



Hygiene Sue Assessment Policy 2019/20

Introduction

Hygiene Sue regulatory policies are integral to our approach and articulate in a consistent way how we meet our regulatory requirements. They are reviewed annually to ensure that they remain fit for purpose. These regulatory policies apply to Hygiene Sue business units where UK regulated qualifications are developed, implemented or delivered.

Hygiene Sue complies with the Equality Act and this guidance aims to exceed the requirements of the Equality Act to allow fair access to vocational qualifications and ensure learners are not disadvantaged.

Hygiene Sue aims to facilitate open access for learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Scope

This guidance applies to internal assessment, and in all vocational qualifications and does not cover GCSE, GCE, Project and Principal Learning qualifications or external assessment within vocational qualifications. For information on special consideration and reasonable adjustment arrangements relating to external qualifications the awarding body's policies must be consulted.

Recruiting with Integrity

It is vital that Hygiene Sue recruit learners, with integrity, onto all its qualifications. Hygiene Sue must ensure that learners have the correct information and advice on qualifications they may wish to follow and that the qualifications will meet their needs. The recruitment process should include the Hygiene Sue assessing each potential learner and making justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification, checking the learning outcomes and assessment criteria of mandatory units as well as selecting the most appropriate route of optional units, where applicable. Such assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment. Hygiene Sue should ensure that learners are aware of:

- The range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all required assessment
- Any restrictions on progression routes to the learner as a result of not achieving certain outcomes.



Assessment Resource Review

Hygiene Sue agrees that it will:

1. Retain a workforce of appropriate size and competence to undertake the delivery of the qualification provided. This includes taking reasonable steps to ensure occupational competence where this is required by the Awarding Body for the assessment of Qualifications
2. Ensure that it has available sufficient managerial and other resources to enable it effectively and efficiently provide staff with appropriate inductions and professional development (including a development plan) to ensure staff can maintain the relevant expertise and competence required by the Awarding Body
3. Supply staff CVs and other evidence (for example original certificates) to the Awarding Body in a timely manner upon request
4. Have in place appropriate staff and relevant systems in accordance with the requirements of the Qualification before the Qualification is made available by the Centre
5. Ensure that staff involved with a Qualification understand the relevant specification provided by the Awarding Body
6. Prevent and manage any potential/actual conflicts of interest in the delivery of Qualifications by the Hygiene Sue
7. Ensure that assessments are not undertaken by any person who has a personal interest in the result of the assessment. For example, Hygiene Sue shall ensure that an IQA shall not undertake an assessment in relation to which it carries out IQA duties. A person whose pay may be unduly influenced by positive assessment results shall not undertake an assessment
8. Ensure effective communications systems are in place internally to keep all relevant staff informed of current Awarding Body policies and procedures;
9. Ensure that quality assurance and management processes are in place and that these apply across all satellite locations;

Assessment Rationale

Assessment lies at the heart of the training process, it provides a framework within which educational objectives may be set and learner's progress expressed and monitored.

Assessment should be incorporated systematically into the teaching process in order to diagnose any problems and chart progress. It helps the training centre to strengthen learning across the curriculum and helps trainers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.



Types of Assessment

Diagnostic:

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data, for example levels of Literacy and Numeracy tests. All test results will be listed onto the individual learning plan (ILP).

Formative:

This is an on going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in the trainer's own notes and on assessment plans as required.

Summative:

These occur at defined periods of the academic year, or at the end of a completed unit. The rules of guidance will depend upon the qualification being carried out, for example online tests, NVQ or teacher training qualifications such as Quality Assurance and Education and Training qualifications.

Assignments

Special considerations and reasonable adjustments arrangements need to be agreed and entered onto the ILP before assignments begin. All written assignments will be set with an agreed completion date. If any student misses the completion date, a new date will be agreed and entered onto the ILP. This will then be monitored.

Submission process:

1. 1st submission – draft copy. Trainer/assessor is to provide written comment and action plan as required.
2. 2nd submission – to be marked “final copy” and marked pass/fail/referral.
3. Referral will be provided with an action plan and new submission date agreed.
4. Submission after referral. Pass/fail.

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Managing Director

Date: January 2019
Review Date: January 2020

