

ASHLEY HIGH SCHOOL

 Quality Assurance Review

Open Awards

This policy was adopted: September 2018

This policy will be reviewed: July 2019

**Lead Teacher: Nicola Lightfoot**

**Quality Assurance Review**

**Programme Planning**

Programme planning at the beginning of the year must include assignment

mapping. This will ensure that you have fully met the content of the units in your delivery and that Students are able to provide evidence for assessment that demonstrates full achievement of all the learning aims/outcomes/criteria. Assignment tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory Assessment Guidance within the unit. (Look at your specification for this). Assignment mapping will allow you to monitor:

• That all assessment criteria from every unit being delivered will be assessed,

• Arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment,

• The planning of the internal verification of assessment during the programme.

Contextualised assessment criteria for each unit are provided. These are the

only criteria that are to be used to assess Student performance. They show

the qualitative characteristics required in the evidence submitted by the Student.

**Assignment Briefs**

The assignment brief is the document issued to Students at the start of the assessment process.

Clear assignment briefs will:

• Inform the Student of the tasks set

• Inform the Student of the methods of assessment

• Set clear deadlines for submission of work

Assignment briefs must contain the following information:

**Key information**

• Assignment title

• Assessor

• Date issued

• Final deadline (for summative assessment and grading)

• Title and level of qualification (as published in the specification)

• Unit(s) covered (as published in the specification)

• Duration (approximate time it expected that the assignment will take to complete)

**Tasks**

• The detailed description of specific activities the Students will undertake in order to produce assessment evidence to address the criteria targeted by the tasks

• You must reference the tasks to the learning aim/objective and criteria

they address.

• Tasks should signpost the evidence required to which the criteria can be applied

• Tasks should be written in appropriate language for Students at the level of the qualification

• Include any specific preparation Students will need to make

**Assessment Methods**

A variety of assessment methods to assess learners as this will allow learners to demonstrate their knowledge and/or skills without relying on a single assessment method. The most important factor is that the assessment method(s) is appropriate for the intended outcome. Assessors must consider the way that assessment criteria are worded to identify what is being assessed. When designing assessment activities, assessors should pay attention to the verbs used in the Assessment Criteria – e.g. describe, List, compare, evaluate – as these indicate what types of assessment activities might be appropriate. Assessors can then identify the most appropriate assessment method to demonstrate learners’ achievement against each assessment criterion.

**Assessment criteria**

• The brief must state exactly which assessment criteria are being addressed

**Forms of evidence**

• A clear statement of what the Student is expected to produce as evidence

• Guidance on how the evidence will be assessed, including qualities such as length, coverage, scope, etc. as applicable

**Other information may include:**

• Resources and reference materials (specifications provide examples)

• Wider assessment opportunities built into the assignment or mapped within the specification

• Employer links

**Assessment**

During the assessment staff will need to be vigilant to ensure that plagiarism is not an issue. (See plagiarism policy for further information.) An assignment will be marked by the teacher/assessor of the unit according to specified criteria. Assignments will be internally verified by nominated members of staff within the Team and must adhere to the Ashley School internal Verification Policy.

**Monitoring and Tracking**

It is essential to track and record Student achievement throughout the

programme. All assessment must be recorded in such a way that:

• Assessment evidence is clearly measured against national standards

• Student progress can be accurately tracked

• The assessment process can be reliably verified

• There is clear evidence of the safety of certification

Therefore, you should plan a timetable of assessment activities with clearly

identified evidence requirements and target completion dates. Include internal verification of:

• Assessment plans

• Assignment briefs prior to distribution to Students

• Assessment decisions

This enables a holistic approach to assessment of the programme and organises the sequence of delivery and assessment of units. Prepare assessment tracking to record all assessment activities for the qualification on a unit-by-unit basis, at criterion level. Incorporate time for regular formative feedback. This helps to motivate Students and provide learning targets and goals. Track Student progress, recording what each Student has achieved and what still has to be done. This helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required.

**Learner Portfolios**

Each learner will need to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met. Portfolios could include a variety of evidence including:

• Practical demonstrations – possibly supported by photographs or video

• Reflection log/diary

• Notes from group discussions – including clear indications of what and how each learner participated

• Observation records and witness statements

• Worksheets and workbooks

• Professional discussion – possibly supported by audio or video

• Record of questions and answers

• Peer reports. Peer feedback can be an effective developmental tool, but the final decision should be made by the assessor, not peers

• Assignments

Portfolios should be presented in a manner that allows internal and external quality assurers to be able to easily locate evidence that meet specific assessment criteria. A completed portfolio should include, as a minimum:

* The name of the learner, assessor(s) and internal quality assurer
* A tracking sheet that states where to find evidence that each assessment criteria has been met
* A statement signed by the learner that confirms that the evidence in the portfolio is their own work
* Assignment briefs, where applicable
* All evidence of learner achievement
* Evidence of the tutor’s feedback to the learner

**Learner Progress**

It is necessary to track and record learner achievement throughout the Open Award programme. All assessment should be recorded in a way that assures the following:

• assessment evidence is clearly measured against national standards • learner progress can be accurately tracked

 • the assessment process can be reliably verified

 • there is clear evidence of the safety of certification

Tracking learner progress, recording what each learner has achieved and what still has to be done on a unit by unit basis, helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and provide samples for Standards Verifiers and other external audits as required. Up to date, securely stored assessment records help to minimise the risk of assessment malpractice, or potential issues if an assessor leaves during a programme.

**Learner Review and Feedback**

The learner/delegate voice is an important part of course development and delivery. Each learner will have the opportunity to have feedback and give feedback on their learning by attending regular reviews and completing unit/course feedback forms. Learners will also be given the opportunity to meet with Internal Verifiers (IV) and External Verifiers (EV) where possible. (not applicable for BoE provision) It is expected that course resources will be reviewed and revised accordingly at the end of each programme of learning, based on learner feedback and course team feedback.

**Evidence Retention**

Ashley High School will complete and accurate records, for at least three years from the end of year to which they relate, for all units/qualifications and make these available to Open Awards on request. The following information will be retained

* Name of learner
* Date of birth and contact address
* Title and accreditation number of each qualification and unit studied
* Name(s) of assessor(s) and internal verifier(s)
* Assessment records, including assessment decision and reason for decision.
* Internal verification reports.

Following a successful external quality assurance review, evidence should be returned to learners. We will retain copies of sufficient learner evidence to allow them to participate in standardisation events.

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| **Document Owner** | Nicola Lightfoot |
| **Date of Review** | July 2019 |