

## Apprenticeship Assessment and Review Policy

Policy Code:	VO2
Policy Start Date:	March 2020
Policy Review Date:	September 2022

Please read this policy in conjunction with the policies listed below:

- VO3 Vocational Assessment and Appeals Procedures Policy
- VO6 Apprenticeship Initial Assessment Policy
- VO4 Learner Malpractice Policy (Vocational)
- HS4 Health and Safety Policy

## **1 Policy Statement**

- 1.1 The policy applies to all staff at The Priory Federation of Academies Trust and outlines any procedure for the Apprenticeship Assessment and Review.
- 1.2 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as Robert De Cheney Boarding House, the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and the Lincolnshire Teaching School Alliance SCITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.
- 1.4 The Trust is committed to leading a mentally healthy organisation, which includes a commitment to and promotion of emotional wellbeing and mental health. Therefore, all Trust policies and procedures ensure this commitment is incorporated in order to support all staff and students. Members of staff are encouraged to speak to their line managers, and students are encouraged to speak to any member of staff, if they feel any part of this policy would affect their emotional wellbeing and mental health. Any such comments should be passed to the Trust's HR department (via [FederationHR@prioryacademies.co.uk](mailto:FederationHR@prioryacademies.co.uk)) for appropriate consideration at the next available point in the policy review cycle.

## **2 Roles, Responsibilities and Implementation**

- 2.1 The Pay, Performance and HR Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Human Resources Director
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all member of staff are responsible for supporting colleagues and ensuring its success.

## **3 Aims and Objectives of the Policy**

### **3.1 Aims**

The Priory Federation of Academies Trust (The Trust) is committed to ensuring that standards of assessment for the array of apprenticeship frameworks are consistent, transparent and in line with the requirements of our awarding bodies.

### 3.2 Objectives

- a) To ensure assessment practice is effective and satisfies the Awarding Body requirements
- b) To ensure that records are accurate, up to date and easily accessible by the learner, employer and those involved in the assessment and verification practices
- c) To ensure learners are given information, advice and guidance to support them in their learning programmes and with progression routes.
- d) To ensure effective and timely progression of learners throughout the qualification/programme
- e) To ensure learner reviews are completed in line with funding body requirements
- f) To ensure Health and Safety review requirements are met, in line with funding body requirements

### 4 Range and Scope of the Policy.

The policy covers all apprenticeship related courses offered within the Trust.

### 5 Assessor Requirements

- 5.1 All the Trust assessors must be occupationally competent in the relevant areas. They must hold a relevant assessor qualification (for example, TAQA, A1/V1, D32/D33). Assessors should understand the key/core skills for these qualifications if they are assessing and supporting learners in them.
- 5.2 Assessors are responsible for ensuring that initial assessment is completed with each learner. This activity should include identifying training needs and planning those needs to be met, identifying evidence sources (including Accreditation of Prior Learning (APL) / Accreditation of Prior Achievement) and planning for structured presentation of evidence and achievement of the learning outcome and recorded on the Visit Record, Feedback and Future Assessment Plan Form. Assessment terminology, for example APTEM (the apprenticeship and vocational training delivery platform), should be made familiar to the learners for which the assessors have been adequately prepared, use materials which are free from discrimination or stereotyping of any form and provide clear unambiguous feedback to learners to further aid their learning and development.

## **6 Assessment**

- 6.1 Assessment involves making objective and impartial judgements based on evidence gathered from a range of sources to determine the extent to which an apprentice demonstrates achievement of the performance requirements set out within the competency standard.
- 6.2 Assessment must be used to establish competent performance, knowledge and understanding for frameworks and skills, knowledge and behaviours for apprenticeship standards of a learner against Awarding Body standards. Assessment must follow the process of planning, collecting evidence (direct and/or indirect), judging each item in terms of validity, currency and authenticity and making a decision as soon as evidence is sufficient to indicate competence and meet the required learning standard. Assessors must ensure that the best and most cost-effective assessment methods are used. Assessors must ensure that sound and best assessment practice is followed and that assessment decisions are valid. Records and documents must be completed accurately and in sufficient detail and the procedures frequently reviewed and evaluated. For all standards all the relevant awarding body EPA paperwork and systems must be completed before entering the stage where the employer 'signs-off' the apprentice as ready for the EPA gateway.
- 6.3 A high quality assessment will satisfy the following accepted assessment principles:
- Standard - a clear standard exists against which assessment can be assessed.
  - Authenticity – what is assessed is produced by the learner and no one else
  - Currency – the evidence is up to date and relevant to the standard
  - Validity – the assessment method is appropriate to the evidence requirements of the standard
  - Reliability – the method of assessment produces evidence that clearly demonstrates that the standard has been met
  - Fairness – all candidates have an equal opportunity to attain the standard
  - Consistency – the standard is applied consistently to all candidates in all assessment situations
- 6.4 Where learners are falling below required targets or standard on the agreed timeframe an action plan will be implemented to ensure learners can achieve assessment criteria and meet required standards.

## **7 Review**

- 7.1 Reviewing is the process for reviewing progress against the Individual Learning Plan (ILP) or equivalent and should be conducted at agreed intervals with the learner/client and line manager. The frequency of reviews must be in line with funding body requirements, both in terms of content and timing.
- 7.2 Copies of Internal Verification and External Verification reports should be provided to the Head of Quality who is ultimately responsible for the Quality Assurance of the provision and acting upon and monitoring any action points contained within the report.

## **8 Health and Safety**

- 8.1 Once the initial Health and Safety vetting procedures have been completed, it is essential that Health and Safety provision in the workplace is continuously monitored to ensure that standards are maintained and are not deteriorating.
- 8.2 The due date for the first monitoring visit will be determined according to the vocational risk banding for the employer and will be recorded on the continuous Health and Safety monitoring form located in the learner file. It is the assessor's responsibility to diarise to undertake this.
- 8.3 Progress reviews have an element of Health and Safety within them to ensure that Health and Safety risks are minimised. Any concerns raised from the progress reviews in relation to Health and Safety should be discussed with the Head of Priory Training who will initiate appropriate action.
- 8.4 All assessment, review and Health and Safety documentation must be kept in the learner file which should be kept in a locked location within the training centre and be made available for monitoring and audit purposes on request.

## **9 Policy changes**

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

## **The Priory Federation of Academies Trust Apprenticeship Assessment and Review Policy**

This Policy has been approved by the Priory Federation of Academies Trust's Education and Standards Committee:

Signed..... Name..... Date:  
Trustee

Signed..... Name..... Date:  
Chief Executive Officer

Signed..... Name..... Date:  
Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.