

Assessment Policy

Policy Owner: Cubitt Education Ltd

Approved by: Sadie Walters

Date: 04.08.2025

Review Date: 04.08.2026

1. Policy Statement

Cubitt Education Ltd is committed to providing fair, valid, reliable, and transparent assessment processes across all programmes, including:

- Apprenticeships (all levels and sectors delivered)
- Teaching and training qualifications (e.g., AET, CET, DET)
- CPD training and workshops

Our approach ensures all learners are assessed in line with awarding body requirements, relevant apprenticeship standards, and internal quality assurance processes. Assessments will be inclusive, accessible, and supportive of learner progression while maintaining academic integrity and compliance.

2. Scope

This policy applies to:

- All staff involved in designing, delivering, assessing, and internally quality assuring learner work.
- All forms of assessment, including:
 - **Formative assessment** (ongoing feedback, skills checks, practice tasks)
 - **Summative assessment** (final graded work, endpoint assessment, CPD knowledge checks)
 - **Practical assessment** (observations, micro-teaches, workplace demonstrations)
 - **Written assessment** (assignments, essays, reports, portfolios)
 - **Oral assessment** (professional discussions, presentations, viva voce)
 - **Online/digital assessment** (e-portfolios, online tests, recorded submissions)

3. Assessment Principles

We ensure that all assessments are:

- **Valid** – measure the intended knowledge, skills, and behaviours.
- **Reliable** – provide consistent results across assessors and contexts.
- **Fair** – free from bias and accessible to all learners.
- **Transparent** – criteria and expectations are clearly communicated.
- **Authentic** – the learner’s own work, verified where appropriate.
- **Current** – reflect up-to-date industry and occupational standards.

4. Assessment for Apprenticeships

- **On-Programme Assessment:**
 - Ongoing formative and summative assessments mapped to apprenticeship Knowledge, Skills and Behaviours (KSBs).
 - Use of observation, professional discussion, written tasks, witness testimonies, work product evidence, and reflective accounts.
 - Learners receive constructive feedback to support progress towards Gateway.
- **End-Point Assessment (EPA):**
 - Conducted by an independent End-Point Assessment Organisation (EPAO).
 - Learners and employers receive clear EPA preparation guidance.
 - All assessment evidence must be authenticated, quality assured, and submitted in the required format.

5. Assessment for Teaching and Training Qualifications

- Assessment includes:
 - **Practical teaching observations** (minimum required hours as per qualification rules).
 - **Micro-teach sessions** for peer and tutor feedback.

- Written assignments mapped to unit learning outcomes.
- Professional discussions and reflective journals.
- Assessment must comply with awarding organisation specifications and be internally verified before submission to the awarding body.

6. Assessment for CPD Courses

- CPD assessments will be proportionate to the learning objectives of the course.
- Assessment methods may include:
 - Short quizzes or knowledge checks.
 - Scenario-based tasks or case studies.
 - Practical skills demonstrations.
 - Self-reflection logs or action plans.
- CPD certificates will only be issued when assessment demonstrates achievement of learning outcomes.

7. Assessment Process

1. Assessment Planning:

- Learners are informed at induction of assessment methods, criteria, deadlines, and submission procedures.

2. Assessment Delivery:

- Assessors conduct assessments in accordance with the plan and awarding body requirements.

3. Feedback:

- Written and/or verbal feedback provided within agreed timescales.
- Feedback must be constructive, clear, and linked to assessment criteria.

4. Internal Quality Assurance (IQA):

- Sampling of assessment decisions to ensure consistency and fairness.

5. Appeals:

- Learners may appeal assessment decisions following the Appeals Policy.

8. Reasonable Adjustments & Special Considerations

- Learners with additional needs will be provided with reasonable adjustments in line with awarding body and legal requirements.
- Adjustments may include extra time, alternative assessment formats, or assistive technology.
- Special consideration may be given in cases of illness or exceptional circumstances, with evidence.

9. Authenticity and Plagiarism

- All work must be the learner's own.
- Plagiarism detection methods will be used where applicable.
- Any suspected malpractice will be handled in accordance with the Malpractice and Maladministration Policy.

10. Online and Remote Assessment

- Assessments conducted online will follow secure verification procedures.
- Video evidence must be clear and meet awarding body criteria.
- Digital files must be stored securely and in compliance with GDPR.

11. Roles and Responsibilities

Assessors: Plan, deliver, and mark assessments in line with criteria, providing timely feedback.

Internal Quality Assurers: Monitor and sample assessments to maintain standards.

Programme Leaders: Oversee assessment strategies across qualifications.

Learners: Submit authentic work on time and engage with feedback.

12. Monitoring and Review

- Assessment practices will be reviewed annually as part of the Quality Assurance cycle.
- Feedback from learners, assessors, and IQAs will inform improvements.

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