



## **Assessment and Quality Assurance Procedures – including Standardisation Activity and QA Sampling Strategy**

LSMS– Assessment and Quality Assurance Procedures

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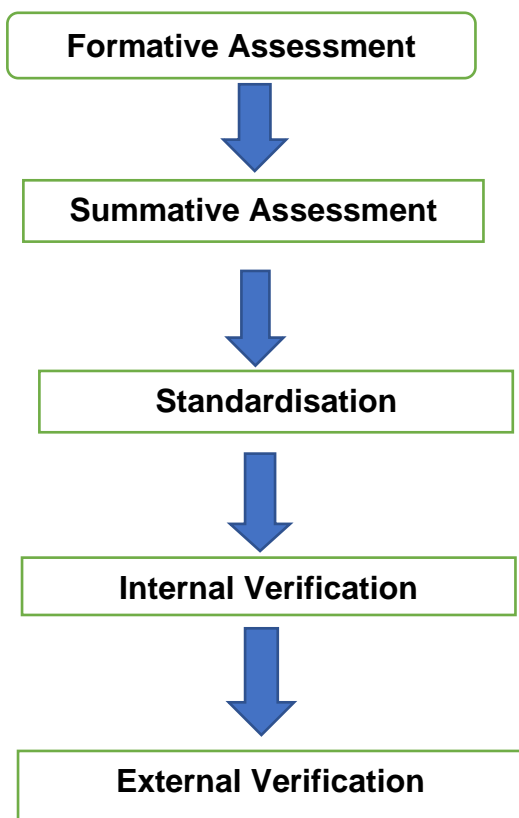
## 1. Assessment Process

The main purpose of assessment is to evaluate student learning and establish whether the students are achieving the learning outcomes laid out for them. London School of Social and Management Sciences adopts two methods for evaluating the progress of students in their learning. The two methods are:

- Assignment-based evaluation
- Examination-based evaluation

### 1.1 Process of Assignment-based Evaluation

The College follows the following process for assignment-based evaluation.



#### Formative Assessment

The College use the formative assessment is to supervise student learning. This is a process of ongoing feedback to improve student learning. The main purpose of formative assessment is to monitor the process of learning and to provide ongoing

feedback that can help learners to improve their learning and help instructors to improve their instructions.

The College has a policy on formative assessment. Learners produce work and assessors provide feedback which enables learners to learn and to improve on their work. We have a designated formative assessment form. The teachers and tutors provide written feedback and keep a record of it.

### **Summative Assessment**

After learners finally submit their assignments to their tutors, the assessors at the College (who could be the tutors) individually assess each piece of work to see if it meets each of the learning outcomes at the standard set by the assessment criteria. This will include work submitted for merit and distinction grades. Assessors provide feedback to learners on why they have met the standards or what needs to be done to achieve success.

The College follows seven rules for the summative assessment feedback.

- 1) Consistency
- 2) Reliability
- 3) Validity
- 4) Levelness
- 5) Transparency
- 6) Inclusivity
- 7) Objectivity

At the stage of summative assessment, a plagiarism report is prepared for each assignment. Before marking the assignment, it is made sure that that the work is not plagiarised and meeting the academic standards.

### **Standardisation**

Before, during and/or after the assessors conduct initial assessment of learner work, the assessors must all standardise their marking to make sure they are interpreting the levels and standards in the same way as each other, so it is fair for all learners. The College holds standardisation meetings before assigning the assessments to the relevant teachers and tutors. The standardisation meetings are attended by the

assessors and internal verifiers. The module leader or the programme leader usually lead the standardisation meetings. He/she briefs on the set standards of marking, providing general and developmental feedback.

A mock exercise is held for standardisation purpose. The module leader gives out sample assignments to mark to the potential assessors. Once the assignments are marked, they are given to the internal verifiers for standardisation. Finally, comments, feedback and internal verification are compared with each other. This exercise helps the assessor and internal verifiers to meet the standards for summative assessment.

### **Internal Verification**

After the assessment has been completed, the Internal Verifier chooses a representative sample of learner work and check the assessment decisions made by the assessors to ensure they are valid and reliable.

The internal verification is based on the following:

- Is the feedback to the learner linked to achievement of LOs and the assessment criteria?
- Has the work been assessed to the correct standards as stated by the ACs?
- Is the feedback to the learner detailed so they understand what has been achieved and the areas for improvement?

Does the assessment feedback to the learner: Give details:

- Constructive?
- Linked to relevant assessment requirements?
- Identify opportunities for improved performance?

Does the assessment decision need amend? If yes, what remedial action(s) is required?

Is there evidence of collusion or plagiarism?

Where there is more than one IV, a Lead IV leads the verification. The IV(s) complete an IV feedback form to give feedback to the assessors about their judgements. If the IV disagrees with assessor decisions he/she must explain why. Assessors must reassess all the learner work which is likely to have been assessed at the wrong

standard. Only when the IV agrees with assessor decisions does he/she ask the concerned awarding body for an external verification visit.

## **External Verification**

Upon completion of the internal verification, the College upload learners' results to the awarding body Portal. The external verifier then arranges a visit to the college. The purpose of this visit is to make a judgement on whether the assessors have assessed the learner work and the internal verifier has internally verified to the correct standards.

Once the visit is completed, the External Verifier provides a report which show whether the centre has passed the verification. If the centre has passed, certificates are issued for learners. The EV may give the College actions that need to be addressed.

## **2. Summative Assessments and Tests - Examination-based evaluation**

### **2.1 Common Requirements**

#### **Preparing for the internal, time constrained, summative assessments and tests**

The College inform the learners of the date, time and place the assessment will take place. They are also informed of the length and nature of the assessment activity and what, if any, materials they need to bring with them.

#### **Keeping question papers and other assessment materials secure**

The following instructions apply to all confidential materials, e.g., question papers in any format, in order to ensure the integrity and security of the internal, time constrained, summative assessments and tests.

- All assessment materials are kept securely.
- Access to assessment papers is restricted to essential personnel.

For on-screen assessments, we ensure that appropriate software, computers, word processors, printers, and/or other equipment as appropriate are provided for the assessment. Furthermore, the College ensures that spare equipment is available whenever possible.

We also ensure that learners cannot use the computers to communicate with other people or to access unauthorised information.

## **Assessment Room layout**

The College sets the seating arrangements in a way that:

- Prevents all learners from overlooking (intentionally or otherwise) the work of others.
- All learners face in the same direction.
- Each learner has a separate desk or table big enough to hold question papers and the learner work.
- Learners who are not working at individual desks must be far enough apart so that their work cannot be seen by, and contact cannot be made with, other learners.
- Where learners are sitting at workstations to take online assessments, there must be
- sufficient distance and / or dividers between each booth to prevent learners seeing the work of others.
- Where these arrangements are not possible in the same room, the College use more than one room for the assessment.
- The principal objective is to ensure that no learner's work can be seen by others.

### **3. Learners needing reasonable adjustments or special considerations**

The College puts appropriate arrangements in place for learners with access requirements. For example, learners with visual or hearing impairment are seated at the front of the assessment room. Where learners require readers, scribes or sign language interpreters- this is provided in a separate room. An invigilator is always presents for this assessment. The College ensures that any specific access arrangements do not adversely affect the assessment of other learners.

### **4. Administering the Assessment – Invigilation Requirements**

- The College administered all the assessments securely.
- We are responsible for appointing invigilators / supervisors and ensuring they are fully aware of their roles and responsibilities in assuring the integrity of the qualification.
- The teacher or tutor is appointed as a invigilator/supervisor for the assessments that are included in a portfolio of evidence only.

- We have a conflict-of-interest policy and are committed to identify and manage any potential conflict of interest in administering the assessment.

### **5. Role of the Invigilator/Supervisor**

The invigilator/supervisor is the person in the assessment room with responsibility for conducting the assessment. Invigilators/supervisors have responsibility for upholding the integrity of the assessment process.

The role of the invigilator / supervisor is to ensure that assessments are conducted in accordance with awarding body requirements, to:

- Ensure that all learners have an equal opportunity to demonstrate their abilities.
- Ensure the security of the assessment papers and completed answer sheets, before, during and after the assessment, including the security of any online test platform being used.
- Prevent possible learner malpractice.
- Prevent and deal with possible administrative failures.
- Deal with any issues that may arise e.g., illness of a learner during the assessment.

#### **The invigilator / supervisor must:**

- Be appropriately trained and a responsible adult.
- Give all their attention to conducting the assessment properly.
- Be able to always observe each learner in the assessment room.
- Inform the Head of the Centre if they are suspicious about the security of assessment papers, completed response sheets or any other issue that threatens the integrity of the assessment process.

#### **The invigilator / supervisor must not:**

- Carry out any other task (for example, reading a book, mark learner work, use a computer, mobile phone etc.) in the assessment room.

#### **Who can invigilate / supervise assessments?**

- Invigilators / supervisors must be responsible adults, appropriately trained in their duties.

- It is inappropriate for invigilation / supervision to be carried out by a person related to a learner sitting the assessment, as this would lead to a conflict of interest.
- At least one invigilator / supervisor must be present for groups of up to 30 learners in assessments.
- For on-screen assessments, there must be a minimum of one invigilator / supervisor for every 20 learners or fewer.

When only one invigilator / supervisor is present, they must be able to summon help easily, without leaving the room, and without disturbing learners.

## **6. Information to be displayed.**

The invigilator / supervisor must ensure the following are prominently displayed:

- An 'Assessment in Progress' notice outside of the assessment room
- The actual starting and finishing times of each assessment.
- A reliable clock is visible to each learner in the room. The clock must be big enough for all learners to read clearly.
- The invigilator / supervisor must ensure that any display material (such as maps, diagrams, wall charts and projected images etc.) which might be helpful to learners is not visible in the room.

## **7. Instruction to Learners – start of the assessment**

The invigilator / supervisor must:

- Advise learners of the emergency/evacuation procedures.
- Inform learners that they are under assessment conditions and must follow the requirements of the assessment.
- Advise learners that they should write in ink (written assessments).
- Advise learners they should not use correction fluid (written assessment).
- Inform learners they should not make any other marks on the assessment paper (written assessments).
- Instruct learners they must not have access to items other than those required for the assessment and stated by the invigilator / supervisor.



- Inform learners that mobile phones, electronic communication or storage devices are not permitted.
- Check that learners have the correct assessment paper(s).

This means that:

- Any course material should be removed from desks and placed at the front of the room, unless where it is needed for open book assessments.
- The invigilator / supervisor should open assessment papers, in the room in front of the learners, and distribute to learners.
- Learners should not ask for, and must not be given, any explanation or interpretation of the questions and answers.
- If learners leave the room, unaccompanied by a member of centre staff, they will not be able to return during the assessment.

The invigilator / supervisor must:

- Specify the length, start and finish time of the assessment, and the earliest time that learners can leave the room.
- Read any Instructions on the front of any answer sheet to learners and demonstrate how to complete the response sheet and how to make changes to answers.
- Remind learners that they cannot communicate in any way with, ask for help from or give help to another learner while they are in the room.
- Announce clearly to learners when they may begin.
- Be always present in the assessment room.
- Not leave learner work unattended at any time.

## **8. During the Assessment**

The invigilator / supervisor must not:

- Make any comment where a learner believes that there is an error or omission on the question paper. However, in this situation, the invigilator / supervisor must refer the matter to the Head of the Centre.
- Comment on the content of the question paper.
- Read a word or words printed on the question paper to a learner.

- Offer any advice or comment on the work of a learner.

Invigilators / supervisor must supervise learners throughout the whole time that an assessment is in progress. This means that:

- Invigilators / supervisors must be vigilant and remain aware of emerging situations, looking out for cheating and malpractice or learners who may feel unwell. Any irregularities must be recorded.
- Invigilators / supervisors are required to move around the room quietly and at frequent intervals.
- Invigilators / supervisors should give regular time checks.

## **9. Summoning help during an assessment**

When one invigilator / supervisor is present in an assessment, he/she must be able to summon help, in case of an emergency, without leaving the room or disturbing learners. A mobile phone may be used but must be switched to silent alert, so as not to disturb learners.

## **10. Ending the Assessment**

When ending the assessment, invigilators / supervisors should give sufficient notice to learners. This is usually achieved by giving a fifteen minute and five-minute warning prior to the published finish time of the assessment.

At the end of the assessment the invigilator / supervisor should:

Tell the learners to stop working and remind them that they are still under assessment conditions.

- For paper-based assessments, collect all assessment papers and assessment response/answer sheets to place in secure storage prior to marking.
- Ensure all assessment papers and response / answer sheets are not removed from the room. Learners are NOT allowed to keep assessment papers or response/answer sheets.
- For paper-based assessments, collect all the assessment sheets before learners may leave the examination room.

- For online assessments, provide instruction on the closing of the assessment.

At no point should any indication be given to the learners as to whether it is believed that they have passed or failed the assessment.

### **11. Additional requirements for assessments used as the sole means of determining whether a learner has achieved a qualification.**

#### **Assessment Room layout.**

- Seating arrangements must prevent all learners from seeing (intentionally or otherwise) the work of others.
- The minimum distance in all directions from centre to centre of learners' chairs must be 1.25 metres.
- Where learners are sitting at workstations to take online assessments, there must be sufficient distance and / or dividers between each booth to prevent learners seeing the work of others.
- Each workstation must be isolated by a minimum space of 1.25 metres measured from the nearest outer edge of one screen to the next, unless the monitors are positioned back-to-back, separated by dividers or protected by privacy screens.
- Under certain circumstances 1.25 metres may prove to be an insufficient distance to prevent learners seeing, intentionally or otherwise, the work of others. Action must be taken to ensure learner cannot see the work of other learners.
- The College must prepare a seating plan, indicating the direction of each desk and the name of each learner and make this available to concerned awarding body if requested.
- The record of the seating and invigilation arrangements for each assessment session should be kept for six months.

#### **For on screen assessments**

For on screen assessments where a proctoring service is used, the invigilator must always be able to see the learner(s) via a web cam and the whole of the assessment must be recorded.

This recording must be retained for a period of 12 months from the date of the assessment and made available to the concerned awarding body on request for viewing as part moderation/verification and other quality assurance processes.

### Provision of photographic ID while setting for an assessment

Learners sitting an assessment must provide photographic ID in order that the invigilator can confirm their identity, prior to the start of the assessment. Invigilators must be fully conversant with the concerned awarding body requirements for confirming learner identity.

## 12. Internal Quality Assurance Sampling Plan

### Planning Internal Quality Assurance

Below is an example of an internal quality assurance sampling plan. This plan takes into account the need to ensure:

- the work of every learner is sampled up to at least 10 learners and thereafter 10% of learners are sampled. Some centres may wish to increase this minimum sample size.
- the work includes decisions for each grade which is judged to have been achieved.
- every assessor is sampled
- the work for every unit studied by the learners is sampled
- the experience of assessors is taken into account (less experienced assessors will need to be sampled more than experienced assessors)
- the nature of the learner work is taken into account in the sample so that it includes presentations as well as other types of work

<b>Centre name</b>	ABC College
<b>Qualification</b>	L7 Diploma in Strategic Management
<b>Number of learners assessed</b>	5
<b>Number of assessors verified</b>	3

Assessor 1	
Assessor 2	Assessor is new
Assessor 3	Assessor is experienced
•••••	Work which is graded

	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8
Learner 1	•••••							
Learner 2				•••••	•••••			
Learner 3		•••••	•••••					
Learner 4					•••••	•••••		
Learner 5							•••••	•••••

**IV will choose to sample:**

- Learner 1 – 7.1 (Assessor 1)
- Learner 2 – 7.4 and 7.5 (Assessor 3) – this enables a comparison with assessor 2
- Learner 3 – 7.2 and 7.3 (Assessor 2)
- Learner 4 – 7.5 and 7.6 (Assessor 2)
- Learner 5 – 7.7 and 7.8 (Assessor 1)