

## LONDON PROACTIVE Assessment Procedure

### Assessment Principles

Assessment is the process of developing skills, knowledge, understanding and independence via the measurement of a learner's achievement against agreed and openly stated criteria and standards. Such standards are determined by the relevant awarding body for the qualification offered.

All assessments will be carried out according to the following principles:

- **Openness** ..... The assessment requirements and criteria will be published in a form that can be easily understood by the learner. Clear, written and/or recorded verbal feedback to the learner will be provided on all assessments undertaken. Learners will have the right to request a review of an assessment recommendation and to appeal against an assessment decision (see appeals procedure)
- **Validity** ..... The IV process will ensure the validity of all assignment briefs prior to these being issued to learners
- **Reliability** ..... The marking and grading will be rigorously applied, to ensure that assessment recommendations and decisions on all occasions fulfil the standards of the relevant qualification and the requirements of the Awarding Body.
- **Access** ..... The assessments will be easy to administer and will be easily understood by learners. Grades, marks and feedback will be remotely available for learners (e.g. via e-portfolio or Teams).
- **Transparency** ... The assessment will perform a formative function in enabling learners to evaluate their progress and tutors to provide feedback to support learners in their future learning and performance.

Assignment/Assessment Submission Procedures

### Assessment Cover Sheet

A fully completed, relevant assessment submission cover sheet must be submitted with each assignment completed by learners. The learner's declaration on the cover sheet must be signed and dated to confirm its authenticity, before work can be assessed. All information necessary to complete the assignment/assessment will feature on the cover sheet including the task, learners name, date of submission and name of assessment. In most cases assessments will be submitted electronically or in a small number of cases, in accordance with other arrangements agreed by the tutor. Electronic submission from the learner's email account will be accepted in lieu of a signature.

### Academic Dishonesty & Plagiarism

Work submitted by learners must be their own and not copied from other learner's or other sources (eg internet/books/journals etc.) Submitting someone else's work as your own (either

from another learner or source) is regarded as academic dishonesty which will be deemed plagiarism or collusion and will be dealt with severely in accordance with the LONDON PROACTIVE Assessment Malpractice Procedures.

### **Security of Assignments & Copies**

Learners must always keep electronic copies (where possible) of their submitted assignments or else be able to produce evidence that work was completed e.g. photograph of an artefact etc. Original marked assessments once returned, should be kept safe; it will be needed for final grading and possibly external marking.

### **Assessment Feedback**

Learners should always complete work as directed by tutors and submit this in advance of the submission deadline, either electronically in most instances, or else as advised by their tutor. Learners should receive appropriately detailed feedback which should stretch and challenge them and help them reach their full potential.

- **Formative Feedback** is provided to help learners' **improve their knowledge, skills and understanding** and may take various forms. This type of feedback should be provided to learners prior to and during the summative assessment stage.
- **Summative Feedback** enables learners to **prove** what they have learnt and is the final date for assessment submission. Work is marked, internally verified/moderated and should be returned to learners within **21 days** of the submission deadline.

Summative assessment feedback for learners studying AIQ qualifications should:

- Give clear and constructive feedback on the criteria achieved and not achieved within the assessment, with clear justifications and explanations so the learner can develop skills and progress.
- Provide general feedback on performance
- Not give direct, specific instructions on how the learner can improve the assessment evidence to achieve a higher grade.

A wide range of assessment methods will typically be adopted by tutors. These may include exams, written work, presentations, blogs, movie clips, podcasts and more. Learners will be expected to meet assessment deadlines as guided by tutors and assessment schedules.

### **Extensions**

Extensions to deadlines can sometimes be granted by tutors, if there are deemed to be **extenuating (exceptional) circumstances**. Extensions should be requested by learners in advance of the submission date, through submission of the Assignment/Assessment Extension Form and can be accepted electronically from learners via email. It is an expectation that supporting evidence (Medical Certificate or similar), which will usually be required for an extension to be granted, will be attached to the form. Examples of

extenuating circumstances may include; personal reasons; medical conditions; death or serious illness of a close family member; legal related matters etc. Any application for an extension is up to the discretion of relevant designated staff members or course tutors. All extensions will be treated confidentially and all applications will be considered on an individual basis.

### **Opportunities for reassessment**

In the interests of fairness and consistency all reassessment decisions should be determined by the Lead Internal Verifier and or Principal against Active IQ regulations for reassessment. Remedial work should be submitted by learners **within 10 term time working days** of receiving summative feedback.

Thank you for your contribution and commitment to make our policy work.