

1.3.3 Planning, Conducting and Concluding Assessment

Procedure code and title:	1.3.3 Planning, Conducting and Concluding Assessment
Policy area:	1.3 Assessment of Learners
Version Number:	2
Reviewed by:	Quality Assurance Sub-Group
Date approved by Quality Council:	27 th June 2023
Date of Implementation:	1 st January 2024
Review Date:	November 2030

Glossary

F01	Annual-Course-Assessment-Process-and-Results-Plan
F11	Assessment request Form
F12	Summary Assessment Sheet and Results Form

Purpose

The purpose of this procedure is to detail how KWETB ensures that assessment provides learners with fair and equitable opportunities to demonstrate their learning in response to assessment.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision- Second Providers.

Preamble

KWETB make every effort to ensure that learners are not unnecessarily overburdened with and stressed by assessment events at any one time. Learning Practitioners are encouraged to collaborate to integrate assessment where possible, using rubrics to distinguish between the specific assessment for the specific components or modules.

This will be achieved through assessment planning at centre level. Within centres/colleges, assessment will be planned to fit well with other scheduled activities and key external timelines. Assessment planning provides sufficient opportunity for learners to generate evidence and demonstrate achievement of standards, knowledge, skill and competence.

Learners will be informed of all requirements for assessment in a timely fashion. They will receive accurate and clear information about assessment. Assessment briefs and

examination instruments will be prepared and reviewed in advance of the assessment instances and will be updated frequently to ensure currency.

Assessments are conducted under appropriate conditions; the technique being applied; the instrument in question and the requirements of the programme descriptor or module being delivered.

Confidentiality of all learner information must be protected throughout the planning, conducting and concluding of assessment in compliance with GDPR and KWETB data protection requirements, ensuring that learner data is handled, stored and shared securely at every stage.

Learning Practitioners are responsible for informing learners about their responsibilities regarding assessment. Learning Practitioners are responsible for supporting learners for whom assessment is new, or for whom assessment is a challenge, ensuring that they understand how to compile a portfolio of evidence.

Procedure – 1.3.3 Planning, Conducting and Concluding Assessment

Planning assessment:

Effective assessment planning requires the Learning Practitioner to fully familiarise themselves with the programme and module descriptor, including learning outcomes and to prepare assessment instruments, marking schemes and sample answers that align with the learning outcomes.

Programme Coordinators should review schedules to manage learner assessment workload, publish key dates, arrange invigilators where required and ensure assessment protocols and timelines are clearly communicated to staff and learners.

- | | |
|---|---|
| 1 | <p>The Learning Practitioner should familiarise themselves with the programme and module descriptor including the learning outcomes they are delivering.</p> <p>In FET Provision, the Learning Practitioner should prepare assessment instruments, marking schemes and sample answers.</p> <p>The Learning Practitioner should ensure that their assessment plan aligns with all learning outcomes.</p> <p>New Learning Practitioners should familiarise themselves with the Module Descriptor and from the perspective of a Subject Matter Expert in their discipline with regard to new developments i.e. legislation, techniques, work practices etc.</p> <p>The Learning Practitioner should consider the Indicative Content as a guideline only.</p> |
|---|---|

	In FET Provision-Second Providers centrally devised assessments will be issued by TSO.
2	In FET Provision the Learning Practitioner should submit draft assessment schedule to the Co-ordinator, identifying the stages at which assessment will take place. In FET Provision-Second Providers, the Programme Manager should submit the F01 to the TSO.
3	The Learning Practitioner should clearly define and communicate, for each assessment, the scope of AI use (prohibited / limited / permitted).
4	The Co-ordinator should ensure that repeat of assessment opportunities are planned at assessment design and centre planning stage.
5	In FET Provision the Co-ordinator should review the draft assessment schedules and create an overall award assessment schedule ensuring appropriate management of the assessment burden for the learner. The assessment schedule should include the dates on which: • Assessment instruments will be submitted to the Co-ordinator; • Assessment will be carried out; • Feedback and provisional results will be issued to learners; • Submission of final marks. The Co-ordinator should schedule repeat assessment opportunities within timelines and ensure they reflect the centre assessment schedule. The assessment schedule must comply with the procedure 2.2.8 Repeat of Assessment with the conditions and limitations for repeat assessments. In FET Provision-Second Providers, the Programme Manager should submit the F11 requests to the TSO requesting assessment no later than ten days prior to the scheduled assessment (including time/date and number of papers required). The TSO populates the assessment calendar and issues assessment as per the dates requested.
6	In FET Provision, the Learning Practitioner should submit assessment briefs, examination papers and back up papers, together with marking schemes and sample completed examinations to the Co-ordinator for filing. The Learning Practitioner should prepare alternative assessments to support repeat opportunities and compassionate consideration requests.

7	The Programme Co-ordinator should ensure that neutral invigilators, where appropriate are assigned for examinations and briefs them clearly about their responsibilities, informing them of when they are timetabled to invigilate. This does not apply to practical examinations.
8	The Programme Co-ordinator should appropriately communicate the assessment schedule to the learner. It should be ensured that the communication method(s) used are appropriate to the needs of the learner. The Programme Co-ordinator should ensure that Learning Practitioners are sufficiently well-informed to respond to learner queries about timeframes for assessment.
9	The Programme Co-ordinator should ensure that the assessment schedule is published to all staff and learners and is available through centre/college communication channels. Key dates are included in centre/college calendars.
10	The Programme Co-ordinator should ensure that assessment protocols are clearly explained to learners in good time.

Conducting assessment:

Conducting assessment requires the Learning Practitioner to ensure that learners clearly understand the assessment criteria and marking schemes. Learners must be prepared for what to expect during scheduled assessments including skills demonstrations and examinations to ensure that learners are aware of their responsibilities regarding submission deadlines, academic integrity, reasonable accommodations and compassionate considerations.

1	The Learning Practitioner should ensure that: - the learner is informed of assessment criteria in a timely fashion; - the assessment criteria are explained - learners understand the relationship between learning and assessment.
2	The Learning Practitioner should introduce learners to, and explain marking schemes to them.
3	The Learning Practitioner should review assessment briefs with learners, providing rationale; explaining requirement for all learning outcomes to be assessed; explaining requirements for presentation of the completed evidence; giving pointers

	for the approach to be taken by learners, and operational information, such as explanation of word counts, font size or timelines if appropriate.
4	Where assessment is taking place in a specific location or at a specific time, such as a skills demonstration or examination, the Learning Practitioner should inform learners of what to expect on the day, and of what is expected of them.
5	The Learning Practitioner should ensure that learners understand and know about their responsibilities as a learner for assessment, including observance of submission dates; assessment malpractice policy (including plagiarism and citation), KWETB Policy on the Use of Generative AI in Teaching and Learning and arrangements for learners to seek compassionate consideration and reasonable accommodations.
6	The Learning Practitioner should ensure that the environment and locations for on-site assessment are suitable and arranged in advance of the assessment instance. This includes ensuring that a room with enough seating, space and appropriate equipment are set up in advance.
7	The Learning Practitioner should ensure that the environment where the assessment (including examinations) is carried out is in a quiet location, where external noise is not going to represent a distraction. The Learning Practitioner should ensure other distractions are minimised.
8	The Learning Practitioner should check that all audio-visual equipment and other technical equipment is checked in advance of the assessment event. The Learning Practitioner should carry out health and safety checks in advance of assessment.
9	The Programme Co-ordinator should ensure that there is a filing and naming convention in place to ensure that audio-visual evidence is easily tracked and discoverable for review by the Learning Practitioner, the Internal Verifier(s) and the External Authenticator. To reduce GDPR risks and loss or corruption of video or audio files, KWETB strongly recommends the use of cloud storage. This approach also reduces the workload and time when managing storage and sharing of files. KWETB support cloud-based video sharing platforms i.e. • Microsoft Flip • Microsoft Stream • You Tube

	USB keys and/or external hard drive devices should not be used to store learner evidence. Photographs, video or audio should be recorded on either a KWETB managed device or learners may record evidence on their own personal device and submit for assessment in the same way they would with a traditional file tile, for example, a Word document. The Learning Practitioner should not take photographs, video or audio recordings of learners on their own personal device.
10	In the case of examinations, the Learning Practitioner should ensure that a file of documents is compiled including the assessment attendance register; door notice; correct number of examination papers; replacement examination papers for use in the case of events that compromise the primary papers; clear guidance on mobile phones, use of dictionaries and IT equipment. The Learning Practitioner should ensure that a defined, safe repository for learner personal possessions is provided. An accurate and visible clock should be provided in the room.
11	The Learning Practitioner/Invigilator should brief the learners on expectations for the duration of the examination. The Learning Practitioner/Invigilator should observe correct protocol for distribution and collection of examination papers.
12	The Learning Practitioner should ensure that assessment evidence is stored securely in accordance with KWETB procedure following the assessment event.

Concluding Assessment:

Concluding assessment requires the Learning Practitioner to mark all learner evidence, clearly showing where criteria were met, completing marking and feedback sheets and issuing provisional results with information on repeats and appeals. Programme Coordinators must prepare and securely store evidence for Internal Evidence and External Authentication and ensure accurate uploads to QBS/RCCRS. Internal Verifiers should review evidence, record issues and required corrective action. The Results Approval Panel reviews and approves results for certification.

Reviewing Briefs (Marking and Feedback)

- The Learning Practitioner should ensure that all learner evidence is marked once the submission timeline has passed.
- The Learning Practitioner should ensure that marking clearly shows where criteria were met or not met, using pen or digital track changes.
- The Learning Practitioner should ensure that the marking sheet and summative feedback sheet are completed for each learner.
- The Learning Practitioner should not use AI to grade or determine assessment outcomes and/or provide automated grades or judgements as set out in KWETB Policy: The Use of Generative Artificial Intelligence (AI) in Teaching and Learning.

Informing Learners:

- The Learning Practitioner should ensure that provisional results and information in relation to repeats and appeals are issued to learners.

Assessment Locations:

- The Programme Coordinator should ensure that learner evidence is prepared for Internal Verification and External Authentication and evidence is presented.
- The Programme Coordinator should ensure that provisional results are uploaded to QBS/RCCRS.
- The TSO should ensure that QBS upload files from second providers are processed.

Responsibilities:

Learning Practitioner

- The Learning Practitioner should ensure that evidence is marked, documented and provisional results are issued.
- The Learning Practitioner should ensure that issues during IV addressed.

Programme Coordinator

- The Programme Coordinator should ensure that an internal appeals dates are set.
- The Programme Coordinator should ensure that results are uploaded and learners are informed of the Repeat procedure and Appeals procedure.

The internal Verifier

- The Internal Verifier should ensure that verification is completed, issues or concerns are recorded and corrective actions are followed up.

QA Lead/TSO

- The QA Lead/TSO should ensure that External Authentication is completed and reports are submitted to the Results Approval Panel.

Results Approval Panel

- The Results Approval Panel should ensure that results are reviewed, approved and submitted for certification.

Environment:

- The Programme Coordinator should ensure that assessment evidence and documentation are securely stored and organised for Internal Verification and External Authentication.
- The Learning Practitioner should ensure that no identifiable learner work or sensitive data is pasted into AI tools.

Digital Requirements:

- The Learning Practitioner should ensure that digital marking tools are used appropriately.
- The Programme Coordinator should ensure that all digital submissions to QBS/RCCRS are accurate and complete.

Link to other Policies/Procedures

1.3.1	Development and Design of Assessment
1.3.2	Information to learners about Assessment
1.3.4	Administration of Examinations
1.3.5	Adapting Assessment
1.3.7	Security of Assessment materials
1.3.9	Feedback to Learners
1.3.10	Internal Verification
1.3.11	External Authentication
1.3.12	Results Approval
2.1.2	Learner Induction
2.2.3	Assessment Appeals
2.2.4	Academic Integrity and Assessment
2.2.5	Reasonable Accommodation in Assessment
2.2.6	Compassionate Consideration
2.2.8	Repeat of Assessment
3.4.1	Learner Records
Addendum 2	Monitoring and Recording Quality Assurance Management within Centres

Resources

Resources	• <u>Visual Guide Information to Learners about Assessment</u> • <u>Planning, Conducting & Concluding Assessment Visual Guide</u> • <u>Guidelines for the use of bilingual dictionaries in examinations</u> • <u>The KWETB Policy on the Use of Generative Artificial Intelligence in Teaching and Learning</u>
-----------	--