



# Assessment Guidance for Centres

## Version History

Version	Date	Author	Change Description
Original	July 2015	Quality Assurance	Centre handbook
2	June 2018	Quality Assurance	Design Change (Centre Handbook)
3	February 2019	Quality Assurance	Design Change (Centre Handbook)
4	April 2020	Quality Assurance	Review (Centre Handbook)
5	February 2021	Quality Assurance	Review (Centre Handbook)
6	October 2021	Sarah Edmundson	Review (Centre Handbook)
7	February 2022	Sarah Edmundson	Formatting and design change (Centre Handbook)
8	August 2022	Sarah Edmundson	Updates to reflect system changes (Centre Handbook)
9	September 2023	Sarah Edmundson	Separated into individual policy
10	January 2024	Abigail Dannatt	Design Change

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## Introduction

Assessment must meet all learning outcomes and assessment criteria as described in the qualification specification\* / assessment strategy, although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

It is your responsibility to ensure all learners have fully met the assessment criteria prior to any sampling and claims for certification. If an EQA rejects a sample due to learners not meeting the assessment criteria, sampling will be rejected and you will be expected to resubmit the work for sampling once the work has been modified and resubmitted.

If learner work is being consistently, incorrectly assessed and internally quality assured then this is considered as malpractice and the centre may face sanctions under the Focus Awards Sanctions Policy.

## Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards:
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable.
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre delivering Level 2 + qualifications by trained and qualified EQAs.

\*Qualification specifications include a statement that encourages users to contact us if they feel there is an aspect of the qualification or its assessment arrangements/support materials that may have unduly affected/discriminated users with a particular characteristic.

## Judging authenticity

Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic.

- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e., their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.

- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

## Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment.
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions.
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment.
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers.
- Assessors/tutors should not add to learners' answers in worksheets, etc., where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

## Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. They and the language they use should be suitable and appropriate to their needs. They are only appropriate if they:

- enable learners to demonstrate their level of attainment;
- provide knowledge, skills and understanding which are required for the qualification;
- are clear and unambiguous (unless ambiguity forms part of the assessment) and
- are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- the age of learners who may reasonably be expected to take the qualification;
- the level of the qualification;
- the objective of the qualification;
- the knowledge, skills and understanding assessed for the qualification;
- it contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or textbooks, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt evidence referencing system to show how each of the assessment criteria has been covered.

## Contact us

If you have any queries about the contents of the policy, please contact our support team

E: [info@focusawards.org.uk](mailto:info@focusawards.org.uk)

T: +44(0)333 3447 388