

Accredited Assessment Policy

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Approved by **Director of Curriculum, Quality and Safeguarding.**

Next review date: **July 2026**

Version Number	Date of Issue	Author	Status	Comments
1	July 2025	Accreditation Quality & Development Manager	Policy draft	Policy review
2	July 2026	Policy Development Partner	Review	Policy review, format changes and standardisation of policy format.

This policy and any related annexes will be reviewed by Director of Curriculum, Quality & Safeguarding annually.

1. Purpose

The WEA will ensure that assessment policies, guidance and procedures are established to support successful accredited learner outcomes. This policy outlines our intent and provides an overarching framework for our practice.

2. Values

- For accredited provision, assessment is in line with awarding body requirements for portfolio and exam-based assessment.
- The frequency and methods of assessment are made clear to learners before enrolling and during the course.
- All learners are offered mocks and/or practice assessments to ensure they are fully prepared for final assessments and exams.
- Learners will only be entered for exams or final assessments where we can evidence their attendance on course meets the WEA's Attendance and Punctuality Policy.
- Assessment is robust, proportional, fair and transparent.
- Learners are supported to achieve through RPL and credit transfer, reasonable adjustments and special considerations where appropriate.
- Quality assurance of accredited provision is rigorous and underpinned by agreed WEA internal quality assurance processes.
- Staff carrying out assessment and standardisation will be suitably experienced and qualified, in accordance with the requirements of awarding bodies and internal procedures.

3. Scope

This policy applies to all accredited programmes, for portfolio and exam-based assessment.

Definition of assessment

- Assessment is the process by which tutors (assessors) make judgements about how effectively a learner or group of learners are moving towards awarding body assessment criteria.
- It involves a range of methods to consider learner starting points, their development on the course and their finishing points.
- The methods are formal and recorded.
- Tutors (assessors) use assessment approaches that judge competence against awarding body standards. These should be appropriate for the course, the group and level of study.
- The aim is to help the learner develop their capacity to make progress in their study beyond their expectation and to recognise and describe how well they have progressed.

Assessment	Our expectation
Initial assessment	All new prospective learners will be required to complete initial assessment before they join an accredited course.
Diagnostic assessment	Diagnostic assessment will be required for all accredited English, Maths and ESOL (EME). Following diagnostic assessment, all learners must have targets set which are regularly reviewed.
Formative assessment	All EME learners will complete at least one mock exam before they are registered for their final exam. They will not be registered for a final exam if their mock results indicate that they are not ready. All learners on portfolio-based courses will have access to tasks designed to support them with their final assessments. The WEA expects tutors to regularly assess learners; enabling them to understand their progress against awarding body assessment criteria.
Summative assessment	At the end of a course, each learner should have their overall progress assessed. This could be achieved through an awarding body exam or by final assessed work. Learners will need to meet the requirements of the WEA's Attendance and Punctuality Policy to undertake final exams and assessments.

4. Policies

Policies for learners, tutors (assessors) and education staff set WEA expectations for accredited provision. All policies can be found [here](#) with a summary below.

Recognition of Prior Learning (RPL) and Credit Transfer Policy	Outlines how a learner can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess.
Assessment Submission and Exam Policy	Sets out assessment and exam expectations including assessment submission and feedback deadlines, exam marking deadlines, assessment extensions and exam resits.
Reasonable Adjustments and Special Circumstances Policy	Highlights how reasonable adjustments can be made to ensure that learners with disabilities or learning difficulties are not disadvantaged in any way. Also outlines how special considerations can be made to ensure that learners are not disadvantaged by any exceptional circumstances that may arise prior to, or during, the assessment.
Malpractice (in Teaching, Learning & Assessment)	Sets out definitions/interpretations of malpractice, rights, responsibilities and procedures for handling suspected malpractice (including the misuse of AI).
Appeals Against Assessment Procedure	Explains the process to be followed if a learner feels that the WEA has made an unfair assessment decision.
Complaints Procedure	Explains how a learner can make a complaint if they disagree with the final decision made through the Appeals Against Assessment Procedure.
WEA Conflict of Interest Policy	Describes potential situations where conflicts of interest in assessment may arise and outlines responsibilities and management.

Adult Learning Within Reach

Continuity Policy for Accredited Exams and Assessment	Sets out contingency plans for possible disruption to exams and assessments, to minimise the impact on learners.
Attendance and Punctuality Policy	Highlights WEA's expectations of attendance and punctuality, supporting learners to take responsibility for attending all sessions so that they are prepared for final exams and assessments.

The WEA will monitor all policies and review them annually, or as required, to ensure awarding body compliance.

5. Guidance

Each Canvas course contains a link to Teaching File and IQA File templates. Canvas courses also have a link to Canvas guidance that explains how Canvas should be used for accredited courses.

Guidance to support the successful delivery and management of accredited provision can be found [here](#)

Assessor guidance includes information about the role of the assessor, detailed instructions for EME exam management, and copies of all Teaching File templates.

IQA guidance includes information about the role and the processes of IQA. This includes the IQA Handbook and copies of all IQA File templates.

The WEA will monitor all guidance and review it annually, or as required, to ensure awarding body compliance.

6. Management

- Responsibility for developing policy, guidance and procedures lies with the Accreditation Quality & Development Manager.
- Responsibility for implementing the policy lies with the Learning Delivery Teams.
- Responsibility for ensuring that each tutor (assessor) has the appropriate process and recording system for each course, prior to the start of the course, rests with the Course Manager.
- All WEA staff managing, supporting or delivering an accredited course, must familiarise themselves with the accreditation policies, guidance and procedures and ensure they are adhering to them.

7. Monitoring of effectiveness

- Through course monitoring
- Through observation and learning walks
- IAQ standardisation and EQA review
- Exam audits
- Self-assessment process