Assessment Policy (Exams)
Mary Ward Centre

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Centre Name	Mary Ward Centre
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Key staff involved in the policy

Role	**Name**
Head of Centre	Florian Crawford
Senior Leader	Sue Craggs
Exams Officer	Ayo Olugbile
Other staff if applicable	Ronan Conway (Quality Manager) Pam Murchland (SENCo)

Introduction

It is the policy of The Mary Ward Centre (MWC) that the progress made by all Students against any individual or course objectives is monitored and recorded. Assessment is an important part of learning and is a key component within the MWC observation of learning, teaching and assessment process. It enables the tutor and learner to identify the learning that has taken place. Action planning can then support further progress towards learning goals.

The Scope of the Policy

This policy applies to all learner groups enrolled on provision at MWC. The responsibility for implementing this policy lies with all staff involved in curriculum delivery, learner support and assessment. The curriculum managers will monitor the implementation of this policy through class observations, sampling of course files, team meetings and verifiers/moderators reports.

Student entitlement

Students have an entitlement to clear information about their course assessment requirements:

- How and when assessment takes place
- Any additional associated costs
- How to access special arrangements or support

All students have an equal entitlement to receive feedback on their progress. All feedback, whether written or oral, should be as helpful as possible to the learner, confirming what has gone well and giving clear guidance on what the learner needs to do to improve their performance. MWC encourages all tutors to give written feedback as appropriate. Students can expect that where individual verbal feedback is given in the presence of other Students, it will be done as discreetly as the learning situation allows.

Students are entitled to play a part in the assessment process. They should be given the opportunity to comment on their progress and sum up their learning in relation to the set learning objectives.

Access to Assessment

MWC is committed to the implementation of policies to achieve equality of opportunity for all students and staff and in doing will work to achieve equality regardless of race, age, gender, disability, sexuality and faith.

MWC recognises that there is a relationship between learning and language. Staff will work with students with learning or language difficulties to support and encourage progress towards agreed learning goals. All assessment materials must be free from any overt or covert discrimination, either in wording or in content. They must also be presented in clear unambiguous language and differentiate only on the basis of a student's knowledge, skills and understanding.

The assessment methods used at all stages of the assessment process must be appropriate to the student's needs. The methods should be monitored to ensure they are effective and do not discriminate against certain groups.

Access Arrangements and Reasonable Adjustments

Candidates who have been assessed as requiring reasonable adjustments for their exams will have suitable arrangements made to enable them to be assessed on an equal basis. Reasonable adjustments will vary, according to the needs of the individual. There is a wide range of adjustments that can be made for Individual circumstances. Some examples are shown below (these lists are examples only and are not exhaustive):

E.g. Candidates with Cognition and Learning Needs*, such as Dyslexia or Dyscalculia

- Supervised rest breaks
- Extra time
- Reader or computer reader
- Word processor
- Read aloud or reading pen
- Scribe
- Prompter
- Practical assistant
- Coloured overlay
- Modified papers

Candidates with Communication and Interaction Needs* such as Speech, Language & Communication Needs (SLCN) or Autistic Spectrum Disorder (ASD)

Candidates with Sensory and Physical Needs* such as Hearing Impairment (HI), Multi-Sensory Impairments (MSI), Physical Disability (PD) or Vision Impairment

- Supervised rest breaks
- Extra time
- Reader or computer reader
- Read aloud or reading pen
- Word processor
- Scribe
- Live speaker
- Sign language interpreter e Practical assistant
- Braille or modified papers

Candidates with Social, Mental and Emotional Needs* such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (AHD) or Mental Health Conditions

- Supervised rest breaks
- Prompter
- Separate invigilation
- Extra time
- Word processor

- Reader or computer reader
- Read aloud or reading pen
- Scribe

*The candidate must have impairment in their first language which has a long term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English.

Assessment Systems and Procedures

MWC recognises that the procedures used to assess and the systems used to record progress and achievement will vary in order to best meet the needs of the students and the subject being studied.

The recording can take place on individual learning plans (ILPs), Learner Logbooks or within a group recording framework. Where students have individually negotiated learning goals, the use of ILPs to record both the goals and the progress made by the learner towards the goals is appropriate. Where learning objectives are solely group based, then the use of a group recording framework is appropriate.

Assessment recording systems used on short courses and practical sport type classes should be fit-for-purpose, non-bureaucratic and appropriate to the content and delivery style of the course. These may include the use of recordings, audiotapes, performances, competitions, photographs, learner testimony and other forms of evidence.

All written records of learner progress and achievement should be stored in the Quality Assurance file for each course. At the end of all non accredited courses, tutors will record the final achievement RARPA code for all students on the appropriate course documentation.

e-Assessment

MWC recognises the importance and value of extending the range of assessment methods to include electronic assessment methods (e-assessment). The use of e-assessment can increase objectivity and consistency whilst at the same time reduces the marking and administrative work loads. It also allows for prompt feedback, which benefits both tutors and students.

The centre aims to continue developing its use of e-assessment where appropriate for all stages of the assessment process and to include e-portfolios and electronic recording of learner progress and achievement (RARPA) as well as online testing.

Plagiarism/Use of AI

The passing off of work of others as your own work is plagiarism and is regarded as unacceptable. Any quotation from published or unpublished works of other persons, including other Students, must be acknowledged. All assessed work including, examinations, assignments and projects, must be a learner's own work.

Where plagiarism or use of AI is suspected, the Malpractice Policy must be referred to.

Stages of Assessment

Initial Assessment is used to:

- Identify each individual students starting point, their existing skill and knowledge base and any personal learning goals
- Inform decisions about any additional support that may need to be put in place to help the learner succeed
- Determine individual learning styles so this information can be taken into account by the tutor when planning teaching and learning activities
- The outcomes of initial assessments should be recorded in ILP's

Formative Assessment is used to:

- Enable students to obtain feedback on the progress made, identify areas for further development and receive guidance on how to improve.
- Provide information for students to be able to reflect on their own performance. Enable tutors to keep a record of the progress and achievements made by students towards their learning goals.
- Inform the planning of the teaching and learning activities as the course progresses.

Summative Assessment

This provides a clear statement about a student's final achievement in relation to their stated objectives.

Accredited Provision

Assessment procedures and practice on accredited provision will be consistent with the regulations and in accordance with the standards laid down by the relevant awarding bodies.

All students will be informed of the appeals procedure by their tutor as part of the induction programme. This procedure will be followed in all cases where a learner disagrees with an assessment decision made by a MWC tutor. If a learner wishes to appeal over the result of an external examination, the Appeals Procedure should be referred to.

Non-accredited Provision and the RARPA cycle

Assessment provision and practice on non-accredited provision will be consistent with the Recognising and Recording Progress and Achievement (RARPA) standard. *More information to follow here.*

Use of Assessment Data

Data on learner achievement from both accredited and non-accredited provision is used to inform the centre's work on quality improvement and measure progress against its mission and objectives. All information on student achievement is captured and evaluated. This contributes to the annual Self-Assessment Report, ensuring that accredited and non-accredited learning are equally valued and the quality of teaching and learning is consistent across all provision.

Assessment data is evaluated at subject level, qualification and non-qualification level and settlement wide. The data is also used to identify any significant differences between certain groups of so that appropriate action can be taken to eliminate discrimination and unfair practice.