

2023

Essential Drug and Alcohol Services



TRAINING, THERAPY & HEALTH SERVICES

[EDAS Summative Assessment Policy]

EDAS training policies and procedures

Definition

Assessment is a tool to measure learners' knowledge, skill and/or ability within a specified domain. It is an evaluation process used to aid learning, its transfer into practice, and measure attainment of specified learning outcomes. Assessment is often described as summative, diagnostic or formative. There are different forms:

I. Summative assessment is a tool for evaluating learners' attainment of the required learning outcomes of the unit and/or programme. Summative assessment may be used to confer a grade or level of competence/achievement of knowledge.

II. Diagnostic assessment is used to identify learning needs.

III. Formative assessment is used to aid learning and measure learners' progression towards attainment of the explicit learning outcomes of the unit and/or award, highlighting their strengths and weaknesses within the domain.

Vision: Enhancing achievement in the workplace

To be effective, learning needs to embrace all stages of the Kolb learning cycle. For a vocational qualification this relates to a combination of both the learning and assessment journey. Learning outcomes and assessment design provide the quality assurance to underpin confidence in the value of the accredited qualifications. Summative assessment and marking provides the quality control by which individual ability is evaluated.

The learning outcomes and assessment will be designed to maximise confidence that the learner has acquired the necessary skills, knowledge and understanding; is able to apply them in an organisation/work setting; and, through reflection, to adapt their individual behaviours. Ultimately it is a partnership of awarding bodies, employers and the learner that establishes the performance benefits (i.e. learning transfer) of the qualifications.

ILM will maintain and further develop the expertise, skills and technology required to provide a comprehensive and flexible offering of fit for purpose qualifications and tools. These will be designed to meet the full range of assessment needs identified across our customer base in order to provide a positive and valuable learning experience as well as assuring a highly skilled workforce.

Approach

Within the overarching assessment method(s) defined for each regulated qualification (typically: 'Practical Demonstration/Assignment') it is recognised that the assessment of knowledge and understanding may be undertaken using a wider range of assessment approaches. These include: case studies, examinations, presentations, and professional discussions. Use can be made of technology (e.g. audio/video recording) providing there is clear traceability for assessment and verification.

In practice, it is anticipated that the majority of ILM QCF units will continue to be assessed via the recommended stand-alone (or integrated) work-based assignment task. However, alternative approaches such as multiple-choice or short-answer questions can be used to assess ILM QCF Awards (at Level 2) and as a part of the overall assessment 'journey' undertaken in larger qualifications (i.e. Certificates & Diplomas, at QCF Levels 2 and 3), where this is appropriate.

EDAS also recognise that studying for management and leadership qualifications during periods of unemployment can help individuals accelerate their return to the workforce, by formalising evidence of knowledge/capability, and extending knowledge to address gaps in past experience. Hence it may be equally valid to base work-based assignments on volunteering opportunities and reflective reviews on recent employment (typically not more than 6 months previous, during which time the learner was in a job role broadly aligned with the level of the qualification).

EDAS is mindful that some learners, Centres and employers may benefit from a more integrative approach to assessment in order to meet business requirements. Guidance is provided on recommended approaches to integrating the assignment tasks for two or more ILM QCF units and a blended study approach. Requests are reviewed on an individual basis in collaboration with the external verifier, and must have prior approval from the IQA.

ILM QCF qualifications focus on the reliable identification of 'pass' vs. 'fail' through the summative assessment. Typically the required sufficiency is aligned with a minimum pass mark of 50% for each Assessment Criterion (i.e. Criterion Assessment is required), and for all qualifications the marking schemes ensure there is no compensation permitted between separate Learning Outcomes (i.e. Section Passes of 50%) Details of the requirements are published within each qualification specification.

To assist in the standardisation of marking, all ILM qualifications accredited from 2012 onwards and delivered through a wide range of Centres are provided with 'sufficiency descriptors' that detail the minimum standard required to be achieved for all the assessment criteria. Typically these qualifications range from QCF level 2 to level 5.

Deliver a specific qualification, alternative approaches may be used to convey the required standard. All Centres are also supported in the standardisation of marking via the ILM network of External Verifiers & Quality Managers.

ILM recommends, but does not require, that numerical marking is used. The process being followed must be agreed with the learner in advance, and consistent throughout a cohort. Numerical marks perform two functions;

I. to convey the relative effort likely to be required to adequately address a criterion/section; and

II. To quantify the extent to which a learner has over-achieved against the minimum required standard (or if the learner has failed to fully address a criterion, how big the gap is in this area of evidence)

Hence, even when it has been agreed that an assignment will be evaluated without using numerical marking, it is important that the learner receives guidance on the relative importance of each criterion / section. All ILM units accredited from 2012 onwards are supported with mark-sheets containing a recommended mark scheme, including the relative weighting of marks between the Assessment Criteria ILM QCF qualifications do not offer 'merit' or 'distinction' grades. ILM actively support the acknowledgement of exceptional achievements by learners. Other awarding bodies are marked with tutor comments;

Any ILM learner assessed in a language other than English, Welsh or Gaeilge will have this clearly stated on their QCF qualification certificate.

Updated November 2023