RHESTR WIRIO / FFURFLEN MANYLION POLISI
POLICY INFORMATION SHEET / CHECKLIST

Document Title:	Assessment Policy for Further Education, Adult and Community Learning and Work Based Learning
Document Type:	Policy
Document Owner:	Catherine Prosser
Responsible Executive Director:	James Nelson
Purpose:	The purpose of Grŵp Llandrillo-Menai's Assessment Policy for Further Education, Adult and Community Learning and Work Based Learning is to inform staff, learners and other stakeholders of the process of assessment, access to assessment and adherence to any regulatory body requirements, including learners' rights under the Welsh Language Standards 90 & 90A
Review Cycle**:**	**Bi-annually**

Links to Strategic Plan (please delete those that do not apply):	
Learner opportunity and success / Driving the economy through skills & knowledge	
Link to Risk Register (please delete those that do not apply):	
STR0001 Lack of effective governance. STR0004 Lack of staff capacity/capability in all key specialist areas STR0005 Data confidentiality and compliance is not maintained. STR0008 Concerns re. quality of learning experience. STR0010 Inability in achieving the Welsh Language Standards and curriculum expectations STR0017 Lack of diversity and inclusion impacts negatively on learners, employees and stakeholders perception of GLLM	
Link to our Values (please delete those that do not apply):	Equality / Trust / Fairness / Respect / Honesty / Ambition

Approval Checklist – delete if not applicable:	**Date:**
• Initial Impact Assessments	**04/03/2026**
• First draft uploaded to Grŵp Portal for initial consultation with staff (via ELD)	**05/03/2026**
• First draft sent to JCC for initial 2 week consultation (via AAH)	**05/03/2026**
• Impact Assessments completed (if applicable)	**n/a**
• Final draft presented to TS	**18/05/2026**
• Final draft presented to JCC (if applicable)	**17/06/2026**

● Final draft presented to SHE (if applicable)	**n/a**
● Union Approval at JCC	**17/06/2026**
● Policy presented to Quality Committee	**22/06/2026**
● Policy presented to Board	**25/06/2026**
● Policy translated and uploaded to Grŵp Portal	**12/08/2026**

Grŵp Llandrillo Menai Assessment Policy for Further Education, Adult and Community Learning and Work Based Learning

Purpose of the Policy

The purpose of Grŵp Llandrillo-Menai's Assessment Policy for Further Education, Adult and Community Learning and Work Based Learning is to inform staff, learners and other stakeholders of the process of assessment, access to assessment and adherence to any regulatory body requirements, including learners' rights under the Welsh Language Standards 90 & 90A
This policy is not applicable to Higher Education students who should follow the HE Assessment Policy

Policy Statement

Grŵp Llandrillo-Menai recognises the investment that learners make when they enrol on a programme of study or training programme and Grŵp Llandrillo Menai will ensure that appropriate procedures are in place to enable learners to achieve to their potential.

Learning is a change in skill, attitude and/or knowledge, and assessment is the judgement of evidence showing that learning has taken place. Assessment needs to be fair and rigorous, and should be conducted in a way to guarantee equal opportunity for all learners with due regard to the requirements of the awarding body.

Internal and External Quality Assurance

Assessment tasks and assessed work must be scrutinised in accordance with the Internal Verification/Moderation Guidance (Appendix 1) and External Quality Assurance Procedures as directed by the relevant awarding body.

Appeals against an assessment decision

Grŵp Llandrillo-Menai will allow learners an opportunity to appeal against any assessment decision where they feel that the assessment procedures have not been properly conducted or where they believe that the decision is unfair. The appeal against the assessment decision will be through the Assessment Appeals Procedure. (As detailed in Appendix 3)

Reasonable Adjustment

Grŵp Llandrillo Menai has a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld. Disability and equal opportunity legislation requires Grŵp Llandrillo Menai to create an inclusive assessment process which requires staff to implement in accordance with the Reasonable Adjustment Procedure. Legislation requires reasonable adjustments to be made where a learner with protected characteristics would be at a substantial disadvantage in undertaking an assessment. (As detailed in Appendix 4)

Special Consideration

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- performance in an assessment is affected by circumstances beyond the control of the learner for example recent personal illness, accident, bereavement, serious disturbance during the assessment;

- alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate;
- part of an assessment has been missed due to circumstances beyond the control of the learner;
- There is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualifications that have been achieved to infer that the learner could have performed more successfully in the assessment.

A learner will not be eligible for special consideration if:

- no evidence is supplied to Grŵp Llandrillo Menai that the learner has been affected at the time of the assessment, by a particular condition;
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence;
- preparation for a component is affected by difficulties during the course, for example disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

Any case for Special Consideration must be considered in accordance with the Special Consideration Procedure (As detailed in Appendix 5)

Malpractice and Maladministration

Malpractice refers to any action by the learner or staff member which has the potential to undermine the integrity and validity of the assessment. This could be plagiarism, cheating or collusion.

JCQ define Malpractice as:

'Malpractice', means any act, default or practice which is a breach of the Regulations or which:

- gives rise to prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Maladministration

Maladministration means bad, inefficient, or dishonest management of the affairs of the institution. It covers any activity or practice which is in contravention of the Grŵp or awarding body regulations and requirements and includes inefficient or negligent management and the application of persistent mistakes or poor administration.

JCQ define maladministration as:

> Malpractice includes maladministration and instances of non-compliance with the regulations, and includes activity such as failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or failures of compliance with JCQ regulations in the conduct of examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms. This list is not exhaustive.

All cases where malpractice/ maladministration is suspected must be processed in accordance with the Malpractice and Maladministration Procedure. (As detailed in Appendix 6)

Conflict of Interest

Grŵp Llandrillo Menai must ensure all learners have equal opportunities to assessment and no learner is unfairly advantaged / disadvantaged. Where a situation may arise where an individual's professional, personal or family interests and/or loyalties could have, or could be viewed by others as having, the potential to influence assessment decisions, then the interest needs to be declared and additional scrutiny of the work is undertaken in accordance with the Conflict of Interest Procedure. (As detailed in Appendix 7)

Recognition of Prior Learning

Grŵp Llandrillo Menai recognises that Recognition of Prior Learning (RPL) enables acknowledgment of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, evidence of learning is valid and reliable, and Recognition of Prior Learning Procedure is adhered to, the use of RPL is acceptable for accrediting a unit or a whole qualification. (Procedure detailed in Appendix 8)

Controlled Assessment and Non-examination Assessment

Controlled assessments and non-examination assessments are a form of internal assessment. It encourages a more integrated approach to teaching, learning and assessment, and enables tutors to confirm that students carried out the work involved. Grŵp Llandrillo-Menai staff will comply with the requirements from the Joint Council for Qualifications (JCQ) in their current:

- Instructions for conducting controlled assessments guidance and their
- Instructions for Conducting Non-examination assessments guidance

as detailed in the Controlled Assessment Procedure and the Non-examination Assessment Policy

Controlled assessments with City and Guilds are regulated by the C&G Qualification Handbook for Essential Skills

Implementation

This policy will be implemented through:

- Assessment Procedure
- Internal Verification/Moderation Procedure
- Assessment Appeals Procedure
- Reasonable Adjustment Procedure
- Special Consideration Procedure
- Malpractice Procedure
- Conflict of Interest in Assessment Procedure
- Controlled Assessment Procedure

All procedures /guidelines are on the GLlM Grŵp Portal\Quality\Quality Assurance\Assessment Procedures for staff and on the Learner Portal for learners.

Monitoring and Impact Measurement

The effectiveness of the Assessment Policy will be subject to ongoing monitoring by Grŵp Tîm Rheoli. The criteria for judging effectiveness will be no high tariff blocks or sanctions in external verification / moderation reports, positive Internal Verification / Moderation reports and no Assessment Appeals.

Publication of Policy

This policy will be made publicly available bilingually on the Grŵp website and will be available to all members of staff via the Grŵp intranet.

Policy approved by:

Policy approval date: June 2026

Policy Review Date: June 2028

Appendix 1 - Assessment Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Learning is a change in skill, attitude and/or knowledge, and assessment is the judgement of evidence showing that learning has taken place. Assessment needs to be fair and rigorous, and should be conducted in a way to guarantee equal opportunity for all learners with due regard to the requirements of the awarding body.

The assessment procedure will ensure:

- **Authenticity**: All assessment activity must ensure that the achievement is the learner's/ candidate's own work. Learners/ candidates must sign a statement to this effect.
- **Validity**: The method of assessment and the evidence provided must be appropriate. Learners/candidates must be capable of demonstrating the achievement of learning outcomes/ competencies and related assessment criteria at the appropriate level.
- **Reliability and consistency**: The assessment results must be verified/moderated in accordance with the Internal Verification Procedures (Appendix 2).
- **Fitness for purpose**: Assessment must be appropriate for the learners/candidates and enable suitable evidence to be collated to demonstrate the learner/candidate has the required skill or knowledge. The criteria and methods which are being used to judge the work must be clear to the learner, staff and internal and external moderators /verifiers, and meet the requirements of the relevant awarding body.
- **Inclusiveness**: Assessment should be based on learners'/ candidates' needs. It must allow all learners/ candidates to demonstrate their achievements regardless of individual circumstances. Learners will have equal opportunities to assessment and no learner will be unfairly advantaged / disadvantaged by:
  - the number of submissions allowed;
  - assessment deadlines;
  - feedback on their work.

Any work that has been produced using an inappropriate use of AI will be dealt with in accordance with the procedures outlined in Appendix 6.
Work is to be marked and returned to learners in a timely manner with fair and developmental feedback in accordance with Appendix 2.

Implementation

Formative and Summative Assessment

Summative assessment is the culmination of the learning and assessment process. It should be ensured that learners have sufficient learning and preparation before undertaking summative assessment. Formative feedback during an assessment window will help a learner demonstrate attainment to the best of their abilities.

Assessment Plans and Assessment Deadlines

Assessment Plans must be produced for any programme that is not wholly assessed by means of an externally set and marked exam (e.g. A levels) i.e where other summative assessments such as controlled tasks, non-examination assessments or unit/ module assessments contribute to the final learner grade.

Templates of Assessment Plans (relevant to specific awarding bodies) are available on the Grŵp Portal/ Quality Assurance

Assessment plans must include planned dates for learner submission and feedback

Assessment plans (or a simplified version) must be shared with learners at the start of their programme

Learners should be encouraged to understand the importance of deadlines and of handing work in on time. The date which is given to candidates must be adhered to unless an extension is granted on an individual basis based on mitigating/ extenuating circumstances, which must be submitted on or before the submission date, in accordance with the Special Consideration Procedure (Appendix 5) of this Policy). It is the learners' responsibility to make sure that the tutor receives the work by the given date.

Learners must demonstrate they have the knowledge, skills and competence to produce the work required for assessment. During the time the assessment is being undertaken, learners can be given guidance, information, resources and feedback on progress but feedback cannot direct the learner on how to specifically respond to an assessable criteria.

After the summative assignment is submitted, an assessment decision must be given. An assessment decision:

- must be made with reference to the assessment criteria;
- should record how it has been reached, indicating how or where criteria have been achieved;
- may indicate why attainment against criteria has not been demonstrated.

Timelines for Assessment Marking and Feedback

Learners must receive their work back within 15 working days (3 weeks) of submission unless there are exceptional circumstances that prevent this.

The 15 working days includes any time required to complete internal verification/ moderation of the learner work.

For WBL, feedback must be clear that outcomes are subject to IQA processes which may take place after the 15 working days.

Resubmissions

The number of attempts a learner can have at producing an assessment will be determined by the awarding body and must always be adhered to

For Further Education and Adult and Community Learning:

Where the number of attempts is regulated by the specific awarding body, these regulations must be adhered to. Failure to comply with awarding body requirements may be considered malpractice.

Where there is no limit on the number of attempts, the following guidance will be used:

- A resubmission date will be set for learners who hand their work in on time and choose to improve their work following feedback. A learner may be given a further opportunity to retake a completed assessment after a summative grade has been given. You should make arrangements for retaking the assessment in such a way that does not adversely affect other assessments and does not give

the learner an unfair advantage over other learners. Consideration needs to be given on how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements.

- Learners who did not submit work by the submission date will hand in their work on the resubmission date and this work will be accepted and marked by the tutor. In these circumstances the candidate cannot resubmit the work to gain a better grade. If a late completion by a learner is accepted, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission unless specifically stated by the awarding body.

- Learners who do not submit work by the resubmission date may be subject to a disciplinary action in accordance with relevant Grŵp policies and may fail that assignment.

- Learners who have mitigating/ extenuating circumstances, in accordance with the Special Consideration Procedure (Appendix 6), can submit their work for a date agreed with the tutor which will be considered their first submission date.

- Tutors can identify a final opportunity where learners who have not yet achieved the targeted assessment criteria/learning outcomes can have a final opportunity to do so. It is recommended that this time is towards the end of a unit and should not exceed one week. Work that is not up to required standards for a 'Pass' after this date will be a 'Fail'. Resubmission of work will not be accepted between the resubmission date and the final opportunity date.

- There is a need to be fair to all learners in the way in which opportunities are provided to retake assessments and, it is not required to make an opportunity available if a learner has not taken full advantage of the first assessment opportunity and formative assessment process.

- The original evidence for assessment may remain valid and can be extended, or it may need to be replaced partially or in full. Any additional teacher guidance and support is at the discretion of the tutor

- For externally examined assessments, the number of resits must be in accordance with the awarding body regulations and the Grŵp Finance Policy

For Work Based Learning:

Grŵp Llandrillo Menai will work with the learner to develop the knowledge and skills in accordance with their agreed learning plan to achieve their goals and objectives. An assessment plan will be developed in accordance with an Individual Learning Plan and the criteria of the qualification. Essential/Key Skills, if applicable, will be integrated into the assessment plan and qualification where possible.

The learner will be provided with the support and encouragement needed to develop confidence, self esteem and increased employability skills. A diverse range of assessment methods will be applied to suit the learner's individual needs and in line with the National Occupational Standards and awarding body requirements. Assessment is incorporated to ensure that all assessments are:

- Valid
- Current
- Sufficient

- Authentic
- Fair

Individual learning plans and assessment plans will be monitored and reviewed at regular intervals with the provision of feedback of the learners' progression towards the achievement of their qualification.

Progress towards achievement of the Individual Learning Plan will be recorded, as will targets agreed between reviews. The assessor will help the learner to understand:

- the assessment process;
- how they will be assessed for competence, skills and knowledge;
- how to collect evidence and match it to the assessment criteria.

The assessor will provide constructive feedback throughout reviews to help the learner improve.

Assessment of NVQ and the use of simulations

All NVQ assessments must be carried out in line with the specific requirements of the awarding body and should be carried out in an accepted workplace environment.
In exceptional circumstances, NVQ assessments can be carried out in a vocationally appropriate simulated environment that reflects typical employment conditions relevant to the work activities being assessed.
Any simulated assessment evidence must be agreed with the awarding body prior to assessment being undertake

Bilingual Assessments

In accordance with learners' rights under Welsh Language Standards 90 & 90A:

- Learners must be informed that any written work submitted as part of an assessment or examination may be submitted in Welsh, and that work submitted in Welsh will be treated no less favourably than written work submitted in English as part of that assessment or examination. (90)
- Tutors/ assessors and delivery teams must not treat any written work submitted in Welsh as part of an assessment or examination less favourably than written work submitted in English as part of that assessment or examination. (90A)

Appeals against assessment decisions

If a learner wants to appeal against an assessment decision then they can do so in accordance with the Assessment Appeals Procedure (Appendix 3)

External Assessment

All online and external assessments will be carried out in accordance with awarding body regulations and JCQ guidelines

Appendix 2 - Internal Verification/Moderation Guidelines

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Assessment tasks and assessed work must be scrutinised in accordance with the Internal Verification /Moderation Procedure and External Quality Assurance Procedures as directed by the awarding body. The Internal Verification/Moderation Procedure is designed to develop and provide an effective internal verification and moderation process across all areas of Grŵp Llandrillo Menai to ensure that the quality criteria as determined by Department for Education and Skills (Wales) and Awarding Bodies are satisfied.

Internal verification/moderation is the process of monitoring assessment practice in order to ensure that assessment decisions meet national standards. It provides a continuous check on the consistency, quality and fairness of marking, grading and overall assessment of learner's work. The Internal Verification/Moderation Procedure will:

- ensure that all students are fairly, accurately and regularly assessed in a consistent manner;
- ensure that valid assessment decisions are reached for all learners and that external requirements are fully met;
- support academic staff in their assessment activities by affording them the opportunity to receive critically supportive comment on the assessment decisions reached.

Grŵp Llandrillo Menai will:

- internally verify all centre created assessment tasks/assignments to ensure they are fit for purpose before being delivered to learners;
- internally verify/moderate an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure programmes conform to national standards and external verification requirements;
- plan an internal verification/moderation schedule, linked to assignment plans;
- define, maintain, and support effective internal verification/moderation roles;
- ensure that identified staff will maintain secure records of all internal verification/ moderation activity;
- brief and train staff of the requirements for current internal verification / moderation procedures;
- promote internal verification/moderation as a developmental process between staff;
- provide standardised internal verification/moderation documentation appropriate for each awarding body;
- use the outcome of internal verification/moderation to enhance future assessment practice.

Implementation

Every programme with work that is internally assessed and which contributes to the final assessment outcome of a student must carry out internal verification/moderation. Internal verification / moderation is a process undertaken to ensure that:

- Assessment and grading is consistent across the programme.
- Assessment tasks/assignments are fit for purpose - i.e. they enable the learner to produce evidence which meets the assessment criteria.

- Assessment decisions accurately judge learner work (evidence) against the assessment criteria.

Each programme must have identified members of staff who will verify the assessments for that particular programme.

The Lead Internal Verifier / Lead IQA role

A Lead IV/ Lead IQA will be identified for most awarding bodies. The Lead IV/ IQA will:

- have the authority to oversee assessment outcomes;
- be able to coordinate across lecturers, assessors and other internal verifiers;
- adhere to the requirements of the awarding body to maintain their Lead IV/ Lead IQA status;
- ensure that there are assessment and verification plans which are fit for purpose and meet the awarding body requirements and check they are being followed;
- ensure that records of assessment and samples of learner work are being retained for use with the External Quality Assurer if necessary and in accordance with the awarding body requirements
- liaise with the External Quality Assurer to ensure that appropriate sampling takes place, if and when sampling is required;
- ensure standardisation of assessment takes place when there is more than one assessor engaged in delivery and assessment of an assignment or task;
- organise standardisation meetings that can be used to develop quality and consistency of assessment across assessors involved in different units across a programme.
- Review the assessment decision of internal verifiers where there is disagreement with the assessor
- No claim for certification for City and Guilds provision can be made without the authority of the LIQA/ Programme Manager or Quality Assurance Manager
- The Lead IV for Pearson should claim certification for programmes within their remit where feasible. No claims for Pearson qualifications should be made by an individual acting alone.

The role of the Lead internal verifier/moderator is pivotal to maintaining effective quality assurance process within a programme. It is applicable to all staff who manage an assessment process within a team

The Lead Moderator Role

the Lead Moderator will:

- disseminate information from the awarding body to staff;
- organise and run standardisation meetings for each piece of assessed coursework;
- ensure minutes of the meetings are recorded;
- collate and rank the marks where required by awarding bodies;
- work with the exams teams to upload results to the awarding body on behalf of the Centre;
- organise and send the selected sample of work to the awarding body ensuring every piece of work is photocopied and the photocopies stored securely in the Centre, or, if required, make arrangements for the External Moderator visit;
- ensure the safe storage of all candidate work for 3 months after exam results are issued in case there is a request for a remark;
- organise for all work to be sent to the awarding body if required for the remarking of learner work;
- organise the return of work to tutors, who can then arrange for the work to be collected by learners, after the deadline for remark requests has passed;
- review the moderator reports with staff.

The role of the Internal Verifier/Moderator

The Internal Verifier/Moderator is responsible for confirming that all candidates/ learners produce credible, relevant and authentic evidence to prove their competence in a particular subject area and that they have access to fair, standardised and consistent assessment. Individual needs of candidates/ learners must be considered when undertaking assessment and verification.

The Internal Verifier/Moderator has to support the assessors and oversee the assessment process to ensure that candidates/learners have had every opportunity to prove their ability/competence in a subject. It is important that the quality of each assessor's performance is monitored on a regular basis to ensure consistency of standards.

Feedback provided to the assessor through internal verification/ moderation should be supportive and identify good practice as well as areas for development

Internal Verifiers/Moderators must ensure that they liaise effectively with External Quality Assurers to coordinate sampling activities. They must keep up to date with information and guidance provided by external awarding bodies, standards setting bodies and professional bodies. Any information gained is to be forwarded to the relevant assessment team.

Each awarding body has specific requirements regarding internal verification/moderation. Assessors and verifiers/moderators must be aware of, and conform with specifications/procedures that are relevant to specific awarding bodies and individual programmes.

The IV/ IM process will need to include the following:

1. *Internal Verification/Moderation sampling strategy*

- All programmes must have an internal verification/moderation schedule which clearly shows when standardisation, and formative and summative internal verification/moderation will take place.
- Internal verification/moderation should be planned so any issues of concern are identified early in the assessment cycle. Verification/moderation should not be end loaded as this prohibits any remedial work which may be required.
- Standardisation and internal verification/moderation meetings must be minuted
- All programmes must have a clear matrix for undertaking internal verification and moderation.
- All assessors must be sampled over a defined period, including peripatetic assessors and those based at satellite centres.
- All units must be sampled for each assessor over a period of time. The period will depend on the number of candidates/learners and programme length. All units for each assessor on an annual cycle would be an appropriate target.
- Ensure the sampling includes both mandatory and optional units.
- Internal verification/moderation is not just an 'end process'. First submission and resubmission assessment decisions must be included in the IV sample. Higher grades must be included in the sample to ensure accuracy of grading decisions.
- There is no need to sample every candidate/learner but a sample must be taken from every candidate category or group/cohort, e.g. include age and gender, candidates/learners with specific needs, bilingual candidates/learners, new starters, mid-term and well-established candidates/learners, the employees of a particular corporate client.
- Ensure that 'new' and less experienced assessors are effectively supported and their work sampled more frequently.
- Ensure there is a clear and accurate audit trail of the internal verification / internal moderation and assessment processes relating to each candidate/learner incorporated within internal verification / internal moderation and assessors' records as well as the portfolio of evidence itself.

2. *Standardising Assessment Judgements*

- Ensure that written feedback provided on assessors' judgements is constructive and focuses on those critical features that distinguish between competent and not yet competent candidates /learners.
- Plan and implement standardisation (benchmarking, moderating) workshops with the full team of assessors and verifiers/moderators present where possible.
- Focus on revisions to standards when appropriate and how the new requirements differ from the old standards; focus on critical units; units requiring simulation; units identified through your monitoring where evidence has been difficult to generate, or where you perceive assessors to be taking a different approach.
- Focus on validity, sufficiency, currency and authenticity of the evidence reviewed at the meeting. Use real evidence brought into the meeting by assessors wherever possible.

- Develop a supportive, non threatening environment where assessors are willing to share issues and concerns in order to ensure each assessor makes valid assessment decisions.

3. Monitoring Assessment Practice

- Ensure there is a clear and accurate audit trail of the internal verification / internal moderation and assessment processes relating to each candidate/learner incorporated within internal verification / internal moderation and assessors' records as well as the portfolio of evidence itself.
- Observe all assessors on at least an annual cycle covering all aspects of the assessment process.
- Interview candidates/learners regarding the assessment process to verify the records provided to you by assessors and to monitor their progress and their attitude to the N/VQ and to your centre.
- Give feedback to assessors and record your feedback for scrutiny by the External Quality Assurer.

4. Developing and Supporting Assessors

- GLLM will provide all assessors with an induction programme and guide them to the relevant standards / Code of Practice.
- GLLM will allocate a suitable number of candidates according to the Grŵp Workload Allocation Scheme and supply the assessor with information about the location of the candidates and any candidates' particular assessment requirements.
- GLLM will monitor assessment methods used by assessors in order to identify any training needs. The Programme Manager should be informed of these.
- Identify any occupational or professional development needs within the team based on the CPD guidance and requirements of the awarding body e.g. TAQA, A and V qualifications required.
- Give clear feedback regularly to assessors regarding their assessment activities and the outcomes of your monitoring of their assessment documentation.

(All information related to verification/moderation must be kept in the internal verification/ moderation file for each programme).

Sampling of assessed work - Further Education

A risk based approach to IV is adopted. The risk for the sample required can be determined by:

	New tutor*	Experienced tutor
Teaching the unit for the first time	High risk	Medium risk
Familiar with the qualification requirements but teaching a new unit	High risk	Medium risk
Familiar with the unit and previous concerns with IV	High risk	Medium risk
Familiar with the unit and no previous concerns with IV	Medium risk	Low risk

*may be new to the organisation but familiar with the unit

High risk sample

- All tasks/assignments in the unit will be sampled, the typical sample size for each assessment task will be the square root of the number of learners in the tutor cohort. However, if the sampling process identifies consistent issues across the initial sample, further samples of work must be requested

Medium risk sample

- A minimum of 50% of the tasks/assignments in the unit will be sampled, the typical sample size for each assessment task will be the square root of the number of learners in the tutor cohort. However, if the sampling process identifies consistent issues across the initial sample, further samples of work must be requested
- Low risk sample
- A minimum of 25% of the tasks / assignments in the unit will be sampled, the typical sample size for each assessment task will be the square root of the number of learners in the tutor cohort. However, if the sampling process identifies consistent issues across the initial sample, further samples of work must be requested

Ensure that 'new' and less experienced assessors are effectively supported and their work sampled more frequently in accordance with the risk assessment.

Documentation

Awarding bodies produce documentation which can be used for all aspects of assessment and verification/moderation. Any documentation adapted or devised internally by programme teams must meet the requirements of the awarding body and be approved by the Quality Assurance Manager. All documentation used must be current and fit for purpose. Use of appropriate documentation will be monitored during internal verification/moderation audits.

Data Requirements

All evidence of assessment, internal verification/moderation activities must be kept in a secure location i.e. secure online folders or locked cupboard or store room. All information held must be GDPR compliant.

Records relating to learner progress, attainment and internal verification/moderation must be kept for a minimum of three years in case any issues arise from external verification/moderation or appeals. All records must be made available to awarding bodies on request. Some awarding bodies have specific data requirements – it is important that assessors and verifiers/moderators are aware of, and incorporate these within their procedures.

Assessed learner work cannot be returned to the learner until all the external quality assurance procedures have been completed and a set time frame has passed following certification Please check the specific timescales with the relevant Awarding Body or the Quality Assurance Manager

Appendix 3 - Assessment Appeals Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Grŵp Llandrillo-Menai will allow learners an opportunity to appeal against any assessment decision where they feel that the assessment procedures have not been properly conducted or where they believe that the decision is unfair. The appeal against the assessment decision will be through this Assessment Appeals Procedure.

The policy applies whether the assessment event or decision is:

- Formative or summative
- Graded or ungraded
- Made by an individual assessor or a course team, with or without internal verification.

This policy and procedure applies only to internally marked assessments. It does not deal with external enquiries for which the awarding bodies have published their own Appeals Procedure. Appeals relating to external assessments (exams and externally marked work) should be directed to the exams team and not made directly to the awarding body by tutor or learner.

Implementation

Assessment of student work is based on impartial, reliable and valid judgements. However, Grŵp Llandrillo Menai does accept that there may be incidents when assessment decisions are questioned.

Please note for externally assessed examinations an appeal must be lodged with the relevant awarding body.

All efforts should be made to resolve problems using the Informal Procedure described in Stage 1 in order to avoid the need to involve the Formal Procedure described in Stage 2.

Implementation

Learners are entitled to challenge a formal assessment decision that contributes towards their final qualification.

Informal Procedure – Stage 1

Learners seeking a review of internally marked assessments should always discuss the matter with their tutor or assessor before invoking the appeals procedure. The tutor or assessor may, at this stage, seek to have the work informally re-assessed by a member of teaching staff outside of the original assessment team.

Any learner wishing to question an assessment decision should bring the matter to the attention of the Programme Leader as quickly as possible and certainly within one working week of receiving the assessment decision.

An appeal may be lodged against:

- The conduct of assessment
- The adequacy of the opportunities offered to demonstrate competence
- The sufficiency, range and nature of the evidence as agreed in the assessment plan, where applicable.

In consultation with the learner, and in light of any additional opinion obtained, a decision may be made to:

(i) Accept the original decision
(ii) Modify the decision
(iii) Re-assess the student practically or verbally

This should take place within 10 working days of the original decision being questioned.

If having completed all the above, the learner believes that there are still grounds for appeal then the Programme Leader should be informed in writing and the formal procedure described in Stage 2 should be invoked.

Formal Procedures – Stage 2

1. If the matter cannot be resolved at the informal stage then the learner should contact the Quality Assurance (QA) Manager. The QA Manager will provide the learner with an Internal Assessment Appeals Form. The learner will need to provide evidence to support their claim of unfair or improper conduct of assessment.
2. The Internal Assessment Appeals Form must be submitted within 21 working days of the assessment decision, or 42 working days before award certification (whichever occurs sooner). The QA Manager will acknowledge receipt of the appeal to the learner/candidate in writing (within 72 hours).
3. The QA Manager will investigate the appeal by discussing the matter with the learner, IV, lecturer and Programme Manager. The QA Manager will review the findings with the relevant AP and Programme Manager. The result of the investigation will be communicated to the learner in writing within 21 working days of receipt of the appeal.

   The decision may result in:

   - Re-assessment of the student/evidence by the original or a different assessor
   - The original assessment decision being upheld
   - Seeking advice from the external verifier/moderator

4. If the learner considers that the college has not conducted an appeal fairly, or that they have been discriminated against, a written request should be lodged with the Director Curriculum and Quality who will refer it to the appropriate awarding body. This must be received within 7 working days of receipt of the appeal decision.

5. Following the involvement of the relevant awarding body, the learner may also escalate their appeal to the appropriate qualification regulator.

If the learner incurs incidental expenses as a result of making an appeal the College will consider reasonable reimbursement of these expenses.

Matters of Public Interest/Serious Concerns

There is a 'whistle-blowing' policy which relates to disclosure of matters of public interest/serious concerns such as alleged fraud, malpractice/ maladministration or unlawful activities. In this case a direct request should be made to the Grŵp Director of Governance who will provide further advice.

Complaints

In the event of learners being dissatisfied with the outcome of an appeal, they should be directed to the Grŵp Complaints procedure.

Formal Internal Assessment Appeals Form

Name of candidate:	
Name of assessor:	
Name of internal verifier:	
Date of assessment:	
Module/Unit(s) assessed:	
Grade awarded:	

Reasons for Appeal (Learner to complete)			
Learner signature:		Date:	

Appendix 4 - Reasonable Adjustment Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Grŵp Llandrillo Menai has a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld. Disability and equal opportunity legislation requires Grŵp Llandrillo Menai to create an inclusive assessment process which requires staff to carry out in accordance with the Reasonable Adjustment Procedure. Legislation requires reasonable adjustments to be made where a learner with protected characteristics would be at a substantial disadvantage in undertaking an assessment.

Implementation

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the reliability and validity of the assessment outcomes, but may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice activated software.

Reasonable adjustments must be approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the qualification. The work produced by the learner will be marked in the same way as the work of other assessed learners.

Grŵp Llandrillo Menai is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the impact on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence should be taken into consideration.

Different types of assessment make different demands on the learner and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place.

The adjustments that are appropriate for a particular assessment will depend upon:

- the specific assessment requirements of the qualification
- the type of assessment
- the particular needs and circumstances of the individual learner

Assessments which are not taken under examination conditions

In these types of assessments the learner may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, Grŵp Llandrillo Menai may~~,~~ allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- are generally commercially available;
- reflect the learner's normal way of working;
- enable the learner to meet the specified criteria;
- do not give the learner an unfair advantage.

The learner may present assessment materials or documents in a way that reflects their normal way of working and enables them to meet the specified assessment criteria, for example, answers or evidence do not have to be in written format unless specified by the assessment criteria.

The evidence of assessment produced by the learner must at all times:

- meet the requirements of the specifications regardless of the process or method used;
- be as rigorous as assessment methods used with other learners;
- be assessable;
- be able to be moderated or verified.

In the case of long-term illness of an individual learner or when a permanent health condition/disability means a learner's completion of assessment takes additional time it may be possible to permit an extension to the deadline for the submission of work for certification. It will not be possible to allow time extensions for all qualifications.

If clarification is required on the appropriateness of the reasonable adjustment requested by the learner for a particular assessment, the tutor is advised to contact the Grŵp ALN Director or the appropriate awarding body (via the examination team) to discuss alternative arrangements that may be appropriate for specific situations.

Assessments which are taken under examination conditions

Where the method of assessment is more rigidly determined (such as for assessments taken under specified conditions) there may be a greater need for adjustments to standard assessment arrangements in order to give access.

Any adjustment to assessment will be based on what the learner needs to access the assessment. Below are some examples of learner needs that may be adjustments to assessments. This list is not exhaustive and it should be noted that some learner needs will fall within more than one of the categories set out below.

- Communication and interaction needs;
- Cognition and learning needs;
- Sensory and physical needs;
- Behavioural, emotional and social needs.

A learner does not necessarily have to be disabled (as defined by legislation) to be entitled to reasonable adjustments to assessment. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The learner may have developed coping mechanisms which minimise or remove the need for assistance provided they are not placed under substantial disadvantage.

Supporting evidence needs to be identified and obtained in order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving them an unfair advantage over others.

Where Grŵp Llandrillo Menai can verify evidence of the disability or difficulty, and where the implications are clear, such as for a learner with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, there is no need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, additional evidence of the effect of the impairment on the learner's performance in the assessment is required. Evidence of the learner's needs in relation to the particular assessment, will be made by the relevant member of staff or an external expert with competence and responsibility in this area. The evidence should be documented for audit purposes.

A learner with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be taken into account. The reasons for the statement may have only a limited effect on achievement in the assessment.

Process

Programme leaders must initially seek advice from the Learning Support Team prior to making any reasonable adjustments

Programme leaders should also ensure that the reasonable adjustments proposed are compatible with awarding body requirements and may discuss these requirements with:

- The Quality Assurance Manager
- The Lead IQA/ IV
- The EQA/ SV or directly with the awarding body

Appendix 5 - Special Consideration Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- performance in an assessment is affected by circumstances beyond the control of the learner for example recent personal illness, accident, bereavement, serious disturbance during the assessment;
- alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate;
- part of an assessment has been missed due to circumstances beyond the control of the learner;
- there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualifications that have been achieved to infer that the learner could have performed more successfully in the assessment.

A learner will not be eligible for special consideration if:

- no evidence is supplied to Grŵp Llandrillo Menai that the learner has been affected at the time of the assessment, by a particular condition;
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence;
- preparation for a component is affected by difficulties during the course, for example disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

Implementation

Each request for special consideration will be unique to each learner or assessment. The request should be sent to the appropriate awarding body using the process identified by that awarding body.

Where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a Licence to Practice, it may not be possible to apply special consideration.

In some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

Special consideration should not give the learner an unfair advantage neither should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark/grade of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Process

Grŵp Llandrillo Menai will apply for special consideration using the process provided by the appropriate awarding body. Requests will be processed by the Registry or Administrative Assistant who registers learners with that awarding body.

The learner needs to submit evidence in support of special consideration. This may include medical evidence or a statement from the invigilator or any other appropriate information.

If the application for special consideration is successful, the learner's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a learner's result.

Appendix 6 – Malpractice and Maladministration Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Malpractice refers to any action by the learner or staff member which has the potential to undermine the integrity and validity of the assessment. This could be plagiarism, cheating or collusion.

JCQ define Malpractice as:

'Malpractice', means any act, default or practice which is a breach of the Regulations or which:

- gives rise to prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Maladministration

Maladministration is as bad, inefficient, or dishonest management of the affairs of the institution. It covers any activity or practice which is in contravention of the Grŵp or awarding body regulations and requirements and includes inefficient or negligent management and the application of persistent mistakes or poor administration.

JCQ define maladministration as:

Malpractice includes maladministration and instances of non-compliance with the regulations, and includes activity such as failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or failures of compliance with JCQ regulations in the conduct of examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms. This list is not exhaustive.

Implementation

Learner Malpractice

All efforts should be made to resolve allegations of malpractice using the Informal Procedure described in Stage 1 in order to avoid the need to involve the Formal Procedure described in Stage 2.

It is the responsibility of each individual learner to ensure:

- that any of their work is entirely their own;
- that when source material is used this is quoted directly using quotation marks OR is summarised or re-phrased in own words;
- in both of the above cases, that the source is cited either within the text or in footnotes at the bottom of the relevant page;

- that the source is cited if another person's ideas are used;
- that any information that is downloaded from the internet is clearly referenced to the source of the information;
- that they do not use any work (including pictures, artwork, graphics which could be graphs and spreadsheets) given to them by another student as their own work;
- that they will never let any other learner use or copy their work and pass it off as their own work. If they are approached by another learner they should inform a member of staff immediately.

Learners must sign every assessment to declare that it is their own work.

Learners should be made aware of Assessment Malpractice during Induction.

Staff must be vigilant regarding malpractice and raise issues with individual learners if malpractice is suspected.

Minor acts of learner malpractice can be handled by the assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. The learner must resubmit the work in question.

Major acts of learner malpractice which could include extensive copying/plagiarism, or a second or subsequent offence, would be subject to the Grŵp Llandrillo Menai Learner Disciplinary Procedures.

Plagiarism

Plagiarism is when a person uses the ideas, thoughts or words of another person and submits them as their own. This includes copying words and pictures or illustrations from other students, from books, magazines, etc and from the internet. It also includes taking other people's ideas and inventions.

Plagiarism is a very serious academic offence. It is only the learner's original words and ideas that should not be referenced.

Methods of referencing differ from one area to another – learners should check with tutors for advice on the method required for each subject.

Tutors reserve the right to carry out electronic comparisons of individual student work against both electronic sources and other students' work using dedicated plagiarism software.

Please note that some Awarding Bodies require you to report to them any cases of plagiarism.

The Use of Artificial Intelligence

Whilst Grŵp Llandrillo Menai acknowledges the benefits of using AI (e.g. Chat GPT) in supporting teaching and learning, submitting work for assessment that has been produced using AI is not acceptable and is likely to be classed as learner malpractice unless there are valid reasons to explain the use of AI
Please refer to GLLM AI Policy for further guidance.

Investigating alleged Learner malpractice

Allegations of learner malpractice in external examinations will be reported directly to the awarding body.

Instances of malpractice in internally assessed assessments will be overseen by the Quality Assurance Manager on behalf of the Chief Executive Officer for Grŵp Llandrillo Menai. The Quality Assurance Manager will report incidences of learner malpractice to the relevant awarding bodies in accordance with their procedures

If malpractice is identified before the learner signs the declaration of authentication, it should be handled internally and does not need to be reported to the Awarding Body

If plagiarism, AI misuse or collusion occurs **after** the learner signs the declaration of authentication, tutors should review awarding body requirements. Further guidance can be sought from the Grŵp Quality Assurance Manager.

Informal Procedure – Stage 1

Tutors should always discuss the matter with the learner before invoking the formal procedure. The tutor or assessor may, at this stage, request that the learner resubmit the work. If the learner continues to submit work that continues to demonstrate malpractice then the formal procedures will be instigated.

Formal Procedures – Stage 2

If the matter cannot be resolved at the informal stage then the tutor/assessor should contact the Quality Assurance Manager. The Quality Assurance Manager will investigate the claim and report back to the tutor and the learner.

If the Quality Assurance Manager agrees that the learner has demonstrated malpractice, the learner will identify that a "Serious Misconduct" has taken place. The learner will then be disciplined in accordance with Grŵp Policies.

The Quality Assurance Manager will record the incident and make the records available to the appropriate awarding body.

Maladministration

Maladministration is defined as bad, inefficient, or dishonest management of the affairs of the institution. It covers any activity or practice which is in contravention of the Grŵp or awarding body regulations and requirements and includes inefficient or negligent management and the application of persistent mistakes or poor administration.

Examples of maladministration include, but are not restricted to:

- Failure to adhere to Grŵp Llandrillo Menai learner registration and certification procedures.
- Failure to adhere to Grŵp Llandrillo Menai centre recognition and/or qualification requirements and/or associated actions assigned to the centre
- Persistent late learner registrations
- Inaccurate claim for certificates

- Failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence
- Withholding of information, by deliberate act or omission, from an awarding body

Any actions suspected as being maladministration will be investigated through either the:

- Grŵp Whistleblowing Policy /Code of Conduct
- Staff Code of Conduct or
- Discipline, Grievance and Capability Policy

Individual awarding body regulations will be adhered to in maladministration investigations.

Investigating Staff Malpractice/ Maladministration

All suspicions of staff malpractice must be reported to the Director Of Curriculum and Quality as soon as they are identified.

The Grŵp is required to report all allegations to the relevant awarding body within 10 working days of being discovered. Awarding bodies will then advise the Grŵp as to whether or not an investigation should be undertaken and by whom.

The Grŵp will follow the JCQ regulations and awarding body processes when carrying out investigations into allegations of centre/ staff malpractice

Appendix 7 - Conflict of Interest in Assessment Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Grŵp Llandrillo Menai must ensure all learners have equal opportunities to assessment and no learner is unfairly advantaged / disadvantaged. Where a situation may arise where an individual's professional, personal or family interests and/or loyalties could have, or could be viewed by others as having, the potential to influence assessment decisions, then the interest needs to be declared and additional scrutiny of the work is undertaken in accordance with this procedure.

Implementation

All cases where a member of staff assesses the work of a colleague, personal friend or family member then this procedure must be adhered to.

The process where a Conflict of Interest has been identified is:

1. Identify which units are being taught by the tutor to the learner where there is a Conflict of Interest.
2. Agree what measures need to be implemented to avoid allegations of unfair practice with the Programme Area Manager or the Quality Assurance Manager.
3. Complete the Conflict of Interest in Assessment Form and send a copy to the Internal Verifier /Moderator /Second Marker, the Programme Area Manager and the Quality Assurance Manager.
4. At the end of the teaching block where there has been a conflict of interest, the Internal Verifier /Moderator /Second Marker will give feedback on the assessment process and return the form to the tutor, the Programme Area Manager and the Quality Assurance Manager.
5. If the measures that are agreed find there is an issue with the assessment, and unfair practice has been detected, then the tutor would be subject to the staff disciplinary procedure.

Conflict of Interest in Assessment Form

To be used in all cases where a member of staff assesses the work of a colleague, personal friend or family member.

College			
Campus & Programme Area			
Lecturer / Assessor			
Programme Area Manager			
Programme Title			
Unit(s) assessed by Lecturer / Assessor on the Programme			
Name of Learner			
Relationship with Learner *(e.g. Colleague, Friend, Family Member)*			
How is(are) the unit(s) assessed?			
What measures are being put in place to prevent allegations of unfair assessment practice? *(e.g. all work assessed by tutor for the identified learner will be fully internally verified / moderated / second marked)*			
Signature of Lecturer / Assessor		Date	
Signature of Programme Area Manager		Date	

At the end of the teaching block where there is a Conflict of Interest complete the following:

Internal Verifier / Moderator / Second Marker			
Comments from the Internal Verifier / Moderator / Second Marker on the assessment process			
Signature of IV/IM/SM		Date	

Appendix 8 - Recognition of Prior Learning Procedure

Policy Statement from the Grŵp Llandrillo Menai Assessment Policy

Grŵp Llandrillo Menai recognises that Recognition of Prior Learning (RPL) enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, evidence of learning is valid and reliable, and Recognition of Prior Learning Procedure (Appendix 8) is adhered to, the use of RPL is acceptable for accrediting a unit or a whole qualification.

Implementation

Recognition of Prior Learning (RPL) is a form of assessment which makes use of evidence of a learner's previous non - certificated achievements to demonstrate competence or achievement within a unit or qualification.

Through the RPL process, evidence of a candidate's previous achievement (learning) is assessed against the learning outcomes of a unit.

Qualifications Wales defines RPL as:

"a process where evidence of a learner's previous learning and / or achievement is assessed and can be used to exempt the learner from all or part of a qualification.

The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity. An assessor will review whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification or part of a qualification.

The RPL process is relevant where an individual has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification.

Evidence can draw on any aspect of a candidate's prior experience including:

- domestic / family life
- education and training
- work activities
- community or voluntary activities

Evidence obtained through RPL must therefore meet the same rigorous quality criteria that other assessment methods must conform to. It remains the role of assessors and quality assurance staff to ensure that evidence is:

Valid:

Does the evidence genuinely demonstrate that the demands of the learning outcome have been met? For RPL, currency of evidence will be of particular concern. Does, for example, the evidence meet up-to-date demands or is it representative of practice that has significantly changed?

Authentic:

This involves consideration of whether the evidence being examined is genuinely the work of the learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the learning outcome was related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

Sufficient:

There must be enough evidence to fully meet the requirements of the learning outcome, or learning outcomes being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by evidence gained through other suitable assessment method(s) before requirements can be said to have been met.

Reliable:

The evidence obtained through RPL should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

If individuals can produce relevant evidence, that meets learning outcome requirements then, recognition may be given for their existing knowledge, understanding or skills, in accordance with awarding body regulations

If an individual can meet all the learning outcomes and assessment criteria in a unit, then they ~~can~~ may claim credit for that unit solely on the basis of their RPL achievement, in accordance with awarding body regulations

If however, evidence from RPL is only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be employed to generate the sufficient evidence required to make a safe assessment decision.

Since evidence from RPL is similar to that derived via any other acceptable assessment method, where the standard of a unit is met by evidence obtained from, or partly from RPL, credit can be claimed.

RPL Process

Grŵp Llandrillo Menai must ensure that RPL is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy / guidance for the qualification concerned, in accordance with awarding body regulations.

The methods of assessment used will be determined by the assessment strategy for the qualification being assessed but might, for example, include:

- examination of documents,
- witness testimony
- reflective accounts
- professional discussion.

The RPL assessment should be carried out as an entire process. This means that the assessor should:

- Review awarding body regulations on the use of RPL
- Plan with the learner
- Make a formal assessment decision

- Feedback assessment decisions to the learner, confirming decision and giving guidance on the available options (particularly in situations where the decision has been not to award credit.)
- Maintain appropriate records
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair.

The assessor must ensure that all learning outcomes and assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method.

2.0 Appendix 1 – Impact assessments

2.1 This policy has been subject to thorough impact assessments, the outcomes of which are outlined below.

Equality Impact Assessment

Assessment completed by:	Siân Pritchard	**Dated:**	04/03/2026 23/03/2026
Assessment approved by:		**Dated:**	

Consideration	Response	Special requirements / controls
Which protected groups might be disadvantaged by the policy/process?	Impact assessment remains valid following consultation processes & amendments- 23/03/2026. The policy contains a range of checks and balances which ensure there is a neutral impact across all protected characteristics and additional considerations. There are safeguards in the policy which ensure that people with the protected characteristics of disability, gender reassignment and gender/pregnancy /maternity are not negatively impacted. A policy update stating that learners who fail to meet submission deadlines 'may' be subject to Grŵp disciplinary action as opposed to the previous wording of 'will be' is positive and allows for consideration of individual learner circumstances.	The allowances made for special circumstances should ensure that people with caring responsibilities are not negatively impacted, and most carers are women. The allowances made for ill health should ensure that people who are in the process of undergoing gender reassignment medical intervention are not disadvantaged. The allowances made for family commitments should ensure that individuals who are pregnant are not disadvantaged.
Which protected groups might benefit from the policy/process?	The policy ensures equitable treatment for all protected characteristics and makes specific reference to legal duties placed on the Grŵp to create inclusive assessment processes along with reasonable adjustments. A robust appeals process is also in place to support individuals who wish to appeal an assessment decision. The process for late submission and re-submission should ensure treatment appropriate to each protected characteristic. The safeguards and checks and balances within the policy should minimise the opportunity for direct or indirect discrimination, ensure equality of opportunity and, because the system is fair and transparent, promote good relations.	

	The allowances made for ill health should ensure that people with disabilities are not negatively impacted. The policy clearly outlines the circumstances and situations in which a learner may be eligible for special consideration including illness and accident. This may impact positively on individuals who experience disability. A policy update stating that learners who fail to meet submission deadlines 'may' be subject to Grŵp disciplinary action as opposed to the previous wording of 'will be' is positive and allows for consideration of individual learner circumstances.	
Does the policy advance equality and foster good relations?	Yes, because the policy has made special considerations for those with protected characteristics as part of the assessment process. In addition, robust quality processes and sampling arrangements are in place to ensure fairness and validity of assessment. Guidance states 'There is no need to sample every candidate/learner but a sample must be taken from every candidate category or group/cohort, e.g. include age and gender, candidates/learners with specific needs, bilingual candidates/learners, new starters, mid-term and well-established candidates/learners, the employees of a particular corporate client.'	
Could any part of the process discriminate unlawfully?	Not if the policy is fully adhered to.	
Are there any other policies that need to change to support the effectiveness of this one?	No	
Conclusion	Continue the policy	

SIGNED:	Siân Pritchard	**Dated:**	04/03/2026 23/03/2026

Welsh Language Impact Assessment

Assessment completed by:	Siân Pritchard		04/03/2026 23/03/2026
Assessment approved by:			

Consideration	Response	Special requirements / controls
What positive effects will the implementation of the policy or procedure have on the use of Welsh language?	Impact assessment remains valid following consultation processes & amendments- 23/03/2026. The policy clearly states that individuals are able to complete their assessments through the medium of Welsh as per the Welsh Language Standards 90 & 90A. The policy states that learners must be informed that any written work submitted as part of an assessment or examination may be submitted in Welsh and that assessments submitted in Welsh must not be treated less favourably than those completed in English. Assessments completed and submitted in Welsh will be returned to learners within the same 15 day period as those completed in English.	
What negative effects will the implementation of the policy or procedure have on the use of Welsh language?	Some awarding bodies who are based outside of Wales may not allow all assessments (particularly exam assessments) to be undertaken in Welsh (regardless of the Grŵp's responsibilities under the Welsh language standards).	Where awarding bodies who are based outside of Wales are used for the accreditation of a qualification, wherever possible, teaching and assessment teams should ensure that all assessments can be undertaken in Welsh. Where this is not possible, learners should be given every opportunity to undertake informal assessments (formative) in Welsh.
Are there sufficient Welsh-speaking staff available to implement the policy or procedure?	There are sufficient Welsh speaking staff across the Grŵp to ensure that the policies and procedures surrounding assessments in FE, ACL & WBL can be completed in Welsh.	
If not, what steps will be taken to ensure that sufficient staff are available, and by when?	Provision for Simultaneous translation during observation or professional discussion activities can be arranged where necessary.	Curriculum and quality groups should ensure that they work closely in order to support each other with qualified staff who have the Welsh language skills

	There are sufficient Welsh speaking staff across the Grŵp to ensure that the policies and procedures surrounding assessments in FE, ACL & WBL can be completed in Welsh. If a learner wishes to submit assessments in Welsh for a course, unit or module where the tutor is a non-Welsh speaker, support with the assessment process will be provided from Welsh-speaking tutors from other areas with relevant subject knowledge and experience.	to support learners to undertake their assessments in Welsh (where there is a lack of Welsh speaking staff in the department).
Does the policy or procedure comply with Grŵp Llandrillo Menai's Welsh Language Schemes/Language Strategy?	Yes, where awarding bodies allow.	
Conclusion	Continue the policy	

SIGNED:	Siân Pritchard	**Dated:**	04/03/2026 23/03/2026

Sustainability Impact Assessment

Assessment completed by:	Lisa Fowlie	**Dated:**	25.02.2026
Assessment approved by:		**Dated:**	

Consideration	Response	Special requirements / controls
How does this policy impact upon the Grŵp's sustainability strategy – specifically in relation to materials and resource consumption?	The policy supports a move away from paper-based assessment submissions towards digital platforms (e.g. Moodle/VLE), which actively reduces paper consumption and aligns with the Statement's objective to reduce material consumption and extend the life of materials. Where paper-based assessment is still required by awarding bodies, staff and learners should be encouraged to minimise unnecessary printing and consider double-sided printing or reuse of draft paper.	Departments should continue to encourage and default to digital submission where awarding body requirements permit.
How does this policy impact upon the Grŵp's sustainability strategy – specifically in relation to energy use?	Digital assessment delivery and submission relies on IT infrastructure (computers, servers, VLE platforms) which consumes energy. This is an inherent feature of modern educational delivery and is not unique to this policy. The use of digital platforms nonetheless represents a net positive compared to equivalent paper-based processes when lifecycle impacts are considered.	No specific additional controls required. Existing energy management and IT efficiency measures apply.
How does this policy impact upon the Grŵp's sustainability strategy – in relation to transport?	The policy supports flexible and work-based assessment arrangements, including learner assessment in workplace and community settings. This reduces the need for unnecessary travel to college sites. Remote and digital assessment options further reduce transport requirements, contributing positively to the Statement's objective of reducing transport-related environmental impacts.	Maximise use of digital and remote assessment options where awarding body rules permit.

Does this policy support awareness of sustainability and environmental issues amongst staff and learners?	The policy itself is procedural and does not directly address sustainability education. However, assessment is the mechanism by which all curriculum – including sustainability-related learning – is evidenced and recognised. Where sustainability topics are embedded in curriculum areas, this policy's fair and consistent assessment framework ensures learners can demonstrate their learning in these areas.	No specific controls required.
Does this policy ensure compliance with relevant legislation and compliance obligations as referenced in the Sustainability and Environmental Statement?	The policy ensures compliance with awarding body requirements and equality legislation. It does not directly conflict with any environmental legislation or the Grŵp's sustainability obligations. No adverse legislative or compliance issues are identified.	No specific controls required.
Conclusion	Continue the policy. The Assessment Policy for FE, ACL and Work Based Learning is broadly compatible with and supportive of the Grŵp Sustainability and Environmental Statement. The policy's promotion of digital submission actively supports a reduction in paper consumption. Flexible and work-based assessment arrangements reduce unnecessary travel. No adverse sustainability impacts are identified.	

Consideration	**Response**	**Special requirements / controls**
How will this policy impact upon the Grŵp's sustainability strategy?	This policy is aligned with and supportive of the Grŵp Sustainability and Environmental Statement, particularly in reducing paper use through digital submission and minimising travel through flexible assessment arrangements.	
Overall Conclusion	Continue the Policy and process.	

SIGNED:		**Dated:**	25.02.2026