

## POLICY/PROCEDURE: CONTROLLED ASSESSMENT POLICY (FE)

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Approval required by:	SMT	Y	Governing Body	N
SMT Lead:	Vice Principal Quality			
Responsible Manager:	Director of FE Quality			
Date approved:	June 2024			
Date to be reviewed:	June 2025			

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Relevant to:	Students	Y	Staff	Y
	Visitors	N	ITS	Y
Relevant to:	All students	N		
	16-18 Vocational	Y	Sixth Form	Y
	Higher Education	N	Adults	Y
	Apprenticeships	Y	14-16	Y
	Other		.....	
Relevant to:	All staff	N		
	Board	N	SPH	
	Managers	Y		
	Teaching staff	Y	Support staff	Y

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Accessible to	Students	N	Staff	Y
Friendly version	Students	N	Staff	N

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EQIA required      Y

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### Significant changes to policy

- Responsibility of Head of Department for assessor qualifications
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### Impact of changes

None

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### SCOPE AND PURPOSE

Controlled assessment is a form of externally set assessment, which could be internally or externally marked, and where the control levels are set for each stage of the assessment process by the awarding organisation.

## **CONTROLLED ASSESSMENT**

Controlled Assessment applies control over assessment at three points:

- Task setting.
- Task taking.
- Task marking.

Within these control levels, the following parameters and requirements are set by the awarding organisation:

- Assessment requirements.
- Evidence requirements.
- Contextualisation of tasks.
- Duration of assessment.
- Details of any preparation needed.
- Required resources (including pre-release materials and source documents).
- Required level of supervision/invigilation.
- Formal recording templates to be used (where relevant).
- Any assessment location/venue requirements.

Details of the specific parameters and requirements for each qualification are provided within the relevant awarding body qualification specification and assessment materials.

### **Tasks and Control Levels**

Awarding organisation regulations will define the levels of control that apply (high, medium and low) to each of the three stages of assessment.

**Task setting:** the specification of the assessment requirements. Tasks may be set by the awarding organisation and/or teachers/lecturers as defined by the requirements in the qualification.

**Task taking:** the conditions for learner support and supervision/invigilation and the authentication of learners' work. Task taking may involve different parameters from those used in traditional written examinations; for example, learners may carry out preparation for the task and may be allowed supervised access to sources such as the internet.

**Task marking:** this specifies the way in which learners' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding organisation and may be carried out internally or externally.

### **Staff Responsibilities**

#### **Accreditation Officer**

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, coordinating with programme managers/heads of department to schedule controlled assessments.

- Map overall resource management requirements for the academic year.
- Ensure that all staff involved have a calendar of events.
- Ensure that students are entered for controlled assessments in line with awarding organisation deadlines.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format.
- Download and distribute mark sheets for teachers/assessors to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out, following approval from the Directors of MIS and/or Quality
- Ensure access arrangements have been applied for.
- Work with Heads of Departments to ensure requirements for support staff are met.
- Ensure that invigilators are appropriately trained to carry out their duties effectively.
- Maintain records of invigilator training.
- Undertake observation of invigilators in accordance with awarding organisation requirements.

#### **Head of Department**

- Standardise internally the marking of all teachers/assessors involved in assessing an internally assessed component, and where required by the awarding organization ensure the teacher/assessor is occupationally competent.
- Ensure that moderation and internal quality assurance sampling of controlled assessment is carried out in accordance with awarding organization requirements, and that records are kept.
- Ensure that individual teachers/assessors/invigilators fully understand their responsibilities with regard to controlled assessment and where required have received JCQ training and invigilation checklists.
- Ensure that individual teachers/assessors/invigilators fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- Ensure supervising teachers sign authentication forms on completion of an assessment.
- Ensure staff conducting assessments hold or are working towards the appropriate assessor qualification, where it is required by the Awarding Organisation.

#### **Teachers/Assessors/Invigilators**

- Understand and comply with the general guidelines detailed within the JCQ publication '***Instructions for conducting controlled assessments***'.
- Undertake invigilator/refresher training as required.
- Understand and comply with JCQ checklist for invigilators.

- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies' in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.
- Ensure candidates remain and are secure on Barnsley College or ITS ('the college') premises at all times.

### **EQUALITY AND DIVERSITY**

All learners have equal access to the policy and the procedures and will be supported according to individual needs through the process should they wish to make a formal academic appeal.

### **LINKED POLICIES AND PROCEDURES**

The Controlled Assessment Policy is linked to:

- Assessment Policy
- Plagiarism Policy
- Academic Appeals Procedure
- Accreditation of Prior (Experiential) Learning Policy
- Examination Contingency Plan
- Behaviour Support and Disciplinary Policy
- Single Equality Scheme

### **LOCATION AND ACCESS TO THIS POLICY**

Buzz/Policies