

Polisi Grŵp Llandrillo Menai o ran Asesu ym maes Addysg Bellach, Dysgu Oedolion, Dysgu yn y Gymuned a Dysgu Seiliedig ar Waith

Pwrpas y Polisi

Pwrpas Polisi Grŵp Llandrillo Menai o ran Asesu ym maes Addysg Bellach, Dysgu Oedolion, Dysgu yn y Gymuned a Dysgu Seiliedig ar Waith, yw rhoi gwybod i staff, dysgwyr a rhanddeiliaid eraill am y broses asesu, yr asesiadau sydd ar gael a'r modd y bodlonir gofynion y corff rheoleiddio.

Datganiad Polisi

Mae Grŵp Llandrillo Menai'n sylweddoli'r buddsoddiad a wna dysgwyr pan fyddant yn cofrestru ar raglen astudio neu raglen hyfforddi, a bydd Grŵp Llandrillo Menai'n sicrhau bod trefnau priodol ar gael i alluogi dysgwyr i wireddu eu potensial.

Ystyr dysgu yw newid o ran sgiliau, agwedd a/neu wybodaeth, ac ystyr asesu yw barnu tystiolaeth sy'n dangos bod dysgu wedi digwydd. Mae gofyn i'r asesu fod yn deg a thrylwyr, a dylid ei wneud mewn modd sy'n sicrhau cyfle cyfartal i bob dysgwr, gan roi sylw priodol i ofynion y corff dyfarnu.

Sicrhau Ansawdd yn Fewnol ac yn Allanol

Rhaid craffu ar dasgau asesu ac ar waith a aseswyd, yn unol â'r Canllawiau ar Wirio/Cymedroli Mewnol (Atodiad 1) a'r Trefnau o ran Sicrhau Ansawdd yn Allanol, yn unol â chyfarwyddyd y corff dyfarnu perthnasol.

Apelio yn erbyn penderfyniadau asesu

Bydd Grŵp Llandrillo Menai'n rhoi cyfle i ddysgwyr apelio yn erbyn penderfyniad asesu pan fyddant yn teimlo nad yw'r drefn asesu wedi'i dilyn yn iawn neu pan fyddant yn credu bod y penderfyniad yn annheg. Dylid dilyn y Drefn o ran Apelio yn erbyn Asesiadau wrth apelio yn erbyn penderfyniad asesu. (Fel y nodir yn Atodiad 3)

Addasu Rhesymol

Mae gan Grŵp Llandrillo Menai ddyletswydd i sicrhau y gwarchodir hawliau dysgwyr unigol i gael cymwysterau ac i gael eu hasesu yn y modd sydd fwyaf priodol ar gyfer eu hanghenion unigol. Mae deddfwriaeth sy'n ymwneud ag anabledd a chyfle cyfartal yn ei gwneud yn ofynnol i Grŵp Llandrillo Menai greu proses asesu gynhwysol y mae gofyn i staff ei dilyn un unol â'r Drefn o ran Addasu Rhesymol. Yn ôl Deddf Cydraddoldeb 2010, mae gofyn gwneud addasiadau rhesymol pe byddai rhywun anabl dan anfantais sylweddol wrth gael ei asesu.

Ystyriaeth Arbennig

Gall dysgwr sydd wedi paratoi'n drylwyr ac sy'n bresennol ar gyfer asesiad a drefnwyd fod yn gymwys ar gyfer ystyriaeth arbennig os:

- bydd amgylchiadau sydd y tu hwnt i reolaeth y dysgwr (e.e. salwch personol diweddar, damwain, profedigaeth, ymyrraeth ddifrifol yn ystod yr asesiad) yn effeithio ar ei berfformiad mewn asesiad;

- cafwyd bod trefniadau asesu amgen y cytunwyd arnynt cyn yr asesiad yn amhriodol neu'n annigonol;
- bydd wedi colli rhan o'r asesiad oherwydd amgylchiadau sydd y tu hwnt i'w reolaeth;
- bydd digon o wahaniaeth rhwng y rhan o'r asesiad y mae'r ystyriaeth arbennig yn berthnasol iddi a rhannau eraill a gyflawnwyd ar gyfer y cymhwyster i awgrymu y gallai'r dysgwr fod wedi perfformio'n well yn yr asesiad.

Ni fydd dysgwr yn gymwys ar gyfer ystyriaeth arbennig os:

- na ddarperir tystiolaeth i Grŵp Llandrillo Menai bod cyflwr penodol wedi effeithio ar y dysgwr adeg yr asesiad;
- bydd wedi colli unrhyw ran o'r asesiad oherwydd trefniadau personol, gan gynnwys gwyliau ac absenoldeb nas awdurdodwyd;
- bydd anawsterau yn ystod y cwrs wedi effeithio ar y gwaith paratoi ar gyfer rhan o'r cwrs e.e. twrw gwaith adeiladu, dim cyfleusterau addas ar gael, newid neu brinder staff, neu anghydfod diwydiannol.

Wrth ystyried a yw unrhyw achos yn addas ar gyfer Ystyriaeth Arbennig, rhaid dilyn y Drefn o ran Ystyriaeth Arbennig (Fel y nodir yn Atodiad 5).

Camymddwyn a Chamweinyddu

Cyfeiria camymddwyn at unrhyw beth a wna'r dysgwr a allai danseilio uniondeb a dilysrwydd y modd yr asesir ei waith. Gallai hyn fod yn llên-ladrad, yn dwyllo neu'n gydgyllwynio.

Camweinyddu

Diffinnir camweinyddu fel rheoli busnes y sefydliad mewn modd gwael, aneffeithlon neu anonest. Mae'n cynnwys unrhyw weithgaredd neu arfer sy'n mynd yn groes i reoliadau a gofynion y Grŵp neu fwrdd dyfarnu, gan gynnwys rheoli aneffeithlon neu esgeulus a gwneud camgymeriadau neu weinyddu'n wael yn fynych.

Ym mhob achos lle'r amheuir camymddwyn/camweinyddu, rhaid gweithredu'n unol â'r Drefn o ran Camymddwyn a Chamweinyddu (Fel y nodir yn Atodiad 6).

Gwrthdaro Buddiannau

Rhaid i Grŵp Llandrillo Menai sicrhau bod pob dysgwr yn cael cyfle cyfartal i gael ei asesu ac na fydd yr un dysgwr yn cael mantais annheg/dan anfantais. Os cyfyd sefyllfa lle y gallai buddiannau a/neu deyrngarwch proffesiynol, personol neu deuluol gael dylanwad posibl ar benderfyniadau asesu, neu bod modd i eraill ystyried eu bod yn cael dylanwad, mae gofyn datgan y buddiant a dylid craffu rhagor ar y gwaith yn unol â'r Drefn o ran Gwrthdaro Buddiannau (Fel y nodir yn Atodiad 7).

Cydnabod Dysgu Blaenorol

Mae Grŵp Llandrillo Menai'n cydnabod bod Cydnabod Dysgu Blaenorol (CDB) yn golygu y gellir cydnabod cyflawniad mewn amrywiaeth o weithgareddau gan ddefnyddio unrhyw fethodoleg briodol. Ar yr amod bod gofynion asesu uned neu gymhwyster penodol wedi'u bodloni, bod y dystiolaeth o'r dysgu'n ddilys ac yn ddibynadwy, bod y drefn o ran CDB wedi'i dilyn, mae'n dderbyniol defnyddio CDB i bwrpas achredu uned neu gymhwyster cyfan. (Nodir y drefn yn Atodiad 8)

Asesu Dan Reolaeth ac Asesu Di-arholiad

Math ar asesu mewnol yw asesu dan reolaeth ac asesu di-arholiad. Maent yn annog dull mwy integredig o addysgu, dysgu ac asesu, a galluogant diwtoriaid i gadarnhau mai'r myfyrwyr a wnaeth y gwaith sydd dan sylw.

Bydd staff Grŵp Llandrillo Menai'n cydymffurfio â gofynion y Cyd-gyngor Cymwysterau yn eu:

- Canllawiau o ran cynnal asesiadau dan reolaeth, ac yn eu
- Canllawiau ar Gynnal Asesiadau Di-Arholiad

fel y nodir yn y Polisi ar Asesu Dan Reolaeth a'r Polisi ar Asesu Di-arholiad

Dull Gweithredu

Bydd y Polisi hwn yn cael ei weithredu drwy gyfrwng:

- Y Drefn Asesu
- Y Drefn o ran Gwirio/Cymedroli Mewnol
- Y Drefn o ran Apelio yn erbyn Asesiadau
- Y Drefn o ran Addasu Rhesymol
- Y Drefn o ran Ystyriaeth Arbennig
- Y Drefn o ran Camymddwyn
- Y Drefn o ran Gwrthdaro Buddiannau mewn perthynas ag Asesu
- Y Drefn o ran Asesu dan Reolaeth

Mae'r holl drefnau/canllawiau ar gael i staff ar Borth y Grŵp\Ansawdd\Sicrwydd Ansawdd\Gweithdrefnau Asesu ac i ddysgwyr ar Borth y Dysgwr.

Monitro a Mesur Effaith

Caiff effeithiolrwydd y Polisi Asesu ei fonitro'n gyson gan Dîm Rheoli'r Grŵp. Y meini prawf o ran mesur effeithiolrwydd fydd peidio â chael blociau tariff uchel na sancsiynau mewn adroddiadau gwirio/cymedroli mewnol, cael adroddiadau Gwirio/Cymedroli Mewnol cadarnhaol a dim Apeliadau yn dilyn Asesiadau.

Cyhoeddi'r Polisi

Bydd y polisi hwn ar gael yn ddwyieithog i'r cyhoedd ar wefan y Grŵp a bydd ar gael i'r holl aelodau staff ar fewnrwyd y Grŵp.

Cymeradwywyd y Polisi gan: Y Tîm Polisi
Dyddiad cymeradwyo'r Polisi: Tachwedd 2017
Dyddiad Adolygu'r Polisi: Tachwedd 2019

Atodiad 1 – Y Drefn Asesu

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Ystyr dysgu yw newid o ran sgiliau, agwedd a/neu wybodaeth, ac ystyr asesu yw barnu tystiolaeth sy'n dangos bod dysgu wedi digwydd. Mae gofyn i'r asesu fod yn deg a thrylwyr, a dylid ei wneud mewn modd sy'n sicrhau cyfle cyfartal i bob dysgwr, gan roi sylw priodol i ofynion y corff dyfarnu.

Bydd y drefn asesu'n sicrhau:

- **Dilysrwydd:** Wrth asesu, rhaid sicrhau mai gwaith y dysgwr/yr ymgeisydd ei hun yw'r hyn a gyflawnwyd. Rhaid i ddysgwyr/ymgeiswyr lofnodi datganiad i'r perwyl hwn.
- **Perthnasedd:** Rhaid i'r dull asesu a'r dystiolaeth a ddarperir fod yn briodol. Rhaid i ddysgwyr/ymgeiswyr allu dangos eu bod wedi cyflawni canlyniadau dysgu/cymwyseddau a meini prawf asesu cysylltiedig ar y lefel briodol.
- **Dibynadwyedd a chysondeb:** Rhaid i ganlyniadau'r asesu gael eu gwirio/cymedroli'n unol â'r Canllawiau ar Wirio Mewnol (Atodiad 2).
- **Addasrwydd i'r diben:** Rhaid i'r dull asesu fod yn briodol i'r dysgwyr/ymgeiswyr, gan eu galluogi i gasglu tystiolaeth addas er mwyn dangos eu bod yn meddu ar y sgil neu'r wybodaeth angenrheidiol. Rhaid i'r meini prawf a'r dulliau a ddefnyddir i farnu'r gwaith fod yn eglur i'r dysgwr, y staff a'r cymedrolwyr/gwirwyr mewnol ac allanol, a rhaid iddynt fodloni gofynion y corff dyfarnu perthnasol.
- **Cynwysoldeb:** Dylid seilio'r asesu ar anghenion y dysgwyr/ymgeiswyr. Rhaid i'r asesu alluogi dysgwyr/ymgeiswyr i ddangos eu cyflawniadau, beth bynnag yw eu hamgylchiadau personol. Bydd dysgwyr yn cael cyfle cyfartal i gael eu hasesu, ac ni fydd yr un dysgwr yn cael mantais annheg/dan anfantais oherwydd:
 - y nifer o weithiau y caniateir cyflwyno gwaith;
 - dyddiadau cau asesiadau;
 - adborth ar eu gwaith.

Dylid marcio gwaith a'i ddychwelyd i'r dysgwyr yn brydlon, gan roi adborth teg ac adeiladol yn unol â'r Trefnau Asesu sy'n berthnasol i Addysg Bellach, Dysgu Oedolion, Dysgu yn y Gymuned a Dysgu Seiliedig ar Waith (Atodiad 1).

Dull Gweithredu

Yr asesu crynodol yw pen draw'r broses ddysgu ac asesu. Dylid sicrhau bod y dysgwyr wedi dysgu a pharatoi'n ddigonol cyn cael eu hasesu'n grynodol. Bydd derbyn adborth ffurfiannol yn ystod cyfnod asesu yn helpu dysgwr i ddangos ei gyrhaeddiad hyd eithaf ei allu.

Dylid annog dysgwyr i ddeall pwysigrwydd dyddiadau cau a chyflwyno gwaith mewn pryd. Rhaid cadw at y dyddiad a roddwyd i ymgeiswyr oni bai bod estyniad yn cael ei ganiatáu i unigolion ar sail amgylchiadau lliniarol/esgusodol y mae'n rhaid eu cyflwyno ar neu cyn y dyddiad cyflwyno, yn unol â'r Drefn o ran Ystyriaeth Arbennig (Atodiad 6) y Polisi hwn. Cyfrifoldeb y dysgwyr yw gwneud yn siŵr bod y tiwtor yn derbyn y gwaith erbyn y dyddiad a nodwyd.

Rhaid i ddysgwyr ddangos bod ganddynt y wybodaeth, y sgiliau a'r gallu i gynhyrchu'r gwaith sy'n angenrheidiol ar gyfer asesiad. Yn ystod yr asesu, gellir rhoi arweiniad, gwybodaeth, adnoddau ac adborth i ddysgwyr am eu cynnydd yn unol â'r canllawiau ar Asesu ar gyfer Dysgu (asesu ffurfiannol). Wrth roi adborth, ni cheir rhoi cyfarwyddyd i'r dysgwr ar sut i ymateb yn benodol i feini prawf sydd i'w hasesu.

Bydd cynllun asesu'n cynnwys llinell asesu eglur ar gyfer y penderfyniadau asesu sydd i'w gwneud.

Ar ôl cyflwyno'r aseiniad crynodedol, rhaid dod i benderfyniad asesu. O ran penderfyniad asesu:

- rhaid ei wneud gan gyfeirio at y meini prawf asesu;
- dylid cofnodi sut y daethpwyd iddo, gan ddangos sut a ble y cyflawnwyd y meini prawf;
- gall ddangos pam nad yw'r hyn a gyflawnwyd yn bodloni'r meini prawf.

Rhaid i ddysgwyr dderbyn eu gwaith yn ôl ymhen 15 diwrnod gwaith (3 wythnos) oni bai bod amgylchiadau arbennig yn atal hynny. Bydd y corff dyfarnu'n pennu'r nifer o weithiau y gall dysgwr roi cynnig ar asesiad, a rhaid cadw at hynny.

Yn achos Addysg Bellach, Dysgu Oedolion a Dysgu yn y Gymuned:

Pan fydd corff dyfarnu penodol yn pennu'r nifer o weithiau y gall dysgwr roi cynnig ar asesiad, rhaid cadw at hynny. Gall peidio â chydymffurfio â gofynion y corff dyfarnu gael ei ystyried yn gamymddwyn.

Pan na chyfyngir ar y nifer o weithiau y gall dysgwr roi cynnig ar asesiad, defnyddir y canllaw a ganlyn:

Pennir dyddiad ailgyflwyno i'r dysgwyr a gyflwynodd eu gwaith mewn pryd ac sy'n dewis gwella eu gwaith ar ôl derbyn adborth. Ar ôl iddo/iddi dderbyn gradd grynodedol, gellir rhoi cyfle arall i ddysgwr ailsefyll asesiad a gwblhawyd. Dylech wneud trefniadau i ailsefyll yr asesiad mewn modd nad yw'n effeithio'n andwyol ar asesiadau eraill ac nad yw'n rhoi mantais annheg i'r dysgwr ar ddysgwyr eraill. Mae gofyn ystyried sut mae'r cyfle i gael asesiad pellach yn sicrhau bod yr asesiad yn parhau'n addas i'r diben ac yn ateb y gofynion gwreiddiol.

Bydd dysgwyr na wnaethant gyflwyno gwaith erbyn y dyddiad cyflwyno yn cyflwyno eu gwaith ar y dyddiad ailgyflwyno a bydd y tiwtor yn derbyn ac yn marcio'r gwaith hwn. Dan yr amgylchiadau hyn, ni chaiff yr ymgeisydd ailgyflwyno'r gwaith er mwyn ceisio cael gradd well. Os derbynnir gwaith hwyr gan ddysgwr, dylid asesu'r dystiolaeth fel y gwneir yn arferol, oni fernir nad yw'n ateb y gofynion o ran dilysrwydd. Fodd bynnag, nid yw'n briodol gostwng graddau fel mater o drefn wrth wneud penderfyniadau asesu fel 'cosb' am gyflwyno gwaith yn hwyr, oni bai fod y corff dyfarnu'n dweud hynny'n benodol.

Bydd dysgwyr na wnaethant gyflwyno gwaith erbyn y dyddiad cyflwyno yn ddarostyngedig i'r Polisi o ran Disgyblu Myfyrwyr, a gallant fethu'r aseiniad hwnnw.

Gall dysgwyr sydd dan amgylchiadau lliniarol/egusodol, yn unol â'r Drefn o ran Ystyriaeth Arbennig (Atodiad 6), gyflwyno eu gwaith erbyn dyddiad a gytunwyd gyda'r tiwtor. Ystyrir mai'r dyddiad hwnnw fydd y dyddiad cyflwyno cyntaf.

Gall tiwtoriaid bennu dyddiad a fydd yn gyfle olaf i ddysgwyr sydd heb gyflawni'r meini prawf asesu/canlyniadau dysgu a dargedwyd. Argymhellir bod yr adeg hon tua diwedd yr uned ac

na ddylai fod yn hwy nag un wythnos. Bydd gwaith nad yw'n cyrraedd y safonau gofynnol i 'Lwyddo' ar ôl y dyddiad hwn yn 'Methu'. Ni ellir ailgyflwyno gwaith rhwng y dyddiad ailgyflwyno a dyddiad y cyfle olaf.

O ran sut y rhoddir cyfle i ailsefyll asesiadau, mae angen trin pob dysgwr yn deg, ac nid oes angen rhoi'r cyfle os nad yw dysgwr wedi manteisio i'r eithaf ar y cyfle cyntaf i gael asesiad ac ar y broses asesu ffurfiannol.

Gall y dystiolaeth asesu wreiddiol barhau'n berthnasol a gellir ymhelaethu arni, neu mae'n bosibl y bydd gofyn cael tystiolaeth newydd yn lle rhan ohoni neu yn lle'r cyfan. Ni ddylai'r dysgwr gael rhagor o arweiniad a chefnogaeth gan yr athro mewn perthynas â chynhyrchu tystiolaeth bellach.

Yn achos Dysgu Seiliedig ar Waith:

Bydd Grŵp Llandrillo Menai'n gweithio gyda'r dysgwr i ddatblygu'r wybodaeth a'r sgiliau yn unol â'r cynllun dysgu y cytunwyd arno, er mwyn i'r dysgwr gyrraedd ei nodau a chyflawni ei amcanion. Datblygir cynllun asesu'n unol â Chynllun Dysgu Unigol a meini prawf y cymhwyster. Ymgorfforir Sgiliau Hanfodol/Allweddol, os yw hynny'n berthnasol, yn y cynllun asesu a'r cymwysterau pan fydd modd.

Caiff y dysgwyr y gefnogaeth a'r anogaeth sy'n angenrheidiol i fagu hyder a hunan barch ac i feithrin rhagor o sgiliau cyflogadwyedd. Defnyddir amrywiaeth o d dulliau asesu i gyd-fynd ag anghenion y dysgwr unigol yn unol â'r Safonau Galwedigaethol Cenedlaethol a gofynion y corff dyfarnu. Rhaid i'r holl asesiadau fod:

- Yn berthnasol
- Yn gyfredol
- Yn ddigonol
- Yn ddilys
- Yn deg

Caiff cynlluniau dysgu unigol a chynlluniau asesu eu monitro a'u hadolygu'n rheolaidd, a darperir adborth ar ble mae'r dysgwyr arni o ran cyflawni eu cymhwyster.

Cofnodir cynnydd o ran cyrraedd yr hyn a nodir yn y Cynllun Dysgu Unigol, ynghyd ag unrhyw dargedau y cytunwyd arnynt rhwng adolygiadau. Bydd yr asesydd yn helpu'r dysgwr i ddeall:

- y broses asesu;
- sut y caiff ei allu, ei sgiliau a'i wybodaeth eu hasesu;
- sut i gasglu tystiolaeth a'i pharu â'r meini prawf asesu;

I helpu'r dysgwr i wella ei berfformiad, bydd yr asesydd yn rhoi adborth adeiladol yn ystod adolygiadau.

Apelio yn erbyn penderfyniadau asesu

Os bydd myfyriwr yn dymuno apelio yn erbyn penderfyniad mewn perthynas ag asesu, bydd gofyn iddo wneud hynny'n unol â'r Drefn Apelio yn erbyn Asesiad (Atodiad 4)

Asesiad Allanol

Bydd yr holl asesiadau ar-lein ac allanol yn cael eu cynnal yn unol â rheoliadau'r corff dyfarnu a chanllawiau'r JCQ.

Atodiad 2 – Canllawiau ar gyfer Gwirio/Cymedroli Mewnol

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Rhaid craffu ar dasgau asesu ac ar waith a aseswyd, yn unol â'r Canllawiau ar Wirio/Cymedroli Mewnol a'r Trefnau o ran Sicrhau Ansawdd yn Allanol, yn unol â chyfarwyddyd y corff dyfarnu.

Bwriadwyd y Drefn o ran Gwirio/Cymedroli Mewnol i ddatblygu a darparu proses wirio a chymedroli mewnol effeithiol yn holl feysydd Grŵp Llandrillo Menai er mwyn sicrhau bod y meini prawf o ran ansawdd, fel y'u pennwyd gan yr Adran Addysg a Sgiliau (Cymru) a'r Cyrff Dyfarnu, yn cael eu bodloni.

Ystyr gwirio/cymedroli mewnol yw'r broses o fonitro arferion asesu er mwyn sicrhau bod penderfyniadau asesu'n cwrdd â safonau cenedlaethol. Mae'n wiriad parhaus o gysondeb, ansawdd a thegwch y marcio, y graddio a'r asesu cyffredinol a wneir mewn perthynas â gwaith dysgwyr. Bydd y Drefn o ran Gwirio/Cymedroli Mewnol:

- yn sicrhau bod pob myfyriwr yn cael ei asesu'n deg, yn gywir, yn rheolaidd ac mewn modd cyson;
- yn sicrhau bob penderfyniadau asesu dilys yn cael eu gwneud yn achos pob dysgwr a bod y gofynion allanol yn cael eu bodloni'n llawn;
- yn cefnogi staff academiaidd yn eu gwaith asesu drwy roi cyfle iddynt dderbyn sylwadau beirniadol/cefnogol ar y penderfyniadau asesu a wnaed.

Bydd Grŵp Llandrillo Menai:

- yn gwirio'n fewnol yr holl dasgau/aseiniadau asesu a grëwyd yn y ganolfan er mwyn sicrhau eu bod yn addas i'w diben cyn eu cyflwyno i'r dysgwyr;
- yn gwirio/cymedroli'n fewnol sampl a gasglwyd yn briodol o waith aseswyr o bob rhaglen, safle a thîm, er mwyn sicrhau bod rhaglenni'n cydymffurfio â safonau cenedlaethol a'r gofynion o ran gwirio allanol;
- yn cynllunio a dilyn amserlen gwirio/cymedroli mewnol, sy'n gysylltiedig â chynlluniau aseiniadau;
- yn diffinio swyddi sy'n ymwneud â gwirio/cymedroli mewnol;
- yn sicrhau bod staff dynodedig yn cadw'n ddiogel gofnodion o'r holl weithgarwch gwirio/cymedroli mewnol;
- yn briffio ac yn hyfforddi staff mewn perthynas â gofynion trefnau gwirio/cymedroli mewnol cyfredol;
- yn hyrwyddo gwirio/cymedroli mewnol fel proses ddatblygiadol rhwng staff;
- yn darparu dogfennau safonol mewn perthynas â gwirio/cymedroli mewnol sy'n briodol ar gyfer pob corff dyfarnu;
- yn defnyddio canlyniad y gwirio/cymedroli mewnol i wella arferion asesu yn y dyfodol.

Dull Gweithredu

Rhaid i bob rhaglen sy'n cynnwys gwaith a asesir yn fewnol ac sy'n cyfrannu at ganlyniad asesu terfynol myfyriwr gael ei gwirio/cymedroli'n fewnol. Gwirio/cymedroli mewnol yw'r broses a ddilynir er mwyn sicrhau bod:

- Yr asesu a'r graddio'n gyson drwy'r rhaglen.
- Y tasgau asesu/aseiniadau'n addas i'w diben h.y. eu bod yn galluogi'r dysgwr i gynhyrchu tystiolaeth sy'n bodloni'r meini prawf asesu.
- Y penderfyniadau asesu'n barnu gwaith y dysgwyr (y dystiolaeth) yn gywir yn erbyn y meini prawf asesu.

Rhaid i bob rhaglen gael aelodau staff dynodedig a fydd yn gwirio'r asesiadau ar gyfer y rhaglen benodol honno.

Rôl y Prif Wiriwr Mewnol/ Prif Dilysydd Mewnol

Dynodir Prif Wiriwr/ Dilysydd Mewnol ar gyfer y rhan fwyaf o fyrddau haroli. Bydd y Prif Wiriwr/ Dilysydd Mewnol yn:

- meddu ar yr awdurdod i arolygu canlyniadau'r asesu;
- gallu cyd-gysylltu rhwng aseswyr a gwirwyr mewnol eraill;
- cadw at ofynion y corff dyfarnu er mwyn cadw ei statws fel Prif Wiriwr/ Dilysydd Mewnol;
- sicrhau bod cynlluniau asesu a gwirio sy'n addas i'w diben ac sy'n bodloni gofynion y corff dyfarnu ar gael, ac edrych a ydynt yn cael eu dilyn;
- sicrhau bod cofnodion o'r asesu ynghyd â samplau o waith dysgwyr yn cael eu cadw i'w defnyddio gyda'r Sicrhawr Ansawdd Allanol os bydd angen ac yn unol â gofynion y corff dyfarnu;
- cysylltu â'r Sicrhawr Ansawdd Allanol er mwyn sicrhau bod samplu priodol yn digwydd, os a phryd y bydd angen samplu;
- sicrhau y safonir yr asesu pan fydd mwy nag un asesydd yn asesu aseiniad neu dasg;
- trefnu cyfarfodydd safoni y gellir eu defnyddio i ddatblygu ansawdd a chysondeb yr asesu a wneir gan bob asesydd sy'n ymwneud â gwahanol unedau'r rhaglen.
- adolygu penderfyniad asesu gwirwyr mewnol pan fyddant yn anghytuno â'r asesydd
- ni ellir gwneud cais am ardystiad ar gyfer darpariaeth City and Guilds heb awdurdod y Prif Wiriwr Mewnol / Rheolwr Rhaglen neu'r Rheolwr Sicrwydd Ansawdd
- Dylai'r Prif Dilysydd Mewnol ar gyfer Pearson hawlio ardystiad ar gyfer rhaglenni o fewn meysydd pwnc lle'n berthnasol. Ni ddylai unrhyw hawliadau am gymwysterau Pearson gael eu gwneud gan unigolyn sy'n gweithredu ar ei ben ei hun.

Mae rôl y gwiriwr/cymedrolwr mewnol yn ganolog i gynnal proses sicrhau ansawdd effeithiol oddi fewn y rhaglen. Mae'n berthnasol i bob aelod staff sy'n rheoli proses asesu mewn tîm.

Rôl y Prif Gymedrolwr Mewnol

Yn achos y ddarpariaeth TGAU, Lefel AS a Lefel A, lle dysgir pynciau ar wahanol safleoedd neu gan fwy nag un aelod staff mewn canolfan (yn dibynnu ar Rif Canolfan y corff dyfarnu), bydd y Prif Gymedrolwr:

- yn berson cyswllt y ganolfan;
- yn dosbarthu gwybodaeth a dderbynnir gan y corff dyfarnu i staff;
- yn trefnu ac yn cynnal cyfarfodydd safoni ar gyfer pob darn o waith cwrs a aseswyd;
- yn sicrhau bod cyfarfodydd yn cael eu cofnodi;
- yn casglu ac yn graddio'r marciau;
- yn lanlwytho'r canlyniadau i'r corff dyfarnu ar ran y Ganolfan;
- yn trefnu ac yn anfon sampl ddethol o'r gwaith i'r corff dyfarnu, gan sicrhau bod pob darn o waith wedi'i lungopio a bod y llungopiau wedi'u cadw'n ddiogel yn y Ganolfan, neu, os bydd angen, yn trefnu bod y Cymedrolwr Allanol yn ymweld;
- yn sicrhau bod holl waith ymgeiswyr yn cael ei gadw'n ddiogel am 3 mis ar ôl cyhoeddi canlyniadau'r arholiad, rhag ofn y derbynnir cais i ailfarcio;
- yn trefnu bod yr holl waith yn cael ei anfon i'r corff dyfarnu os bydd angen ailfarcio gwaith dysgwr;
- yn trefnu bod gwaith yn cael ei ddychwelyd i diwtoriaid, a fydd wedyn yn trefnu i'r dysgwyr gasglu'r gwaith, ar ôl y dyddiad cau ar gyfer gwneud ceisiadau am ailfarcio;
- yn adolygu adroddiadau'r cymedrolwr gyda staff.

Rôl y Gwiriwr/Cymedrolwr Mewnol

Mae'r Gwiriwr/Cymedrolwr Mewnol yn gyfrifol am gadarnhau bod pob ymgeisydd/dysgwr yn cynhyrchu tystiolaeth gredadwy, berthnasol a dilys er mwyn profi eu gallu mewn maes pwnc penodol, ac am ofalu bod modd iddynt gael asesiadau teg, safonol a chyson. Rhaid ystyried anghenion unigol ymgeiswyr/dysgwyr wrth asesu a gwirio.

Mae'n rhaid i'r Gwiriwr/Cymedrolwr Mewnol gefnogi'r aseswyr a rheoli'r broses asesu er mwyn sicrhau bod ymgeiswyr/dysgwyr wedi cael pob cyfle i brofi eu gallu/cymhwysedd mewn pwnc. Mae'n bwysig bod ansawdd perfformiad pob asesydd yn cael ei fonitro'n rheolaidd er mwyn sicrhau safonau cyson.

Dylai'r adborth a roddir i'r asesydd yn dilyn gwirio/safoni mewnol fod yn gefnogol, gan nodi arferion da yn ogystal â meysydd y mae gofyn eu datblygu.

Rhaid i Wirwyr/Cymedrolwyr Mewnol sicrhau eu bod yn cysylltu'n effeithiol â Sicrhawyr Ansawdd Allanol er mwyn cydlynu gweithgareddau samplu. Rhaid iddynt ymgyfarwyddo â'r wybodaeth a'r canllawiau diweddaraf a dderbynnir gan gyrff dyfarnu allanol, cyrff pennu safonau a chyrrff proffesiynol. Dylid anfon unrhyw wybodaeth a geir ymlaen i'r tîm asesu perthnasol.

Mae gan bob corff dyfarnu ofynion penodol o ran dilysu/cymedroli mewnol. Rhaid i aseswyr a gwirwyr/cymedrolwyr fod yn ymwybodol o fanylebau/trefnau sy'n berthnasol i gyrff dyfarnu penodol a rhaglenni unigol, gan gydymffurfio â hwy.

Y Strategaeth o ran Samplu i bwrpas Gwirio/Cymedroli Mewnol

- Rhaid i bob rhaglen gael amserlen gwirio/cymedroli mewnol sy'n dangos yn glir pryd y bydd y safoni, a'r gwirio/cymedroli ffurfiannol a chrynodol yn digwydd.

- Dylid cynllunio'r gwirio/cymedroli mewnol fel bod unrhyw destun pryder yn dod i'r amlwg yn gynnar yn y cylch asesu. Ni ddylai'r gwirio/cymedroli ddigwydd tua diwedd y rhaglen gan y byddai hynny'n llesteirio unrhyw waith adfer angenrheidiol.
- Rhaid cofnodi cyfarfodydd safoni a gwirio/cymedroli mewnol.
- Rhaid i bob rhaglen gael matrices clir ar gyfer gwirio a chymedroli mewnol.
- Rhaid samplu'r holl aseswyr dros gyfnod penodol, gan gynnwys aseswyr teithiol a'r rhai sydd mewn is-ganolfannau.
- Rhaid samplu pob uned yn achos pob asesydd dros gyfnod o amser. Bydd y cyfnod yn dibynnu ar nifer yr ymgeiswyr/dysgwyr ac ar hyd y rhaglen. Byddai asesu pob uned a asesir gan bob asesydd, mewn cylch blynyddol, yn darged priodol.
- Rhaid sicrhau bod samplau'n cynnwys unedau gorfodol a dewisol.
- Nid rhywbeth a wneir ar y diwedd yn unig yw dilysu/cymedroli mewnol. Rhaid cynnwys asesiadau gwaith a gyflwynwyd yn wreiddiol yn ogystal â gwaith a ailgyflwynwyd yn y sampl Dilysu Mewnol. Rhaid cynnwys graddau uwch yn y sampl er mwyn sicrhau cywirdeb y penderfyniadau graddio.
- Nid oes angen samplu pob ymgeisydd/dysgwr, ond rhaid cymryd sampl o bob categori neu grŵp/criw e.e. rhaid cynnwys oedran a rhyw, ymgeiswyr/dysgwyr ag anghenion arbennig, ymgeiswyr/dysgwyr dwyieithog, rhai sy'n dechrau o'r newydd, ymgeiswyr/dysgwyr sydd ar ganol y rhaglen a rhai sydd wedi hen ymgynffino, rhai sy'n gweithio i gleientiaid corfforaethol penodol.
- Dylid sicrhau bod aseswyr 'newydd' a llai profiadol yn cael cefnogaeth effeithiol a bod eu gwaith yn cael eu samplu'n amlach.
- Dylid sicrhau bod trywydd archwilio clir a chywir o'r gwirio/cymedroli mewnol a'r prosesau asesu sy'n berthnasol i bob ymgeisydd/dysgwr mewn cofnodion gwirio/cymedroli mewnol ac mewn adroddiadau aseswyr yn ogystal ag yn y portffolio tystiolaeth ei hun.
- Dylid sicrhau bod pob un sy'n asesu yn y gweithle a phob asesydd arbenigol yn cael eu cynnwys.

Safoni Dyfarniadau Asesu

- Dylid sicrhau bod adborth ysgrifenedig a ddarparwyd ar ddyfarniadau aseswyr yn adeiladol ac yn canolbwyntio ar y nodweddion pwysig sy'n gwahaniaethu rhwng ymgeiswyr/dysgwyr cymwys a rhai nad ydynt eto'n gymwys.
- Dylid cynllunio gweithdai safoni (meincodi, cymedroli) a'u cynnal gyda thîm llawn o aseswyr a dilyswyr/cymedrolwyr yn bresennol bob tro posibl.
- Dylid canolbwyntio ar adolygu safonau lle mae hynny'n briodol ac ar sut mae'r gofynion newydd yn wahanol i'r hen safonau; dylid canolbwyntio ar unedau pwysig; unedau sy'n gofyn am efelychu; unedau a ddynodwyd wrth fonitro, lle'r oedd yn anodd cynhyrchu tystiolaeth, neu lle'r ydych o'r farn bod aseswyr yn edrych ar bethau mewn ffordd wahanol.
- Dylid canolbwyntio ar sicrhau bod tystiolaeth a adolygwyd yn y cyfarfod yn berthnasol, yn ddigonol, yn gyfredol ac yn ddilys. Bob tro posibl, dylid defnyddio tystiolaeth a ddygodd yr aseswyr i'r cyfarfod.

- Dylid datblygu amgylchedd cefnogol nad yw'n fygythiol lle bydd aseswyr yn fodlon rhannu problemau a phryderon er mwyn sicrhau bod pob asesydd yn gwneud penderfyniadau asesu dilys.

Monitro Arferion Asesu

- Dylid sicrhau bod trywydd archwilio clir a chywir o'r gwirio/cymedroli mewnol a'r prosesau asesu sy'n berthnasol i bob ymgeisydd/dysgwr mewn cofnodion gwirio/cymedroli mewnol ac mewn adroddiadau aseswyr yn ogystal ag yn y portffolio tystiolaeth ei hun.
- Dylid arsylwi ar bob asesydd o leiaf unwaith y flwyddyn, gan ymdrin â phob agwedd ar y broses asesu.
- Dylid cyfweld ymgeiswyr/dysgwyr ynghylch y broses asesu er mwyn gwirio'r cofnodion a gawsoch gan yr aseswyr ac er mwyn monitro eu cynnydd a'u hagwedd at yr N/VQ a'ch canolfan.
- Dylid rhoi adborth i aseswyr a chofnodi'r adborth er mwyn i'r Sicrhawr Ansawdd Allanol graffu arno.

Datblygu a Chefnogi Aseswyr

- Bydd GLLM yn darparu rhaglen gynefino i bob asesydd yn ogystal â'u cyfeirio at y safonau perthnasol/y Cod Ymarfer.
- Bydd GLLM yn clustnodi nifer addas o ymgeiswyr yn unol â Chynllun y Grŵp o ran Dyrannu Llwyth Gwaith ac yn rhoi i'r asesydd wybodaeth am leoliad yr ymgeiswyr ac unrhyw ofynion asesu penodol sydd gan unrhyw ymgeisydd.
- Bydd GLLM yn monitro pob dull asesu a ddefnyddir gan bob asesydd er mwyn canfod unrhyw anghenion hyfforddi. Dylid rhoi gwybod i Reolwr y Rhaglen am y rhain.
- Dylid nodi unrhyw anghenion o ran datblygiad galwedigaethol neu broffesiynol sydd gan y tîm, gan ei seilio ar y canllaw o ran Datblygiad Personol Parhaus a gofynion y corff dyfarnu e.e. yr angen am gymwysterau asesu a gwirio.
- Dylid rhoi adborth clir yn rheolaidd i aseswyr ar eu gwaith asesu ac ar ganlyniad y monitro a wnewch ar eu dogfennau asesu.

(Rhaid cadw pob gwybodaeth sy'n ymwneud â gwirio/cymedroli yn ffeil gwirio/cymedroli mewnol pob rhaglen).

Samplu gwaith a aseswyd – Addysg Bellach

Mewn perthynas â dilysu mewnol, defnyddir dull a seilir ar risgiau. Gellir pennu'r risg ar gyfer y sampl angenrheidiol fel a ganlyn:

	Tiwtor newydd*	Tiwtor profiadol
Dysgu'r uned am y tro cyntaf	Risg uchel	Risg canolig
Yn gyfarwydd â gofynion y cymhwyswr, ond yn dysgu uned newydd	Risg uchel	Risg canolig
Yn gyfarwydd â'r uned a'r Gwiriwr Mewnol wedi mynegi pryder yn flaenorol	Risg uchel	Risg canolig
Yn gyfarwydd â'r uned a'r Gwiriwr Mewnol heb fynegi pryderon yn flaenorol	Risg canolig	Risg isel

*gall fod yn newydd i'r sefydliad ond yn gyfarwydd â'r uned

Sampl risg uchel

- Samplir holl dasgau/aseiniadau'r uned, a maint y sampl ar gyfer pob tasg asesu fydd ail isradd nifer y dysgwyr.

Sampl risg canolig

- Samplir o leiaf 50% o'r tasgau/aseiniadau sydd yn yr uned, a maint y sampl ar gyfer pob tasg asesu fydd ail isradd nifer y dysgwyr.

Sampl risg isel

- Samplir o leiaf 25% o'r tasgau/aseiniadau sydd yn yr uned, a maint y sampl ar gyfer pob tasg asesu fydd ail isradd nifer y dysgwyr.

Dylid sicrhau bod aseswyr 'newydd' a llai profiadol yn cael cefnogaeth effeithiol a bod eu gwaith yn cael eu samplu'n amlach yn unol â'r asesiad risg.

Dogfennau

Bydd cyrff dyfarnu'n cynhyrchu dogfennau y gellir eu defnyddio ar gyfer pob agwedd ar yr asesu a'r gwirio/cymedroli. Rhaid i unrhyw ddogfennau a gaiff eu haddasu neu eu creu'n fewnol gan dimau rhaglenni fodloni gofynion y corff dyfarnu a chael eu cymeradwy gan y Rheolwr Sicrhau Ansawdd. Rhaid i'r holl ddogfennau a ddefnyddir fod yn gyfredol ac yn addas i'w diben. Caiff y defnydd a wneir o ddogfennau priodol ei fonitro yn ystod yr archwiliad gwirio/cymedroli mewnol blynyddol.

Gofynion o ran Data

Rhaid cadw pob tystiolaeth o weithgareddau asesu a gwirio/cymedroli mewnol mewn lle diogel h.y. dan glo mewn cwpwrdd neu stordy. Rhaid i'r holl wybodaeth a gedwir cydymffurfio â GDPR.

Rhaid cadw cofnodion sy'n ymwneud â chynnydd dysgwyr, cyrhaeddiad dysgwyr a gwirio/cymedroli mewnol am o leiaf tair blynedd rhag ofn y bydd problemau'n codi yn sgil gwirio/cymedroli mewnol neu apelïadau. Rhaid i gofnodion fod ar gael i gyrff dyfarnu ar eu cais. Mae gan rai cyrff dyfarnu ofynion penodol o ran data – mae'n bwysig bod aseswyr a gwirwyr/cymedrolwyr yn ymwybodol o'r rhain, ac yn eu cynnwys yn eu trefnau. Gellir dychwelyd eu gwaith i'r dysgwyr unwaith y bydd y trefniadau sicrhau ansawdd allanol wedi'u cwblhau a'r ardstystio wedi'i wneud yn unol â rheolau cyrff dyfarnu penodol.

Atodiad 3 – Y Drefn o ran Apelio yn erbyn Aseidiadau

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Aseu

Bydd Grŵp Llandrillo Menai'n rhoi cyfle i ddysgwyr apelio yn erbyn penderfyniad aseu pan fyddant yn teimlo nad yw'r drefn aseu wedi'i dilyn yn iawn neu pan fyddant yn credu bod y penderfyniad yn annheg. Dylid dilyn y Drefn hon o ran Apelio yn erbyn Aseidiadau wrth apelio yn erbyn y penderfyniad aseu hwn.

Mae hyn yn wir pa un a yw'r aseu neu'r penderfyniad:

- Yn ffurfiannol neu'n grynodol
- Wedi'i raddio neu heb ei raddio
- Wedi'i wneud gan asesydd unigol neu gan dîm cwrs, wedi neu heb ei wirio'n fewnol.

Dull Gweithredu

Seilir aseidiadau o waith myfyrwyr ar ddyfarniadau diduedd, dibynadwy a dilys. Fodd bynnag, mae Grŵp Llandrillo Menai'n derbyn y gall penderfyniadau aseu gael eu cwestiynau ar adegau.

Nodwch fod yn rhaid i apêl, yn achos arholiadau a asesir yn allanol, gael ei chyflwyno i'r corff dyfarnu perthnasol.

Dim ond i aseidiadau mewnol y mae'r polisi a'r drefn hon yn berthnasol. Nid yw'n ymdrin ag ymholiadau allanol – mae'r cyrff dyfarnu wedi cyhoeddi eu Trefn Apelio eu hunain ar gyfer hynny.

Dylid gwneud pob ymdrech i ddatrys problemau drwy ddefnyddio'r Drefn Anffurfiol a ddisgrifir yng Ngham 1 er mwyn osgoi'r angen i ddilyn y Drefn Ffurfiol a ddisgrifir yng Ngham 2.

Dull Gweithredu

Mae gan ddysgwyr hawl i herio penderfyniad aseu ffurfiol sy'n cyfrannu at eu cymhwyster terfynol.

Y Drefn Anffurfiol – Cam 1

Dylai dysgwyr bob amser drafod y mater gyda'u tiwtor neu eu hasesydd cyn troi at y drefn apelio.

Gall y tiwtor neu'r asesydd, yn ystod y cam hwn, ofyn i'r gwaith gael ei ailasesu'n anffurfiol gan aelod o'r staff addysgu nad oedd yn aelod o'r tîm aseu gwreiddiol.

Dylai unrhyw fyfyrwr sydd am gwestiynau penderfyniad aseu ddod â'r mater i sylw Arweinydd y Rhaglen cyn gynted ag y bo modd, yn sicr o fewn un wythnos waith i dderbyn y penderfyniad aseu.

Gellir apelio yn erbyn:

- Y modd y cynhaliwyd yr asesiad
- Y cyfleoedd a gafwyd i ddangos cymhwysedd
- Digonolrwydd, amrediad a natur y dystiolaeth fel y cytunwyd yn y cynllun aseu, lle bo'n berthnasol.

Mewn ymgynghoriad â'r dysgwr, ac yng ngoleuni unrhyw farn ychwanegol a geir, gellir gwneud penderfyniad i:

- (i) Dderbyn y penderfyniad gwreiddiol.
- (ii) Newid y penderfyniad.
- (iii) Ailasesu'r myfyriwr yn ymarferol neu ar lafar.

Dylid gwneud hyn cyn pen pythefnos wedi i'r penderfyniad gwreiddiol gael ei gwestiynu.

Os bydd y dysgwr, ar ôl i'r cyfan o'r uchod gael ei wneud, yn credu bod sail dros apelio, dylid rhoi gwybod ar bapur i Arweinydd y Rhaglen a dylid rhoi'r drefn ffurfiol a ddisgrifir yng Ngham 2 ar waith.

Y Trefnau Ffurfiol – Cam 2

Nodwch fod yn rhaid i apêl, yn achos arholiadau a asesir yn allanol, gael ei chyflwyno i'r corff dyfarnu perthnasol.

1. Os na ellir datrys y mater yn ystod y cam anffurfiol, dylai'r dysgwr gysylltu â'r Rheolwr Sicrhau Ansawdd. Bydd y Rheolwr Sicrhau Ansawdd yn rhoi Ffurflen Apelio yn erbyn Asesiad Mewnol i'r dysgwr. Bydd gofyn i'r dysgwr ddarparu tystiolaeth i ategu'r honiad bod yr asesiad wedi'i gynnal yn annheg neu'n amhriodol.
2. Rhaid cyflwyno'r Ffurflen Apelio yn erbyn Asesiad Mewnol o fewn 21 diwrnod gwaith i'r dyddiad y gwnaed y penderfyniad asesu, neu 42 diwrnod gwaith cyn yr ardystio (pa un bynnag sy'n digwydd gyntaf). Bydd y Rheolwr Sicrhau Ansawdd yn rhoi cydnabyddiaeth ysgrifenedig i'r dysgwr/ymgeisydd ei fod wedi derbyn yr apêl (o fewn 72 awr).
3. Bydd y Rheolwr Sicrhau Ansawdd yn ymchwilio i'r apêl drwy drafod y mater gyda'r dysgwr, y Gwiriwr Mewnol, y darlithydd a Rheolwr y Rhaglen. Bydd y Rheolwr Sicrhau Ansawdd yn adolygu'r canfyddiadau gyda Phennaeth Cynorthwyol sy'n gyfrifol am Brofiadau'r Dysgwyr yn y Coleg a chyda Rheolwr y Rhaglen. Caiff y dysgwr wybod ar bapur beth oedd canlyniad yr ymchwiliad o fewn 21 diwrnod gwaith i dderbyn yr apêl.

Gall y penderfyniad ddeillio ar:

- Ailasesu'r myfyriwr/y dystiolaeth gan yr asesydd gwreiddiol neu asesydd arall.
 - Cadarnhau'r penderfyniad asesu gwreiddiol
 - Ceisio cyngor gan wiriwr/cymedrolwr allanol
4. Os bydd y dysgwr yn ystyried nad yw'r coleg wedi cynnal apêl yn deg, neu ei fod wedi bod yn destun gwahaniaethu, dylai gyflwyno cais ysgrifenedig i'r Pennaeth Cynorthwyol (Ansawdd a Pherfformiad) a fydd yn ei gyfeirio at y corff dyfarnu perthnasol. Rhaid derbyn hwn o fewn 7 diwrnod gwaith i dderbyn y llythyr apêl.
 5. Wedi i'r corff dyfarnu perthnasol gael ei gynnwys, gall y dysgwr uwchgyfeirio ei apêl at y rheoleiddiwr cymwysterau priodol.

Os bydd y dysgwr yn mynd i fân-gostau o ganlyniad i wneud apêl, bydd y Coleg yn ystyried ad-dalu'r rhain os ydynt yn rhesymol.

Materion sy'n ymwneud â Buddiannau'r Cyhoedd/Pryderon Difrifol

Mae polisi 'chwythu'r chwiban' ar gael sy'n ymwneud â datgelu materion sy'n ymwneud â buddiannau'r cyhoedd/materion difrifol fel twyll honedig, camweinyddu neu weithgareddau anghyfreithlon. Yn yr achos hwn, dylid gwneud cais uniongyrchol i Glerc y Gorfforaeth a fydd yn darparu cyngor pellach.

Ffurflen Apelio'n Ffurfiol yn erbyn Aseiad Mewnol

Enw'r ymgeisydd:	
Enw'r asesydd:	
Enw'r gwiriwr mewnol:	
Dyddiad cynnal yr aseiad:	
Y modiwl/uned(au) a aseswyd:	
Y radd a ddyfarnwyd:	

Rhesymau dros apelio (i'w lenwi gan y dysgwr)			
Llofnod y dysgwr:		Dyddiad:	

Atodiad 4 – Y Drefn o ran Addasu Rhesymol

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Mae gan Grŵp Llandrillo Menai ddyletswydd i sicrhau y gwarchodir hawliau dysgwyr unigol i gael cymwysterau ac i gael eu hasesu yn y modd sydd fwyaf priodol ar gyfer eu hanghenion unigol. Mae deddfwriaeth sy'n ymwneud ag anabledd a chyfle cyfartal yn ei gwneud yn ofynnol i Grŵp Llandrillo Menai greu proses asesu gynhwysol y mae gofyn i staff ei dilyn un unol â'r Drefn o ran Addasu Rhesymol (Atodiad 5). Yn ôl Deddf Cydraddoldeb 2010, mae gofyn gwneud addasiadau rhesymol pe byddai rhywun anabl dan anfantais sylweddol wrth gael ei asesu.

Dull Gweithredu

Golyga addasu rhesymol unrhyw weithred sy'n helpu i leihau effaith anabledd neu anhawster sy'n rhoi'r dysgwr dan anfantais sylweddol yn y sefyllfa asesu. Dylid anfon y cais at y corff dyfarnu priodol gan ddilyn y broses a nodwyd gan y corff dyfarnu hwnnw.

Ni ddylai addasiadau rhesymol effeithio ar ddibynadwyedd a dilysrwydd y canlyniadau asesu, ond gallant gynnwys:

- newid trefniadau asesu arferol e.e. caniatáu amser ychwanegol i ddysgwr gwblhau gweithgaredd asesu
- addasu deunyddiau asesu, fel darparu deunyddiau mewn Braille
- darparu cymorth yn ystod yr asesu, fel dehonglydd iaith arwyddion neu ddarllynydd
- ad-drefnu'r ystafell asesu, fel symud ysgogiadau gweledol yn achos dysgwr awtistig
- newid y dull asesu e.e. o asesiad ysgrifenedig i asesiad llafar
- defnyddio technoleg gynorthwyol fel rhaglen darllen sgrin neu feddalwedd a ysgogir gan lais.

Rhaid cymeradwyo neu drefnu addasiadau rhesymol cyn cynnal y gweithgaredd asesu; maent yn drefniadau sy'n galluogi'r dysgwr i ennill y cymhwyster. Caiff y gwaith a wna'r dysgwr ei farcio yn yr un modd ag y caiff gwaith dysgwyr eraill sy'n cael eu hasesu.

Yn ôl y gyfraith, dim ond yr hyn sy'n 'rhesymol' y mae gofyn i Grŵp Llandrillo Menai ei wneud yn y cyswllt hwn. Mae'r hyn sy'n rhesymol yn dibynnu ar amgylchiadau unigol, effaith yr anabledd ar yr unigolyn, y goblygiadau o ran costau a pha mor ymarferol ac effeithiol fydd yr addasu. Dylid cymryd ffactorau eraill, fel yr angen i ddiweddarau cymhwysedd, i ystyriaeth.

Mae gwahanol ddulliau asesu'n gofyn am bethau gwahanol gan y dysgwr a byddant yn dylanwadu ar yr angen am addasiadau rhesymol ac ar y math o addasiadau rhesymol y gellir eu rhoi ar waith.

Bydd yr addasiadau sy'n briodol ar gyfer asesiad penodol yn dibynnu ar:

- ofynion penodol y cymhwyster o ran asesu
- y math o asesiad sydd dan sylw
- anghenion ac amgylchiadau penodol y dysgwr unigol

Asesiadau na chânt eu cynnal dan amodau arholiad

Yn achos y mathau hyn o asesiadau, gall y dysgwr fodloni'r meini prawf asesu mewn unrhyw fodd sy'n ddilys. Er mwyn hwyluso'r trefniadau pan fydd tystiolaeth o'r angen, gall Grŵp Llandrillo Menai, ar ôl ymgynghori â'r corff dyfarnu, ganiatáu i'r dysgwr ddefnyddio unrhyw gymhorthion mecanyddol neu electronig, neu gymhorthion eraill, i ddangos cyflawniad, cyn belled ag y bo'r gymhorthion:

- ar gael yn gyffredinol i'w prynu;
- yn adlewyrchu dull gweithio arferol y dysgwr;
- yn galluogi'r dysgwr i fodloni'r meini prawf penodol;
- ddim yn rhoi mantais annheg i'r dysgwr.

Gall y dysgwr gyflwyno deunyddiau neu ddogfennau asesu mewn modd sy'n adlewyrchu ei ddull gweithio arferol ac sy'n ei alluogi i fodloni'r meini prawf asesu penodol e.e. nid oes raid i atebion neu dystiolaeth fod yn ysgrifenedig oni bai bod y meini prawf asesu'n dynodi hynny.

Rhaid i'r dystiolaeth a gynhrychir gan y dysgwr bob amser:

- fodloni gofynion y manylebau, pa bynnag broses neu ddull a ddefnyddiwyd;
- bod mor drylwyr â'r dulliau a ddefnyddir i asesu dysgwyr eraill;
- yn bosibl eu hasesu;
- yn bosibl eu cymedroli neu eu gwirio.

Yn achos salwch hir dymor dysgwr unigol, neu pan fydd cyflwr iechyd parhaol/anabledd yn golygu bod y dysgwr yn cymryd amser ychwanegol i gwblhau asesiad, gall y bydd yn bosibl ymestyn y dyddiad cau ar gyfer cyflwyno gwaith i'w ardstio. Ni fydd yn bosibl caniatáu rhagor o amser ym mhob cymhwys.

Os bydd angen eglurhad ar ba mor briodol yw'r addasiad rhesymol y mae'r dysgwr yn gofyn amdano ar gyfer asesiad penodol, cynghorir y tiwtor i gysylltu â'r bwrdd dyfarnu priodol (drwy'r tîm arholi) er mwyn trafod trefniadau eraill a all fod yn briodol mewn sefyllfaoedd penodol.

Asesiadau a gynhelir dan amodau arholiad

Pan fydd y dull asesu'n fwy caeth (fel asesiadau a gynhelir dan amodau penodol), mae'n bosibl y bydd mwy o angen addasu'r trefniadau asesu safonol er mwyn galluogi dysgwr i gymryd rhan.

Bydd unrhyw addasiadau a wneir i'r asesu'n dibynnu ar yr hyn y mae ar y dysgwr ei angen i'w alluogi i gymryd rhan yn yr asesiad. Isod, ceir enghreifftiau o anghenion a all olygu y bydd gofyn addasu asesiadau. Nid yw'r rhestr hon yn derfynol, ond dylid nodi y bydd rhai anghenion sydd gan ddysgwyr yn perthyn i fwy nag un o'r categorïau a nodir isod.

- Anghenion o ran cyfathrebu a rhyngweithio;
- Anghenion gwybyddol ac anghenion dysgu;
- Anghenion synhwyrdd a chorfforol;
- Anghenion ymddygiadol, emosiynol a chymdeithasol.

Nid oes raid i ddysgwr fod yn anabl (fel y'i diffinnir yn y Ddeddf Gwahaniaethu ar sail Anabledd) i fod â hawl i gael addasiadau rhesymol i'r asesu. Yn yr un modd, nid oes gan bob dysgwr o anghenraid hawl neu angen i gael addasu'r dull asesu. Gall y dysgwr fod wedi datblygu dulliau ymdopi sy'n lleihau neu'n diddymu'r angen am gymorth, ar yr amod nad yw'n cael eu rhoi dan anfantais sylweddol.

Mae gofyn dynodi a chael tystiolaeth ategol er mwyn sicrhau na fydd unrhyw addasiadau i'r asesu ond yn rhoi'r cymorth angenrheidiol i'r dysgwr, heb roi unrhyw fantais annheg iddo/iddi.

Pan fydd Grŵp Llandrillo Menai'n gallu gwirio tystiolaeth o anabledd neu anhawster, a phan fydd y golygiadau'n eglur e.e. yn achos dysgwr ag anawsterau corfforol, nam difrifol ar y clyw neu sydd

wedi'i gofrestru'n ddall neu'n rhannol ddall, nid oes angen darparu tystiolaeth bellach o'r anawsterau hynny.

Pan na fydd goblygiadau'r anhawster yn amlwg e.e. yn achos anawsterau dysgu neu anawsterau iechyd meddwl, mae angen tystiolaeth ychwanegol o effaith y nam ar berfformiad y dysgwr yn yr asesiad. Bydd aelod perthnasol o'r staff, neu arbenigwr allanol sy'n gymwys ac sydd â chyfrifoldeb yn y maes hwn, yn edrych ar y dystiolaeth o anghenion y dysgwr mewn perthynas ag asesiad penodol. Dylid cofnodi'r dystiolaeth i ddibenion archwilio.

Nid yw dysgwr sydd â Datganiad o Anghenion Addysgol Arbennig o anghenraid yn gymwys i gael addasiadau rhesymol. Dylid cymryd gofynion y cymhwyster i ystyriaeth. Mae'n bosibl mai ychydig iawn o effaith a gaiff y rhesymau dros y datganiad ar allu'r dysgwr i sefyll yr asesiad.

Y Broses

Dylid defnyddio'r ffurflen ganlynol i wneud cais am addasiadau rhesymol ar ran pob dysgwr unigol. Y Tiwtor Personol, gyda'r dysgwr, ddylai lenwi'r ffurflen.

Pan na chynhelir asesiad dan amodau arholiad, caniateir addasiadau rhesymol yn ôl doethineb y Rheolwr Maes Rhaglen. Os yw'r asesu'n digwydd yn fewnol, dylid dod i gytundeb â'r gwiriwr mewnol a dylid cynnwys yr asesiad yn y broses samplu ar gyfer gwirio mewnol. Rhaid cyflwyno'r ffurflen i'r corff dyfarnu o leiaf 15 diwrnod cyn i'r dysgwr ymgymryd â'r asesiad cyntaf.

Pan gynhelir asesiad dan amodau arholiad, neu os yw'r dysgwr yn sefyll asesiad allanol, rhaid cyflwyno'r ffurflen i'r corff dyfarnu o leiaf 15 diwrnod gwaith cyn i'r dysgwr ymgymryd â'r asesiad. Rhaid cyflwyno ceisiadau am fersiynau Braille o leiaf 30 diwrnod gwaith cyn i'r dysgwr ymgymryd â'r asesiad. Rhaid derbyn cadarnhad y cytunir â'r cais am Addasiadau Rhesymol cyn y gall y dysgwr sefyll yr asesiad a addaswyd.

Rhaid i Gynorthwydd Cofrestru/Gweinyddol priodol y corff dyfarnu brosesu'r ffurflenni. Ym mhob achos, rhaid cadw copi o'r ffurflen am 3 blynedd.

Enw'r Ganolfan:	Coleg Llandrillo Coleg Menai Coleg Meirion-Dwyfor	Rhif y Ganolfan:	
Cyfeiriad y safle:			
Dyddiad cynnal yr asesiad:		Amser cynnal yr asesiad:	
Y Corff Dyfarnu			
Cod a theitl y cymhwyster			
Teitl/lefel yr Uned(au)			
Aseu yn Saesneg neu yn Gymraeg			

Enw'r dysgwr/dysgwyr y gwneir y cais ar ei ran/eu rhan:

Enw llawn	Rhif cofrestru'r dysgwr:	Cod post

Y rheswm dros wneud y cais

Yr addasiadau rhesymol sy'n angenrheidiol

Tystiolaeth ategol

Gall y dystiolaeth gynnwys:

- asesiadau'r ganolfan o anghenion yr ymgeisydd/y dysgwr
- hanes y ddarpariaeth yn y ganolfan
- tystysgrif feddygol
- adroddiad ar asesiad seicolegol neu asesiad proffesiynol arall.

Rhowch fanylion y dystiolaeth ategol:

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Rhowch fanylion sut y sicrheir bod asesiad yn dal yn ddibynadwy a dilys:

--

Datganiad: Cadarnhaf:

- fod y wybodaeth sydd yn y cais yn gywir;
- y gallwn ddarparu'r trefniadau y gofynnir amdanynt os bydd y corff dyfarnu'n cymeradwyo'r cais.
- y rhoddir yr addasiadau rhesymol ar waith yn unol â chanllawiau'r Cyd-gyngor Cymwysterau.
- na fydd y ganolfan yn gwneud mwy o addasiadau nag a ganiateir.

Enw:			
Llofnod:		Dyddiad:	
Swydd yn y ganolfan:		Rhif cyswllt a chyfeiriad e-bost	

Atodiad 5 – Y Drefn o ran Ystyriaeth Arbennig

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Gall dysgwr sydd wedi paratoi'n drylwyr ac sy'n bresennol ar gyfer asesiad a drefnwyd fod yn gymwys ar gyfer ystyriaeth arbennig os:

- bydd amgylchiadau sydd y tu hwnt i reolaeth y dysgwr (e.e. salwch personol diweddar, damwain, profedigaeth, ymyrraeth ddifrifol yn ystod yr asesiad) yn effeithio ar ei berfformiad mewn asesiad;
- cafwyd bod trefniadau asesu amgen y cytunwyd arnynt cyn yr asesiad yn amhriodol neu'n annigonol;
- bydd wedi colli rhan o'r asesiad oherwydd amgylchiadau sydd y tu hwnt i'w reolaeth;
- bydd digon o wahaniaeth rhwng y rhan o'r asesiad y mae'r ystyriaeth arbennig yn berthnasol iddi a rhannau eraill a gyflawnwyd ar gyfer y cymhwyster i awgrymu y gallai'r dysgwr fod wedi perfformio'n well yn yr asesiad.

Ni fydd dysgwr yn gymwys ar gyfer ystyriaeth arbennig os:

- na ddarperir tystiolaeth i Grŵp Llandrillo Menai bod cyflwr penodol wedi effeithio ar y dysgwr adeg yr asesiad;
- bydd wedi colli unrhyw ran o'r asesiad oherwydd trefniadau personol, gan gynnwys gwyliau ac absenoldeb nas awdurdodwyd;
- bydd anawsterau yn ystod y cwrs wedi effeithio ar y gwaith paratoi ar gyfer rhan o'r cwrs e.e. twrw gwaith adeiladu, dim cyfleusterau addas ar gael, newid neu brinder staff, neu anghydfod diwydiannol.

Dull Gweithredu

Bydd pob cais am ystyriaeth arbennig yn unigryw i bob dysgwr neu asesiad. Dylid anfon y cais at y corff dyfarnu priodol gan ddilyn y broses a nodwyd gan y corff dyfarnu hwnnw.

Pan fydd asesiad yn gofyn i ddysgwr ddangos cymhwysedd ymarferol neu pan fydd yn rhaid bodloni meini prawf yn llawn, neu yn achos cymwysterau sy'n dyfarnu Trwydded i Ymarfer, gall na fydd yn bosibl gwneud cais am ystyriaeth arbennig.

Dan rai amgylchiadau e.e. yn achos asesiadau ar gais, gall y bydd yn fwy priodol cynnig cyfle i'r dysgwr gael ei asesu rywbryd eto.

Ni ddylai ystyriaeth arbennig roi mantais annheg i'r dysgwr ac ni ddylai achosi i ddefnyddiwr y dystysgrif gael ei gamarwain ynghylch cyflawniadau dysgwr. Rhaid i ganlyniad y dysgwr adlewyrchu ei gyrhaeddiad yn yr asesiad, nid o anghenraid ei allu posibl.

Gall ystyriaeth arbennig, os yw'r llwyddiannus, ddeillio ar addasu rhywfaint ar farc/gradd y dysgwr wedi'r asesiad. Bydd maint yr addasu'n dibynnu ar yr amgylchiadau ac yn adlewyrchu'r anhawster a wynebodd y dysgwr.

Y Broses

Bydd Grŵp Llandrillo Menai'n gwneud cais am ystyriaeth arbennig drwy ddilyn y broses a gafwyd gan y corff dyfarnu priodol. Bydd y Cynorthwydd Cofrestru/Gweinyddol sy'n cofrestru'r dysgwyr gyda'r corff dyfarnu hwnnw'n prosesu'r ceisiadau. Os na fydd y corff dyfarnu'n derbyn ceisiadau ar-lein am ystyriaeth arbennig, gellir defnyddio Ffurflen 10 y Cyd-bwyllgor Cymwysterau – *Application for*

Special Consideration (<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-10---application-for-special-consideration>).

Bydd gofyn i'r dysgwr gyflwyno tystiolaeth i ategu'r cais am ystyriaeth arbennig. Gall hyn gynnwys tystiolaeth feddygol neu ddatganiad gan y goruchwyliwr neu unrhyw wybodaeth briodol arall.

Os caniateir y cais am ystyriaeth arbennig, adolygir perfformiad y dysgwr yng ngoleuni'r dystiolaeth sydd ar gael. Dylid nodi na fydd caniatáu cais am ystyriaeth arbennig o anghenraid yn newid canlyniad dysgwr.

Atodiad 6 – Y Drefn o ran Camymddwyn a Chamweinyddu

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Camymddwyn

Cyfeiria camymddwyn at unrhyw beth a wna'r dysgwr a allai danseilio uniondeb a dilysrwydd y modd yr asesir ei waith. Gallai hyn fod yn llên-ladrad, yn dwyllo neu'n gydgyllwynio. Ym mhob achos lle'r amheuir camymddwyn, rhaid gweithredu'n unol â'r Drefn o ran Camymddwyn.

Dull Gweithredu

Dylid gwneud pob ymdrech i ddatrys honiadau o gamymddwyn drwy ddefnyddio'r Drefn Anffurfiol a ddisgrifir yng Ngham 1 er mwyn osgoi'r angen i ddilyn y Drefn Ffurfiol a ddisgrifir yng Ngham 2.

Cyfrifoldeb pob dysgwr unigol yw sicrhau:

- mai ef/hi yn unig a wnaeth y gwaith;
- eu bod, wrth ddefnyddio deunydd o ffynonellau, yn dyfynnu'n uniongyrchol gan ddefnyddio dyfynodau NEU'n crynhoi neu'n aralleirio yn eu geiriau eu hunain;
- bod y ffynhonnell, yn y ddau achos uchod, yn cael ei nodi yn y testun neu mewn troednodyn ar waelod y dudalen berthnasol;
- bod y ffynhonnell yn cael ei nodi os defnyddir syniadau rhywun arall;
- bod ffynhonnell unrhyw wybodaeth a lawrlwythir o'r rhyngwrwyd yn cael ei chyfeirnoddi'n glir;
- nad ydynt yn defnyddio fel eu gwaith eu hun waith (gan gynnwys lluniau, gwaith celf, graffigwaith a allai gynnwys graffiau a thaenlenni) a roddwyd iddynt gan fyfyrwr arall;
- na fyddant byth yn gadael i ddysgwr arall ddefnyddio na chopïo eu gwaith na honni mai hwy a'i gwnaeth. Os bydd dysgwr arall yn dod ar eu gofyn i'r perwyl hwn, dylent adael i aelod o'r staff wybod ar unwaith.

Rhaid i ddysgwyr lofnodi pob asesiad er mwyn datgan mai hwy a wnaeth y gwaith.

Yn ystod y cyfnod cynefino, dylid rhoi gwybod i ddysgwyr am y Polisi Camymddwyn mewn perthynas ag Aseidiadau

Rhaid i staff fod yn effro i gamymddwyn, gan godi'r mater gyda dysgwyr unigol os amheuir bod camymddwyn yn digwydd.

Gall yr asesydd ymdrin â mân achosion o gamymddwyn ar ran dysgwr drwy e.e. wrthod derbyn gwaith i'w farcio a rhoi gwybod i'r dysgwr am y polisi camymddwyn. Rhaid i'r dysgwyr ailgyflwyno'r gwaith sydd dan sylw.

Bydd unrhyw gamymddwyn sylweddol a wna dysgwr, a allai gynnwys copïo/llên-ladrad sylweddol, neu droseddu am yr eildro neu'n ddilynol, yn ddarostyngedig i Drefn Grŵp Llandrillo Menai o ran Disgyblu Myfyrwyr.

Llên-ladrad

Llên-ladrad yw pan fydd rhywun yn defnyddio syniadau, meddyliau neu eiriau rhywun arall ac yn eu cyflwyno fel eu rhai eu hunain. Mae hyn yn cynnwys copïo geiriau a lluniau neu ddarluniau o waith myfyrwyr eraill, o lyfrau, o gylchgronau ac ati ac oddi ar y rhynggrwyd. Mae hefyd yn cynnwys dwyn syniadau a dyfeisiadau pobl eraill.

Mae llên-ladrad yn drosedd academiaidd ddifrifol iawn. Dylid cyfeirnodu popeth ond geiriau a syniadau gwreiddiol y dysgwr.

Mae dulliau cyfeirnodu'n gwahaniaethu o un maes i'r llall – dylai dysgwyr ofyn i'w tiwtor am gyngor ynghylch y dull a ddefnyddir ym mhob pwnc.

Ceidw tiwtoriaid yr hawl i ddefnyddio dulliau electronig i gymharu gwaith myfyrwyr unigol yn erbyn ffynonellau electronig a gwaith myfyrwyr eraill, gan ddefnyddio meddalwedd penodol i ganfod llên-ladrad.

Dylech nodi bod rhai Cyrff Dyfarnu'n disgwyl i chi roi gwybod iddynt am unrhyw achosion o llên-ladrad.

Ymchwilio i achosion o gamymddwyn honedig

Bydd y Rheolwr Sicrhau Ansawdd yn ymchwilio i bob achos o gamymddwyn ar ran Prif Weithredwr Grŵp Llandrillo Menai.

Y Drefn Anffurfiol – Cam 1

Dylai tiwtoriaid bob amser drafod y mater gyda'r dysgwr cyn troi at y drefn ffurfiol. Gall y tiwtor neu'r asesydd, yn ystod y cam hwn, ofyn i'r dysgwr ailgyflwyno'r gwaith. Os bydd y dysgwr yn parhau i gyflwyno gwaith sy'n dal i gynnwys enghreifftiau o gamymddwyn, rhoddir y trefnau ffurfiol ar waith.

Y Trefnau Ffurfiol – Cam 2

Os na ellir datrys y mater yn ystod y cam anffurfiol, dylai'r tiwtor/asesydd gysylltu â'r Rheolwr Sicrhau Ansawdd. Bydd y Rheolwr Sicrhau Ansawdd yn ymchwilio i'r honiad ac yn adrodd yn ôl i'r tiwtor a'r dysgwr.

Os bydd y Rheolwr Sicrhau Ansawdd yn cytuno bod y dysgwr wedi camymddwyn, caiff y dysgwr wybod bod "Camymddwyn Difrifol" wedi digwydd. Yna, disgyblir y dysgwr am "Gamymddwyn Difrifol" yn unol â'r Polisi a'r Drefn o ran Disgyblu Dysgwyr.

Bydd y Rheolwr Sicrhau Ansawdd yn cofnodi'r digwyddiad ac yn darparu cofnodion i'r corff dyfarnu priodol.

Camweinyddu

Diffinnir camweinyddu fel rheoli busnes y sefydliad mewn modd gwael, aneffeithlon neu anonest. Mae'n cynnwys unrhyw weithgaredd neu arfer sy'n mynd yn groes i reoliadau a gofynion y Grŵp neu fwrdd dyfarnu, gan gynnwys rheoli aneffeithlon neu esgeulus a gwneud camgymeriadau neu weinyddu'n wael yn fynych.

Mae'r enghreifftiau o gamweinyddu'n cynnwys, ond ddim wedi'u cyfyngu i:

- Beidio â chadw at weithdrefnau Grŵp Llandrillo Menai o ran cofrestru ac ardystio dysgwyr.
- Peidio â chadw at ofynion Grŵp Llandrillo Menai o ran cydnabod canolfan a/neu gymwysterau a/neu unrhyw beth y mae gofyn i'r ganolfan ei wneud
- Cofrestru dysgwyr yn hwyr yn fynych
- Gwneud ceisiadau anghywir am dystysgrifau
- Peidio â chadw cofnodion priodol y gellir eu harchwilio e.e. ceisiadau am dystysgrifau a/neu ffugio tystiolaeth
- Celu gwybodaeth, drwy weithred neu esgeulustod bwriadol, rhag corff dyfarnu

Ymchwilir i unrhyw weithred yr amheuir ei bod yn gamweinyddu yn unol ag un o'r canlynol:

- Polisi'r Grŵp o ran Chwythu'r Chwiban / Cod Ymddygiad
- Cod Ymddygiad y Staff neu
- Y Polisi ynghylch Disgyblu, Cwyno a Galluogrwydd

Yn achos ymchwiliadau i gamweinyddu, dilynr rheoliadau'r corff dyfarnu sydd dan sylw.

Atodiad 7 – Y Drefn o ran Gwrthdaro Buddiannau mewn perthynas ag Asesu

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Rhaid i Grŵp Llandrillo Menai sicrhau bod pob dysgwr yn cael cyfle cyfartal i gael ei asesu ac na fydd yr un dysgwr yn cael mantais annheg/dan anfantais. Os cyfyd sefyllfa lle y gallai buddiannau a/neu deyrngarwch proffesiynol, personol neu deuluol gael dylanwad posibl ar benderfyniadau asesu, neu bod modd i eraill ystyried eu bod yn cael dylanwad, mae gofyn datgan y buddiant a dylid craffu rhagor ar y gwaith yn unol â'r drefn hon.

Dull Gweithredu

Bob tro y bydd aelod staff yn asesu gwaith cyd-weithiwr, ffrind personol neu aelod o'i deulu, rhaid dilyn y drefn hon.

Dyma'r broses sydd i'w dilyn pan welir bod buddiannau'n gwrthdaro:

1. Lle ceir gwrthdaro buddiannau, nodi pa unedau y mae'r tiwtor yn eu dysgu i'r dysgwr.
2. Gyda'r Rheolwr Maes Rhaglen a'r Rheolwr Sicrhau Ansawdd, cytuno pa fesurau y mae gofyn eu rhoi ar waith er mwyn osgoi honiadau o arferion annheg.
3. Llenwi Ffurflen Gwrthdaro Buddiannau mewn perthynas ag Asesu ac anfon copi at y Gwiriwr/Cymedrolwr Mewnol/yr Ail Farcwr, y Rheolwr Maes Rhaglen a'r Rheolwr Sicrhau Ansawdd.
4. Ar ddiwedd y bloc addysgu, lle bu gwrthdaro buddiannau, bydd y Gwiriwr/Cymedrolwr Mewnol/yr Ail Farcwr yn rhoi adborth ar y broses asesu ac yn dychwelyd y ffurflen at y tiwtor, y Rheolwr Maes Rhaglen a'r Rheolwr Sicrhau Ansawdd.
5. Os canfyddir, wrth ddilyn y mesurau y cytunwyd arnynt, bod problem gyda'r asesu, ac os canfyddir arferion annheg, bydd y tiwtor yn atebol i'r drefn o ran disgyblu staff.

Ffurflen Gwrthdaro Buddiannau mewn perthynas ag Aseu

Bob tro y bydd aelod staff yn aseu gwaith cyd-weithiwr, ffrind personol neu aelod o'i deulu, dylid defnyddio'r ffurflen hon.

Y Coleg (<i>dileer fel y bo'n briodol</i>)	Coleg Llandrillo	Coleg Meirion-Dwyfor	Coleg Menai
Campws a Maes Rhaglen			
Darlithydd/Asesydd			
Rheolwr Maes Rhaglen			
Teitl y Rhaglen			
Y modiwl/uned(au) a aseswyd gan y Darlithydd/Asesydd yn ystod y Rhaglen:			
Enw'r Dysgwr			
Perthynas â'r Dysgwr <i>(e.e. Cyd-weithiwr, Ffrind, Aelod o'r teulu)</i>			
Sut asesir y modiwl/uned(au)?			
Pa fesurau sydd ar waith i atal honiadau o arferion annheg mewn perthynas ag aseu? <i>(e.e. caiff yr holl waith y bydd y tiwtor yn ei aseu i'r dysgwr dynodedig ei wirio/gymedroli/ail farcio'n llawn yn fewnol)</i>			
Llofnod y Darlithydd/Asesydd		Dyddiad	
Llofnod Rheolwr y Maes Rhaglen		Dyddiad	

Ar ddiwedd y bloc addysgu, lle bu gwrthdaro buddiannau, llenwch y canlynol:

Gwiriwr/Cymedrolwr Mewnol / Ail Farcwr			
Sylwadau ar y broses aseu gan y Gwiriwr/Cymedrolwr Mewnol / Ail Farcwr:			
Llofnod y Gwiriwr/Cymedrolwr Mewnol / Ail Farcwr		Dyddiad	

Atodiad 8 – Y Drefn o ran Cydnabod Dysgu Blaenorol

Datganiad Polisi o Bolisi Grŵp Llandrillo Menai o ran Asesu

Mae Grŵp Llandrillo Menai'n cydnabod bod Cydnabod Dysgu Blaenorol (CDB) yn golygu y gellir cydnabod cyflawniad mewn amrywiaeth o weithgareddau gan ddefnyddio unrhyw fethodoleg briodol. Ar yr amod bod gofynion asesu uned neu gymhwyster penodol wedi'u bodloni, bod y dystiolaeth o'r dysgu'n berthnasol ac yn ddibynadwy, bod y drefn o ran CDB (Atodiad 9) wedi'i dilyn, mae'n dderbyniol defnyddio CDB i bwrpas achredu uned neu gymhwyster cyfan.

Dull Gweithredu

Mae Cydnabod Dysgu Blaenorol (CDB) yn fath ar asesu sy'n defnyddio tystiolaeth o gyflawniadau blaenorol dysgwr sydd heb eu hardystio er mwyn dangos cymhwysedd neu gyflawniad mewn uned neu gymhwyster.

Drwy ddefnyddio'r broses CDB, asesir tystiolaeth o gyflawniad (dysgu) blaenorol yr ymgeisydd yn erbyn canlyniadau dysgu uned.

Yn Nhrefniadau Rheoleiddio'r Fframwaith Cymwysterau a Chredydau, diffinnir CDB fel a ganlyn, ac mae Fframwaith Credydau a Chymwysterau Cymru'n llwyr gefnogi'r diffiniad hwn:

"Mae Cydnabod Dysgu Blaenorol (CDB) yn fath ar asesu [sy'n arwain at ddyfarnu credydau] sy'n ystyried a all dysgwyr ddangos y gallant fodloni gofynion uned o ran asesu drwy gyfrwng y wybodaeth, y ddealltwriaeth neu'r sgiliau sydd ganddynt eisoes ac nad oes arnynt, o'r herwydd, angen eu datblygu ar gwrs addysgol."

Mae'r broses CDB yn berthnasol pan fydd gan unigolyn dystiolaeth ei fod wedi dysgu rhywbeth o'r blaen ond nad oes ganddo gydnabyddiaeth ffurfiol o hynny ar ffurf cymhwyster neu ardystiad o fath arall.

Gall tystiolaeth ddefnyddio unrhyw agwedd ar ddysgu blaenorol yr ymgeisydd, gan gynnwys:

- bywyd teulu/domestig
- addysg a hyfforddiant
- gweithgareddau yn y gwaith
- gweithgareddau yn y gymuned neu weithgareddau gwirfoddol

Felly, mae'n rhaid i dystiolaeth a geir drwy CDB fodloni'r un meini prawf trylwyr o ran ansawdd â dulliau asesu eraill. Yr aseswyr a'r staff sicrhau ansawdd sy'n dal yn gyfrifol am sicrhau bod tystiolaeth:

Yn berthnasol:

A yw'r dystiolaeth yn wir ddangos bod gofynion y canlyniad dysgu wedi'u bodloni? Yn achos CDB, bydd sicrhau bod y dystiolaeth yn gyfredol o bwys penodol. Er enghraifft, a yw'r dystiolaeth yn bodloni'r gofynion cyfredol neu a yw'n ymwneud ag arferion sydd wedi newid yn sylweddol?

Yn ddilys:

Mae hyn yn cynnwys ystyried ai gwaith y dysgwr yw'r dystiolaeth a astudir mewn gwirionedd. Er enghraifft, mae'n bosibl mai rhywun arall a gynhyrchodd y dystiolaeth, neu

gall fod yn ganlyniad gwaith tîm. Os yw'n waith tîm, gallai fod yn dderbyniol os yw'r canlyniad dysgu'n ymwneud a gweithio mewn tîm/cyd-weithio, ond nid os y'i defnyddir yn dystiolaeth o weithgaredd y dylid ei gyflawni gan unigolyn.

Yn ddigonol:

Rhaid cael digon o dystiolaeth i fodloni'n llawn ofynion y canlyniad dysgu neu'r canlyniadau dysgu a ystyrir. Os nad oes digon o dystiolaeth i fodloni'r gofynion yn llawn, rhaid cael tystiolaeth a gafwyd drwy ddulliau asesu addas eraill i ategu'r dystiolaeth CDB cyn y gellir dweud bod y gofynion wedi'u bodloni.

Yn ddibynadwy:

Dylai'r dystiolaeth a gafwyd drwy CDB fod yr un fath â'r canlyniad asesu y byddai asesydd yn dod iddo pe cynhelid yr asesiad eto.

Os gall unigolion gynhyrchu tystiolaeth berthnasol sy'n bodloni gofynion y canlyniad dysgu, gellir rhoi cydnabyddiaeth am y wybodaeth, y ddealltwriaeth neu'r sgiliau sydd ganddynt eisoes.

Os gall unigolyn fodloni holl ganlyniadau dysgu a meini prawf asesu uned, gall hawlio credydau am yr uned honno ar sail eu cyflawniad o ran CDB yn unig.

Ond, os nad yw'r dystiolaeth CDB yn ddigonol i gwmpasu un neu ragor o'r canlyniadau dysgu, neu i fodloni anghenion canlyniad dysgu'n rhannol, dylid defnyddio dulliau asesu ychwanegol i gynhyrchu'r dystiolaeth ddigonol sy'n angenrheidiol i wneud penderfyniad asesu diogel.

Gan fod tystiolaeth CDB yn debyg i dystiolaeth a geir drwy ddulliau asesu derbyniol eraill, pan fydd safon uned wedi'i bodloni drwy dystiolaeth a gafwyd yn gyfan gwbl neu'n rhannol o CDB, gellir hawlio credydau.

Y Broses o ran Cydnabod Dysgu Blaenorol

Rhaid i Grŵp Llandrillo Menai sicrhau bod CDB yn cael ei gyflawni gan staff dynodedig sydd ag arbenigedd digonol i fodloni gofynion strategaeth/canllawiau asesu'r cymhwyster sydd dan sylw.

Strategaeth asesu'r cymhwyster sydd dan sylw fydd yn pennu'r dulliau asesu, ond gall, er enghraifft, gynnwys:

- archwilio dogfennau,
- tystiolaeth gan dyst
- adroddiadau adfyfyriol
- trafodaethau proffesiynol.

Dylid cynnal yr asesiad CDB fel proses gyflawn. Golyga hyn y dylai'r asesydd:

- Gynllunio gyda'r dysgwr
- Gwneud penderfyniad asesu ffurfiol
- Rhoi adborth ar benderfyniadau asesu i'r dysgwr, gan gadarnhau'r penderfyniad a rhoi arweiniad ar y dewisiadau sydd ar gael (yn enwedig yn achos penderfyniadau i beidio â dyfarnu credydau).
- Cadw cofnodion priodol
- Sicrhau bod dysgwyr yn ymwybodol o'u hawliau i ddefnyddio'r broses apelio os byddant yn teimlo bod y penderfyniad asesu'n annheg.

Rhaid i'r asesydd sicrhau bod pob canlyniad dysgu a maen prawf asesu a hawlir yn cael eu cwmpasu a bod y cofnodion asesu'n cael eu cadw yn y ffordd arferol. Rhaid i'r broses fod yn atebol i'r un gofynion sicrhau ansawdd ag unrhyw ddull asesu arall.

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 the regulatory body requirements.

Policy Statement

Grwp 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 judgment 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

Grwp 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 carry out in accordance with the Reasonable Adjustment Procedure. The Equality Act 2010 requires reasonable adjustments to be made where a disabled person would be at a substantial disadvantage in undertaking an assessment.

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 which has the potential to undermine the integrity and validity of the assessment of their work. This could be plagiarism, cheating or collusion.

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 Grwp or awarding body regulations and requirements and includes inefficient or negligent management and the application of persistent mistakes or poor administration.

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 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 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. Grwp 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 Policy and the Non-examination Assessment Policy

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 GLIM 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: Tîm Polisi

Policy approval date: November 2017

Policy Review Date: November 2019

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 judgment 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.

Work is to be marked and returned to learners in a timely manner with fair and developmental feedback in accordance with the Assessment Procedures for Further Education, Adult and Community Learning and Work Based Learning ([Appendix 1](#)).

Implementation

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.

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 6](#) 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 in line with Assessment for Learning (formative assessment) guidelines. Feedback cannot direct the learner on how to specifically respond to an assessable criteria.

An assessment plan will set a clear timeline for assessment decisions to be reached.

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.

Learners must receive their work back within 15 working days (3 weeks) unless there are exceptional circumstances that prevent this. 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 will be subject to the Student Disciplinary Policy 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. The learner must not have further teacher guidance and support in producing further evidence.

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.

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 4](#))

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 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 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

For GCSE, AS level and A level provision, where subjects are being delivered across sites or by more than one member of staff within a centre (determined by the awarding body Centre Number), the Lead Moderator will:

- be identified as the centre contact;
- 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;
- 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 a learners 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 manage 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 co-ordinate 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.

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.

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.

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.

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. 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 sample size for each assessment task will be the square root of the number of learners.

Medium risk sample

- A minimum of 50% of the tasks/assignments in the unit will be sampled, the sample size for each assessment task will be the square root of the number of learners.

Low risk sample

- A minimum of 25% of the tasks / assignments in the unit will be sampled, the sample size for each assessment task will be the square root of the number of learners.

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 the annual internal verification/moderation audit.

Data Requirements

All evidence of assessment, internal verification/moderation activities must be kept in a secure location i.e. 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 requirement – it is important that assessors and verifiers/moderators are aware of, and incorporate these within their procedures. Learner work can be returned to the learner once all the external quality assurance procedures have been completed and certification has been awarded in accordance with the rules of specific awarding bodies.

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.

Implementation

Assessment of student work is based on impartial, reliable and valid judgements. However, Grŵp Llandrillo Menai do 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.

This policy and procedure applies only to internal assessments. It does not deal with external enquiries for which the awarding bodies have published their own Appeals Procedure.

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 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 student 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 two weeks 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

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

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 College Learner Experience 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 Assistant Principal Quality & Performance who will refer it to the appropriate awarding body. This must be received within 7 working days of receipt of the appeal letter.
 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 re-imbursment 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, maladministration or unlawful activities. In this case a direct request should be made to the Clerk of the Corporation who will provide further advice.

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 ([Appendix 5](#)). The Equality Act 2010 requires reasonable adjustments to be made where a disabled person 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. The request should be sent to the appropriate awarding body using the process identified by that awarding body.

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 of the disability 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, after

consultation with the awarding body, 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 him or her 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 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 the Disability Discrimination Act) 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 him/her 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 does not 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 limited effect on achievement in the assessment.

Process

The following form should be used to apply for reasonable adjustments on behalf of each individual learner. The form should be completed by the Personal Tutor with the learner.

Where assessments are not taken under exam conditions, reasonable adjustments are permitted at the discretion of the Programme Area Manager. If the assessment is internally assessed, then it should be agreed with the internal verifier and included in the sampling process for internal verification. The form must be submitted to the awarding body at least 15 days prior to the learner undertaking the first assessment.

Where assessments are taken under exam conditions, or the learner is sitting an external assessment, the form must be submitted to the awarding body at least 15 working days prior to the learner undertaking the assessment. Requests for Braille translations must be submitted at least 30 working days prior to the learner undertaking the assessment. Confirmation of the request for Reasonable Adjustment must be received before the learner can undertake the adjusted assessment.

Forms need to be processed through the appropriate Registry/Administrative Assistant for the awarding body. In all cases, a copy of the form needs to be retained for 3 years.

Centre name:	Coleg Llandrillo Coleg Menai Coleg Meirion-Dwyfor	Centre number:	
Site address:			
Date of assessment:		Time of assessment:	
Awarding Body			
Qualification code and title			
Unit (s) title / level			
Assessment in English or Welsh			

Name of learner(s) for which application is made:

Full name	Learner registration no.	Post code

Reason for application

--

Reasonable adjustments required

--

Supporting evidence

This may include:

- the centre’s assessments of candidate’s / learner’s needs
- history of provision within the centre
- medical certificate
- psychological or other professional assessment report.

Please provide details of supporting evidence:

Please provide details of how the reliability and validity of the assessment will be maintained:

Declaration: I confirm that:

- the information in the application is accurate;
- we will be able to provide the arrangements requested if the application is approved by the awarding body
- the reasonable adjustments will be implemented in accordance with the guidance given by JCQ.
- the centre will not exceed the allowances given.

Name:			
Signature:		Date:	
Position at centre:		Contact number and email address	

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. If the awarding body does not accept online special

consideration applications then JCQ Form 10 – Application for Special Consideration can be used (<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-10---application-for-special-consideration>).

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

Malpractice refers to any action by the learner which has the potential to undermine the integrity and validity of the assessment of their work. This could be plagiarism, cheating or collusion. All cases where malpractice is suspected must be processed in accordance with the Malpractice Procedure.

Implementation

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 the Assessment Malpractice Policy 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.

Investigating alleged malpractice

All instances of malpractice will be investigated by the Quality Assurance Manager on behalf of the Chief Executive Officer for Grŵp Llandrillo Menai.

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 for a "Serious Misconduct" in the Learner Disciplinary Policy and Procedure.

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 Grwp 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 Grwp Llandrillo Menai learner registration and certification procedures.
- Failure to adhere to Grwp 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:

- Grwp 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.

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 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 <i>(delete as appropriate)</i>	<i>Coleg Llandrillo</i>	<i>Coleg Meirion Dwyfor</i>	<i>Coleg Menai</i>
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 <i>(e.g. Colleague, Friend, Family Member)</i>			
How is(are) the unit(s) assessed?			
What measures are being put in place to prevent allegations of unfair assessment practice? <i>(e.g. all work assessed by tutor for the identified learner will be fully internally verified / moderated / second marked)</i>			
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 9) 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.

The Regulatory Arrangements for the Qualifications and Credit Framework gives the following definition of RPL and this definition is fully supported by the Credit Qualification Framework Wales:

“Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.”

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 can be given for their existing knowledge, understanding or skills.

If an individual can meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement.

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.

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:

- 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.