

Assessment and Review Document For Further Education Programmes

Date Policy Last Approved	Review Frequency	Approving Body	Date of next Review
Mar 2018	Annually	Academic Board	Mar 2019

YMCA George Williams College will provide accredited qualifications through recognised awarding bodies such as ABC, Chartered Institute of Housing and Laser Learning Awards. We endeavour to provide each and every learner with the best possible training along with the necessary skills needed to enter and progress in their chosen field of study. We aim to provide comprehensive study programmes. Our learning programmes engage the learner in well-designed, efficient and productive study in their chosen field. It is our belief that this will facilitate the educational goals of our learners and assist them by developing their potential to become accomplished individuals. Distance learning programmes are provided and a service that reflects consistence in quality and educational excellence through continuous tutor support and guidance. We put emphasis on a commitment to learner satisfaction through an ongoing process of education, communication, evaluation and constant improvement.

Accreditation of Prior Learning / Experience APL /APEL

An important element of induction will be to assess AP(E)L especially e-learning programmes. It is unlikely that candidates studying vocational qualifications will be granted a significant amount of APL unless they have significant experience in field. APEL is an assessment process that assesses the *individual's* non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for a qualification. Assessment of learning is done against the learning outcomes or performance criteria of the qualification. The process of APEL in YMCA George Williams College must be fair, valid and reliable and subject to the quality assurance processes used to ensure the standard and integrity of assessment processes as a whole. They will be validated and monitored in the same way other assessment processes are validated and monitored.

- APEL will be assessed in induction
- An assessment strategy will be devised for each learner defining where APEL has been give (with evidence) and where further learning or assessment needs to take place
- All YMCA George Williams College courses have been mapped to accreditation learning objectives and tutors will refer to this chart when assessing APL
- APEL will not be given solely on the grounds of previous academic qualifications

Programme Delivery & Assessment

The whole assessment process will be managed by the ***Head of Department, FE Programmes***. The Head of Dept is responsible for approving the course curriculum, setting assignments, deciding on which criteria candidates are already able to demonstrate and give accreditation of prior learning (APL) and managing tutor/assessors. They may also be involved in teaching, tutorials and assessment as part of the delivery team.

Initial assessment

The initial assessment will usually be carried out by the Head of Dept or course tutor; this will take the form of an interview and an initial assessment form. For certain vocational qualifications there may also be a sample piece of work to complete. For qualifications at Level 2 or above, English functional skills will be assessed either by recognition of a previous full level 2 qualification or through assessment of written work by trained skills for life assessor. For candidates who do not reach level 2 an action plan will be put in place to achieve accreditation with progression awards or learner support.

Induction

Each candidate will need to complete a full induction with the Head of Dept or tutor or via Ymoodle.

Details of the induction are included in the learner pack.

Workplace Assessors

Workplace assessors such as the line manager will work in detail with the candidate and course leader, plan and deliver assessment through observation and expert witness testimony, conduct observation and give feedback on it. They will act as a mentor to the candidate and support them to look at learning objectives and map demonstrable work practice to the criteria needed. This role can be performed by a line manager or colleague. The time commitment for this has variable depending on candidate's ability and need for support, there will be a minimum number of observation be conducted throughout the course with support meetings taking place at least once a month. To perform this role assessors will need occupational competence and have or be working towards an A1 assessor's award or equivalent.

Tutor Assessors

They will work in detail with the Internal Verifier and Head of Dept, plan and deliver teaching and assessment through agreed methods and gives feedback on assessment. They will support the candidate to look at learning objectives and map demonstrable work practice to the criteria needed. This role can be performed by a tutor or an independent assessor. To perform this, tutors will need subject competence and appropriate teaching or training qualifications. For vocational assessments, they will need an appropriate assessors' award.

Responsibilities

- be familiar with and have a copy of the relevant standards and evidence requirements
- Be familiar with the assessment strategy and policy included in the centre handbook
- know the name and contact details of the Head of Dept
- communicate with course leader
- contribute to self-assessment process
- understand the role of the assessor
- understand the role of tutor

- know the name, contact details and work patterns of the candidate
- know what records to complete and any associated timescales check out any concerns/seek clarification etc.
- be aware and adhere to policies and procedures

Role

- Agree assessment plans with learners
- Interpret standards and assess to the standards
- Check evidence presented by learners is sufficient, up-to-date and appropriate/valid
- Judge evidence against performance criteria and range statement
- Identify gaps in evidence and work with Head of Dept to support in-put or training for the candidate
- Give constructive feedback to learners
- Arrange assessments in liaison with Head of Dept for learners with special requirements
- Complete appropriate progress/assessment records
- Agree learner's evidence/logbook statements
- Sign off completed units where learners have demonstrated competence
- Meet with Head of Dept, other assessors, expert witnesses, the internal verifier and external moderator as appropriate
- Allow internal verifier to witness your assessments - observations and portfolio of evidence
- Commit to collating a CPD/Quality Assurance folder with evidence of occupational competency, training and agreed action plans.

Assessors will have a number of different assessment methods available to them. Learners will generally provide a portfolio of evidence on Ymoodle, which will include assessment tasks. The final portfolio will be designed to enable the learner to review their evidence, ensure all learning outcomes in the unit have been addressed and demonstrate reflective insight into personal progression and achievements during accreditation.

The aim of the **portfolio of evidence** is to show that each candidate has:

- Achieved all the stated outcomes of effective performance and met identified learning outcomes
- Demonstrated all the behaviours which underpin effective performance;
- Possess and are capable of applying all the required items of knowledge and understanding

A range of assessment methods will be used including;

- direct observation of practice by an assessor
- testimony by an expert witness
- user/peer testimony
- assessment of knowledge inferred by direct observation of practice
- direct questioning

- assessment of products
- accreditation of prior experience/achievement/learning
- case studies
- professional discussions
- projects and presentations
- group activities and discussions
- and others are required by the qualification

Specific assessment tasks should meet the following criteria:

- Assessment tasks are designed to reflect intended learning outcomes for each module.
- Assessment tasks allow all learners equal opportunity to demonstrate achievement of intended learning outcomes.
- Assessment tasks will provide opportunities for learner feedback
- Tasks will demonstrate to learners the purpose of assessment, its place within the context of learning and how this is demonstrated in their practice.

Assessment Strategy

The assessment strategy will usually require the learner to maintain and present a portfolio of learning to demonstrate how they meet the learning objectives of the accreditation. In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. Assessors will design the means by which they do this.

Assessors will have a number of different assessment methods available to them.

The use of a Ymoodle portfolio to collate process as well product evidence contributes to the development of skills of lifelong and continuous learning, the integration of theory and practice and self-critical awareness which is needed to demonstrate meeting objectives.

This approach to learning will enable learners to move towards increased confidence and competence in set objectives. The final portfolio will be designed to enable the learner to review their evidence, ensure all learning outcomes in the module have been addressed and demonstrate reflective insight into personal progression and achievements during accreditation.

Learners should be given clear guidance by the tutor and assessor about how to meet the assessment criteria and how to build their portfolio of evidence.

The aim of the portfolio of evidence is to show that each candidate has:

- Achieved all the stated outcomes of effective performance and met identified learning objectives
- Demonstrated all the behaviours which underpin effective performance;
- Possess and are capable of applying all the required items of knowledge and understanding.

A range of assessment methods will be used including;

- Assignments and essays
- testimony by an expert witness
- Index of evidence
- assessment of knowledge inferred by direct observation of practice e.g. assessments
- direct questioning
- assessment of products
- accreditation of prior experience/achievement/learning
- case studies
- professional discussions
- projects and presentations
- group activities and discussions
- and others as required by the qualification

Specific assessment task should be designed by the following criteria:

- Assessment tasks are intended learning outcomes for each module.
- Assessment tasks allow all learners equal opportunity to demonstrate achievement of intended learning outcomes.
- Assessment tasks will provide opportunities for learner feedback
- Tasks will demonstrate to learners the purpose of assessment, its place within the context of learning and how this is demonstrated in their practice.

Assessors should be cautious of accepting bald statements that the candidate “demonstrated xxx behaviour”. Good quality evidence of behaviours would consist of a narrative description of the candidate’s actual behaviour, set into a specific context. It is the candidate’s responsibility to map this to the specific behaviours required for individual units.

Assessment and Equality of Opportunity

- Are these learning outcomes framed in ways that do not unreasonably prevent their achievement by learners with particular impairments?
- Identify any barriers that disabled learners might experience with the selected task or method.
- Consider YMCA George Williams College’s policy and procedures on assessment adjustments and the requirements of the Equality Act.
- Provide alternatives or adjustments to the selected tasks or methods where required and where reasonable. These must be equally rigorous. Remember you do not need to jeopardise academic standards. Check these with the IV.
- Provide learners with appropriate, accessible assessment feedback and question learner about what other support or adjustments they may need.

Standardisation

There will be a standardisation meeting at least annually to review the programmes and to ensure that assessors are marking with parity and in line with the assessment strategy. Additional meetings will be held to review new courses or where a significant number of new assessors are being used.

E-Learning and Distance Learning Policy

YMCA George Williams College use e-learning, blended learning and distance learning to promote inclusion and fair access to learning for all learners. This includes the use of web-based materials in teaching, research and assessment. We are committed to ensuring that e-learning meets our minimum quality standards as set out below.

Access

YMCA George Williams College assesses learners access to ICT facilities and ICT skills when they start a course. We provide support and guidance to enable learners to use ICT based resources. We take all reasonable steps to ensure that no learner is disadvantaged by poor access to ICT facilities or any other barriers they may face to using ICT resources. We always provide a paper-based alternative where this is more suitable.

Information

YMCA George Williams College provides clear information to prospective learners and enrolled learners about the use of ICT resources on each course. This includes details of any e-based learning and assessment materials and distance learning arrangements. All learners have a named contact for information about their course, usually the designated course tutor.

Delivery

All e-learning and distance learning materials and assessment processes are subject to the usual quality cycle processes. We adopt safe processes to ensure safe receipt and storage of e-learning and assessment materials.

Learner Support

All learners receive clear information about their access to learning support, including ICT based support such as webinars, skype tutorials, forums and e-based resources. There is access to ICT support for any ICT based learning and assessment.

Assessment

Where e-based assessment is used, clear guidance is given on how to use the system and what evidence is acceptable. Learners' work is held securely and access is limited to course tutor, assessor, internal verifier, external verifier, quality manager and any other YMCA George Williams College staff member involved with delivery of their course. Learners are able to share work with peers if they wish, subject to YMCA George Williams College' confidentiality and plagiarism policies.

YMCA George Williams College uses appropriate methods to ensure assessed work is secure and reliable, including tracking to ensure work is authentic and attributed to right learner and a clear audit trail.

Assessors and verifiers follow YMCA George Williams College usual quality assurance cycle to ensure that all assessment materials meet the requirements of the internal verifier, the awarding body and our usual quality standards. ICT-based work will be available to External Verifiers and Awarding Bodies in accordance with YMCA George Williams College arrangements with that body.

Contingency

All e-learning and assessment arrangements include a regular back-up operation and a contingency plan in the event of failure of designed modes of delivery.

Plagiarism, Cheating and Malpractice in teaching and learning

Definitions

Plagiarism is defined as presenting someone else's work as your own – see Student Handbook for further information. Work means any intellectual output, and typically includes text, data, images, sound or performance. Other people's work may be quoted as long as it is clearly acknowledged and the source identified. Cheating is defined as any other action used to gain advantage e.g. fabricating work, reports or evidence for assessment; using unauthorised equipment in a test or taking unauthorised information into an examination.

Malpractice is defined as any action that deliberately prevents fair and equal opportunity for assessment or examination. Examples include:

Learners:

- gaining unauthorised access to assessment papers or interfering with them
- changing or destroying the work of another learner
- acting in a way that disrupts the assessment process

Tutors/Assessors:

- acting in a way that undermines the integrity of the assessment process
- assisting learners with the production of material for assessment so that it is not their authentic work
- failing to keep work securely
- breaking the assessment regulations of the Awarding Body Procedure
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Unintentional plagiarism may take place where a learner is inexperienced or vulnerable. Tutor assessors will provide all learners with appropriate guidance to help prevent unintentional plagiarism. Where a learner has unintentionally plagiarised then wherever possible the tutor/assessor will provide guidance to correct the work, within a given timescale, without invoking the formal procedures below. After reasonable guidance and opportunity to resubmit has been given, repeated plagiarism will be treated as deliberate.

Where anyone is suspected of deliberate plagiarism, cheating or malpractice in assessment, YMCA George Williams College will investigate.

This will include:

- Written details of the allegations being given to the person along with the evidence in question
- A meeting to discuss the allegations will be convened with the person
- All the above will be put in writing to the person with no less than 3 days' notice of the meeting. A copy of this procedure will be included.
- Written notification to awarding body, who may wish to be involved in the investigation if their regulations have been contravened.
- The meeting will:
 - normally comprise YMCA George Williams College Head of Dept, Internal Verifier and the person concerned. For learners, their Tutor/Assessor will normally attend; for staff, their Course Leader will normally attend. These meeting will be fully minuted.
 - address all the allegations faced by the person;
 - give the person an opportunity to justify the work;
 - permit the person to be accompanied by a supporter/advocate
 - where the person is absent from the meeting without good cause he/she will be presumed to have admitted the allegations and the case will proceed accordingly
 - Where the person admits the allegation(s) in full, YMCA George Williams College will decide the appropriate penalty, taking into consideration the seriousness of the malpractice, and confirm this to the person in writing.
 - If the learner denies the allegation(s) in whole or in part then, after the learner has withdrawn from the meeting, the meeting will determine whether or not the person has cheated, committed plagiarism or malpractice. The meeting will record the reasons for their findings and the penalty it decides is appropriate at the conclusion of the minutes. The person will be informed in writing.
 - If the meeting finds that plagiarism, cheating or malpractice has not occurred, then YMCA George Williams College will, within 7 days after the meeting, write to the person accordingly. The case will then be at an end and no records will be retained. The work will be marked in accordance with normal arrangements and without penalty.

Appeals

The person concerned may appeal the decision of the meeting using the YMCA George Williams College Complaints Procedure (for external learners) or the Grievance Procedure (for YMCA George Williams College staff). Such appeals must be made in writing not later than 14 days after the decision has been issued in writing. The YMCA George Williams College representatives convened to investigate the Grievance/Complaint will inform the person of the process as set out in the relevant procedure. Their decision will be final.

The person concerned may also appeal the decision directly with Awarding Body.

Penalties:

For learners the penalties could include:

- Written warning
- Verbal warning
- Requirement to re-submit work
- Losing credit for units in a qualification
- Failure to achieve the accreditation
- Exclusion from the course

For staff the penalties could include:

- further disciplinary action according to YMCA George Williams College and Awarding Body procedures and any professional body the staff member may belong to
- being withdrawn from working on that course/qualification or from all assessed courses for a set period, with an action plan for improvements and clear target dates
- being barred from working on that course/qualification or from all assessed courses in future
- In particularly serious circumstances and/or if the Awarding Body request it, the Police may be involved.

Learner Complaints Procedure

At YMCA George Williams College, we aim to provide an extremely high-quality service and we need your feedback to make sure that we do this effectively. We regularly review our service but sometimes things may not be as effective as you want them to be and if this happens we want to hear about it so that we can explain things and put them right.

Firstly, it is a good idea to talk to your **tutor** or the **Course Leader** who will often be able to sort out the problem immediately.

What is a complaint?

This is when you are unhappy with the standard of service, actions or lack of action by YMCA George Williams College or our staff, and regard it as poor or insufficient.

Why? We need to know if things have gone wrong so that we can explain the matter, put things right and make sure it isn't a problem in other parts of our service.

How? If you need to make a formal complaint you must follow these guidelines as a formal complaint will normally consist of an investigation.

However, if you do not want to make a formal complaint but just something that you think we could do better then contact your tutor or fill in a feedback form.

Complaints Procedure

The complaints procedure follows has one more stage in an attempt to resolve issues at a local level.

Stage 1: The individual or a person of their choice should contact the Head of Dept who will try to sort out the complaint immediately. An action plan will be put into place to monitor the issues and reviewed within 5 working days.

Stage 2: If you are still unhappy you can contact the Academic lead for the course who will investigate your complaint within ten working days and you will receive a full written reply within a further 5 working days.

Stage 3: If you are still unhappy you can start the YMCA George Williams College independent complaints procedure outlined below and address your complaint to the Principal.

Restorative Justice Process

At any stage in the complaints procedure, you can choose to follow a restorative justice approach rather than a formal complaint.

This involves a facilitated meeting between yourself and any workers involved, to seek a resolution to your complaint. Both you and the workers can be accompanied by a supporter of your choice. The facilitator will be independent and will be suitably trained for this role.

The process involves:

- hearing all sides to the situation
- acknowledging any shortcomings or wrongdoing
- recognising any reasons for failures
- recognising the impact of the situation that caused the complaint
- taking responsibility for the causes of the complaint
- agreeing reparation for any damage caused
- agreeing what is needed to restore continuing working relationships.

If no resolution is reached through the restorative justice process, the formal complaints process can then be initiated.

Assessed programmes: Dispute between Candidate and Tutor/Assessor

Where a candidate has been judged competent by an assessor or verifier and has received a certificate from the Awarding Body, there can be no appeal at a later date to reverse that decision.

- When a candidate is in dispute with the assessor, the candidate should appeal formally to the internal verifier within 10 days of receiving the assessment. This can be done via the assessor.
- The internal verifier must respond to the candidate within 2 weeks of receiving notification of the dispute.

- If it is not possible for a satisfactory outcome to be achieved then the External Verifier will be contacted for guidance.
- If the matter is not resolved satisfactorily internally; the candidate can put the appeal, in writing, to the External Verifier at the next visit.
- If this is not resolved you can contact the awarding body, this can take up to 60 days for a decision.

Grounds for an appeal

- The candidate disagrees with the assessment decision as set against performance criteria.
- The candidate is dissatisfied with the way in which the assessment was carried out.
- The candidate is dissatisfied with the amount of opportunities offered to demonstrate competence.
- The candidate experiences bias/discrimination in the assessment process in terms of equal opportunities.

Decisions

Possible decisions can be:

- that the evidence presented does demonstrate competence and the original decision should be reconsidered by the original assessor.
- that the original decision is up held.
- that the candidate be reassessed by the original assessor.
- that the candidate should be reassessed by a different assessor.

Independent Complaints Procedure

If you have reached stage 3 of a complaint and are still unhappy with the outcome, YMCA George Williams College Principal will follow the independent complaints procedure.

The Principal will is a senior staff member who has not previously been involved in your complaint and has no conflict of interest.

They will bring in an experienced independent person to investigate your complaint (usually a senior person from another social enterprise/third sector organisation, or a company that offers independent services such as Voice.)

The independent person will investigate your complaint within twenty-five working days and will complete a written report with recommendations for resolution. The complaints officer will make the final decision about accepting and implementing these recommendations.

Complaints Policy

YMCA George Williams College welcomes feedback as a way of improving its services. Any complaint will be taken seriously, seen as constructive and responded to as quickly as possible. YMCA George Williams College's aim is to resolve problems effectively and to respond to them quickly.

Who may complain?

The following may complain:

- A person who has directly used the services of YMCA George Williams College;
- A person who YMCA George Williams College considers has sufficient interest in a child or vulnerable adult who is the recipient of YMCA George Williams College services;
- Any agency which has commissioned a service from YMCA George Williams College.

How may a complaint be made?

A complaint should normally be made in writing, but if this is not possible, it may be made by phone or email to the Principal / CEO.

Time limit for making a complaint

A complaint should be made within three months of the event/action complained about. However, in exceptional circumstances, complaints from children or young people will be considered outside this time limit. Complaints of a very serious nature, for example historical abuse, will also be considered at any time.

Who deals with complaints?

Complaints should initially be addressed to the Principal/CEO. However, any member of staff may be approached and they will then pass the complaint to the Principal.

Outcomes

Complaints are an important part of the YMCA George Williams College's quality assurance system. All complaints will be recorded, analysed and reported annually by the director to the Management Committee. We aim to follow restorative justice principles in dealing with any complaint.

Stage1 – local resolution

On receipt of a complaint, we will record the details and acknowledge its receipt **within 5 working days**. This information will be kept as confidential as possible although it will be necessary to share information with relevant people in order to deal with the complaint.

- We will decide how the complaint should be handled.
- The Principal/CEO on receipt of the complaint will contact the complainant to seek any additional information necessary, identify the outcomes sought and ask for their views on how it might be resolved.

- We will then seek to resolve the complaint in accordance with restorative justice principles. This may involve meeting with people concerned, a restorative justice process, reparation, service changes.
- The Principal will then write to the complainant indicating what they have done and with a clear statement of the outcome. They will also inform everyone concerned.

The time-scale for **stage 1 is 15 working days**. Should there be any need for an extension we will inform the complainant.

If the complainant is not satisfied with the outcome, they should inform the Principal within 10 working days of receipt of the written response. It will then move the complaint to the Stage 2 procedure.

Stage 2 – formal investigation

The Principal will arrange for the appointment of an Independent Officer who will undertake a formal investigation of the complaint.

The complainant will be notified of how the complaint is to proceed at Stage 2 within 10 working days of having notified us that they are dissatisfied with the outcome of Stage 1.

The time-scale for the investigation is **25 working days**. This can be extended by agreement with all parties. The Officer's report will be sent to the Principal to decide on YMCA George Williams College's response to the complaint.

If the complaint was dealt with at Stage 1 by the Principal, they will forward complaint to another director to decide on YMCA George Williams College' response to the complaint, in consultation with all evidence.

YMCA George Williams College' response will be sent within **10 working days** of receiving it. Copies will also be sent to any person complained about.

Restorative Justice Process

At any stage in the complaints procedure, you can choose to follow a restorative justice approach rather than a formal complaint.

This involves a facilitated meeting between yourself and any workers involved, to seek a resolution to your complaint. Both you and the workers can opt to be accompanied by a supporter of your choice. The facilitator will be independent and will be suitably trained for this role.

The process involves:

- hearing all sides to the situation
- acknowledging any shortcomings or wrongdoing
- recognising any reasons for failures
- recognising the impact of the situation that caused the complaint
- taking responsibility for the causes of the complaint
- agreeing reparation for any damage caused
- agreeing what is needed to restore continuing working relationships.

If no resolution is reached through the restorative justice process, the formal complaints process can then be initiated.

Quality Assurance Policy

YMCA George Williams College is committed to a policy of continuous quality assurance leading to quality improvement. This means robust, accurate and ongoing self-assessment which leads to real improvement in the quality of provision, which is reflected in the learners' experience and success. We have a comprehensive quality assurance cycle as outlined below.



Collecting Evidence Base

- **Feedback:** YMCA George Williams College will take regular feedback from *learners* about their feelings and satisfaction regarding their studies and their course. Every *tutor, assessor and expert witness* will fill in a feedback form after each module. Impact evaluation will take place with a sample of learners 3-6 months after the course

has finished. The Head of Dept will collate data and produce feedback summary for each module of the course.

- **Observation:** Every assessor and tutor will be observed annually by the Head of Dept
- **Recruitment, achievement and retention data:** quality assurance data on recruitment, achievement, retention, equality and diversity and other benchmarks as adopted will be collected and monitored at least annually. This will inform the annual quality improvement plan.
- **Feedback from awarding body:** feedback from the External Verifier and Quality Reviewer will inform the quality improvement plan and be reported back to the awarding body as required.
- **Stakeholders:** members, partners, associates, directors and other stakeholders will be invited to contribute feedback and evidence for quality review through accessible means e.g. at annual meetings, through on-line surveys

Internal Verification

The purpose of internal moderation is to assure the quality of assessment practice by addressing the basic principles of consistency, transparency, validity and reliability in respect of the requirements of the qualification.

Guidelines for Verification:

- Choose a sample of candidates/assessors/tasks where a separate record is required for each assessor/assessment task
- Ensure that the sample of candidates includes, where possible, a range that covers the Equal Opportunities Policy, e.g. gender, ethnic background etc.
- Decide which tasks are to be checked and record against the candidate.
- Evidence must be evaluated and a judgement made as to whether it is valid, authentic, sufficient and current
- When carrying out sampling during the early stages of the assessment process, check the progress records for each candidate included in the sample to ensure all elements of the unit have been completed to verify the quality of the assessor's judgements.
- Ensure that the same unit is selected for more than one candidate so that consistency of assessment decisions can be checked.
- The sample size is dependent upon the level of confidence that all aspects of assessment are satisfactory.
- The sample needs to take account of all forms of assessment and types of evidence over a time period.
- Ensure that there is an assessment plan for all candidates and that this plan complies with the prescribed guidelines/criteria
- Remember all candidates and assessors records of assessments are confidential and are to be stored as such.
- There must be evidence that each candidate has received feedback after an assessment and that an appropriate decision has been taken and where appropriate what corrective actions are required.

- The IV must ensure that the assessor has either achieved or is working towards the relevant qualification and has an action plan for the achievement of the award.
- **Observe assessors evaluating evidence annually. Candidates should also be interviewed to gain knowledge of the process of assessment.**
- Feedback must always be provided to assessors following an internal verification.
- Any actions required should be recorded. Actions should have reasonable target dates for completion.

Self-Assessment

Regular self-assessment will be conducted regarding the implementation and running of all our qualifications. With new courses, during the pilot phase mini self-assessments will be held at the end of each module and a full self-assessment at the end of the whole course for the first cohort.

The evidence will be assessed and strengths and areas for improvement collated under the following questions:

- How well did learners achieve?
- How effective are teaching, training and learning?
- How well are learners guided and supported?
- How effective are leadership and management in raising achievement and supporting all learners?

Standardisation and Review

On an annual basis, YMCA George Williams College will review all our training materials and processes to see where improvements can be made. This review will be incorporated into the self-assessment meetings and include feedback from the evaluation and impact assessment forms.

This meeting will also include standardisation meeting each year to ensure that assessors are marking with parity and in line with the assessment strategy. Additional meetings will be held to review new courses or where a significant number of new assessors are being used.

Action Planning

A quality improvement plan will be created by the Head of Dept and reviewed annually and whenever an urgent QA issue is identified. It will draw on the evidence base, the IV reports and the self-assessment process. This will be agreed with the directors and progress will be reported at least annually to the directors and the stakeholders group.

Reviewing and Assessing

The Head of Dept will be responsible for ensuring that the plan is reviewed on a regular basis and assessing that all agreed actions have been undertaken and identified improvements implemented. This will be reported at least annually to the FE Programme Committee.

Quality Guarantees from YMCA George Williams College: Learning

Benchmark One: Being needs led

- We will tell you if we think another learning and development organisation is better placed to deliver a service.
- When discussing and tailoring a package, we will consider the best *methods* for learning and development that suit your needs, not just the content of a learning package.
- When delivering learning, we will remain flexible, respond to feedback and be willing to change the product if required.

Benchmark Two: Ensuring High Quality Tutors and Courses

- All our tutors and assessors will be personally known to us and assessed and coached to ensure they are of high quality
- We will evaluate all courses and tutors for knowledge, skill, professionalism and enthusiasm. We will expect ourselves as an organisation as well as our tutor/assessor associates to be open to critical feedback, be self-aware and strive for continuous improvement and development.
- All our courses will be well researched, accurate and meticulously prepared.
- We will not promise to do something that we can't deliver either because of expertise or time pressures. We would rather be honest than deliver anything less than a high standard service.

Benchmark Three: Ethical Practice

- We will apply our ethical values to our learning development and delivery as to all areas of our work
- We will ensure that all our tutors are fully committed to values of equality of opportunity and social justice and will always seek to promote best practice and to challenge discrimination.
- Our course materials and curricula will reflect our values and will always be inclusive and promote diversity, social justice, co-operation, creativity and thrift
- We will ensure all staff, partners and associates are aware of our values and are committed to applying them in practice.