INTRODUCTION

Flannery aims to provide fair access to assessment for all learners on qualification-based programmes. Our company's *core values form the basis of our training work in providing a service to equip the construction industry with operators of the future.*

Safety: *We continuously build on our safety culture, seek new ways to improve our practices and work with the industry to raise the bar.*

Sustainability & Innovation: *We innovate by challenging the norms which means our customers work more efficiently and responsibly.*

Value: *Our breadth and depth of solutions, operators and cutting-edge plant means our customers complete their job in the smartest way.*

People: *People are at the heart of our business and enable us to provide exceptional service which keeps our customers coming back.*

AIMS

The aim of this policy and its related procedures is to:

- Ensure that learners receive accurate and useful information about their progress and attainment.
- Ensure that staff receive clear and effective advice on managing the assessment process.
- Ensure compliance with CPCS / NPORS requirements.
- Support improvements in teaching effectiveness, learner achievement and progression.

SCOPE

The policy applies to:

Learners and Trainers

All qualifications offered by Flannery up to Level 2;

PRINCIPLES

Course teams are expected to ensure that:

- Assessment is conducted with rigour, fairness and in accordance with current awarding body regulations.
- Evidence for assessment is current (the learner's present competence), valid (relevant to the syllabus criteria) and sufficient (meets all relevant criteria).
- Formative assessment is used to measure learners' progress, challenge learners to achieve high standards and prepare them for summative assessment.

- Appropriate feedback is provided to learners on assessed work which promotes learning and facilitates improvement (this must adhere to awarding body regulations where strict feedback rules apply).
- Assessment decisions are recorded and documented accurately and systematically, and in accordance with the requirements of awarding bodies.
- There is a robust system for standardising and internally verifying assessment decisions and grades.
- Assessment and internal verification records are kept securely for the period stipulated by the awarding body.
- Learner work is kept securely for the period stipulated by the awarding body.
- The Malpractice and Maladministration Policy is referred to when necessary.

ASSESSMENT SCHEDULES

The assessment schedule should be made available to learners during Induction in hard or soft copy.

Assessment schedules should include all internal and external assessment dates for each learner, and trainers should ensure that learners are aware of dates for summative assessment.

ASSESSMENT PROCEDURES

- Trainers ensure all initial assessments in English and Maths are completed and uploaded to the Compliance and Systems Manager
- Assessment schedules issued to learners.
- Trainers to complete training record daily, copy to go to Skills Hub, and a copy to the Compliance and Systems Manager
- Trainers to complete Summative Assessments and upload to Operator Skills Hub

SETTING ASSIGNMENTS

- Trainers should ensure that SoWs contain details of all assignment deadlines and external test dates during Induction. This should also include target dates for the completion of practical work.
- SoWs should be checked by Training Standards Manager for legislation updates.
- A copy of these sections of the scheme of work must be provided to the learners at the start of their course.
- Trainers should ensure that learners understand the assignment grading criteria at the start of their course.

FORMATIVE ASSESSMENT

- Formative assessment is proven by research to be one of the key activities that improves learner achievement and trainers should plan opportunities to feedback in class and on draft tests that are sufficient to prepare learners for summative assessment.
- Formative feedback should be constructive, focussed on improvement, criterion referenced where relevant and designed to develop English, maths and employability skills in addition to the training.

ASSESSMENT GRADING

- The marking of assessments must comply with the requirements of the assessment criteria laid down by awarding bodies.
- Summative feedback should be as helpful as possible to the learner, i.e., confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance.
- Allowances may need to be made for learners with additional support needs.
- All trainers attend standardisation and relevant training to share current practice in assessment and grading.

EXTENSIONS

- In exceptional cases (e.g., ill-health) an extension may be authorised by the trainer where appropriate evidence (e.g., a medical certificate) has been provided.
- Trainers should ensure that learners are aware of the procedures governing extensions at the start of their course.

INTERNAL VERIFICATION AND MODERATION

Principles:

• All vocational and occupational programmes are subject to an internal quality assurance or moderation procedure in order to assure standards and consistency. Assessment will be internally quality assured or moderated in line with the principles of assessment set out in this policy and in accordance with Award/Validation body regulations.

Procedure:
• The Internal Quality Assurance procedure is set out under Appendix 1.

Feedback:

• It is vital that, having completed internal quality assurance, the internal quality assurer gives personal feedback to the assessor (which may be to affirm good practice as well as to address problems), and that this feedback is recorded. It is this discussion that forms the basis for the IQA system and provides the opportunity to review practice.

ARRANGEMENTS FOR LEARNERS WITH SPECIAL ASSESSMENT REQUIREMENTS

- Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification.
- Where special arrangements need to be made to accommodate learners with particular needs, care must be taken to ensure that they are fair.
- Support may be appropriate in a variety of ways including:
  - Help with communication and number skills.
  - Adapted equipment and physical environment
  - Extended assessment time
  - Special information learning technology

APPEALS

- Learners who have concerns about the outcome of an assessment should, in the first instance, discuss the matter with their trainer. If they wish to take the matter further they should do so through the CPCS / NPORS Appeals Procedure.
- The Assessment Appeals Process should be explained to all learners at the start of their course.

ACCOUNTABILITIES

- All trainers are expected to refer to this policy and the relevant awarding body guidance when they plan their assessment strategy.
- Assessment guidance should be an integrated feature of learner and subject Inductions and should be included in Course Handbooks.
- Trainers are expected to evaluate their assessment strategy at the end of each course as part of the course self-assessment process.
- The Hub Manager is ultimately responsible for the management of assessment practices for courses in their charge, and for the implementation of actions arising from the internal and external verification processes.

Signed Trainer:

Signed Hub Manager:

Date of review: