

PEER REVIEW POSSIBLE SCENARIOS

A difference of opinion between the Reviewer and the Assessor relating to the marked results:

The function of the peer review is for the assessor and peer reviewer to discuss their views on their respective interpretations of the assessment criteria/award standard against learner evidence/performance.

- Through the discussion based on each person's perspective there may be immediate consensus or changes in the views of either the assessor or peer reviewer and also in the views of both persons. (Arising from the discussion a new view maybe formed).
- In some situations both parties may have completely opposite views. The primacy of the assessment decisions made rests with the Assessor.
- In a situation where the peer reviewer considers that if their particular interpretation of assessment criterion against the learner evidence/performance had been accepted, the outcome for the learner in terms of their assessment result would be different, then in the Peer Review Report Q2.c, this is recorded as yes, in the comment section stating the particular questions or point that there is a different view to that of the assessor, that they did not agree on.

During the peer review process the following may be identified:

- a) Test question error or lack of clarity in the instruction
- b) Marking assessment criteria error or lack of clarity
- c) Computation error or transcription error relating to the results
- d) Section/Evidence not assessed
- e) In-complete or missing assessment evidence and/or documentation or records
- f) In-correct version of assessment used
- g) Authenticity of learners evidence

a) Test question error or lack of clarity in the instruction

- I. In section 4 & 5 as appropriate, of the Peer reviewers report, the details relating to the error should be identified as a non-conformance.
- II. If the issue relates to ambiguity in regard to the learner instructions or test questions, this should be noted in the peer reviewers report section 5 as a suggested improvement.

Note: If the Assessor has already logged the issue on the TQAS Issues Log the call reference number should be included in the report also, to denote the issue is logged (so the TSO does not

log the same issue), this will allow the issue to be tracked.

b) Marking assessment criteria error or lack of clarity

- I. The details relating to a marking assessment criterion error should be identified as a non-conformance, in section 4 & 5 as appropriate of the Peer reviewers report.
- II. In such situations where there is an error in the marking criteria, the assessor must operate within the assessment guidelines in as far as is practicable and use their professional judgement as appropriate. Accordingly in the assessors report this anomaly will be recorded and also logged by the Assessor as an issue on the TQAS Issues Log.
- III. In a situation where an error or lack of clarity is identified in the marking criteria during the peer review process a recommendation for alternative grade/remark can be agreed. The assessor would amend the result as appropriate. The peer reviewer must record the agreement to amend the result in peer reviewer's report.
- IV. If the issue relates to ambiguity in regard to assessment criteria/scoring guidelines, this also should be noted in the peer reviewers report section 5 as a suggested improvement.

Note: If the Assessor has already logged the issue on the TQAS Issues Log the call reference number should be included in the report also, to denote the issue is logged (so the TSO does not log the same issue), this will allow the issue to be tracked.

c) Computation error or transcription error to relating to the result

- I. In a situation where a computation error is evident the procedure for correcting the result is as outlined below (ii).
- II. The original provisional assessment result should be corrected amended by the assessor striking out the original score/mark/grade on the written assessment evidence (strike through with pen) and alongside the original score, record the new score to be awarded.
 - The relevant individual assessment sheet/individual marking sheet and/or the assessment summary sheet and/or the TQAS-6c-F12 form (F12) should be re-generated, as appropriate, by the assessor, taking care to ensure that there are no transcription errors arising from the newly generated records.
 - Tippex or other correctional fluid/material should not be used to amend a result error, nor should the result be written over.
 - Check all records re-generated before confidentially and securely destroying the version with the error.
 - The overall result for that assessment should be re-calculated. If the module result was inputted into the RCCRS or the test result inputted into

the ACSS, where required, the results must also be amended and the relevant documentation re-generated.

- i. In a situation where a transcription or input error occurs (i.e. from the assessment evidence to and between any of the following; the individual assessment sheet, individual marking sheet, the assessment summary sheet, the F12, RCCRS or ACSS, these records should be re-generated by the assessor, as appropriate, taking care to ensure that there are no transcription errors arising from the newly generated records.
- ii. If the re-calculated result and/or amendment derived a different outcome for the learner, the following action is required;
 - The learner is advised of the change to their provisional result by the assessor (where applicable the provisional result record will reflect this process)
 - If the learner has left the course and has not been advised of the change to their provisional results, this is noted on the peer reviewers report (i.e. that there is a change to the learners provisional result as identified/determined during peer review).
- iii. If the re-calculated result and/or amendment did not give rise to any change in the outcome for the learner, the peer reviewer notes in their report the issue identified and also that it was corrected on the day (only if it was corrected on the day) with no impact on the learners overall result. If it was not corrected on the day the peer reviewer must record this in their report.

d) Section/Evidence not assessed

In a situation where it is identified during a peer review that evidence has not been assessed, the assessor is expected to review the evidence and assess it accordingly. The assessment documentation and records are up-dated, where required and/or where there is a change to the learner result in line with **c) ii** and **iv** above. The peer reviewer will record the issue in their report and in-line with **c) v** above.

e) In-complete and /or missing assessment evidence, documentation or records

In a situation during a peer review where it is identified that not all the assessment evidence or supporting documentation or records are available and/or are not properly or fully completed. The assessor during the peer review is given the opportunity to:

- Complete as appropriate the relevant documents and records. It may also be required that new documents/records be generated in line with **c) ii** and **iv** above. The peer reviewer will record the issue in their report and in-line with **c) v** above.

- Locate the missing assessment evidence and/or documentation or records.

In the event that the missing assessment evidence and/or documentation or records cannot be located, the peer reviewer will record this in their report.

The peer reviewer must decide if the absence of missing or incomplete evidence and/or documents or records, impairs their ability to complete the peer review, accordingly this is recorded in their report and the peer review is suspended.

If the Assessment Supervisors report containing the list of learners in attendance is not made available (e.g. missing or not completed) to the Peer Reviewer, the Peer Reviewer will record this in their report and accordingly will suspend the peer review until such time as the list of learners that attended the assessment event can be confirmed.

Exceptions relating to availability of Assessment Supervisors report:

- For portfolio assessment events the Learner Portfolio Submission Sheet must be signed to record that the work has been submitted. The Assessors part of the report is completed.
- Good practice for such assessment events is that the assessor should have a list of the learners that submitted portfolios for the assessment event. A copy of this list should be given to the Peer Reviewer as part of the documentation made available.

f) Incorrect version of assessment used

In a situation where it is identified during a peer review process that an incorrect version of an assessment has been used, the following action is required:

- Training Standards Officer is notified immediately
- The peer review process is suspended and the peer reviewer will note this in their report.

h) Authenticity of learners evidence

In a situation where there is a doubt in regard to the authenticity of a learner or learner's assessment evidence, this is recorded in the Peer Reviewers report and is brought to the attention of the Training Standards Officer by the Peer Reviewer. The Training Standards Officer will notify management of the peer reviewers concern in this regard.