



Midhurst Learning

POLICIES

Assessment Policy and Procedures



ENSURE
QUALITY



PROMOTE
FAIRNESS



SUPPORT
PROGRESSION



RECOGNISE
ACHIEVEMENT

FAIR ASSESSMENT. CLEAR STANDARDS. BRIGHTER FUTURES.

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QUALITY

We strive for excellence in all that we do.



INTEGRITY

We act with honesty, fairness and transparency.



EMPOWERMENT

We empower individuals to reach their full potential.

Assessment Policy

Assessors and learners should be continually engaged in the process of assessment, this can be planned or unplanned and formal or informal. Assessment may be initial, formative or summative.

Initial Assessment

Initial assessment is an integral part of the induction process. It should be carried out before any learning or training commences and should establish a number of things such as:

- Existing skill and knowledge level of the learner.
- Determining how the learner learns best.
- Providing information to help the tutor/assessor plan the programme of learning.
- Introducing the course in an informal and non-threatening way.
- Introducing the learner to some of the skills and knowledge they will be acquiring on the programme.
- Helping the learner establish if the course is right for them.
- Providing the opportunity to identify additional needs.

Formative (interim) Assessment

Formative assessment takes place throughout the course and involves checking that learning is taking place and can include:

- Finding out what knowledge and skills the learner has acquired.
- Helping to plan the next stage in the learner's journey.
- Enabling the tutor/assessor to give feedback.
- Encouraging motivation.
- Indicating to the tutor/assessor if the course needs modifying.
- Enabling learners to identify what they have learned and what they need to learn next.

Summative (final) Assessment

Summative assessment is used at the end of some programmes to:

- Enable learners to recognise their achievements.
- Justify awarding a qualification or other recognised achievement.
- Help the tutor/assessor plan for future programmes.

- Guide the learner through the next steps.

Feedback

Learners appreciate feedback and it should always be given after assessment. When giving feedback it is important to assess the evidence which means the work of the individual needs to be checked against the QCF standards.

Things to consider when giving feedback:

- Make the feedback relevant to the learner and not generic.
- Make the feedback link to criteria in the standards.
- Recognise achievement and give the learner praise.
- Be constructive and provide information on how the learner can improve their work.

Procedures for Learners with Learning Difficulties or Disabilities

Sometimes the usual format of assessment is not suitable for some learners. MLC should ensure that any special needs are identified at the initial assessment stage, where possible and planned adjustment is in place.

Reasonable adjustments must be made in advance of any assessment activities so that the validity and reliability of the assessments can be assured. Some examples are: adapting assessment materials e.g. larger font, allowing more time for assessments to be completed.

Any special needs and adjustments must be discussed with the IQA and then recorded for the learner.

Role of the Assessor

The role of an assessor for an externally assessed programme is a big responsibility in terms of accountability and expectations as all policies and procedures must be adhered to.

An assessor is required to:

- Have relevant qualifications, knowledge and experience in the subject area being assessed.
- Have relevant qualifications, training and experience in the assessment process.
- Is fully aware of MLC policies and procedures.
- Ensure that learners are fully briefed on assessment procedures and methods, including appeals procedures.
- Involve learners in the assessment planning process.

- Provide constructive feedback to learners on assessments, discuss targets and areas for development on an individual basis.
- Adhere to the awarding body's assessment specification in the judgement of evidence towards an award.
- Record outcomes of assessment using appropriate documentation.
- Follow agreed procedures for recording, storing, reporting and confidentiality of information.

Responsibility of the Assessor

The assessor should:

- Check that all learners understand the assessment process involved, the support available to them and the complaints and appeals procedures.
- Agree fair, safe, valid and reliable assessment methods.
- Engage in quality assurance activities and external monitoring meetings to maintain assessment standards ensuring the validity of learner results.
- To standardise assessment across the board to ensure quality and fairness within the assessment team.
- Identify how past experience and achievements of learners can contribute towards the assessment process, where appropriate.
- Where applicable, assess the learner, in person, in the workplace, at least twice a year.
- Identify how to protect confidentiality and comply with data protection requirements.
- Ensure that learner progress is reviewed and that records of achievement are regularly updated.
- Be able to handle difficulties or disputes in the assessment process.

Judging Evidence Criteria to Make Assessment Decisions

The assessor should:

- Ensure that the work being assessed is the learner's own work.
- Make fair, safe, valid and reliable assessment decisions based on the agreed standards.
- Make a record of the outcomes of assessments by using an agreed recording system.
- Apply any agreed special arrangements to make sure the assessment is fair.

Providing Feedback and Support to Learners on Assessment Decisions

The assessor should:

- Give learners feedback at an appropriate time and place.
- Give learners feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence.
- Clearly explain assessment decisions.
- Provide advice and encouragement to learners where it is necessary for them to resubmit work or provide additional evidence.
- Follow the agreed complaints and appeals procedure if learners disagree with the assessment decision.

Contribute to the IQA Process

The assessor should:

- Ensure assessment records are accurate and up to date.
- Contribute to standardization arrangements so that assessment decisions are in line with others.
- Contribute to the agreed quality improvement process.

Record Assessment Activity

It is the responsibility of the assessor to choose the best methods of assessing a learner in relation to their individual circumstances.

The methods of assessment must be valid, authentic, reliable, sufficient and current.

Assessment decisions should be recorded using an agreed system e.g. paper-based documents, online system.

Assessment decisions must be made available to the IQA team, centre staff and external bodies as appropriate.

Appeals Procedure

If a learner is dissatisfied with an assessment decision made by an assessor, they have the right to appeal.

There are three stages to the appeals procedure and each stage must be completed before proceeding to the next stage.

Stage 1

The learner appeals directly to the assessor who has carried out the assessment by completing an appeal report. The assessor will advise the learner of the decision in writing within 10 working days.

Stage 2

If the learner is not satisfied with the decision made in stage 1 they can proceed to stage 2 by appealing to the IQA. All learner appeals will be acknowledged and investigated to establish the facts. If an appeal is considered justified, then remedial action will be taken. The IQA will discuss the appeal with the Executive Head and then respond with a decision, to the learner, within 10 working days of receiving the learner's appeal.

Stage 3

Learners who have exhausted stage 1 and stage 2 and are still not satisfied with the decision may proceed to stage 3. This appeal must be made in writing to the Awarding Body and must be accompanied by copies of all the documentation used in stage 1 and stage 2. The Awarding Body decision will be final.

The main reasons for an appeal are likely to be:

- The learner does not understand we the assessment decision has been made because of lack of or unclear feedback.
- The learner believes the assessor has missed, misjudged or misinterpreted some of the evidence put forward for assessment.
- If a learner wishes to appeal, they must follow the appeals procedure.
- If an appeal is considered justified, then remedial action will be taken.
- All learners who make an appeal will receive a formal reply.