SupaJam Assessment Policy

September 2019

(To be reviewed September 2020)

Purpose of this document:

This policy is to support the continuous improvement of internal and external assessment by providing guidelines for staff and students about their responsibilities in the process of assessment. This document will help ensure best practice in assessment and in internal and external verification/standardisation.

SupaJam will make every effort to ensure, through its Quality Assurance and Improvement systems and procedures, that students are able to achieve their qualification aims to the maximum of their ability and potential, supported by high quality assessment processes, and effective, timely feedback.

Student Assessment Entitlement:

All students are entitled to receive assessment that is fair, rigorous, regular and appropriate for the courses and programmes being followed. It must also be ensured that assessment, verification, standardisation and moderation procedures are in accordance with awarding body requirements.

Students are entitled to assessment that will be used in planning, learning, and in monitoring students' progress. It will be sensitive to the needs of individual students, and reflect the context in which learning takes place, and where achievement is tracked, recorded and accredited. This also includes considering an accreditation of prior learning as part of planning.

Feedback of progress by students, against agreed criteria for assessment, is the cornerstone of this entitlement, and this must be clear, timely and transparent. This entitlement is regardless of ethnicity, gender, age, learning difficulty or disability.

Vision:

Assessment and reporting will provide students, tutors, parents and carers with accurate information on where students are now in relation to the RSL Music Practitioners Diploma syllabus and maths and English Functional Skills and GCSEs in line with National Standards, along with an understanding of steps for progress.

Objectives:

- To ensure students, tutors, parents and carers understand where students are now in relation to RSL, National Standards and of steps for progress.
- To ensure all aspects of assessment are realistic in terms of tutor workload.
- To ensure assessment is used to inform planning, teaching and intervention in the classroom and across the College.

Assessment Principals:

1. Assessments are designed to enable students to demonstrate achievement of the standards of the units and elements of a programme.

2. Support, where appropriate, is offered to students to enable them to meet the required standard by providing equality of access to assessment, and through additional tutorial or learning support where individuals require this, in order to progress with their programme of study.

3. Special arrangements for assessment may be made where appropriate, and where prior agreement has been made with the Internal Moderator.

4. Clear guidelines are provided for assessors and students, both in the operation of formative assessment (initial marking) and summative assessment (final marking) during the programmes and in the feedback of assessments to students, in order to enable them to plan and regulate the effectiveness of their own learning.

SupaJam operates an assessment policy which:

1. Aims to provide fair, timely and informed feedback and assessments for all students.

2. Complies with the examination and assessment regulations of accredited awarding bodies and qualifications.

3. Includes a written procedure for appeals against unfair assessment. (Please refer to our Appeals Policy for more information.)

4. Entitles all students to initial diagnostic assessment and appropriate follow-up learning support for Functional Skills and from September 2018, RSL Diplomas.

5. Assesses the support needs of all students and entry and feeds back into on-programme tutorial support.

6. Seeks to identify and to offer support to any student s with special learning support needs or learning difficulties.

7. Actively promotes SupaJam's Equality and Diversity Policy.

8. Actively promotes and implements SupaJam's Malpractice and Appeals policies.

<u>SupaJam's Responsibilities in the Assessment Process</u>

SupaJam's aims:

1. To provide all students with an outline of their programme assessment requirements together with a clear explanation of the assessment requirements of there awarding body and qualifications, together with details of appeals and malpractice policies/processes.

2. That all assessments will be accompanied by an assignment brief where appropriate, which clearly sates the criteria for successful completion of the assessment, and the marking and feedback arrangements.

3. That learning objectives will be used in order to communicate to students what is expected for success within that lesson.

4. That during each lesson, tutors will systematically and effectively check every student's progress in relation to the learning objectives and plan effective intervention within that and subsequent lessons where needed.

5. That all processes of informal assessment relating to awarding bodies' requirements, will b supervised by Administration, who will maintain records of entries, individual achievements by students and claim all and unit certification.

6. That Assessors and Internal Verifiers (IVs) will only be used whose assessment and internal verification and vocational qualifications meet the awarding bodies requirements. Assessors/IVs in training will have their decisions countersigned by an approved Assessor/IV. Internal assessment will not be completed by an Internal Verifier on their own work, to ensure VACSR standards are met.

7. That sufficient internal assessments will be sampled through internal verification, to meet awarding body requirements. Sales will consist of 5 students or 20% of students per level of study (whichever is the lesser amount), ensuring that: a) every student has work internally verified at least once within the academic year, b) all RSL modules delivered in the academic year are sampled and, c) each individual assessor has their grading internally verified within the sampled. Where IV samples produce reports of significant error or inaccurate grading responses, the sample will then be increased to a 50% or 100% sample; whichever the IQA feels is more appropriate in that instance.

8. That clear and effective and constructive feedback from all assessments will be provided to al students on a feedback sheet which will include marks/grades, written feedback and action planning.

9. That internal and external moderation/standards verification of standards will take place regularly, using students' assessed work/portfolios, to meet the requirements of awarding bodies, and to ensure appropriate standardisation of assessment and consistency by all staff involved within the assessment process.

10. To supply an appropriate amount of equipment and resources to support assessment, which will be maintained at a level to meet current awarding body requirements.

11. That opportunities to be re-assessed, to resubmit work or to appeal against an assessment decision, will be made available to all students as appropriate, and in accordance with awarding body and qualification requirements.

12. SupaJam expects that students will undertake assessments and/or exams when they are at an appropriate level and standard to successfully achieve the required outcome. Where a student is unsuccessful in achieving their outcome, SupaJam will support a further resit.

13. That students will be given an opportunity to complete formal assessment/exams in a timely manner. Where a student is unsuccessful in achieving the formal assessment/exam, they will

be given further opportunities to achieve within the academic year, where the examining windows/opportunities exist.

14. That standardisation activities are undertaken throughout the academic year to ensure consistency in assessment and informal verification , and that students' work meet the required standards.

15. To ensure that regular reviews of the students individual progress will be undertaken, which will incorporate constructive feedback from all relevant staff involved in assessing a students' progress against their individual tailing and assessment programme. The personal tutor will provide an overview of each student's overall progress against targets for assessment, and will be responsible for reporting progress or improvement issues to the student, and/or parents if appropriate.

16. To provide regular and constructive reporting of both actual formative assessment outcomes and predictive summative assessment outcomes for students, parents and employers, as appropriate, and in accordance with awarding body requirements.

17. All SupaJam staff involved within a process of assessment will be provided with sufficient information training and up-to-date qualifications, where required, together with recent industrial experience, as appropriate, to meet an awarding body's requirements, and to fully implemented SupaJam's policy and guidelines regarding assessment.

18. Students and SupaJam staff are familiar with the College's Malpractice and Appeals Policy.

<u>The Students Responsibilities in the Assessment Process:</u>

The student is required:

1. To attend all classes punctually.

2. To produce work for formative and summative assessment, in line with awarding body requirements or for submission to and awarding body, as required by the assessor, to a timescale stipulated within individual training and assessment programme, and made available (alongside the Scheme of Work).

3. To undertake placement/residential commitments as required by course guidelines.

4. To attend examinations, assessments (including IV and EV/SV visits) and submit work as required for assessment . To provide in advance of an assessor's/IV meeting information on any exceptional personal circumstances which may have affected performance and which s/he may wish to be taken into account.

5. If the student fails to attend examinations, assessments (EV visits) or to submit/resubmit work for assessment without good cause, the assessors have the authority to deem that the student has failed the assessment.

6. If the student is found to have misled or attempted to gain unfair advantage, assessors have the authority to deem the student to have failed part or all of the assessment and to determine whether or not the student will be permitted to be reassessed.

7. To declare and learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study, so that appropriate support may be put in place.

Note: PLAGERSIM
In order to prevent incidents of plagiarism by students of published or non-published work produced by others, there will be a requirement for students to make an appropriate acknowledgement or reference to such sources within the essay or assignment. This applies to text, CD-ROM

or Internet Sources. Students who fail to acknowledge sources may be disqualified from the assessment process or required to resubmit/retake their essay/assignment.

Baseline Assessments:

At point of enrolment, SupaJam will take into consideration recognition of prior learning to ascertain the appropriate level Diploma that each student should undertake. Within the first 6 weeks of study, rates of progress within the first module of each level will be monitored to ensure that each student has been allocated correctly.

For Functional Skills, an initial assessment and diagnostic test will be taken with each student that has not yet achieved their GCSEs at a Grade C/4 should certificates of prior learning not be available and also to ensure that students current level of learning has not fallen since passing their most recent qualification. (Should their understanding have fallen, steps will be taken to support them to raise their level of understanding to the current expectation and to and to ensure that they are continuing to progress towards the next level of study.)

For September 2018:

For students enrolling in September 2018, a diagnostic essay will help determine the appropriate level of study for each student, particularly those that are working at a higher than expected level. This will ensure students are appropriately challenged within their lessons. This baseline assessment will also allow SupaJam staff to address support needs early within the student's learning journey, helloing us to identify potential learning and support needs.

For September 2019:

For students enrolling in September 2018, the initial assessment will determine whether they are suitable to undertake the course. This highlights why they have chosen the course, relevant experience in the subject area, prior learning undertaken and future career aspirations. This ensures that students are enrolling for the appropriate course suited to them and any interests or future career aspirations they may hold.

For Functional Skills, all students should take an initial assessment regardless of whether they have achieved their GCSEs at a Grade C/4 to ensure that students current level of learning has not fallen since passing their most recent qualification. (Should their understanding have fallen, steps will be taken to support them to raise their level of understanding to the current expectation and to and to ensure that they are continuing to progress towards the next level of study.)

Progressing onto next level of study:

At Level 2, students will be expected to achieve a Merit in order to access the Level 3 Diploma. The is due to increased workload and level of difficulty within the work. Interventions and appropriate support will remove barriers to learning that will help students to achieve this target. For those that do not achieve this despite interventions, SupaJam will support students to find an alternative progression beyond the Level 2 Music Practitioners Diploma.

From September 2018:

Students completing a Level 1 and wishing to progress onto a Level 2 RSL Music Practitioners Diploma will be expected to pass Level 1 with a Merit. Interventions and appropriate support will remove barriers to learning that will help students to achieve this target. For those that do not achieve this despite interventions, SupaJam will support to find an alternative progression beyond the Level 1 Music Practitioners Diploma.