

Assessment Policy

This Policy includes information on context, policy and process together with a suite of Appendices to compliment the process.

Context

The Institute of Leadership and Management (ILM) is the recognised Awarding Body for Marvellous Minds' Coaching and Mentoring Development programmes. The ILM provides a nationally recognised framework for defining the general standards of knowledge, skill and competence for each qualification. The standards define the outcomes to be achieved by learners seeking to gain an award at each level within the framework.

A learner must be assessed against these standards in order to gain a ILM award. The ILM ensures that providers establish and implement fair and consistent assessment policies and processes compliant with the national standards. The programme learning outcomes will be delivered as part of a validated programme leading to a named ILM award.

Marvellous Minds recognises and follows the national best practice principles of assessment which include:

- quality assured assessment systems and practices
- standards based and criterion referenced assessment
- provision of assessment guidelines
- monitoring and evaluation (including both internal and external verification) of assessment
- appeal procedures
- review and improvement mechanisms

Policy

Principles

In line with national best practice, Marvellous Minds has identified the following principles which underpin this assessment policy. These principles are consistent with Marvellous Minds values and policies in other areas.

Validity

Validity ensures assessment measures actually measure what they claim to measure. This is the most important principle for assessment.

Reliability/consistency

Reliability refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure. A reliable assessment consistently gives the same results under similar conditions.

Fairness

A fair assessment, in addition to being valid and reliable, provides equity of opportunity for learners in line with Equality legislation.

Quality

Quality is a key principle in ensuring the credibility and status of Marvellous Minds accredited programmes. Quality will be assured through an assessment framework.

Transparency

A transparent assessment policy and assessment guidelines will ensure clarity and understanding by all relevant stakeholders. This will include clear and unambiguous definitions and requirements with regard to fairness, consistency, validity and reliability.

Complementarity

The principle of complementarity acknowledges the separate and distinct roles of the ILM and Marvellous Minds in the context of their explicit responsibilities relating to assessment.

Policy statements

Marvellous Minds will strive to operate fair and consistent assessment policies and practices, through its assessment and quality assurance policies and procedures and the monitoring of their fair and consistent implementation.

Marvellous Minds will strive towards excellence on best practice in assessment:

- assessment will measure learning in line with the national standards of knowledge, skill and competence of the award
- assessment processes will be valid, reliable and fair
- assessment will be carried out in line with agreed quality assurance procedures and incorporate ongoing monitoring
- programme design, content and delivery, programme learning outcomes, national standards and assessment will be aligned to each other

Planning & implementation of assessment

The following good practice principles apply:

- a coordinated assessment plan per programme
- the selected assessment methods will be appropriate to the programme
- the content and learning outcomes of each programme will be in line with the standards of knowledge, skill and competence of the award
- where appropriate, a range of assessment methods should be applied
- assessment should, where possible, be integrated and over-assessment avoided
- appropriate language and expressions will be used in the assessment
- appropriate timing of assessment will occur, including setting of deadlines and related policy (e.g. for treatment of assessment evidence submitted late)

Recognition of prior learning

Assessment processes recognise prior learning.

Making assessment decisions

The following good practice principles apply:

- sufficient evidence will be gathered upon which to make an assessment decision
- assessment marking will be consistent/reliable across internal assessors
- assessment will be undertaken by a suitably qualified assessor (ie. have relevant qualifications and/or relevant current knowledge, skill and competence in the area which they are assessing)
- assessment systems include internal verification and checking processes
- data returned to the ILM for certification purposes should be accurate and reliable
- an internal appeals mechanism operates for learners wishing to appeal the outcome of an assessment

Security

In line with data protection legislation, Marvellous Minds operates secure mechanisms for recording, storing and accessing learners assessment records.

Informing learners

The following good practice principles apply:

- assessment will be transparent and all relevant information will be made available to learners, prior to the assessment
- processes are in place to ensure clear results are given to learners
- constructive formative feedback as appropriate, will be given to learners

Reasonable accommodation

Reasonable accommodation regarding the adaptation of assessment will be made, as necessary, to cater for the needs of learners covered by current Equality legislation.

Process

Roles

The roles of the learner, Marvellous Minds and the ILM are clearly identified and clarified to ensure fair and consistent assessment.

The ILM will:

- approve an Assessment Policy
- approve standards for named awards
- quality assure the processing of results
- make decisions regarding appeals
- issue certificates

- make awards

Marvellous Minds will:

- establish assessment policies and procedures and submit to ILM as part of quality assurance agreement
- submit programmes leading to named ILM awards for validation
- comply with their quality assurance agreements and validation requirements
- deploy appropriately qualified personnel e.g., assessors
- plan and implement fair and consistent assessment of learners within and across programmes and against the ILM standards
- ensure security of materials, process and records
- provide feedback to learners
- put in place a quality assured Authentication Process, including internal and external verification processes
- facilitate the recognition of prior learning
- provide learners with information on the assessment and appeals process
- facilitate the appeals process
- provide reasonable accommodation
- ensure accuracy of data sent to the ILM for registration and certification purposes

Learners will:

- follow the required procedures for fair and consistent assessment
- seek and ensure familiarity with information on assessment, including deadlines, producing own work as evidence, etc
- be entitled to appropriate opportunity to demonstrate that s/he has reached the standards of an award
- be, on demonstrating that s/he has achieved the standards of that award, entitled to the award
- be entitled to appeal any assessment decision, through the established procedures, firstly to the provider (as per their quality assurance agreement) and subsequently to the ILM

Process for quality assuring assessment

Appendix 1: Process for quality assuring assessment

Appendix 2: Internal Verification of Assignment Brief Form

Appendix 3: Learner Assignment feedback form

Appendix 4: Assessment summary tracking form (4 pages)

Appendix 5: Qualification achievement sheet and certification request

Assessing learners

The assessment evidence submitted by a learner will be assessed and marked by an appropriate person. Assessors must be qualified and/or experienced in their specific field and in the assessment requirement for the award. All assessors must be familiar with course programme and assessment requirements for the award.

Assessors will accurately and fairly assess the evidence of candidates against the ILM standards.

Assessors are required to judge and record the learner's evidence and to make recommendations as appropriate.

Authentication processes

Assessment needs to be recorded and verified as being fair and consistent.

The Authentication Process includes an internal and external dimension.

Monitoring will verify that:

- (i) agreed procedures, for ensuring fair and consistent assessment, are being implemented and evaluated
- (ii) specific assessment arrangements, devised for a given validated programme, are being followed
- (iii) assessment is fair and consistently applied and complies with the appropriate national standards of knowledge, skill and/or competence

Internal verification

Internal verification will typically be on a sampling basis and will involve a peer group of deliverers/assessors verifying a sample of each others work and meeting as a group to discuss any issues.

See Marvellous Minds' Internal Verification Policy, Procedures and Documentation

External verification

External verification will take place by an external authenticator from the ILM whose role is to provide independent verification of fair and consistent assessment, in line with the awarding body guidelines.

Through the Authentication Process decisions will be taken regarding eg results, breaches of examination regulations and appeals. The process will ensure that results are ratified and sign-off by Marvellous Minds prior to submission to ILM.

Reports relating to the authentication process will be maintained by Marvellous Minds and will be reviewed as part of the self evaluation processes and by ILM as required.

The provider will forward the results to the ILM, for the purpose of making awards.

Appeals process

The internal verification process includes the release of provisional results to learners in order to activate the internal appeals process.

In the event of a learner being dissatisfied with the outcome(s) of an assessment decision, the learner will be supported in evoking the Appeals Process.

Recourse to the ILM appeals process will follow only if satisfactory resolution of appeals has not been reached through Marvellous Minds' own appeals process. In such cases the provider should identify the learners results as 'under appeal' and a written appeal should be submitted by the learner via Marvellous Minds to the ILM.

Submitting results to the ILM

The authentication process will result in ratification of the final results and Marvellous Minds will submit these to the ILM for the purpose of making the awards.

Make awards

The ILM is responsible for quality assuring its own internal processing of results for the purposes of making awards.

Appendix 1: Process for quality assuring assessment

1. Obtain ILM Award Specification and Assessment Guidelines

2. Ratify Assessment Policy and Procedures and Guidelines

3. Validate assessment arrangements per programme

4. Deliver programmes

5. Assess learners

6. Authenticate own processes via internal verification and external verification processes

7. Operate the internal appeals process

8. Submit results to the ILM

9. Publish results and award certificates to learners

Appendix 2 Internal Verification of Assignment Brief Form

Title of assignment	
Unit	
Assessor	
Student	
Internal Verifier	

	Evaluation criteria	√ or X	
		1 st draft	Final brief
1	Is the assignment word processed?		
2	Is there a title to the assignment?		
3	Is there reference to the unit and the learning objectives being assessed?		
4	Is there suitable scenario/introduction that is appropriate to the level of the student?		
5	Are the instructions clear and unambiguous, including the format that the assignment is to take?		
6	Are there clear assessment criteria included in the assignment brief?		
7	Do the grading criteria relate to the outcome(s) being assessed for the qualification?		
8	Is the assignment appropriate for the level of the learners?		
9	Is the standard of communication appropriate?		
10	Is the hand in date clear?		

Comments: (including key strengths of the brief and any improvement and corrective actions required)

Assessor signature		Date	
IV signature (ready for use)		Date	

**Appendix 3
Learner Assignment feedback form**

ASSESSMENT FEEDBACK SHEET (AS A MINIMUM REQUIREMENT, ALL FEEDBACK SHEETS MUST INCLUDE THE FOLLOWING INFORMATION):		
QUALIFICATION		PASS/REFER
UNIT TITLE		
UNIT NUMBER		
ASSESSOR		
INTERNAL VERIFIER		
STUDENT NAME		
STUDENT DECLARATION IN RESPECT OF PLAGIARISM (TO BE COMPLETED WHEN FORM IS USED AS AN ASSIGNMENT COVER SHEET)	<i>STUDENT SIGNATURE</i>	
SUBMISSION DATE		
SUBMISSION DEADLINE		

LEARNING OUTCOMES FOR UNIT	TUTOR FEEDBACK FOR EACH LEARNING OUTCOME

TUTOR SIGNATURE

Date.....

If there is something you do not understand or some aspect on which you want further information, and you have not yet had the opportunity, you must make an appointment with your tutor to discuss this assessment and the feedback given. You may be asked to use this feedback to reflect upon your personal development (PDP). Upon receipt of the feedback from your unit tutor, please complete below your reflections on this assessment for your future action.

STUDENT SIGNATURE DATE

1 st marker signature	2 nd marker signature	External examiner initials
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*Please note that all grades are provisional subject to confirmation by the ILM.

Appendix 5: Qualification achievement sheet and certification request

This form should only be completed when positive unit/qualification verification has taken place for certification purposes. Original unit qualification achievement summary sheets should be attached as appropriate.

Candidate name(s)	ILM enrolment number	Site	Assessor	Qualification	level	Units achieved	Full qualification achieved? (Yes/No)

Centre administrator: Please enter results for the above candidate(s) onto the centre candidate database and apply to ILM for certification.

Internal Verifier signature

Date