

Assessment Procedure

Peep Progression Pathway

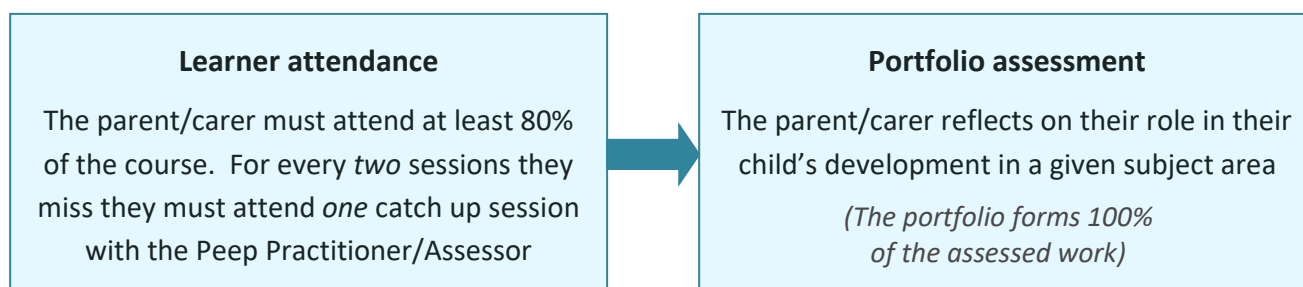
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1 Introduction

This document explains how assessment is implemented within the delivery of the Peep Progression Pathway units that have been SCQF credit-rated by SQA. It reinforces the information and materials that were delivered as part of the **Peep Progression Pathway Training**. Where mentioned, please refer to these documents alongside this Assessment Procedure. The responsibilities of both the Assessor and the IQA Officer are covered, along with details of supporting documentation requirements.

The successful completion of the Peep Progression Pathway units is assessed by:



2 Learner attendance

Learners are required to attend at least 80% of the sessions delivered during the course. However we recognise that parents/carers with babies and young children sometimes find it difficult to attend due to reasons beyond their control. If sessions are missed, parents/carers (learners) should be offered a minimum of *one* catch up session with the Peep Practitioner/Assessor for every *two* sessions that they miss. If a minimum 12-hour Learning Strand unit is being delivered (possibly with only eight sessions), we would suggest that *one* catch up session is offered for *every* session missed. Where possible, and to demonstrate good practice, we would encourage this approach regardless of the course length.

Attendance should be recorded by Assessors using their own Delivery Centre Course Registers. Catch up sessions can be recorded using an agreed system – perhaps by highlighting or annotating learners' non-attendance to indicate that the catch up has been completed. Assessors are required to confirm that learners have achieved an 80% attendance (including catch up sessions) by completing the **Assessor Declaration** on the [Assessment Log and Declaration](#) form.

3 Portfolio assessment

3.1 Assessor and IQA Officer assessment responsibilities

The Assessor and IQA Officer are responsible for carrying out and assuring the assessment of learners' work in line with Peeple guidance and subject to Peeple quality assurance processes.

They will:

- support initial assessment activities to help learners participate in the Peep Progression Pathway at a level that is achievable to them.
- make judgements about the learner's competence.

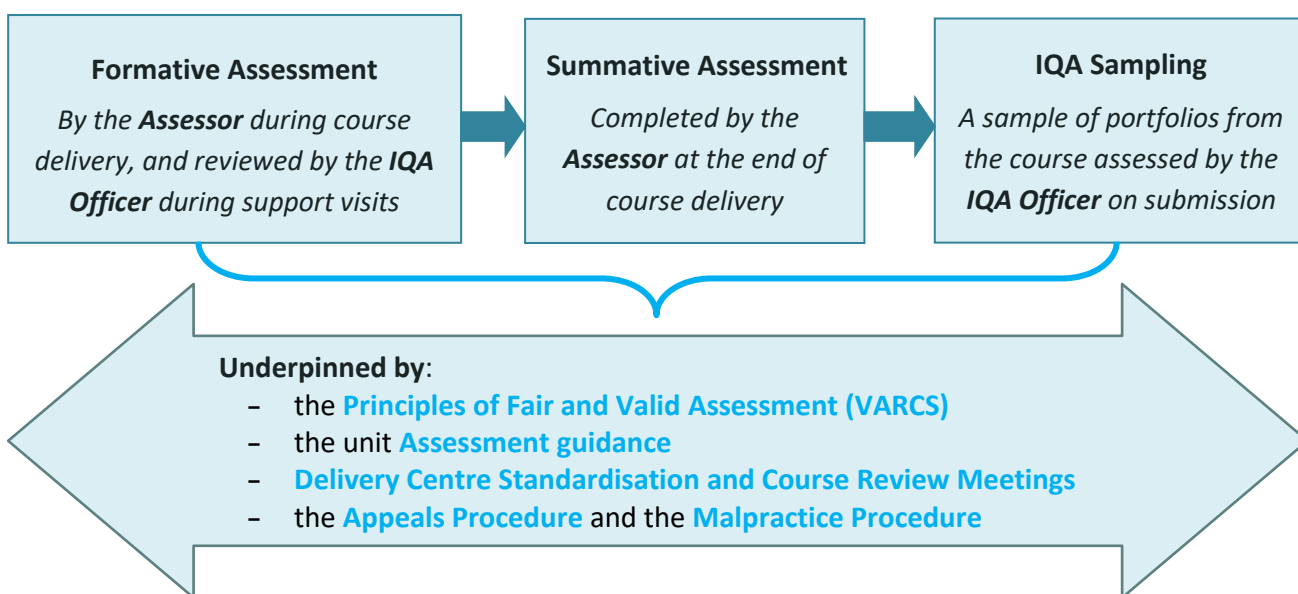
- keep accurate assessment records of their judgement about the learner's competence and the evidence on which that judgement is based.
- decide if the learner has provided sufficient evidence to make a judgement about their competence in a specific unit.
- provide learners with constructive feedback and clear guidance when requesting re-submission of work.
- make standardised assessment decisions.

3.2 Methods of assessment

Learners' portfolios are assessed through:

- **Formative assessment** – on-going assessment by the Assessor of learner work as it is produced throughout the delivery of the course.
- **Summative assessment** – a final whole portfolio assessment by the Assessor to ensure that all components are complete and that the portfolio is ready for submission to the IQA Officer.
- **IQA sampling** – an assessment of a selected number of portfolios by the IQA Officer at the end of the course to confirm the assessment judgements of the Assessor.

3.3 A portfolio's journey through the Peep Progression Pathway



The integration of assessment activities into the delivery of the Peep Progression Pathway is covered in detail within the [Assessor/Peep Practitioner Pack](#) and the [IQA Pack](#)

4 Making assessment judgements

The following documents are available to Assessors and IQA Officers to support the assessment of learner evidence throughout the delivery of the Peep Progression Pathway. The use of these guidance documents is covered in more detail during the Peep Progression Pathway Training. If you have any queries regarding their use, please contact your IQA Officer or People Qualifications Manager (pathway@people.org.uk).

Document / Support	Where to find it and what it's for
The Principles of Fair and Valid Assessment (VARCS)	<ul style="list-style-type: none"> - Shared during the Peep Progression Pathway Training. Further details can be found in the Peep Progression Pathway Training Manual. - Used when judging learner evidence to ensure that the principles of VARCS have been met. VARCS stands for: <ul style="list-style-type: none"> > Valid – selecting and using the correct method of assessment > Authentic – the evidence is real and the individual's own work > Reliable – a consistent approach to assessment judgements > Current – evidence that the knowledge/skills are up to date > Sufficient – there is enough evidence to cover the requirements
Level Assessment Overview	<ul style="list-style-type: none"> - Shared during the Peep Progression Pathway Training. Further details can be found in the Peep Progression Pathway Training Manual. - Breaks down the assessment requirements for each of the SCQF levels using the verbs that have been included in the assessment questions: <ul style="list-style-type: none"> > Identify (SCQF Level 3) > Describe (SCQF Level 4) > Explain (SCQF Level 5)
Assessment Guidance <i>(one for each unit)</i>	<ul style="list-style-type: none"> - Shared during the Peep Progression Pathway Training. The Assessment Guidance for each of the units can be found on the Peep Progression Pathway area of the People website. - Provides guidance for the standards required at the three SCQF levels and offers examples of 'pass/fail' responses.
Appeals Procedure and Malpractice Procedure	<ul style="list-style-type: none"> - Shared as part of the induction process. - The relevant procedure should be used if circumstances arise where either the learner or the Delivery Centre is unhappy with assessment decisions. This should always be discussed with the individual involved.

In addition to these documents, there will also be regular [Delivery Centre Standardisation and Course Review Meetings](#) which will ensure the consistency of assessment decisions against the People standards and encourage collaboration and discussion from all involved in the assessment procedure.

4.1 Reasonable Adjustments

The Learner Support section within the [Learner Registration and Declaration](#) allows you to determine whether a 'Reasonable Adjustment' should be considered for the learner. If an adjustment has been identified as necessary, please speak to your IQA officer in advance of making an adjustment so they are aware of the adjustment and why it has been made.

Reasonable adjustments are designed to assist learners who, because of a permanent, long-term or temporary disposition, have special assessment needs. Assessors whose learners' particular needs have not been addressed in this section should contact their IQA Officer in the first instance for guidance.

Reasonable adjustments are arrangements which are approved before the assessment to enable learners who might not otherwise be able to do so, to demonstrate their level of understanding. The overall permission for granting reasonable adjustments rests with the IQA Officer. However, in many situations, decisions can be made by the assessor who must then inform the IQA Officer of the reasonable adjustment and reason for it in advance of assessment taking place.

- Reasonable adjustments must not give learners an unfair advantage over other learners
- Reasonable adjustments must not compromise the quality, integrity and validity of the qualification
- Failure to comply with the regulations contained in this guidance may lead to a learner's certification being withheld
- The learner has responsibility to raise issues related to reasonable adjustments before a course commences (see [Learner Registration](#)), or as soon in the course as the need for such adjustments are identified

A Reasonable Adjustment may be made in the following circumstances:

A learner:

- who has dyslexia
- who requires help with reading/writing
- whose first language is not English
- who have a physical, visual, speech or hearing impairment
- who have a learning disability or difficulty

Please check with your IQA Officer if you are unsure which adjustment is most appropriate. The following adjustments can be offered:

Reasonable Adjustments	
Additional time	May be allocated for learners to present any written assessment work.
Record of Professional Discussion	May be used to allow learners to prepare for a discussion with their assessor, with the assessor then taking a record of the conversation. Responses are submitted together with the portfolio.
Sign language	May be used to enable learners who are deaf or who have a hearing impairment to communicate effectively with the tutor and the pupils.
Interpreter	Although communication used during the course will most likely be in English, an interpreter may be used to assist learners whose first language is not English during sessions, or as a reader for the portfolio. Many learners whose first language is not English prefer to type their portfolio responses, to allow them to spell-check and improve their English as they progress through the unit. It is likely that an interpreter will be offered in conjunction with the provision of additional time.
Portfolio submission in language other than English	Learners with English as a second language may prefer to have a copy of a portfolio in their own language as a keepsake. At levels 4 and 5, learners are welcome to complete their portfolio in their own language, so long as there is also a copy of the portfolio available in English, that is their own work (<i>see other support below.</i>)

	<p>In order to remove barriers for learners who cannot write in English, at level 3 we can accept a copy of a portfolio in a language other than English, so long as:</p> <ul style="list-style-type: none"> the assessor has sought prior agreement from their IQA officer an English translation is made available to the IQA and to Peeple to allow quality assurance to take place
Alternative forms of evidence	Learners may present work for assessment through other mediums including audio, video and home-made/collected items with notes.
Other support	<p>Alternative forms of support may be offered, including scribe support, and observations with discussions. It is important to be mindful of the level of support that can be offered at each of the three SCQF levels using the Level Assessment Overview. For example, at Level 4 it would be expected that someone who required scribe support would type at least 40% of their responses, but can use spellcheck on an electronic portfolio should they wish.</p>

5 Remediation and re-assessment

At any point during the assessment procedure, the Assessor or IQA Officer can arrange for learners to be re-assessed where more work is required. Assessors can support learners to re-submit work as many times as it takes for them to be successful. Only the page(s) of the portfolio that require more work needs to be re-assessed.

Due to the potential adverse effect of the word '*fail*', you should avoid using this term when discussing re-assessment with learners.

The table below explains the actions to be taken at the various assessment points.

Action to be taken:	
Formative Assessment	by the Assessor during course delivery:
	<ul style="list-style-type: none"> – Provide sensitive and constructive verbal and written feedback to the learner regarding the individual performance criteria which requires more work, including clear guidance on what they need to do to re-submit. This may simply be adding a little more detail to a response already provided. – Use the Assessment Log and Declaration (Page 1 – <i>Notes/Feedback</i>) to record the feedback and guidance given. – Confirm when the assessment has been successfully completed through re-submission by ticking the appropriate column on the Assessment Log and Declaration (Page 1 - <i>Assessment successfully completed</i>).
	by the IQA Officer when reviewing portfolios during a group support visit:
	<ul style="list-style-type: none"> – Discuss findings with the Assessor and agree next steps – this may be that the Assessor requests further work from the learner (see above). – Document the findings on the IQA Monitoring and Sampling Record (Page 1, <i>Review of learner portfolios</i>). – Ensure any resulting actions are completed.
Summative Assessment	by the Assessor at the end of course delivery:
	<ul style="list-style-type: none"> – Provide sensitive and constructive verbal and written feedback to the learner regarding the areas which require more work, including clear guidance on what they need to do to re-submit. This may be submitting work relating to missing performance criteria or adding further details to a response already provided. – Use the Assessment Log and Declaration (Page 2, <i>Part 2 – Remediation feedback</i>) to record the feedback and guidance given. – Confirm when the assessment has been successfully completed through re-submission by certifying that the learner is ‘Competent’ and completing/signing the Assessor declaration on the Assessment Log and Declaration (Page 2).
IQA Sampling	by the IQA Officer at the end of course delivery:
	<ul style="list-style-type: none"> – Discuss the findings with the Assessor. – The IQA Officer or the Assessor provides sensitive and constructive verbal and written feedback to the learner regarding the areas which require more work, including clear guidance on what they need to do to re-submit. – Use the IQA Monitoring and Sampling Record (Page 3, <i>IQA sampling – Learner portfolios, Remediation action column</i>) to document the feedback and guidance given. – Confirm when assessment has been successfully completed through re-submission by ticking the Action complete column on the same form.

Note: Where an Assessor is not the Peep Practitioner for the course, the Assessor and/or IQA Officer will liaise with the Peep Practitioner regarding support, time and resources needed if a learner who has been assessed as ‘not yet competent’ wishes to resubmit an assessment.

6 Record keeping – documentation requirements

The following table provides an overview of the forms that are required as part of the Assessment Procedure. These forms should be uploaded to Peeple database by the IQA Officer to be reviewed as part of the annual Peeple External Quality Assurance (EQA) visit.

Form and owner	Assessment information gathered
Assessment Log and Declaration Assessor	<ul style="list-style-type: none">- Tracks formative assessment activity throughout course delivery for each performance criteria and shows learner progress.- Records the Assessors summative decision as to whether the learner is '<i>competent</i>' / '<i>not yet competent</i>' at the end of the course.- Documents remedial action taken for both formative and summative assessment re-submission requirements.
IQA Monitoring and Sampling Record IQA Officer	<ul style="list-style-type: none">- One record held for each Assessor/course.- Records feedback from the group support visit – including review of portfolios.- Records the IQA sampling activity and judgements as well as details of any remedial action taken.

7 Further support

We recognise that at the beginning, making assessment judgements for Peep Progression Pathway units can sometimes be challenging. This will improve over time as you become more familiar with the standards and requirements. If you feel you need further support, in the first instance, Assessors should contact their IQA Officers. If they are unable to help, then please contact the Peeple Qualifications Manager (pathway@peeple.org.uk).