



**Yorkshire and Humber**  
**TEACHER TRAINING**

# **Apprentice Assessment Policy**

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## Scope

This policy is intended for apprentices, supervisors, head teachers and assessors.

## Statement of Intent

We aim to ensure that assessments are:

- Conducted throughout the learning journey to measure progress, enable apprentices to achieve their full potential and successfully complete on time, and to provide data and assurance to their employers and the apprenticeship team.
- Valid, reliable, fair, non-discriminatory and constructive.
- Aligned with the apprenticeship standards as published by the DfE.

This policy covers YHTT's requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners. The policy details YHTT's commitment to Equality of Opportunity and Diversity.

This policy details the systems and procedures to allow for the provision of access arrangements, including reasonable adjustments. These will reflect the needs of individual learners and ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of learning outcomes against the stated assessment criteria.

## Actions and Tools to Deliver Our Intent

### Communication

The lead responsibility for this policy and its deployment is assigned to the Head of Apprenticeships.

The Head of Apprenticeships will make all team members aware of this policy during their induction, promoting the importance of good assessment practice and to ensure that new staff understand their responsibilities.

All apprentices will be made aware of this policy during onboarding and be given access to this policy. The policy is available to apprentices on the apprenticeship sharepoint and to everyone on the YHTT website.

### Apprentice On-Boarding

All apprentices will complete an initial assessment of suitability prior to their enrolment, including:

- Eligibility for funding
- Current/working level for Functional Skills in English and Maths (Baseline Assessment using BKSB).
- Whether the apprentice needs to complete Functional Skills in English and/or Maths qualifications alongside their apprenticeship programme.
- A professional discussion with the apprentice and their line manager to:

- Confirm suitability of the programme/level/start, taking into account the apprentice's current job role and career aspirations, Baseline Assessment and their prior learning and experience.
- Agree adjustments to the programme content/timing.
- Identification of any additional learning challenges and/or support needs.
- Assessing and planning for any additional learning challenges and/or support needs.
- Developing and issuing an individualised learning plan for each apprentice, tailored to their individual needs, to ensure a stretching programme of learning takes place with Functional Skills embedded throughout.

All apprentices will be provided with the following documents as part of their onboarding process:

- Appeals procedure for assessment decisions
- Apprentice commitment statement
- Apprenticeship handbook
- Assessment Policy
- Emergency contact form
- ESFA/DfE Privacy notice
- Letter of engagement
- Media consent form
- Plagiarism statement
- YHTT Privacy Notice
- Service Level Agreement with their employer
- Workplace Induction Checklist

All documents are available on the apprenticeship sharepoint.

## On-Programme

The apprenticeship team will assess and plan for any additional learning challenges and/or support needs (including where identified during onboarding and any changes since onboarding), and where appropriate, work with Assessment Organisations to implement reasonable adjustments.

The apprenticeship team will complete apprentice assessments, including:

- Formative and summative practices to assess effectiveness of learning and readiness for next steps, underpinned by documented best practice programme design and content development.
- Consideration of opportunities to stretch and challenge apprentices to achieve their full potential, making explicit reference to Merit and Distinction criteria.
- Consideration of any necessary adjustments (e.g. to pitch, pace and planned next steps).

The apprenticeship team will conduct tri-party progress reviews for each apprentice every 8 weeks, with their supervisor and their assessor, throughout the programme. These include a review of the current status, next steps and opportunities for stretch/challenge.

Learners can also expect the apprenticeship team:

- To prepare apprentices for third party assessments (End Point Assessments)
- To maintain accurate and timely apprentice records.

## Assignments

Assessments are given at regular intervals during the apprenticeship following the relevant training session. Apprentices will be given study sessions at YHTT and off-the-job time in their schools to complete the assignments. Apprentices who require more time without agreed access arrangements in place, are expected to complete the assessment in their own time. The employer is not required to allow the apprentice additional off-the-job time in excess of the 20% to complete assignments.

YHTT will provide central off-the-job training sessions which cover the knowledge, skills and behaviours required for the apprentice to be successful in completing their assignments. In addition, YHTT will provide regular study sessions to support the apprentices in completing their assignments.

## Extension to submission deadlines

Apprentices are expected to submit their assignments on time as part of their commitment on the course. If an apprentice foresees that they will be unable to submit their assignment by the given deadline, they must contact [apprenticeships@yhtt.ac.uk](mailto:apprenticeships@yhtt.ac.uk) as soon as the apprentice becomes aware that they may miss the deadline, but at least 48 hours prior to the deadline, to request an extension.

Extensions will only be granted for significant, unexpected circumstances outside of the apprentice's control, such as illness, injury or bereavement, or sudden changes in employment circumstances.

Normal work pressures and foreseeable events like school holidays are not unexpected circumstances.

The apprentice may be asked to supply supporting documentation, particularly if it is not the first instance of an assessment deadline being missed.

When agreeing an extension YHTT will consider:

- Employer awareness  
If work-related issues are the cause, written confirmation from the apprentice's employer is required
- Impact on progress  
Any extensions may have an adverse effect on the apprentice's overall progression and their readiness for End Point Assessment.

## Cheating and Plagiarism

Guidance will be provided by the apprenticeship team to all apprentices on the appropriate formats to record cited texts and other sources, and to ensure they are aware of the difference between acceptable and unacceptable practice.

Apprentices will be made aware that they must declare that each piece of work is their own and that they have acknowledged any sources that they may have used.

The apprenticeship team will act swiftly if we suspect that any malpractice or maladministration (e.g. plagiarism, cheating) has occurred.

Please refer to Appendix 2 – Malpractice and Maladministration for examples of malpractice.

## Internal Review and Standardisation Activities

The Head of Apprenticeships will on a regular basis analyse the apprentices' assessment data to ensure:

- Apprentice progress against targets, including attendance, off-the-job-training and learning aims.
- Assessment methods are accurate and fair (through sample assessment by internal verification).

The Head of Apprenticeships will arrange termly standardisation meetings to share learning and best practice.

The Head of Apprenticeships will conduct an annual review of Trainers, supported by observations, to record successes and agree any development plans. Termly feedback is sought from the apprentices on the quality of the off-the-job-learning and support provided by the apprenticeship team.

The apprenticeship team attends regular meetings with third party Assessment Organisations.

This policy will be reviewed annually, or more frequently in the event of:

- Publication of new guidelines/official communications.
- Conclusion of any investigation into an incident of malpractice or maladministration.

# Appendix 1 – Access to Fair Assessment

At YHTT we will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

## What Learners can expect from us:

- To be fully inducted onto the apprenticeship and be given information that can be shared with employers, parents and carers if required.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the apprenticeship and when assessments/assignments are set.
- To be given appropriate assessment opportunities during the apprenticeship with feedback provided on the quality of the work.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant Awarding Body, and where applicable recognition of prior learning will be applied.

## Access Arrangements

Tutors/Assessors (anyone involved in the assessment of learners) must consider the following when determining suitable access arrangements:

- What arrangements are suitable for the qualification?
- The Learners normal way of working (e.g. support normally given during off-the-job training or in the workplace).
- The details of how specific access arrangements would work in an assessment.
- Whether evidence or an application to the Awarding Body is required.
- Any assistance from the Awarding Body that may be required to put the arrangements in place.

If there is any doubt about the acceptability or appropriateness of an access arrangement YHTT will consult with the Awarding Body.

## Evidence of Need

Formal access arrangements for written assessments will be applied for by the Exams Officer at Sirius Academy West on behalf of YHTT. Formal access arrangements for the End Point Assessments will be applied for by YHTT.

YHTT and Sirius Academy West must keep evidence on file for access arrangements. Awarding Organisations may ask to see copies of the evidence held for specific learners. YHTT and Sirius Academy West must keep copies of access arrangements confirmations from the Awarding Organisations.

The learner must provide consent in writing to the centre before an access arrangement is made by YHTT or Sirius Academy West, or an application is submitted to the Awarding Organisation.

## Learners with additional needs

Assessments for additional needs will be carried out by Occupational Health. Previous assessments from secondary school/college for the assessment of reading, comprehension, writing, spelling or cognitive processing may be used if they were completed within the last 5 years.

## Special Consideration

Special consideration may be given following a dated examination for learners who are present for the examination but may have been disadvantaged, for example, by temporary illness or adverse circumstances during the assessment. Where an assessment requires a competence, criterion or standard to be met fully or in the case of a Licence to Practise it may not be possible to apply special consideration.

## Tutor/Assessor's responsibilities

Tutor/Assessor's (anyone involved in the assessment of learners), must consult the Awarding Organisations requirements for Access to Fair Assessment, and follow the specific guidance in their Access Arrangements and Reasonable Adjustments Policy.

Tutor/Assessors (anyone involved in the assessment of learners) must communicate with Sirius Academy West's Exams team and ensure that any Access Arrangements and/or Reasonable Adjustments are passed onto to the Exams team for approval and processing with the Awarding Organisation.

## Appendix 2 – Malpractice and Maladministration

Incidents of malpractice and/or maladministration relating to internal and external assessments, assignments and examinations for vocational qualifications may:

- Adversely affect apprentices and lead to apprentices being disadvantaged
- Undermine public confidence in the delivery and award of vocational qualifications
- Require costly and time-consuming investigations to be conducted
- Cause reputational damage

It is therefore necessary that incidences of malpractice and/or maladministration relating to vocational qualifications are prevented, and, where this is not possible, cases of suspected or actual malpractice and/or maladministration are dealt with quickly, thoroughly and effectively.

### Apprentice Malpractice

Apprentice malpractice refers to any intentional actions that could compromise the fairness, validity, or credibility of the apprentice's assessment.

Examples:

- Plagiarism - using ideas, writings, or work from another person (including AI-generated content) without proper acknowledgment and presenting it as one's own
- Collusion - collaborating with others to produce shared work and submitting it as if it were solely one's own work
- Copying - reproducing someone else's work exactly, without permission or attribution
- Fabrication of results or evidence
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment, examination or test
- Inappropriate behaviour during an assessment that causes disruption to others (eg. shouting, aggressive behaviour and/or language, use of an unauthorised electronic device)
- Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence
- Frivolous content
- Physical possession of unauthorised materials (including mobile phones, electronic devices, notes etc) during examinations

Additionally, each Assessment Organisation has specific policies including those concerning the use of Artificial Intelligence (AI). Apprentice assessments will be subject to these individual policies. Please also see Appendix 3 – Use of Artificial Intelligence (AI) Policy.

### Trainer/Assessor Malpractice

Trainer/Assessor Malpractice is any deliberate action by a Trainer/Assessor which has the potential to undermine the integrity and validity of the vocational qualification.

Examples:

- Providing improper assistance to apprentices
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the apprentice's achievement to justify the marks given or assessment decisions made
- Failing to keep apprentices' work secure
- Assisting apprentices in the production of work for assessment, where the support has the potential to influence the outcomes of assessment
- Allowing evidence to be included in an apprentice's work which the Trainer/Assessor knows is not the apprentice own work
- Facilitating and/or allowing impersonation
- Misusing reasonable adjustments (e.g. unwarranted provision of additional time)
- Falsifying records and/or certificates
- Fraudulently claiming for a certificate before the apprentice has completed all the requirements of the assessment
- Failing to comply with awarding body procedures relating to apprentice data

## Maladministration

Maladministration is any non-deliberate activity, neglect or other practice that results in YHTT or an apprentice not complying with the specified requirements for delivery of the qualification. If Malpractice and/or Maladministration is suspected the concern must be raised with YHTT at the earliest opportunity. They will then:

- Alert the apprentice's employer
- Obtain written details including times, dates, locations and names of potential witnesses
- Conduct an initial assessment (but not investigation) of the allegation
- Alert appropriate organisations (including Awarding Bodies, Assessment Organisations and the DfE) as appropriate
- Agree actions and communicate to all stakeholders.

Any confirmed cases of Malpractice or Maladministration may result in appropriate disciplinary actions, including but not limited to disqualification or reassessment. Once an investigation into a concern has concluded, YHTT will undertake a "Lessons Learned Review" and ensure any improvement opportunities are implemented.

## Appendix 3 – Use of Artificial Intelligence (AI) Policy

We understand that tools like AI can help with learning, but they can also create some risks. This policy explains how to use AI in a responsible and honest way during your assignments.

1. Use AI to Support Your Learning

You are encouraged to use AI to help you learn, understand new ideas.

2. Build Your Own Skills

To succeed in your professional development, you need to practise and apply what you learn. AI can help, but it cannot replace your own effort.

3. Be Honest About AI Use

The work you submit must be your own. If you use AI to help with writing or ideas, you must say so clearly and give credit.

4. Use AI for Insights – Not for Copying

If you use AI to analyse data or explore new insights, make sure you explain the results in your own words. Don't copy and paste. You must show your own understanding and thinking, especially as AI is known to hallucinate and provide wrong insights if it is not based on our teaching.

5. Use of AI to improve your English

In a global work environment, there are many for whom English is their second or third language. AI can help you sound more professional in English, but your work should still reflect your own voice. We want you to find a good balance between using tools like AI and showing your own learning and skills. Your honesty, learning and personal development are the most important things.