DEWDROP VOCATIONAL INSTITUTE

POLICIES

& PROCEDURES

Assessment Strategy Policy

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| **Title: Assessment Strategy Policy** |
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**GENERAL INFORMATION**

The primary objective of Dewdrop Institute’s Assessment Strategy Policy is to provide to the Learners and Trainers/Assessors, a planned programme of delivery and assessment methods for the qualification/award which meets City & Guilds International’s guidelines. The policy includes, and is not limited to the following:

1. ROLES & RESPONSIBILITIES OF LEARNERS AND TRAINERS/ASSESSORS
2. ASSESSMENT PRINCIPLES
3. ASSESSMENT METHODS
4. ASSESSMENT REQUIREMENTS
5. COMMUNICATION
6. PLAGIARISM & CHEATING
7. APPEALS PROCEDURE
8. RE-ASSESSMENT REQUIREMENTS
9. ASSESSMENT RECORDS
10. EVALUATION, REVIEW, AND IMPROVEMENT

# ROLE & RESPONSIBILITIES OF:

## The Administration

It is the primary function of the Administration to provide a functional and safe learning environment that guarantees an excellent experience for all the Trainees.

The Institute will also provide Trainees with all learning apparels and make sure that the necessary structures needed for qualitative training activities are in place.

Further, the Institute will not discriminate against any of its Trainees on any grounds; all Trainees will be treated equally, fairly, and with respect, and will enjoy the same liberties and restrictions on the premises.

## The Trainers/Assessors

The main role and responsibilities of a Trainer/Assessor is to facilitate the teaching/learning, assessment process for a qualification. They deliver blended training to a group in a classroom setting or via an online Learning Management System. They also work one-on-one basis with Learners.

Each Trainer /Assessor is assessed to ensure that they are well qualified in the qualification they teach and possess expert knowledge, skills and experience in the subject to deliver and assess the qualification. Their main responsibilities include:

1. Thorough understanding of the requirements of the standards for the qualifications to be delivered.
2. They must be able to meet with Internal Quality Assurance (IQA) via standardization meeting to prepare action plan/learner journey, scheme of work, assessment plan, assessment strategy as well as assessment instruments and resource material to facilitate the efficient delivery and assessment of the qualifications according to the Quality Assurance requirements.
3. Conduct diagnostic testing of Learners and plan assessments to meet Learner needs
4. Carry out Learner induction and communicate planned Learner journey and assessment strategy for the qualification
5. Complete the teaching/learning and assessment process for the qualification
6. Monitor Learner progress via formative and summative assessments
7. Ensure assessments are based on VARCS [valid, authentic, reliable current and sufficient].
8. Ensure evidence requirements meet the requirement standards and make appropriate judgement decisions.
9. Provide constructive feedback to learners
10. Maintain signed and up to date records and stored securely for verification purposes by the IQA and EQA.
11. Prepare Assessor/trainer reports

# ASSESSMENT PRINCIPLES

The key assessment principles include access and integration, relevance, articulation, progression, flexibility, guidance of learners, etc.

All registered Trainees who have met the Institute’s fees and attendance requirement shall have access to be assessed. Trainees with special educational needs and disabilities shall be tested simultaneously with other Trainees, however reasonable adjustments such as providing additional classes, materials and facilities that will assist them in their assessment and learning process may be made for such Trainees in compliance with the requirements of the qualification(s).

The Institute shall provide all materials and facilities necessary to ensure a fluid assessment process for all its Trainees. Below is a summary of the key Assessment Principles and requisite documentation that will be implemented in line with City & Guilds guidelines:

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| **ASSESSMENT PRINCIPLES** | **ACTIVITY/DOCUMENTATION** |
| A planned programme of delivery and assessment methods is available for the qualification/award which meets City & Guilds International's policy guidelines | · Schedule for qualification/award delivery, teaching plans |
| · Assessment plans and Learner assessment records |
| · Provision for Learners with particular assessment requirements |
| · Records of assessment team meetings |
| · Internal quality assurance plans and schedules of activity |
| Information, advice and guidance about qualification/award procedures and practices will be provided to Learners and potential Learners | · Learner guidance and induction materials |
| · Details of support services available |
| · Appeals procedures |
| · Oral confirmation by Learners, if available |
| Learners’ development needs will be matched against the requirements of the qualification/award and an agreed individual assessment plan established | · Learner initial assessment procedures |
| · Learner assessment plans |
| · Learner/trainee contracts |
| Learners will have regular opportunities to review their progress and goals and to revise their assessment plan accordingly to meet their targetqualification/award. | · Learner assessment plan, frequency of review meeting, examples of revisions to assessment plans |
| · Learner record |
| · System to track Learners’ progress |
|  | · Assessment plans and Learner assessment records |

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| Assessment methods will be valid and reliable and will allow access to assessment for Learners | · Provision for Learners with particular assessment requirements |
| · Access and fair assessment policy |
| Learners will receive regular verbal and written feedback after assessment | · Assessment plans and Learner assessment records |
| · Evidence files or portfolios |
| Assessment records are in place which will show accurateassessment tracking, progress and achievement | · Learner assessment records |
| · System to track Learners’ progress and assessmentoutcomes |
| Adequate procedures exist to ensure secure and safe storage of current and completed Learner assessment records andexamination materials | · Details of the security and access arrangements for the storage of current and completed Learners assessment records and examination materials |
| There are suitable arrangements to administer exams to ensure compliance with our external assessment regulations | · Up-to-date Regulations for the Conduct of External Assessment |
| · Arrangements for storage and return of external assessment materials |
| · Understanding of the process for external assessments |

# ASSESSMENT METHODS

The learning objectives are clearly stated at the start of each chapter. They help the participant to identify and understand the important lessons to be learned.

Assessment methods of Learners are VARCS-based [valid, authentic, reliable current and sufficient] analysis of their work, results of quizzes, standardized tests, and essays. The methods include integrated assessment, formative and summative assessment, workplace assessment, amongst others.

## Pre- and post-quizzes

There is a multiple-choice quiz of 10 to 20 questions at the end of the Unit. Learners are encouraged to take a pre-quiz before starting each Unit, to benchmark their current knowledge, and a post-quiz after each Unit, to assess what they have learned. Participants are provided with the correct answers so that they can mark their quizzes. Self-assessment allows participants to monitor their own progress through the course.

## Question-and-answer format

Theoretical knowledge is presented in a question-and-answer format, which encourages the learner to actively participate in the learning process. In this way, the participant is led step by step through the learning objectives and outcomes of each Unit.

The training materials include simplified flow diagrams, where necessary, which makes it easier for the Learner to understand the correct approach to diagnosing or managing a particular problem.

Important practical lessons are emphasized like this.

Additional, non-essential information is also provided in the training materials for interest. Such facts are not used in the case studies or included in the multiple-choice quizzes.

## Case studies

The Trainer is required to complete each Unit with a few case studies which encourage the Learner to consolidate and apply what was learned in the Unit. These studies give the Learner an opportunity to integrate their new theoretical knowledge into practice. The Learner should attempt to answer each question in the case study as part of their overall assessment for the Qualification.

## Practical skills

Each Unit would include workshops on skills that need to be practiced, preferably in groups. A list of essential equipment and step-by-step instructions on how to perform each task, often with pictures will be presented by the Trainer and practiced by each Learner at the skills workshops. Some of the skills can be demonstrated in video clips. Learners are required to demonstrate their proficiency with the skills taught at each workshop as part of their assessment.

## Quizzes and Examinations

Self-evaluation is the most important part of learning. Learners would take a short quiz before and after completing each Unit. This way participants can see their knowledge improve and can address specific weaknesses.

Trainers would include multiple quizzes in their Lesson Plan and training materials for each Unit.

A final examination would be prepared and assessed by the Trainers for each Unit. Learners need to achieve at least 80% in the final examination to receive a certificate stating that they have successfully completed the learning Unit.

The following documents are used to monitor and update the Assessment methods regularly:

* Schedule for qualification/award delivery, teaching plans
* Assessment plans and learner assessment records
* Provision for learners with specific assessment requirements
* Records of assessment team meetings
* Internal quality assurance plans and schedules of activity

# ASSESSMENT REQUIREMENTS

Assessments are based on planning and implementation of assessment, recognition of prior learning, making assessment decisions, informing learners, etc. A planned programme of delivery and assessment methods is provided for the qualification/award in line with City & Guilds’ policies and guidelines, using the following documents:

* System to track Learners’ progress and assessment outcomes
* Learner guidance and induction materials
* Learner’s Portfolio of Evidence
* Learner’s Assessment records
* Appeals procedures
* Details of support services available

The Institute requires evidence of a learner’s previous non-certificated achievements to demonstrate competence or achievement within a unit or qualification. Any registered Trainee with proven previous non-certified achievements may be allowed to waive a course unit or qualification if such a Trainee can demonstrate competence through a transparent assessment process that successfully demonstrates their ability to meet the required standards of knowledge and proficiency.

The Trainee shall make a written request for a waiver after which an assessment exercise shall be set up to check the quality of such achievements. Should the Trainee fail to satisfy the Assessors of said quality, s/he must undertake the course of learning and be assessed with other Trainees.

# PLAGIARISM & CHEATING

Internal centre policy on dealing with instances of learner plagiarism or cheating. To include a learner declaration of authenticity for assessments.

Plagiarism is unacceptable at Dewdrop Institute. Dewdrop Employees and Trainees are required to sign a Declaration of Authenticity for their work

# COMMUNICATION

Information, advice and guidance about qualification/award procedures and practices will be provided to Learners and potential Learners, including Learner guidance and induction materials, Appeals procedures etc. Learners will also receive regular verbal and written feedback after assessment in the form of Assessment plans and Learner assessment records, as well as their Portfolio of Evidence.

## Appeals Procedure

In line with City & Guilds’ policy, all registered Trainees can appeal the outcome of their assessments when dissatisfied. The appeal can be on a variety of grounds. For Centre marked assessment, details of process, timelines, outcomes, etc., will be circulated to Learners & other relevant parties based on the internal appeals policy for Centre marked assessment.

In such an event, the Trainee must lodge the appeal in writing with Institute’s Quality Assurance personnel within three weeks of being notified of the assessment decision. The Quality Assurance personnel shall attempt to resolve the issues raised between the concerned parties. If the issue is unresolved, an appeals panel of three independent and objective persons shall be convened and a date set for the appeals hearing.

The Quality Assurance personnel shall also notify the Institute’s External Verifier with details of the lodged appeal including how and when it will be heard, and the composition of the panel. The appeals panel shall meet to consider the appeal within three weeks of the Institute’s Quality Assurance personnel receiving the said appeal. The Quality Assurance personnel shall also ensure that s/he obtains full accounts of the complaint and actions taken so far from all parties involved in the assessment.

## Complaints:

In line with City & Guilds’ policy, the learners, Centre staff and employers can lodge complaints of it they wish to challenge an aspect of the Centre’s operation. Details of the process, timelines, outcomes, are disseminated to learners & other relevant parties for transparency and fairness. However, if the Learner or Employee disagrees with the decision made, the person can appeal against that decision.

Below are the three stages of the complaint process:

* + 1. Enquiry stage
		2. Appeal stage
		3. Independent Appeals Board stage

For clarity, if a Trainee, staff or employer wishes to lodge a complaint, such a complaint must be lodged in writing to the administrative department within three weeks of the issue arising. The Administrator will then attempt to find a solution between the concerned persons. Where this fails, a complaints panel of three objective and independent persons shall be established, and a date set aside for said complaints to be heard. The panel must reach its decision on the complaints and make written recommendations to the administrative department within five working days of convening.

# RE-ASSESSMENT REQUIREMENTS

If the Trainee is still dissatisfied with the outcome of the appeal process, the Institute shall contact City & Guilds to review the assessment. All Resource Persons must be familiar with City & Guilds appeals policy for exams marked by City & Guilds.

# ASSESSMENT RECORDS

Adequate procedures are in place to ensure secure and safe storage of current and completed Learner assessment records and examination materials. The security and access arrangements for the storage of current and completed Learners assessment records and examination materials include a “strong” room with restricted access, where records are kept in steel cabinets with drawers and secure locks.

# EVALUATION, REVIEW AND IMPROVEMENT

Adequate and suitable arrangements are in place to administer exams to ensure compliance with City & Guild’s external assessment regulations by providing and maintaining:

* Up-to-date Regulations for the Conduct of External Assessment
* Arrangements for storage and return of external assessment materials
* Understanding of the process for external assessments

***Acknowledgment by the Learner:***

I have received a copy of the above policy which I have read and understood.

Name: …………………………………….

Signature: ………………………………………

Date: ………………………………………