Apprenticeship Policies

Assessment Policy

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Contents

1. Policy Intent

This assessment and review policy is to ensure full transparency for all learners and staff members. Adherence to the policy will mean learners receive accurate and timely assessments of their work which will ensure swift progress throughout the programs. Assessment and reviews will happen with the Bud LMS.

2. Policy Scope

This policy has a scope for both apprentices and delivery staff. Please see policy implementation for further information. The policy looks at information on assessing work and evidence for portfolios, completing progress reviews and standardisation skill scan scores.

3. Policy implementation

Assessors will be expected to review bud daily to ensure any actions are completed for learners, be these submissions or messages from learners.

3.1 Assessment

See process diagram also

1. Assessors will set reasonable dates for learners to complete activities and assignments for submission.

2. Once a piece of work is submitted the assessor will be expected to deliver feedback 2 weeks from the submission date. Feedback will be completed within the Bud platform, with completed criteria completed and work being sent back to the learner with relevant feedback.
3. Assessors to ensure that accurate marking is taking place and follow these simple rules (not limited to)
   a. STARR Method used through
   b. Knowledge areas linked back to their business where possible
   c. Pictures of examples showing them completing work they are talking about or evidencing knowledge.
   d. Marking out specific criteria where it is relevant and successfully evidenced.
4. A new date is to be set with learners for resubmission within the 5 working days timeline.
5. Assessors will look to complete marking resubmissions within 1 week of resubmission by the learner. Assessors may disregard work that is not correctly formatted (I.e., highlighted changes with yellow, naming conventions and unfinished resubmissions)
6. If learners are submitting their 3rd submissions of a piece of work, follow the process and highlight issues to management. Intervention may be needed.

3.2   Progress Reviews

1. Skills coaches will schedule reviews to be completed every 12 weeks (about 3 months) for the learner. These need to be always scheduled into Bud (once one is completed the next is to be scheduled into bud during the review). This will ensure no learners have unscheduled reviews.
2. Between 3/4 weeks maximum (between reviews) skills coach to deliver their coaching calls with all learners to discuss and support the building of portfolios.
3. Skills coaches are required to send calendar invites to learners and managers outlining location (remote or in person)
4. Skills coaches can impress importance of learner, employer and themselves filling in the progress review in Bud before the meeting.
5. Skills coaches to invite employers to the progress review also (in exceptional circumstances employers need to provide an alternative representative)
6. During progress reviews Skills Coach will check BKSB and look for updates to the platform and note down what if any progress has been made.
   a. If not, progress has been made an action to be set in bud to complete specific activities.
7. Skills coach to complete the skill scan during the review considering any criteria completed in assignments across that time learners can increase their score in over time by completing activities linked to criteria. Learners cannot achieve higher than an 8 or more until they have the last progress review.
   To calculate the skill scan score for knowledge and skills per learning outcome you must:

$$\left(\frac{Number\ of\ activities\ completed}{Number\ of\ total\ acitivities\ within\ learning\ outcome} \times 100 \right) \div 10 = Skill\ Scan\ Score$$

8. Skills coach to consider other evidence (including but not limited to exams , observations) that cover knowledge criteria, potential discussion on exceeding competency without activities being completed (this will need to be added to Bud).

9. Behaviours to be decided via a three-way conversation between the team leader, apprentice, and skills coach. Use the following descriptors to help focus the conversion
    a. 1-3 minimal exposure or understanding of the Behaviour
    b. 4 –7 able to discuss relevant behaviours and how it links to their day-to-day job and have good examples of these behaviours developing
    c. 8 –10 has mastered the behaviour and shows the linked criteria in their day-to-day role.
10. Skills coach to review any missed deadlines during the period, support needed and take feedback from team leader to set actions for the learner in the next period.
11. Signatures must be completed at the end of the review.
12. Other aspects of the review to be discussed and recorded by the assessor.
13. Next progress review to be scheduled in bud and outlook.

3.3   Appeal

- If learners dispute the level of service provided or the decisions and assessment outcomes, they will be directed towards the Learner Appeal Process & Complaints policy.
- Learners may also dispute the conduct and delivery of progress reviews via the Learner Appeal Process & Complaints policy.