

Assessment Policy and Procedures

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Version Control

Version	Date	Author	Changes
1.0	05/08/2024	Elaine Nicholson	Initial policy creation
1.1	30/08/2025	Patsy Crocker	Reviewed for completeness
2.0	Jan 2026	Sophie Gilmore	Major revision: expanded scope, detailed responsibilities, enhanced IQA requirements, regulatory alignment with ESFA and awarding organisations

1. Purpose

This policy establishes the framework for fair, valid, and reliable assessment of learners and apprentices at Hybrid Training Centre (HTC). It ensures that all assessment activities comply with awarding organisation requirements, ESFA funding rules, and Ofsted expectations, whilst supporting learners to achieve their qualifications.

The policy aims to:

- Ensure assessment methodology is valid, reliable, and does not disadvantage or advantage any group of learners or individuals
- Guarantee that assessment procedures are open, fair, free from bias, and meet national standards
- Maintain accurate and detailed recording of assessment decisions to support certification claims
- Minimise opportunities for malpractice and maladministration
- Support continuous improvement in assessment practice

2. Scope

This policy applies to all assessment activities conducted by HTC, including:

- Apprenticeship programmes (all levels and standards)
- Skills Bootcamp programmes
- Accredited qualifications (City & Guilds, Pearson BTEC, and other awarding organisations)

- Commercial training programmes leading to certification
- Recognition of Prior Learning (RPL) assessments

The policy covers all HTC staff involved in assessment, including assessors, trainers, Internal Quality Assurers (IQAs), and managers with responsibility for curriculum delivery.

3. Regulatory Framework

Assessment at HTC operates within the following regulatory framework:

- Awarding organisation assessment strategies and qualification specifications
- ESFA Apprenticeship Funding Rules and evidence requirements
- Ofqual General Conditions of Recognition
- Ofsted Education Inspection Framework
- JCQ regulations (where applicable)
- Institute for Apprenticeships and Technical Education (IfATE) assessment requirements

HTC maintains current knowledge of regulatory requirements through regular review of awarding organisation updates, attendance at standardisation events, and engagement with sector bodies.

4. Key Definitions

Assessment: The process of making judgements about learner achievement against defined criteria or standards.

Assessor: An individual qualified and authorised to make assessment decisions.

Internal Quality Assurance (IQA): The systematic monitoring and sampling of assessment decisions to ensure consistency, accuracy, and compliance.

Internal Quality Assurer (IQA): An individual qualified and authorised to verify assessment decisions and maintain quality standards.

Sampling: The selection of assessed work for IQA review according to a planned strategy.

Standardisation: Activities ensuring all assessors interpret and apply assessment criteria consistently.

Formative assessment: Ongoing assessment to support learning and identify development needs.

Summative assessment: Final assessment to determine achievement against qualification requirements.

5. Responsibilities

5.1 Head of Quality

- Overall accountability for assessment policy and procedures
- Ensuring compliance with awarding organisation and regulatory requirements
- Monitoring assessment performance data and driving improvement
- Managing relationships with awarding organisations and external quality assurers
- Authorising certification claims
- Reporting to the Senior Leadership Team on assessment quality

5.2 Curriculum Leads

- Ensuring assessment planning and delivery within their curriculum area
- Supporting assessor development and standardisation

- Monitoring assessment progress and addressing delays
- Ensuring adequate resources for assessment activities
- Implementing actions from IQA and EQA reports

5.3 Internal Quality Assurers (IQAs)

- Developing and implementing risk-based sampling strategies
- Sampling and verifying assessment decisions according to the sampling plan
- Providing developmental feedback to assessors
- Ensuring assessment materials are fit for purpose before use
- Coordinating standardisation activities
- Managing certification applications and EQA visits
- Maintaining IQA records and documentation

5.4 Assessors

- Planning assessments with learners, setting clear expectations and deadlines
- Conducting assessments fairly, consistently, and in accordance with qualification requirements
- Making valid and reliable assessment decisions based only on published criteria
- Providing clear, constructive, and timely feedback to learners
- Maintaining accurate and complete assessment records
- Participating in standardisation activities
- Acting on IQA feedback and completing required actions
- Identifying and reporting potential malpractice or maladministration

5.5 Learners and Apprentices

- Submitting their own authentic work for assessment
- Meeting agreed assessment deadlines
- Engaging with feedback to improve their work
- Raising any concerns about the assessment process
- Complying with assessment rules and regulations

6. Assessment Principles

All assessment at HTC adheres to the following principles:

6.1 Validity

Assessments measure what they are intended to measure. Assessment methods and evidence requirements are appropriate to the learning outcomes and assessment criteria being assessed.

6.2 Reliability

Assessment decisions are consistent across different assessors, occasions, and learners. Standardisation activities ensure assessors apply criteria uniformly.

6.3 Fairness

All learners have equal opportunity to demonstrate their achievement. Reasonable adjustments and special considerations are applied in accordance with awarding organisation requirements and the Equality Act 2010.

6.4 Authenticity

Evidence submitted for assessment is the learner's own work. Processes are in place to verify authenticity and detect plagiarism or other malpractice.

6.5 Sufficiency

Evidence presented is sufficient to demonstrate competence across all required criteria. Assessment planning ensures learners have adequate opportunities to generate required evidence.

7. Assessment Planning

7.1 Programme-Level Planning

For each qualification or programme, the following documentation is prepared:

- Scheme of work/delivery plan indicating assessment points and methods
- Assessment schedule with clear submission deadlines
- Course handbook containing awarding organisation assessment requirements
- Assignment briefs and assessment materials

7.2 Individual Assessment Planning

Assessors work with each learner to:

- Agree an individual assessment plan with realistic timescales
- Identify evidence requirements and assessment methods
- Plan for any reasonable adjustments required
- Set clear expectations for submission and feedback

8. Assessment Materials

All assessment materials (assignment briefs, assessment activities, observation records) must be:

- Aligned to current qualification specifications and assessment criteria
- Clear in their instructions and requirements
- Approved by the IQA before distribution to learners
- Version controlled and dated

The IQA maintains a register of approved assessment materials and reviews them annually or when qualification specifications change.

9. Conducting Assessments

9.1 Assessment Methods

HTC uses a range of assessment methods appropriate to the qualification and learning outcomes:

- Written assignments and portfolio evidence
- Practical demonstrations and observations
- Professional discussions and oral questioning
- Work products and workplace evidence
- Multiple choice and short answer tests
- Projects and case studies

9.2 Marking and Feedback

Assessors must:

- Mark all assignments within 10 working days of submission
- Provide detailed written feedback referencing assessment criteria
- Clearly indicate whether the work meets the required standard
- Identify specific areas for improvement where resubmission is required
- Complete all required documentation (assessment records, tracking sheets)
- Follow awarding organisation rules regarding resubmission opportunities

9.3 Resubmission and Retakes

Where learners do not achieve the required standard:

- Clear feedback is provided identifying gaps against the criteria
- Resubmission opportunities are offered in accordance with awarding organisation rules
- Additional support is offered where appropriate
- Records are maintained of all submission attempts

10. Internal Quality Assurance

10.1 Sampling Strategy

The IQA develops a risk-based sampling strategy for each qualification, considering:

- Assessor experience and qualification (new assessors require enhanced sampling)
- Qualification complexity and assessment methodology
- Previous IQA and EQA feedback
- Volume of learners and assessment activity

10.2 Sampling Requirements

Assessor Category	Sampling Rate
New assessors / new to qualification	100% until IQA confirms competence
Experienced assessors (satisfactory sampling)	Minimum 25% of decisions
New qualifications (all assessors)	100% for first cohort
Following EQA concerns	Enhanced sampling as directed

10.3 Standardisation

Standardisation activities are conducted:

- At the start of each academic year for all qualifications
- When new assessors join the team
- When new qualifications are introduced
- When concerns are identified about assessment consistency
- At least termly for high-volume qualifications

Standardisation records are maintained and used to inform assessor development.

11. External Quality Assurance

HTC cooperates fully with awarding organisation external quality assurance activities:

- Providing samples for standards verification and external examination as requested
- Facilitating External Quality Assurer (EQA) visits
- Acting promptly on EQA feedback and action plans
- Monitoring and reporting on action plan completion

The Head of Quality reviews all EQA reports and ensures actions are implemented within required timeframes.

12. Records and Documentation

12.1 Required Records

The following assessment records must be maintained:

- Individual learner assessment plans
- Assessment decisions and feedback
- IQA sampling records and feedback
- Standardisation meeting records
- Certification claims and confirmations
- EQA reports and action plans

12.2 Retention

All assessment paperwork and evidence is retained for a minimum of 3 years after certification, or longer where required by the awarding organisation. Records are stored securely with appropriate access controls.

13. Malpractice Prevention

HTC takes proactive steps to prevent assessment malpractice and maladministration:

- Clear communication to learners about academic integrity expectations
- Use of plagiarism detection software where appropriate
- Verification of evidence authenticity through questioning and observation
- Secure handling of assessment materials and learner evidence
- Staff training on recognising and reporting potential malpractice

Suspected malpractice is investigated and reported in accordance with the Malpractice and Maladministration Policy.

14. Reasonable Adjustments and Special Considerations

HTC ensures that assessment does not disadvantage learners with protected characteristics or additional needs:

- Reasonable adjustments are identified at enrolment and incorporated into assessment planning
- Adjustments are applied in accordance with awarding organisation requirements
- Special considerations are applied for temporary illness, injury, or other circumstances affecting assessment
- All adjustments and considerations are documented and approved

Further details are set out in the Reasonable Adjustments and Special Considerations Policy.

15. Related Documents

- Internal Quality Assurance Strategy

- Appeals Policy
- Complaints Policy
- Malpractice and Maladministration Policy
- Conflict of Interest Policy
- Recognition of Prior Learning Policy
- Reasonable Adjustments and Special Considerations Policy
- Equality and Diversity Policy
- Data Protection Policy

16. Monitoring and Review

This policy is monitored through:

- Termly review of assessment performance data
- Analysis of IQA and EQA reports
- Feedback from assessors, IQAs, and learners
- Annual self-assessment process

The policy is reviewed annually by the Head of Quality or sooner if required by changes to regulatory requirements or awarding organisation procedures.

Policy Approval

Signature:

Date:

Sophie Gilmore

Group Chief Executive Officer