



# The Qualification Hub

## Policy, Procedures, and Documents

Resilience Measures for Assessment



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## Purpose

The purpose of this policy is to ensure that TQH centres have effective arrangements to collect evidence of student performance. This evidence can be used to award grades if a system-wide cancellation of assessments occurs. The policy is not intended for individual student or centre-specific circumstances or for localised disruptions to teaching and learning. TQH aims to integrate evidence collection into regular teaching and learning activities without disrupting normal preparation. Specific arrangements for using collected evidence and implementing control and moderation processes will be communicated if a system-wide cancellation happens. This policy outlines the measures TQH will implement to ensure compliance with the General Conditions of Recognition (GCOR) C2.6b, focusing on resilience arrangements for portfolio-based qualifications and practical observations.

## Key Points:

- Ensures arrangements for collecting student performance evidence.
- Used for awarding grades in case of system-wide assessment cancellation.
- Not for individual or localised disruptions.
- Integrates with regular teaching and learning activities.
- Specific arrangements will be communicated if needed.
- Implements measures to comply with GCOR C2.6b for portfolio-based qualifications and practical observations.

## Scope

This policy applies to all staff, learners, and stakeholders involved in the delivery, assessment, and administration of qualifications at TQH.

## Definitions

- **Resilience Arrangements:** Measures to ensure continuity and integrity of assessments in case of disruptions.



- **Portfolio of Evidence:** A compilation of a learner's work demonstrating their competencies and achievements throughout the qualification period.
- **Practical Observations:** Assessments based on observing a learner's performance in practical tasks.

### **Policy Statement**

TQH is committed to maintaining robust assessment practices that ensure all learners are assessed fairly and consistently, even in the event of disruptions. This policy sets out the procedures for collecting, maintaining, and assessing portfolios of evidence and practical observations.



## Procedures

### For Portfolio-Based Assessments

At TQH, portfolio-based assessments are a fundamental part of evaluating learners' competencies and achievements. This method involves the continuous collection, documentation, and secure storage of evidence, as well as providing comprehensive guidance and training to both staff and learners. The following table outlines the key aspects of portfolio-based assessments to ensure a thorough, reliable, and effective evaluation process.

Aspect	Details
<b>Collection of Evidence</b>	Evidence will be gathered continuously throughout the qualification period to ensure a comprehensive demonstration of learners' skills and achievements.
	Learners will receive guidance on documenting their work effectively, ensuring that it accurately reflects their competencies and progress.
<b>Documentation</b>	Centre staff will provide detailed instructions on compiling and organising the portfolio, ensuring consistency and completeness.
	All evidence must be dated, signed, and verified by both the learner and the assessor to maintain authenticity and credibility.
<b>Storage and Backup</b>	Portfolios will be stored securely to prevent any loss or damage to the evidence.
	Access to portfolios will be restricted to authorised personnel only, ensuring confidentiality and integrity.
<b>Guidance and Training</b>	Regular training sessions will be conducted for staff on effective evidence collection and portfolio assessment practices.
	Learners will participate in guidance sessions on how to build their portfolios and meet the assessment criteria, ensuring they understand the requirements and expectations.

By following these points, the portfolio-based assessment process will be thorough, reliable, and reflective of the learners' true abilities and achievements. This approach ensures that the evidence collected is valid, well-documented, and securely stored, supporting a robust assessment framework.



### For Practical Observations

Practical observations are a key component of assessing learners' practical skills and competencies within TQH qualifications. These observations ensure that learners can apply theoretical knowledge in real-world or simulated settings. The following table outlines the critical aspects of practical observations to guarantee that the assessment process is fair, consistent, and valuable to learners

Aspect	Details
<b>Scheduling</b>	Practical observations will be scheduled at regular intervals throughout the qualification period.
	Contingency plans will be in place to reschedule observations in case of disruptions.
<b>Assessment Criteria</b>	Clear criteria for practical observations will be provided to both learners and assessors.
	Observations will be documented thoroughly, with feedback given to learners promptly.
<b>Quality Assurance</b>	Regular reviews of observation records will be conducted to ensure consistency and fairness.
	EQA results and findings may be used to validate the assessment process.

By adhering to these guidelines, practical observations will be effectively integrated into the qualification process, ensuring that assessments are fair, consistent, and provide valuable feedback to learners. This structured approach supports a reliable and high-quality evaluation of practical skills.





## Scope of Assessment

This policy ensures that evidence collection is comprehensive, aligned with current teaching practices, and does not overburden students or staff. The following table outlines the key points for the scope of assessment:

Aspect	Description
<b>Coverage</b>	Evidence should cover a wide range of content for each specification and assess students across all objectives. Students should not be assessed on areas not yet covered.
<b>Relevance</b>	Assessments should be integrated into usual teaching and learning activities, avoiding additional assessments specifically for resilience arrangements.
<b>Supportive</b>	Assessments should support student preparation without adding extra burden, using existing plans.
<b>Sufficiency</b>	Following existing arrangements should gather sufficient evidence and prevent over-assessment.
<b>Duration</b>	Assessment duration should not exceed standard examination times for each unit/component, adhering to subject specifications.
<b>Timing</b>	Assessments should be timed to best support students in their preparation, covering the majority of the specification content.

The scope of assessment policy ensures that evidence collection is thorough, fair, and supportive of student preparation. By utilizing existing assessment plans and integrating them into regular teaching activities, TQH avoids over-assessment and ensures that students are assessed on relevant and covered content. This approach supports the collection of sufficient evidence while maintaining a balanced and manageable workload for both students and staff.





### Assessment Material for Portfolios

This policy ensures that portfolio assessments are aligned with the standards and expectations of formal examinations. The following table outlines the key points for the use of assessment materials in portfolios:

Aspect	Description
Range and Style	The range, style, and demand of tasks and evidence in a portfolio should reflect the expectations of an examination paper for that subject.
Use of Past Examples	Tasks and evidence from previous portfolios can be used in whole or in part to help students understand expectations and prepare their work accordingly.

The portfolio assessment material policy ensures that the range, style, and demand of tasks and evidence reflect the standards of formal examinations. By incorporating tasks and evidence from past portfolios, students are better prepared to meet assessment expectations. This approach supports effective student preparation and ensures that portfolio assessments maintain consistency and high standards, aligning with expected examination formats.



## Reasonable Adjustments and Special Consideration

This policy ensures that reasonable adjustments and special considerations are properly applied to assessments used for gathering evidence of student performance. The following table outlines the key points for reasonable adjustments and special consideration:

Aspect	Description
<b>Reasonable Adjustments</b>	Adjustments must be offered and applied in line with TQH Access Arrangements and Reasonable Adjustments, following the student's normal ways of working.
<b>Special Consideration</b>	Centres should note any special consideration that students may be entitled to.
<b>Adverse Events</b>	If affected by events outside their control (e.g., illness, family bereavement), students should inform their teacher before or immediately after the assessment.
<b>Documentation</b>	Assessments should be marked as normal, with a note of any issues kept on file alongside the assessment for consideration if the evidence is needed later.
<b>Student Awareness</b>	Students must be informed to notify their teacher of any adverse events or circumstances that may affect their performance before or immediately after the assessment.

The policy for reasonable adjustments and special consideration ensures that assessments for evidence collection are fair and considerate of individual student needs. By adhering to TQH guidelines and documenting any special considerations or adverse events, TQH ensures that all students are assessed equitably. This approach supports the integrity and reliability of the assessment process, ensuring that all relevant factors are taken into account.



## Marking and Retention of Portfolio Assessment Evidence

This policy ensures that portfolio assessments are marked consistently and that evidence is retained securely. The following table outlines the key points for marking and retention of portfolio assessment evidence:

Aspect	Description
<b>Marking</b>	Teachers should use the published relevant mark schemes and guidance where appropriate. Centres should support teachers in ensuring work for the same qualification is marked to the same standard across classes.
<b>Retention</b>	Assessment evidence should be retained in either original form or as a copy. Copies of assessments may be given to students to aid in their studies and preparation for portfolios.
<b>Storage</b>	Student work can be stored in hard copy or digitally to alleviate pressure on centre resources and space.

The marking and retention policy for portfolio assessment evidence ensures that teachers mark assessments consistently and in line with relevant guidelines. By retaining assessment evidence securely in either hard copy or digital form, TQH maintains the integrity of the portfolio assessment process. This approach supports student preparation and ensures that resources are managed efficiently, maintaining high standards across all centres.



### Communication of Guidance to Parents/Carers and Students

This policy ensures that the Head of Centre can determine how to communicate the guidance to parents, carers, and students. The following table outlines the key points to be communicated:

Aspect	Description
<b>Stress Management</b>	It is important that undue stress is not caused to students as a result of the arrangements. Centres should provide clear and reassuring messages to students and their parents/carers.
<b>Unlikelihood of Cancellation</b>	Any future cancellation of assessments and the need for alternative arrangements is very unlikely.
<b>Government Decision</b>	A decision to cancel assessments is an exceptional one and can only be taken by the government.
<b>Continued Learning</b>	Teaching and learning will continue as planned, and students should prepare for assessments as normal.
<b>Selected Evidence</b>	Not all work/assessments undertaken during the centre year will be used as evidence. Students will be informed in advance which assessments will be used to collect evidence of performance.
<b>Contingency Planning</b>	Centres are collecting evidence as a contingency. Further guidance on how this evidence will be used and how grades will be awarded will be provided only if assessments are cancelled.

The communication policy ensures that centres effectively manage stress and provide clear information to students and their parents/carers. By communicating the unlikelihood of assessment cancellations and the contingency planning involved, centres can reassure students and support their preparation. This approach maintains transparency and helps manage expectations, ensuring that students are informed and prepared under any circumstances.



## Communication and Updates

Effective communication and timely updates are essential to ensure that all staff and learners are aware of resilience measures and the importance of continuous evidence collection. TQH is committed to promptly disseminating updates and maintaining accessible documentation. The following table outlines the key components of our communication and update policy.

### Communication and Updates

Aspect	Details
<b>Awareness</b>	All staff and learners will be made aware of the resilience measures and the importance of continuous evidence collection.
	Updates to the regulatory guidance from CCEA Regulation will be communicated promptly.
<b>Documentation</b>	This policy and any related guidance documents will be accessible to all staff and learners.
	Any changes to the policy or procedures will be communicated through official channels.

Ensuring clear communication and timely updates is crucial for maintaining the integrity and effectiveness of our resilience measures. By keeping staff and learners informed and providing accessible documentation, TQH supports continuous evidence collection and adherence to regulatory guidelines. This structured approach helps uphold the high standards expected within our qualification processes.



## Monitoring and Review

This policy will be reviewed annually to ensure it remains effective and aligned with regulatory requirements. The following table outlines the key steps in the monitoring and review process:

Step	Description
<b>Annual Review</b>	Systematic annual review to ensure compliance with current regulatory standards.
<b>Feedback Collection</b>	Gather feedback from staff and learners throughout the year to identify issues and areas for improvement.
<b>Analysis and Evaluation</b>	Analyze collected feedback to assess the effectiveness of the policy and resilience measures.
<b>Stakeholder Involvement</b>	Involve key stakeholders, including senior management, teaching staff, and learners, in the review process.
<b>Implementation of Improvements</b>	Make necessary improvements and updates based on feedback analysis and evaluation findings.
<b>Documentation and Communication</b>	Document all changes and updates, and communicate the revised policy to relevant parties.
<b>Continuous Improvement</b>	Integrate the review process into a continuous improvement cycle to adapt to changing circumstances and feedback.

By following these steps, TQH ensures that resilience measures remain robust, effective, and compliant with regulatory standards. This ongoing commitment to monitoring and review helps maintain the integrity and reliability of the qualification process, benefiting both learners and stakeholders.



## Responsibilities

Clear responsibilities for both staff and learners are crucial for the effective implementation of TQH policies and procedures. The following table outlines the key responsibilities to ensure compliance and support throughout the qualification process.

Role	Details
<b>Staff</b>	Ensure compliance with this policy and the procedures outlined, adhering to all guidelines and standards set by TQH.
	Provide comprehensive support and guidance to learners in building their portfolios, including helping them understand the requirements and best practices for evidence documentation.
	Assist learners in preparing for practical observations, offering feedback and ensuring they meet the assessment criteria.
<b>Learners</b>	Actively participate in the evidence collection process, consistently gathering and documenting relevant work throughout the qualification period.
	Maintain the integrity of their portfolio and practical observation records, ensuring all entries are accurate, dated, and verified by the assessor.
	Seek guidance from staff when needed and engage in regular reviews of their progress to ensure they are meeting the required standards.

Defining clear responsibilities helps ensure that TQH policies are effectively implemented and that both staff and learners contribute to the success of the qualification process. Staff are responsible for compliance, providing comprehensive guidance, and supporting learners in both portfolio development and practical observations. Learners must actively engage in evidence collection, maintain accurate records, and seek support as needed. This collaborative approach supports the integrity and quality of our educational programmes.



### Ensuring Consistency, Minimising Burden, and Maintaining Assessment Arrangements

TQH's approach to implementing resilience measures in assessment is designed to achieve the aims of consistency, minimising burden, and maintaining existing assessment arrangements across all centres. The following table outlines the specific actions TQH takes to cover each point:

Aim	TQH Actions
<b>Consistent Approach Across Centres</b>	- Provides detailed guidelines and standardised procedures for collecting evidence.
	- Holds regular training sessions and workshops for staff at all centres.
	- Conducts continuous monitoring and internal audits to ensure adherence to standardised procedures.
<b>Minimising Burden on Schools and Colleges</b>	- Integrates evidence collection into regular teaching and learning activities.
	- Establishes simplified documentation and reporting processes to reduce administrative workload.
	- Provides support and resources, including templates and tools, to facilitate efficient evidence collection.
<b>Maintaining Existing Assessment Arrangements</b>	- Advises centres to use their current assessment plans and schedules.
	- Emphasises the use of existing assessment materials for gathering evidence.
	- Offers flexibility to centres to adapt guidelines to their specific contexts, ensuring core principles of fairness and consistency are upheld.

By adhering to these measures, TQH ensures that resilience guidance is effectively implemented. This approach supports both staff and students in maintaining high standards and equitable assessment practices, while minimising additional burdens and stress.





### Risk Reporting Methods

All centres, learners, and TQH staff should adhere to the Risk Reporting Document to ensure potential risks are promptly identified, assessed, and addressed. This collaborative approach helps maintain the integrity and reliability of our qualification processes, safeguarding the interests of all stakeholders.

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