

Insight Care Training



Lesson Three



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Adapting Assessment Arrangements

Every learner should be treated as an individual and their needs should be identified and supported. Any additional learning needs (ALN) a learner may have should be accommodated.

An example of this could be a learner with dyslexia who may prefer course handouts or assessment documents to be printed on pastel or blue-coloured paper, as it can help them to read.

A learner with a visual impairment may require the font on documents to be increased. A learner may work certain shift patterns, so an assessor must ensure they are accommodating when arranging times and dates to assess to work around their shift pattern.

An assessor must ensure they are aware of their learner's individual needs and be able to accommodate them when required.

Judging Assessment Evidence

When judging evidence and marking assessment decisions, it is vital that all learner evidence is current, up to date and meets current working practices. The evidence must be authentic and be the learner's work.

Assessment evidence must meet the assessment criteria and learning outcomes of a qualification. Evidence must be sufficient, meaning there is enough evidence to ensure all learning outcomes and assessment criteria are covered.

An assessor must ensure the assessment method used to obtain the evidence is valid. The correct assessment method must be used for specific assessment criteria or learning outcomes.

Assessment evidence must be fair and any additional learning needs of a learner must be supported during the assessment process. Equality and Diversity must be considered and applied throughout the assessment process.



Quality Assurance and Standardisation

Quality assurance is a vital activity when assessing qualifications. Quality assurance is the responsibility of all assessors.

Quality assurance ensures a learner is given the best possible standard of training and assessment. Quality assurance systems will be reviewed by External Quality Assurers (EQAs) from awarding organisations before a provider is approved to deliver and assess a qualification.

Assessors must ensure they follow the internal quality assurance (IQA) requirements within a provider and attend any internal quality assurance meetings.

Internal quality assurance activities can include; observations of assessors, learner interviews, sampling of portfolios/ assessment evidence and assessor feedback and standardisation meetings.

EQAs may arrange several visits per year to a provider, depending on whether a centre has direct claim status (DCS). EQAs can also sample learner portfolios, review centre documentation and policies and talk to learners.



Assessors should attend regular standardisation meetings with their teams to discuss any qualification updates, and policy updates, compare assessment decisions and discuss any findings or updates from EQAs.

Standardisation of assessments will ensure a fair and robust assessment of qualifications. Assessors will be aware of what they should be doing and what is expected of them in terms of standards.

Appeals and Complaints

All training providers must have a complaints and appeals policy in place. Policies identify the procedures to undertake if a learner complains or appeals an assessment judgment.

If a learner is not satisfied with a provider, they will be encouraged to discuss their issues with their assessor. If they are still not satisfied after this, they may be referred to the centre IQA. If the issues are still not resolved, they are free to contact the awarding organisation, which will investigate all appeals and complaints in line with their policies.

Management of Information

Managing information correctly is important as a training provider or assessor will hold personal information about a learner. They need to ensure that learner details are kept private and confidential in line with the Data Protection Act. Mis-management of information could lead to sanctions being placed on a provider, by an EQA from an awarding organisation. This could also lead to withdrawal of direct claims status (DCS) or withdrawal of centre approval from an awarding organisation.

Learner Feedback

Feedback is a vital tool in assessing. Feedback can motivate a learner and give a learner recognition for their work. Feedback should both identify what a learner has done well and also be used as a development tool for future progress. Different types of feedback can be given, such as verbal, written, positive, encouraging and constructive.

Key Policies Related to Assessment

Numerous policies can be related to assessment. Awarding organisations will ensure a provider offering regulated qualifications has policies in place before approving the provider as a centre.

Policies related to assessment can include appeals, complaints, reasonable adjustments and special considerations, Health and Safety, Equality and Diversity.

A provider must also have in place a policy related to Malpractice and Maladministration. This will outline how a provider must deal with a learner who they suspect is undertaking malpractice during an assessment, such as plagiarising an assignment or piece of work.

Assessment can be split into different types. These are Initial, Formative and Summative.



Insight Care Training, 89 Merridal Rd,
Wolverhampton WV3 9SE

info@insightcaretraining.co.uk
www.insightcaretraining.co.uk
01902 420 200