A Guide for Assessors
ASSESSOR’S GUIDE

This guide encompasses all of the actions which the Instructor has traditionally done and is designed to ensure that there is standardization in assessment strategies at the Institution.

CITY AND GUILDS QUALIFICATIONS

City and Guilds qualifications have been offered at the SJPP since 1970, one year after the establishment of the Polytechnic.

City and Guilds is the United Kingdom’s leading provider of vocational qualifications in a wide range of areas. The qualification is recognized by employers all over the world.

The SJPP offers Certificate and Diploma level qualifications to registered students who are desirous of attaining the qualification.

Equal Opportunity Policy Statement

The Samuel Jackman Prescod Polytechnic (SJPP) appreciates and values diversity in all forms and does not discriminate on the basis of race; sexual orientation; nationality; religion; disability; ethnicity; political orientation; colour; social status or family background.
Health and Safety Program and Policy

Samuel Jackman Prescod Polytechnic is committed to ensuring the protection of its employees, clients, sub-contractors, suppliers, agents and the environment, from hazards associated with our training operations. One of our key goals is to protect our employees and visitors from injury and harm while on these premises, and be recognized by our peers, clients and the community as a leader in Health and Safety while providing our employees with a healthy and safe environment to work in.

Our health and safety program is comprised of a number of policies, procedures and instructions which identify the roles and responsibilities of the Samuel Jackman Prescod Polytechnic personnel, its business associates and our specific expectations and requirements in respect of occupational health and safety aspect of the work we perform.

Our health and safety program has been established to protect all of us in the broadest sense, and to ensure that the institution complies with its statutory obligations and the expectations of the community.

In our role as a training institution we believe that it is paramount that all students are taught and practice effective health and safety procedures while on the premises such that they may reflect the same while on the job.

We expect all members of the Samuel Jackman Prescod Polytechnic staff to give their complete commitment to our health and safety program. Anything short of full commitment is inconsistent with the institution’s culture and objectives.

It is our sincere belief that the degree of success we achieve in our health and safety program will be indicative of the degree of success we can achieve in all of our business endeavours.

The institution is confident that together we can achieve our individual and collective goals.
## City and Guilds Award Structure

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>QUALIFICATION</th>
<th>EQUIVALENT TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Fellowship</td>
<td>Doctorate</td>
</tr>
<tr>
<td>6</td>
<td>Membership</td>
<td>Masters degree</td>
</tr>
<tr>
<td>5</td>
<td>Graduateship/Associateship/NVQ5</td>
<td>1st degree</td>
</tr>
<tr>
<td>4</td>
<td>Licentiateship</td>
<td>1st year of University in Bachelors degree</td>
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<tr>
<td></td>
<td>Full Technological Certificate/Diploma</td>
<td>Managerial experience</td>
</tr>
<tr>
<td></td>
<td>Advanced Technician Diploma</td>
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<tr>
<td></td>
<td>NVQ4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Advanced Diploma</td>
<td>Advanced level</td>
</tr>
<tr>
<td></td>
<td>CXC advanced Proficiency Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervisory skills</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Diploma</td>
<td>Jamaica NVQ2</td>
</tr>
<tr>
<td></td>
<td>Technician Certificate</td>
<td>Able to work independently in a particular job</td>
</tr>
<tr>
<td></td>
<td>NVQ 2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Certificate</td>
<td>CXC General proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jamaica NVQ 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can work with supervision</td>
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## PERSONS INVOLVED IN THE PROCESS AND THEIR ROLES

1. **Candidate**

Candidates are those individuals who are registered and working towards a full or part qualification at a centre approved by City & Guilds to offer qualification(s) and/or examinations. Depending upon the type of qualifications they are taking, candidates may undergo competence-based...
assessment, written examinations, online testing or mixed assessment activities.

Candidates undertaking competence-based and mixed assessment activities are responsible for:

- confirming to assessors that they understand the requirements of the qualification
- confirming to assessors that they understand the relationship between the requirements and the tasks they need to perform to demonstrate competence and/or related knowledge
- discussing and agreeing assessment plans with their assessors
- identifying possible sources of evidence
- producing evidence of prior achievement (where applicable) and of current competence
- maintaining and presenting all documentary evidence in a well organised way
- ensuring that the evidence is adequate to present for assessment
- making themselves available for assessment and to discuss their evidence.

Candidates undertaking written examinations or online testing are responsible for:

- preparing themselves in line with the knowledge requirements set out in the qualification requirements/syllabus
- presenting themselves for examination at the required time on the required date
- conducting themselves during the examination in accordance with City & Guilds regulations.

City and Guilds qualifications comprise of

- Practical competencies – what a candidate must be able to do
- Knowledge requirements – what a candidate must know

Candidates will be required to take tests to show that they meet the knowledge requirements. These may take the form of:

a) Written tests – multiple choice
These are used to assess underpinning knowledge at the certificate level and sometimes at the diploma level.

b) Written tests – short, structured questions
These are used where there is no definitive answer or a more detailed answer is required. This type of question is always used at diploma and advanced diploma level.

2) **The Trainer/Assessor**

The trainer or assessor will be the Instructor(s) assigned to a programme. The primary role of assessors is to assess candidates' performance and related knowledge in a range of tasks and to ensure that the competence/knowledge demonstrated meets the requirements of the qualification. Assessors will therefore need to have occupational experience in the vocational area to be assessed.

Trainer/Assessors are responsible for

- ensuring that each candidate is aware of his/her responsibility in the collection and presentation of evidence
- agreeing and recording an assessment plan with each candidate
- fully briefing candidates on the assessment process
- following assessment guidance provided by City & Guilds and the centre
- demonstrating commitment to anti-discriminatory practice and equal opportunities
- observing candidates' performance in the workshop and/or in simulated conditions (where applicable) and/or conducting other forms of assessment in accordance with the requirements of the qualification
- recording all questions used and answers given for the purposes of meeting the evidence requirements
- judging the evidence and making assessment decisions against the standards
- ensuring validity, authenticity, currency and sufficiency of evidence produced by candidates
- providing candidates with prompt, accurate and constructive feedback
- maintaining accurate records of candidates' achievement
• confirming that candidates have demonstrated competence/knowledge and completing the required documentation
• Keeping themselves up-to-date with City and Guilds publications relating to the quality control of the qualification(s)
• agreeing on new assessment plans with candidates where further evidence is required
• Making themselves available for discussion with the internal verifier and/or external verifier.
• maintaining confidentiality of sensitive information.

METHODS OF ASSESSMENT

Assessors are expected to use the syllabus provided for the discipline. This lists the standards which are to be achieved by candidates in the programme.

City and Guilds qualifications comprise of

• Practical competencies – what a candidate must be able to do
• Knowledge requirements – what a candidate must know

Practical competencies may be assessed by:

1. Competence Checklist – observation of performance

   This is a checklist of activities which a candidate must be able to do in order to demonstrate a particular competence. The assessor will be required to say “yes” if the candidate successfully carries out the activity or “no” if the candidate has not achieved the standard.

2. Appraisal of a product

   Candidates may be asked to produce something, for example a report, a design or an object. The assessor would then use a checklist to ensure that the product met all of the specified requirements.

3. Practical Assignments

   Practical Assignments are set by City and Guilds and are included in the syllabus as tasks for candidates to complete
PLANNING FOR THE ASSESSMENT

The prime responsibility for the assessment planning lies with the Assessor. The candidate also has his role to play, but the assessor should take the lead role in the planning process in such a way that the candidate is not overwhelmed and demotivated by the exercise.

Candidates need to understand what they are being asked to do, show, know, produce and to what standard and under what conditions.

The Assessor needs to plan how they (candidate and assessor) plan to work towards an award.

A plan can then be drawn up to indicate the sources from which evidence can be gathered, the competences and/or knowledge requirements which require training or experience and the opportunities/dates to action these activities (Please see action planning sheets attached)

In developing action plans for the collection of evidence of competence, candidates should be advised to consider either

- Reviewing and listing all the areas of work undertaken by them and matching these to the units to be addressed
- Noting against each unit the way in which the competence may be proved.

COLLECTION OF EVIDENCE

Practical competences may be assessed by observation of performance or appraisal of the product. This may be obtained from simulation or on job attachment.

Simulation must be carefully designed and undertaken. Only high quality simulated work experience which reflects the reality of a true work
environment is acceptable. The assessor must be confident that the competence can be transferred to a wide range of environments.

**PROJECTS AND PORTFOLIOS**

The syllabus will give guidance on projects and/or portfolios

**Project**

A project is a single, completed piece of work that provides evidence of a candidate’s ability. It may be written with additional material, for example diagrams, photographs, etc. OR a structured assignment, provided by City and Guilds, where specifics are given.

**Portfolio**

A portfolio is a collection of evidence that a candidate presents to demonstrate competence in the skills specified.

The Syllabus will give guidance on what practical competences and knowledge requirements are required for a project or portfolio. The syllabus will also indicate if there are any particular requirements about what the project or portfolio must contain and how it should be presented.

When reviewing a portfolio of evidence, assessors must assess it against the standards. They should not take into consideration any of the following aspects of the portfolio of evidence:

- Its general appearance
- Size
- Conformity with assessor guidance on format
- Creativity in construction
- Quality of printing or photographs etc.

Unless the criteria relates directly to the standards or the format has been specified in the syllabus

**ASSESSING COMPETENCE**
Competence is determined by the ability of the candidate to meet the standards set on the occasion that the task is performed. In judging a candidate competent, the assessor should be convinced that he/she meets the standards and will continue to do so in the future.

There are 2 types of assessment

- **Formative assessment**
  This is used during training to assess the progress the candidate is making towards the practical competence(s). The assessor will discuss with the candidate what has been achieved and what still needs to be learned.

- **Summative assessment**
  This is used to determine the final level of achievement and to record a statement, mark or competence demonstrated. It will not be assessed again.

The following points should be borne in mind:

Assessment may be

- Through observation of a candidate’s performance, supported by oral questioning
- Through inspection of products

Summative assessment should be undertaken until the assessor believes that the candidate has mastered the relevant competences for assessment.

3) **Internal Verifier**

Internal verifiers monitor the work of all assessors involved with a particular qualification, to ensure the accuracy and consistency of assessment activities and decisions.

Internal verifiers are responsible for
• ensuring that assessors follow the qualification assessment guidance provided
• establishing procedures, advising and supporting assessors to assist them in interpreting and applying the qualification requirements correctly and consistently
• sampling, including by direct observation, assessment activities, methods and records to monitor consistency of assessment decisions
• sampling an increased ratio of assessment decisions by new assessors and being responsible, and accountable, for arranging the checking process
• providing assessors with prompt, accurate and constructive feedback on their assessment decisions
• maintaining up to date records of internal verification and sampling activities and ensuring that these are available for the external verifier
• undertaking an active role in raising issues of good practice in the assessment process
• ensuring that equal opportunities and anti-discriminatory practices are upheld in the assessment process
• liaising with other staff members and the external verifier to implement the requirements of the assessment system
• organising regular meetings between all those involved in assessment within the centre, including any satellite sites (records or minutes of such activities should be kept for the external verifier)
• facilitating appropriate ongoing staff development and training for assessors
• keeping themselves and their assessors up to date with City & Guilds publications relating to the quality control of qualifications
• ensuring that all candidates' achievement records and centre documentation are completed in accordance with requirements
• countersigning as appropriate assessment documentation.

If internal verifiers also act as assessors, it is not acceptable for internal verifiers to internally verify their own assessment decisions.

4. **Invigilator**

An invigilator is responsible for the conduct and integrity of all examinations, whether written, online or practical.
Invigilators are responsible for:

- familiarising themselves with City & Guilds requirements, including the Regulations for the conduct of examinations,
- accurately observing the time allotted for the examination
- reading out the ‘rules to candidates’ prior to commencing the examination
- ensuring that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
- ensuring compliance with all other regulations relating to the examination.

5. **External verifier**

External verifiers are appointed by City & Guilds for specific qualifications to ensure that all assessments undertaken within City & Guilds centres are fair, valid, consistent and meet the requirements of the qualification. They will have an appropriate level of knowledge and expertise for the qualifications for which they undertake this role.

**HOW CANDIDATES APPLY FOR CITY AND GUILDS EXAMINATIONS**

Trainer/Assessors, will recommend to Divisional Heads which students should write the City and Guilds examination. This determination will be made based on the student’s performance and attendance during the programme.

All students are required to maintain an 80% attendance and satisfactory performance in the programme.

On recommendation, full-time students will pay only the local fee for the examinations, all others are required to pay all of the fees associated with the writing of the examinations.

Application forms for entry to the examinations will be distributed well in advanced of the closing date for entry. These must be completed and returned to the Divisional Head for transmission to the Student Affairs
Department where they are processed. All fees must be fully paid by the closing date given.

A personal timetable is issued by City and Guilds for each candidate. The Polytechnic will make every effort to ensure that the timetable reaches candidates in good time for the examination. However, candidates, having been made aware of the expected dates given for the examinations should ensure that they are in receipt of their timetable.

CANDIDATE GRADE APPEAL PROCEDURE

Each Candidate will have the right to appeal against an assessment decision, providing the correct procedure is followed as outlined in the appeals procedure.

The purpose of this procedure is to outline the steps that will be followed in processing an appeal advanced by the candidate included in the assessment process.

Definitions

- Appeal – request for review and/or revision on assessment decision.
- Candidate – person who offers self for assessment.
- Assessment – gathering evidence and making judgements against set standards to facilitate the decision making process.

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<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Candidate</td>
<td>Submit a completed, signed and dated appeal form to the assessor.</td>
</tr>
<tr>
<td>2</td>
<td>Assessor</td>
<td>Date and stamp the appeal form as received</td>
</tr>
<tr>
<td>3</td>
<td>Assessor</td>
<td>Reviews appeal, within seven days</td>
</tr>
<tr>
<td>4</td>
<td>Assessor</td>
<td>Refers the appeal to appropriate personnel (internal verifier)</td>
</tr>
<tr>
<td>5</td>
<td>Internal verifier</td>
<td>Investigates the appeal and resolves the matter. If there is no resolution at this stage, it is referred to the Academic Board.</td>
</tr>
<tr>
<td>6</td>
<td>Academic Board</td>
<td>Reviews and investigates the appeal to reach a resolution</td>
</tr>
<tr>
<td>7</td>
<td>Academic Board</td>
<td>Resolution is achieved and stakeholders notified</td>
</tr>
</tbody>
</table>