

Policy

Version Control			
Version	Author	Date	Changes
1.01	Quay Huong Tran ¹	23 rd May 2022	Included a version control table

¹ This date is only indicative, and the said policy may be reviewed before due to changes in the macro and/or microenvironment.

Policy: Safe Storage and Assessment	Date created: December 2017	Date implemented: January 2018
Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023

Policy

Table of Contents

1	Scope of the policy	3
2	Purpose of the policy	3
3	Location of the policy	3
4	Communication of the policy.....	3
5	Review of the policy	3
6	Policy Statement.....	4
7	Assessment Policy and General Principle	4
8	Stage one	4
9	Stage Two.....	4
10	Stage Three	5
11	Who can assess?.....	5
12	How to assess.....	5
13	Assessment general principle	5
14	Storage of Assessed work.....	6

Policy: Safe Storage and Assessment	Date created: December 2017	Date implemented: January 2018
Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023

Policy

1 Scope of the policy

This policy covers the principles of course management and administrative procedures offered at Bliss College (BC) ensuring that the Assessment process presents a fair and equitable framework for learners. It encapsulates the core principles of fairness, equity, and equal opportunities. This policy lays the frameworks and principles about how learner's work will be assessed. This policy also relates to other policies and ensuring that learners are presented with opportunities to maximise their learning experience. This policy applies to all learners and staff of Bliss College.

2 Purpose of the policy

At BC, as part of the Quality Assurance procedures and to maximise learners experience, emphasis is place on ensuring that all internal assessed work is marked to the highest standard; that each question/assessment criteria is marked, and the total marks or grade awarded are recorded and disclosed to candidates in a timely fashion.

This policy explains the process by which learner work is assessed, who can assess, and when work is assessed.

It is understood in this policy that the design of all assessments will take into consideration the needs of the student body and design assessments that will not only meet the learning outcomes but at achieving at the level. Bliss College fully supports the principle decisions about a learner's work not being the final outcome and that the learner has the right of appeal. This will ensure that learners are not discriminated against and are provided with an equal opportunity in their learning process.

3 Location of the policy

You can obtain of this policy by ringing our administration team on 02085144977.

4 Communication of the policy

It is important that personnel involved in the management, assessment, and quality assurance of all programs on offer, are fully aware of the contents of the policy. Management will assume the responsibility for communicating all updates to this policy to all stakeholders affected by it.

5 Review of the policy

This policy will be reviewed on an annual basis and revised where necessary based on feedback from stakeholders, external agencies, and regulatory authorities. The review of the policy will ensure that procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgments.

Policy: Safe Storage and Assessment	Date created: December 2017	Date implemented: January 2018
Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023

Policy

6 Policy Statement

It is the policy of Bliss College that:

- learners must have a clear framework in which to manage their assessment workload.
- All learners, teachers and assessors must work within the framework.
- Submission deadlines and procedures must be made explicit to learners.
- There must be a clear and fair procedure for learners to apply for extensions to the stated submission deadline.
- learners who submit work for assessment before the stated submission deadline must not be disadvantaged.
- learners who submit work for assessment after the stated submission deadline with permission must not be disadvantaged.

7 Assessment Policy and General Principle

This policy outlines the Assessment procedures, which are aligned to meeting the requirements of the procedures and assist learners to achieve learning outcomes. Assessment for all courses will be conducted in three stages.

8 Stage one

This is the initial diagnostic or pre-course assessment. This is done either during the first or second lesson and aims to ascertain that the following:

- To help decide whether the unit/qualification is suitable for the learners' needs and at the appropriate level and if necessary, advise them of alternative routes.
- To encourage learners to identify their own needs and discover where they fit in relation to others on the course.
- To help tutors identify individual learning and thinking styles.

9 Stage Two

During this stage, formative assessments will be the main focus where learners will be given feedback and support learner progress towards outcomes and to inform both the learner and tutor of any action that needs to take place. Formative assessment will allow:

- Tutors to establish what knowledge / skills a learner has acquired.
- Tutors to plan the next steps.
- Tutors to give appropriate feedback to a learner.
- Tutors to encourage and motivate a learner.
- A learner to identify what has been learnt and what they need to learn.

Policy: Safe Storage and Assessment	Date created: December 2017	Date implemented: January 2018
Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023

Policy

10 Stage Three

During this stage, summative assessment will take place towards the end of the Learning Programme or section of a Learning Outcome. This type of assessment seeks to measure the extent of learning that has taken place at the end of the learning experience. It enables a judgement to be made about whether the learner has achieved all of the learning outcomes within a unit.

11 Who can assess?

At BC we realise that there are a number of categories of people who could be involved in assessing individuals' learning in a centre. These are likely to include assessors and internal moderators. A profile of all teaching staff has been compiled in order to demonstrate that staff carrying out formal assessment has qualifications commensurate with the level of the qualification being assessed as required by the *Awarding Body*.

12 How to assess

It is under BC's policy that all assessors/tutors will be very clear about what will be assessed. All units are written in terms of learning outcomes – what the learner will be expected to know, or do, or understand. All assessment criteria in each learning outcome must be achieved, observed, assessed, and recorded. Although all learning outcomes must be assessed ONE task may assess several learning outcomes at once.

Both the learners and tutors should be involved in the assessment process. It is important that learners are aware of the planned learning outcomes and assessment criteria. It is good practice to share these with learners verbally and visually (hand-outs, flipcharts etc.). Paper based formal assessment may include:

- Assignments.
- Case studies.
- Projects.
- Dissertation.
- Reflective journal.
- Timed assignments under controlled conditions.
- External examinations/tests.

13 Assessment general principle

As much as possible the assessment procedures at BC will strive to be:

- Open and transparent.
- Authentic and Inclusive.
- Fit for purpose.

Policy: Safe Storage and Assessment	Date created: December 2017	Date implemented: January 2018
Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023

Policy

- Reliable, consistent, and rigorous.
- Relevant to the target group.
- Sufficient to produce enough evidence to meet the assessment criteria.

It is recognised that some units may prescribe a particular assessment method, e.g., external test, others will be more open, and that Bliss College will be required to design the assessment. In such cases, the assessment methods selected should be relevant and reflect the nature of the unit and its level. The Awarding Body's External Moderators will be contacted initially before any new assessment is distributed and administered.

14 Storage of Assessed work

At BC, it is recognised that the safe storage of assessed work forms a critical part of ensuring quality as well as being a mandatory requirement from Awarding Bodies. All assessed work will be safely stored using the Virtual Learning Environment. Once a piece of work submitted to be assessed, learners no longer have editing access. Grades will be communicated to the learner as the work remains inaccessible. With Moodle access rights, External Verifiers can also be given appropriate access without compromising the safety and integrity of the assessed work.

End

Policy: Safe Storage and Assessment	Date created: December 2017	Date implemented: January 2018
Responsibility: Quay Tran	Approved by: Management	To be reviewed: May 2023