files secure

Assisting or prompting learners with the production of answers

Failure to abide by the conditions of supervision designed to ensure the security of assessment

Fraudulent certificate claims (claiming a certificate prior to the learner completing all the requirements of assessment)

Falsifying records/certificates (by alteration, substitution or by fraud)

Misusing the conditions for special learner requirements

Allowing evidence, which is known not to be the learner's own work, to be included in a learner's assignment/task/portfolio/coursework

Learner Malpractice

- The following are examples of malpractice by learners. Other instances of malpractice may be considered by the Centre or relevant awarding body.
- Plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- Collusion by working collaboratively with other learners, or other third party, to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc. are an essential part of team work and this must be made clear to the learners

- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test
- Fabrication of results and/or evidence
- Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment/ examination/test rules, regulations and security
- Misuse of assessment/examination material
- Introduction and/or use of unauthorized material contrary to the requirements of supervised assessment/examination/test conditions, for example: smart devices, notes, study guides, personal organizers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- Behaving in such a way as to undermine the integrity of the assessment/ examination/test
- The alteration of any results document, including certificates
- Appeals Against Internal Assessment of Work for External Qualifications
- If a learner disagrees with the outcome of an assessment, he/she may make use of the following appeals procedure:
- Appeals may only be made against the process that led to the internal assessment decision and not against the mark or grade submitted by the center.
- Appeals should be made in writing by the candidate to the Exams Officer, and should be made as early as possible and within 2 weeks of the student receiving the assessment decision. Please note that if the assessment result has already been sent to the Awarding Body it may not be possible to change it.
- The appeal will be passed to the Complaints coordinator who will log it as a complaint and demand an investigation by the appropriate manager, provided they have played no part in the original internal assessment process.
- The purpose of the investigation will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding organization.
- The investigating officer will inform the candidate in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment. The outcome will also be passed to the complaints coordinator to be logged.

Enquiries About Results (Re-Marks)

- Where a candidate disagrees with the mark for a particular written exam unit, he/she may request a clerical check or re-mark via the Exams Officer. This must take place within the timeframe specified by the awarding body. The candidate will be required to acknowledge in writing that the grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request

Conflicts of Interest

- A simple definition of conflict of interest is a situation in which an individual or organization has competing interests or loyalties.
- The following are examples of conflicts or potential conflicts of interest from different areas of the Centre. These are intended to be helpful to staff in making decisions that relate to potential conflict of interest situations in their day-to-day work.
- If a teaching member of staff is involved in any way with the development of a secure assessment for either internal or national use, he or she cannot make use of the knowledge of that assessment in any teaching or learning activity
- The appointment of all assessors, invigilators, internal verifiers and assessment- related administrative staff is not made against published criteria and on a transparent basis
- Assessors, invigilators, internal verifiers and assessment related administrators do not take responsibility to ensure the security and confidentiality of all assessment instruments, including examination papers.
- Learning and teaching materials are based on live examination of other assessment materials (although they can make use of past examination of other assessment materials)
- A member of staff is asked to assess, invigilate or internally verify the work of an enrolled student who is a family member, other relative, close friend or colleague undertaking CPD within the Centre
- A member of staff makes assessment materials available to individuals, whether or not students of the Centre, when not specifically tasked with assessing them as part of a timetabled activity.
- In the case of any situation where an assessor carries out assessment on behalf of the LEADERS TRAINING CENTRE in an organization where they are also employed, they must adhere to the relevant assessment strategy and the quality standards set by the Centre

RESPONSIBILITIES AND AUTHORITIES

Course Trainer	To Maintain Assesment Records and Documents
Course Head	Will Audit and Review and Every Quater or Every Batch