



# Skills and Training Services (STS)

## Local Operating Procedure

### Assessment, Marking and Invigilation Policy

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#### Change Control

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## Introduction

The term “learner,” within this policy, is used to describe all learners and apprentices involved with Skills and Training Services, this also includes those learners enrolled with subcontractors.

The purpose of the policy is to establish a framework for assessment and moderation, which encourages good practice and consistency for staff and provides learners with clarity about their level of achievement, the way their work has been assessed and guidance for improvement. It also addresses principles to be used for invigilation and provides guidance on responding to and resolving cases of maladministration and malpractice.

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## Marking

Marking involves judging submitted assignments against the criteria set out in the assignment brief. It should include the provision for feedback (as outlined in this policy) and should be completed within four working weeks of the submission deadline.

### Marking - Formative Feedback

Formative assessment tasks and feedback are opportunities for learners to submit a small part of an assessment task and to receive informal feedback and guidance on what is working and what might be improved in the final, summative submission.

Tasks are typically ungraded and should be seen as part of the learning process, so that learners can develop and take action to develop their work.

### Marking - Summative Feedback

Feedback should be provided on all assessed work using the relevant marksheet and all learners should have a positive experience of feedback, whatever the module studied.

### Marking - Guiding Principles

Good feedback is integrated, timely, clear, focused, supportive and inclusive.

- **Integrated**
  - Constructively aligned with the learning outcomes and assessment criteria.
  - Given for all assessed work.
  
- **Timely**
  - Summative assessment should normally be completed within four working weeks of the submission deadline for the assessment; allowing time for internal moderation while still making sure the assessment and feedback is returned according to agreed learner expectations and in time to inform subsequent and related assessments.
  
- **Clear and Focused**
  - Communicated through assessment criteria, which is made available at the start of teaching and discussed with learners.
  - Given using plain English so that it is comprehensible and useful.
  - Indicates the level of the learner's achievement in relation to required standards.
  - Identifies goals for further development and gives advice about the steps needed to reach these.

- **Supportive and Inclusive**

- Given in ways that are appropriate to the assessment.
- Given in ways that are appropriate to the level and needs of the learner.
- Given in ways that recognise learner diversity.
- Used to identify achievements as well as areas for improvement.
- Enabling and encouraging to foster confidence and motivation.
- Useful to each learner even when generic feedback is given.

Feedback is given for each assignment task and an overall comment is also given. In each section, this should relate directly to the assessment criteria in that section and the overall comment should be more general, highlighting overall strengths and areas for development. This should also give an indication of any improvements in use of written style, including spelling, grammar, and punctuation, as well as referencing where relevant.

### **Marking - Assessment Summary Sheet**

Once all work has been assessed, the assessor will complete a summary sheet of marks awarded, highlighting any areas of concern for the moderator.

### **Marking - Moderation**

Moderation of assessment is key to assuring the academic standards for any programme. It provides confirmation of the consistent application of clear and transparent assessment criteria and marking practice.

The moderation processes should confirm or reject the judgment of the assessor regarding whether the work is a pass or a referral and is completed using the following principles:

### **Internal Quality Assurance (IQA) Sampling**

The IQA will have in place a sampling strategy/plan, which considers a risk banding approach. Please refer to the Internal Quality Assurance (IQA) policy.

### **Internal Moderation – Key Principles and Processes**

Internal moderation involves the review of a sample of marks and feedback on assignment tasks to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking. Internal moderation should be carried out by colleagues from the programme, moderating at least 10% of all assignments submitted, plus all referred assignments.

- Internal moderation may commence before all the work for a cohort has been assessed.
- Internal moderation will be completed within the turnaround time for release of provisional marks to learners (five – six weeks).
- Where the internal moderator raises concerns regarding the application and appropriateness of marking criteria within the initial sample, a larger sample shall be made available for further review.
- Where, following review of a wider sample, an internal moderator retains concerns that assessment criteria have not been fairly, accurately, and consistently applied, all work will be moderated (100% 'sample'), or all work in a particular mark band (or bands), or all work for a particular question(s), depending on the problem identified.
- Discrepancies identified by moderation are resolved, if possible, by discussion between the assessor and internal moderator. If marks are to be changed, this should be consistent across all work, and not confined solely to the sample. If consensus cannot be reached the assessment(s) should be referred Skills and Training Services Head of Skills Delivery.

- An internal moderation spreadsheet should be completed by each moderator. In the event of any marks being changed, the form should record the final agreed mark and the rationale for this.

### **External Moderation – Key Principles and Processes**

The purpose of external moderation is to provide the programme team with an external, independent overview of their marking processes and the fairness and effectiveness of these processes.

External moderation requires the review of a sample of marked submitted work by the External Examiner for programmes with this requirement, for example, those with an integrated degree. The External Examiner will normally review a sample of 10% for each module based, looking at a range of scripts across grade boundaries and all referrals. External moderation should commence when an appropriate sample of learner work is available and must be completed in good time ahead of the Assessment Board.

Where the External Examiner raises concerns regarding the initial sample, a larger sample shall be made available to them for further review. Where, following review of a wider sample, the External Examiner retains concerns regarding the fairness and effectiveness of marking processes, marks for the whole cohort may be scaled up/down by an appropriate amount. The final decision on whether to scale marks should be taken by the relevant Faculty Pro-Vice-Chancellor and confirmed at a subsequent Assessment Board.

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### **Invigilation of Examinations**

This aspect of the policy sets out the processes available for invigilating exams and tests to ensure compliance with Awarding Organisation (AO) and [Joint Council for Qualifications \(JCQ\)](#) requirements.

Skills and Training Services have a responsibility for ensuring that appropriate security systems are in place to prevent unauthorised access to Awarding Organisation's assessment materials and maintain the confidentiality of candidate responses and candidate details. We also have responsibility for ensuring that the correct procedures are followed during the invigilation of exams.

All examinations, whether online or paper based, must be completed under invigilation conditions.

### **Training**

Anyone invigilating exams on behalf of Skills and Training Services must have completed training provided in house. The training may take the form of an in-person or remote presentation or watching a verified recording.

Anyone completing the training will then be sent latest versions of relevant generic paperwork, including:

- 'Exam in progress' poster
- 'No phones' poster
- Information for candidates (learners)
- JCQ ICE booklet
- Unexpected events guide

Trainee invigilators will also be offered one-to-one contact with the relevant tutor, should they have any questions. Once the training is complete and documentation sent, invigilators must sign a declaration before they can invigilate. Before invigilating, they will be sent the specific paperwork for

that test(s) from the relevant team. They will be required to scan and return completed paperwork within 24 hours of invigilating. The invigilation training provided by Skills and Training Services will be reviewed annually, or whenever significant changes to the invigilation process are made.

### **Role of the Invigilator**

The role of the invigilator is to ensure that examinations are conducted in accordance with regulatory requirements, to:

- Ensure that all candidates have an equal opportunity to demonstrate their abilities.
- Ensure the security of the examination papers and completed response sheets, before, during and after the examination.
- Prevent possible candidate malpractice.
- Prevent possible administrative failures.
- Ensure that Awarding Body identity requirements are adhered to.

Invigilation must be carried out by someone who has not prepared the learner/s for the examination. This means that the tutor/facilitator/coach cannot be the exam invigilator for their own learners. It is also not permitted for anyone related (or friends) of the learner/s to be the invigilator.

The ratio for invigilators to learners is - one invigilator per twelve learners in the room at any one time. Where only one invigilator is present, they must be able to access help easily without leaving the room. The invigilator may use a mobile phone in emergencies – however this must remain on silent, as not to disturb the learners.

Invigilators must:

- Be appropriately trained in their duties.
- Give all their attention to conducting the examination properly.
- Be able to always observe each candidate in the examination room.
- Be fully conversant with Awarding Body requirements for confirming candidate identity.
- Inform the Skills and Training Services Head of Skills Delivery if they are suspicious about the security of examination papers, completed response sheets or any other issue that threatens the integrity of the examination process. (In such cases, the Skills and Training Services Head of Delivery must inform the Awarding Body immediately and send a full written report within five working days of the suspicion arising).

Invigilators must not:

- Carry out any other task (for example, reading a book, doing any work, or texting) in the examination room.

## Invigilation Processes and Guidance

The below applies to both online and paper-based examinations.

Before the examination starts the invigilator/s must:

- Ensure the correct software is installed and working for online examinations.
- Ensure the equipment used for online examinations does not include messaging software that the learners can access to carry out unauthorised communications.
- Ensure that technical assistance is on hand when carrying out online examinations, in the event of a technical issue occurring.
- Ensure the seating plans are in place to prevent learners from intentionally or otherwise looking over another's responses. Learners must be at least 1.25metres apart, if this is not possible then controls must be in place to remove any risks of 'cheating'.
- Ensure all learners face in the same direction.
- Ensure the desks used by the learners are of adequate size for the work to be carried out.
- Ensure all the following are displayed clearly within the examination room:
  - A poster advising candidates that mobile phones should be switched off
  - Examination warning notice for candidates
  - Skills and Training Services Complaints and Appeals Policy
  - Emergency/evacuation procedures – which must also be verbally explained to the learners.
  - Examination in Progress' notices outside of the examination room
- Ensure the following are verbally stated and displayed clearly to all learners:
  - Centre number
  - Subject/unit title
  - Paper number
  - Start time of examination
  - End time of the examination
- Ensure a reliable clock is visible to all learners within the examination room.
- Ensure that the examination room does not have any materials on the wall that will assist the learners in answering the examination questions.
- Ensure the identity documents of the learners have been checked, which must include a photograph, in line with awarding body requirements, and document these have been seen. Where a learner cannot provide the required identity documents, then they must not complete the examination on the date and an alternative examination date arranged.
- Ensure examination papers are never left unattended.
- Ensure examination papers are brought into the examination room as close to the start time as possible. The examination papers must be opened in front of the learners and then distributed to each. This includes online examinations and keeping test passwords secure.
- Ensure all learners that the correct examination paper before the start time. This includes online examinations.
- Ensure the instructions to the 'candidates' are read aloud to all learners.
- Remind all learners that they are under examination conditions, and they must not communicate with each other in any way.
- Ensure it is clearly announced when the examination start time has started.
- Ensure they are always in the examination room.

The invigilators must inform learners:

- They should write in blue or black ink.
- They must not use correction fluid.
- They must not make any marks on the examination paper.

- All mobile phone and other electronic devices (such as media/music players, watches with data storage), must be switched off.
- They must not have access to items other than those stated in the instructions on the question paper, the stationery list, or the specification for that subject in the examination room.
- All unauthorised items must be left outside the examination room or placed out of reach of the learners (as appropriate).
- Pencil cases must be see-through.

During the examination, the invigilator/s must:

- Always give complete attention to this duty.
- Be vigilant and remain aware of emerging situations, looking out for cheating and malpractice or learners who may be feeling unwell. Any irregularities must be recorded.
- Not carry out any other tasks in the examination room (for example doing other work or using a mobile phone).
- Move around the examination room quietly and at frequent intervals.
- Give regular time checks to the learners.
- Not provide any comments/support to learners around how to answer any questions.
- Not provide any additional information to learners that will assist them.
- Not read aloud any word/words from the examination questions other than the instructions to the 'candidate' on the front cover.

When approaching the end of the examination time the invigilator/s must:

- Inform learners that they have fifteen minutes remaining.
- Inform learners that they have five minutes remaining.

At the end of the examination time the invigilator/s must:

- Tell all learners to stop working and that they are still under examination conditions.
- Collect all the examination papers/response sheets/scripts. Learners are not allowed to keep any of the materials used within the examination.
- For online examinations ensure the software has been correctly closed.

A learner who arrives more than ten minutes after the examination has started must not be allowed to enter the examination room. Arrangements will need to be made by the Programme Lead to order examination papers (where applicable) for an alternative date.

Learners are not permitted to leave the examination room in the first 20 minutes and last 10 minutes of the allocated examination time (other than for emergency/medical situations). In the event a learner must leave the examination room, then they must be accompanied by a member of Skills and Training Services staff. Where a learner has completed the examination, and its outside the timings above, they will be allowed to leave the examination room, however, must do so in a quiet manner to not disturb other learners. Learners who have left the examination room following completion of their examination and/or unaccompanied must not re-enter the examination room.

At no point throughout the examination or afterwards must the invigilator provide any indication of whether the learners have passed or failed the examination. This information can only be confirmed to the learners by the awarding organisation.



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## **Maladministration and Malpractice**

This applies to all programme stakeholders, including programme facilitators, coaches, assessors, functional skills tutors, administrators, and programme learners, who are delivering/registered on Skills and Training Services full programmes or units within or outside the UK and who are involved in suspected or actual malpractice/maladministration. It is also for use by our staff to ensure they deal with all malpractice and maladministration investigations in a consistent manner.

It sets out the steps Skills and Training Services and learners or other personnel must follow when reporting suspected or actual cases of malpractice/maladministration and our responsibilities in dealing with such cases. It also sets out the procedural steps we will follow when reviewing the cases.

### **Skills and Training Services Responsibility**

It is important that all learners and all staff involved in the management, assessment, and quality assurance of our qualifications, are fully aware of the contents of the policy and we have arrangements in place to prevent and investigate instances of malpractice and maladministration.

### **Definition of Malpractice**

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of qualifications. It covers any deliberate actions, neglect, default, or other practice that compromises, or could compromise:

- The assessment processes.
- The integrity of a qualification.
- The validity of a result or certificate.
- The reputation and credibility of Skills and Training Services and of the programme's accrediting body.
- The qualification or the wider education community.

Malpractice may include a range of issues from the failure to maintain appropriate records or systems, to the deliberate falsification of records to claim certificates. To this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

### **Definition of Maladministration**

Maladministration is any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration.

Examples of maladministration include:

- Persistent failure to adhere to learner procedures.
- Where applicable, persistent failure to adhere to Awarding Organisation centre recognition and/or qualification requirements and/or associated actions assigned to the centre
- Late learner registrations (both infrequent and persistent)
- Unreasonable delays in responding to requests and/or communications
- Inaccurate claim for certificates
- Failure to maintain appropriate auditable records, e.g., certification claims and/or forgery of evidence

Examples of malpractice include:

- Failure to carry out internal assessment, internal moderation, or internal verification.
- Deliberate failure to continually adhere to our centre recognition and/or qualification approval requirements.
- Deliberate failure to maintain appropriate auditable records, e.g., certification claims and/or forgery of evidence.
- Fraudulent claim(s) for certificates.
- Where applicable, intentional withholding of information from an Awarding Organisation which is critical to maintaining the rigour of quality assurance and standards of qualifications.
- Collusion or permitting collusion in exams/assessments.
- Learners still working towards qualification after certification claims have been made.
- Plagiarism by learners or staff.
- Copying from another learner (including using ICT to do so).

### **Process for Making an Allegation of Malpractice or Maladministration**

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify the following in writing/email with enclosed supporting evidence:

Skills and Training Services Head of Skills Delivery: [dean.hooton@serco.com](mailto:dean.hooton@serco.com)

**And**

Skills and Training Services Business Assurance Manager (BAM): [joanne.wood@serco.com](mailto:joanne.wood@serco.com)

The BAM must ensure the details of the complaint are stored on the central tracking document. The BAM will classify the complaint for reporting purposes.

If sending the allegation to the BAM or Skills and Training Services Head of Skills Delivery is not appropriate, it should be sent to the Quality Improvement and Audit Manager (QIAM):

[mike.hampton@serco.com](mailto:mike.hampton@serco.com)

All allegations must include (where possible):

- Learner's name
- Skills and Training Services staff members name and job role if they are involved in the case
- Details of the course/qualification affected, or nature of the service affected
- Nature of the suspected or actual malpractice and associated dates, details and the outcome of any initial investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances

The Skills and Training Services BAM and Head of Skills Delivery will then conduct an initial investigation to ensure that staff involved in the investigation are competent and have no personal interest in the outcome of the investigation. In all cases of suspected malpractice and maladministration, the personal details of the informant will be protected in accordance with our duty of confidentiality and/or any other legal duty. The Skills and Training Services BAM and Head of Skills Delivery may at this point assign another appropriate member of staff to assist/lead the investigation.

Please note that, when applicable, any suspected malpractice will also be immediately reported to the Awarding Organisation by the Skills and Training Services Head of Skills Delivery.

### **Confidentiality and Whistleblowing**

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous. Requests for anonymity will be honoured wherever possible. Skills and Training Services will investigate issues which are reported to us anonymously, by exploring an allegation by means of a separate investigation before taking up the matter with those the allegation relates.

The person making an allegation may also wish to follow the Skills and Training Services Complaints and Appeals Policy or the Skills and Training Services “Whistleblowing” Policy. If on receiving the allegation the Skills and Training Services Head of Skills Delivery identifies the allegation as a complaint/appeal or whistleblowing, then the correct above policy should be followed.

### **Responsibility for the investigation**

In accordance with regulatory requirements all suspected cases of maladministration and malpractice will be examined promptly by Skills and Training Services to establish if malpractice or maladministration has occurred and Skills and Training Services will take all reasonable steps to prevent any adverse effect from the occurrence. Skills and Training Services will acknowledge receipt, as appropriate, to external parties within 48 hours.

The assigned member of staff from Skills and Training Services will be responsible for ensuring the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy and establish whether the malpractice or maladministration has occurred, by reviewing any supporting evidence received or gathered by Skills and Training Services.

### **Notifying relevant parties**

Where applicable, Skills and Training Services will inform the appropriate regulatory authorities if there has been an incident of malpractice or maladministration which could either invalidate the award of a qualification or if it could affect another awarding organisation.

### **Investigation Process**

The Skills and Training Services Complaints and Appeals policy must be followed in terms of the process and timelines in carrying out an investigation.

### **Conclusion of the Investigation**

Either at notification of a suspected or actual case of malpractice or maladministration and/or at any time during the investigation, we reserve the right to withhold a learner, and/or cohort's, results.

Where a member of Skills and Training Services staff or a Skills and Training Services Associate is under investigation, we may suspend them or move them to other duties until the investigation is complete.

Throughout the investigation the assignment member of staff from Skills and Training Services will be responsible for overseeing the work of the investigation team to ensure that due process is being followed, appropriate evidence has been gathered and reviewed and for liaising with and keeping informed relevant external parties.

After an investigation, draft report will be produced for the parties concerned to check the factual accuracy. Any subsequent amendments will be agreed between the parties concerned and Skills and Training Services. The report will:

- Identify where the breach, if any, occurred
- Confirm the facts of the case
- Identify who is responsible for the breach (if any)
- Confirm an appropriate level of remedial action to be applied

The final report will be available to the parties concerned and to the regulatory authorities and other external agencies as required.

If it was an independent/third party that notified Skills and Training Services of the suspected or actual case of malpractice, they will also be informed of the outcome, normally within ten working days. Some details of the case might be withheld if to disclose such information would breach a duty of confidentiality or any other legal duty.

If it is an internal investigation against a member of staff, the report will be agreed by the Skills and Training Services Head of Skills Delivery, along with the relevant internal managers and appropriate internal disciplinary procedures will be implemented.

If the investigation confirms that malpractice or maladministration has taken place, Skills and Training Services Head of Skills Delivery will consider what action to take to:

- Minimise the risk to the integrity of certification now and in the future
- Maintain public confidence in the delivery and awarding of qualifications
- Discourage others from carrying out similar instances of malpractice or maladministration
- Ensure there has been no gain from compromising standards

Actions taken may include:

- Imposing actions to address the instance of malpractice/maladministration and to prevent it from reoccurring
- In cases where certificates are deemed to be invalid, the Awarding Organisation concerned will be informed as to why they are invalid and any action to be taken for reassessment and/or for the withdrawal of the certificates. Affected learners will also be informed of the actions being taken and that their original certificates are invalid. Where possible, learners will be asked to return the invalid certificates.
- Informing relevant third parties (e.g., funding bodies) of the findings in case they need to take relevant action in relation to the centre.

In addition, to the above Skills and Training Services Head of Skills Delivery will record any lessons learnt from the investigation and pass these onto relevant internal colleagues to help prevent the same instance of maladministration or malpractice from reoccurring. If the relevant party or parties wishes to appeal against the decision to impose sanctions, they will be referred to the Complaints and Appeals Policy.

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## Appendix 1 – SBPA specific marking guidance and information

This aspect of the policy applies to all summative assessments delivered at the end of the Leading Support Services (LSS), Finance in a school, Procurement in a school and Supporting Human Resource management in a school (HR) unit. The purpose is to establish a framework for assessment and moderation, which encourages good practice and consistency for staff and provides apprentices with clarity about their level of achievement, the way their work has been assessed, and guidance for improvement. Work for the Marketing and Infrastructure units will be review by the coach in advance of End Point Assessment, giving formative feedback rather than a summative assessment.

### 2.1 Calculating marks

Overall marks should be calculated by adding up the marks for individual assessment criteria. Each assessment criterion (AC) has a potential mark of ten available and the number of AC varies for each unit. To pass a unit, an overall mark of 50% must be attained **as well as** a mark of five or above for every AC.

The 50% threshold for each unit is shown below

LSS	105/210
Finance	115/230
Procurement	80/160
HR	75/150

Where work does not achieve both the 50% thresholds **and** a mark of five or above for every AC it is referred. Apprentices have the opportunity to revise and resubmit their work and the mark for the resubmission if this happens is not capped.

## Appendix 2 – CMDA specific marking guidance and information

This aspect of the policy applies to all summative assessments delivered at each level of the CMDA for Schools programme (FHEQ Levels 4-6). The purpose of the policy is to establish a framework for assessment and moderation, which encourages good practice and consistency for staff and provides learners with clarity about their level of achievement, the way their work has been assessed, and guidance for improvement.

### Calculating marks

Overall marks should be calculated by adding up the marks for individual assessment criteria, which have been apportioned according to the assessment brief. Excel spreadsheets are available for each assessment task to assist with this (illustrated below).

A	B	C	D	E
	<b>SB604 Change Management in Schools Assignment</b>			
	<b>Assessment Criteria</b>	<b>%</b>	<b>Apportioned Mark</b>	
1	Critically evaluate change management models (section one) - 25%	58	14.5	
2	Assess the commercial context that own organisation operates within (section two) - 25%	62	15.5	
3	Demonstrate your understanding and application of change management models and tools to a substantial change in your own school setting (section three) - 40%	55	22	
4	Communicate, using concise and clear written language - 10%	55	5.5	
			<b>FINAL MARK %</b>	<b>58</b>

### Step Marking

Final marks may need to be adjusted that that they align to the 'stepped marking scheme' (illustrated below). This uses a restricted number of marks within the range of 0-100%, which represent the upper, middle, and lower ranges of the standard classification bands i.e., 2, 5 or 8.

Mark	Degree Classification
95-100%	Outstanding First
90%	Very High First
85%	High First
80%	Mid First
75%	Low First
72%	Marginal First
68%	High 2:1
65%	Mid 2:1

Mark	Degree Classification
38%	Marginal Fail
35%	Fail
32%	Fail
28%	Clear Fail
25%	Clear Fail
22%	Clear fail
18%	Very Poor Fail
15%	Very Poor Fail

62%	Low 2.1
58%	High 2:2
55%	Mid 2:2
52%	Low 2.2
48%	High Third
45%	Mid Third
42%	Low Third

12%	Very Poor Fail
8%	Very Poor Fail
5%	Very Poor Fail
2%	Very Poor Fail
0%	Non-Submission

**The format of the feedback**

So that learner performance is clearly linked to each assessment criterion, relevant assessment criteria descriptors, based on the marks apportioned when calculating the overall mark, will be highlighted in the assessment form (illustrated below).

**Chartered Degree Management Apprenticeship (CMDA) for Schools**

Student Name: <b>S Ample</b>	Course: <b>CMDA for Schools</b>
Student Number: <b>007</b>	Module code and Title: <b>SB604 Change Management in Schools Assignment Part 001</b>

TUTOR'S COMMENTS RELATING TO CRITERIA SPECIFIED ON THE ASSIGNMENT BRIEF

Grades	Criteria
80+	<ol style="list-style-type: none"> <li>Excellent ability to critically evaluate, in a focused way, a range of change management models</li> <li>Impressive analysis of public policy showing in-depth and insightful understanding of how these have resulted in school change</li> <li>Excellent ability to apply a range of change management models and tools to a significant change in own school setting</li> <li>Evidence of an excellent range of wider reading and independent research. Specific reference to appropriate literature used critically. References are relevant and used very effectively to support ideas.</li> <li>Excellent use of English, spelling, grammar and punctuation. Logical structure, clear &amp; coherent argument. Very well written with clear correct and precise English.</li> </ol>
70 - 79	<ol style="list-style-type: none"> <li>Very good clear balanced critical evaluation, in a focused way, of a range of change management models</li> <li>Very good analysis of public policy showing in-depth understanding of how these have resulted in school change</li> <li>Very good ability to apply a range of change management models and tools to an important change in own school setting</li> <li>Evidence of a very good range of wider reading and independent research. Specific reference to appropriate literature. References are relevant and used very effectively to support ideas.</li> <li>Very good use of English, spelling, grammar and punctuation. Logical structure and clear argument. Well written with clear and correct English.</li> </ol>
60 - 69	<ol style="list-style-type: none"> <li>Good ability to critically evaluate a range of change management models</li> <li>Good analysis of public policy showing a good understanding of how these have resulted in school change</li> <li>Good ability to apply change management models and tools to a substantial change in own school setting</li> <li>Evidence of a good range of wider reading and independent research. Some specific reference to appropriate literature. References are generally relevant and used well to support ideas.</li> <li>Good use of English, spelling, grammar and punctuation. Logical structure and clear discussion. Correct use of English with few imprecise statements</li> </ol>
50 - 59	<ol style="list-style-type: none"> <li>Sound ability to critically evaluate some change management models</li> <li>Sound analysis of public policy showing an understanding of how some of these policies these have resulted in school change</li> <li>Sound ability to apply change management models and tools to a change in own school setting</li> <li>Evidence of some appropriate reading and independent research. Reference to generally appropriate literature. References are generally relevant and satisfactorily used to support ideas.</li> <li>Sound use of English, spelling, grammar and punctuation. Generally logical structure and clear discussion. Correct use of English with few imprecise statements</li> </ol>

Please note that the comments about the use of supporting literature and wider reading (here highlighted in blue), although not always a discrete assessment criterion, is inextricably linked the quality of other assessment criteria and any marking or highlighting should reflect that.

A short supporting narrative will also be included to identify areas of strength as well as areas for improvement, clearly linking any comments to the learning outcomes and assessment criteria. Feedforward targets for future professional and academic work should also be identified, including some steps needed to reach these.

In addition, feedback and development points are given on the presentation of referencing and the reference list, in that it relates to the quality of academic practice.

***Assessment Summary Sheet***

Once all work has been assessed, the assessor will complete a summary sheet of marks awarded, highlighting any areas of concern for the moderator.



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## **Appendix 3 – Functional Skills specific marking guidance and information**

This aspect of the policy applies to all formative assessments completed as part of the Functional Skills (English and maths) qualifications, as well as the summative Speaking, Listening and Communication (SLC) assessment which is part of the English qualification. Other assessments (reading, writing, maths) are externally set and marked by awarding organisations.

### **2.1 Formative assessments**

Work submitted by learners will be marked against the suggested answer criteria set for that component. Marks may or may not be given, depending on the content. An overall 'pass' mark will not be set, but a score may be given and related to marking of final assessments.

### **2.2 Practice tests**

Once learners have reached a suitable level of learning completed, (as determined by Functional Skills tutors), they will be asked to complete practice tests. These will be sat in the learner's own time but should be completed in exam-like conditions and notice taken of the time limit for that practice test.

Submitted practice tests will be marked against the awarding body's criteria and a score given to the learner. An indication of whether that score would be a pass will also be given, along with detailed feedback. The learner's Individual Learning Plan may be amended because of the feedback, with further learning requirements added, or successfully completed sections marked as complete.

### **2.3 Speech, Language and Communication assessments**

These are conducted by trained assessors, in line with awarding body guidelines, and marking completed on the supplied paperwork. Learners will be determined to have passed if they meet the minimum requirements set by the awarding body.

### **External Moderation for Functional Skills**

Learners wishing to gain Functional Skills qualifications will sit assessments set by the relevant awarding body. Subject to passing all units, they will be awarded a certificate of achievement by the relevant awarding body. Skills and Training Services Education holds direct claims status from City & Guilds awarding body for the SLC component of the Functional Skills English qualification.