

## **Creative Process Digital Assessment Security Procedure**

### **Procedure**

It is essential that assessment is carried out in accordance with Awarding Body requirements. Refer to documentation under the relevant Awarding Organisations (e.g., Aim Awards and BCS) for information on conducting Formative and Summative assessments.

### **Screening at Entry**

All learners on Government funded provision will have initial assessment to check their level of English and mathematics at entry. This takes the form of a skills check and identification of a learner's English and mathematics skills and whether there should be referral for a more detailed assessment.

- Purpose – informs signposting and referral to appropriate learning, training or employment opportunities, and ensures that the learner has the skills to match what they want to do.
- Undertaken by – all full-time learners, all 16-18 year old's and employer responsive learners.
- Responsibility – Carried out by the director at the course induction.

### **Initial Assessment**

Holistic process to identify the learner's achievements, skills, interests, previous learning experiences, goals and learning needs.

- Purpose – to ensure the learner is on the right learning programme.
- Undertaken by – all full-time and part-time learners, employer responsive learners.
- Responsibility – the tutor / assessor in the classroom or workplace.

### **Diagnostic Assessment**

Detailed diagnostic assessment of specific skills required for the course. This can include a diagnostic assessment of the underpinning skills of English and mathematics. This will be linked to the Initial Assessment.

- Purpose – to identify specific learning strengths and needs, referral for Additional Learning Support (ALS), and to determine learning targets and appropriate teaching and learning strategies to achieve them. Informs the learner's Individual Learning Plan (ILP).
- Undertaken by – all learners at the beginning of a learning programme and subsequently when the need arises.
- Responsibility - the course tutor / personal tutor / assessor, ALS coordinator.

## **Formative Assessment**

Ongoing assessment of progress and constructive feedback and analysis of assessment outcomes.

- Purpose – to inform learners of their progress and help course tutors/assessors and learners to adapt teaching and learning strategies to improve performance. Update ILPs.
- Undertaken by – all learners throughout the course or programme through a range of approaches: tutor led assessment, self-assessment, peer assessment, through written and verbal feedback and as part of review, target setting and action planning.
- Responsibility – the course tutor/assessor and the learner.

## **Summative Assessment**

Takes place at the end of each learning episode, establishing the level of competence reached and the progress made and giving feedback to learners on their learning achievements.

- Purpose – to enable tutor / assessor / learner to know how the quality of work relates to the standards of external awarding bodies and helps students to set their targets. Update ILPs.
- Undertaken by – all learners through a range of approaches: ongoing assessment from written and oral tasks, marked and graded coursework, mock exams and end of year assessments / exams / controlled assessments, portfolios,
- Responsibility – course tutors / assessors. Assessment will be internally verified and moderated according to the Internal Verification Policy and Procedures. External assessment will be administered strictly in accordance with instructions issued by relevant awarding bodies.

## **Controlled Assessments**

It is the responsibility of the Course Director/CEO to arrange at the start of the Academic year any controlled assessments taking place and the names of tutors involved.

The Course Tutor obtains the controlled assessment task details from the exam boards and the CD and the tutor plan when and how the assessments will take place.

The CD schedules the dates of any high level controlled assessments and of any learners needing special arrangements.

The tutor schedules the assessments into the Scheme of Work.

The tutor carries out the assessment according to the instructions for conducting controlled assessment (JCQ).

Learners are expected to complete the controlled assessment on the planned dates. A second date will only be offered in exceptional circumstances and at the discretion of the CD.

If suspected malpractice occurs the tutor must inform the Course Director/CEO.

It is the responsibility of the CD to inform Learning Managers and Curriculum Leaders at the start of the academic year of the regulations for conducting controlled assessments. The LMs/CLs will then disseminate the information to tutors involved in controlled assessments.

The CD will maintain a diary of controlled assessments and students needing special arrangements.

The CD receives all completed assessment materials for secure storage and delivers to the exams boards.