



Assessment Policy including RPL

Policy Ref: TMP31v2

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

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Signed

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Date July 2020

Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM
v2	July 2020	General procedural review, references updated, formatting changes	JM

Date of Next Review: July 2021

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Introduction

TMP College is committed to devising assessment and feedback strategies that are fair, promote learning and progression and are fully communicated to all learners.

Assessment for learning develops learners' capacity for independent learning as well as offering an opportunity for objective judgment and guidance on how work can be improved. It also informs teaching staff about how they can develop their teaching and learning approaches in order to maximize learners' progress.

TMP College celebrates the diversity of its assessment types, which include, but are not limited to, performances, presentations, projects, live project briefs, role plays, production projects, examinations, multiple choice papers.

Purpose

This document outlines the principles and practice of assessment at TMP College. It sets out the minimum expectations of staff in respect of the planning and management of assessment, the communication of our expectations to learners, and the quality and timeliness of feedback that enables all learners to improve their work and make progress.

These guidelines also reflect an increased emphasis on the formative role of assessment and the importance of robust feedback processes.

Principles of Assessment

- Assessment for learning is a key part of effective planning of teaching and learning.
- Assessment for learning should be recognised as central to any learning environment practice.
- Assessment can be formative or summative.
- Assessment for learning is a key professional skill for teachers and assessors.
- Assessment for learning should be sensitive and constructive.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Assessment for learning requires constructive guidance on how to improve.
- Assessment for learning develops a learner's capacity for self-assessment and self-reflection.
- Assessment for learning should support the learner to improve
- Assessment for learning recognises what a learner has achieved.

- Assessment processes should meet internal and external requirements and prepare learners for summative assessment.
- Assessment for learners with learning difficulties and/or disabilities will make reasonable adjustment to enable them to be able to undertake the assessment as successfully as any other learner, including additional assessment time, reader, scribe or use of an alternative assessment method such as video/audio in place of written work for questioning and for practical work.
- Plagiarised work is not counted for assessment purposes.

Expectations

Assessment Planning

- Teachers will prepare a detailed assessment schedule for each programme. This should be carefully planned to avoid learners experiencing conflicting assessment demands.
- All staff will ensure that assessment procedures (assignment requirements, submission and feedback timetables) are comprehensively communicated to learners.
- Assessment planning will incorporate feedback sessions which support the learner to improve.

Assessment Management

- Assessment tools should include clear guidance on scope of the assessment and the assessment criteria together with timescales for the assessment to include issue and submission dates and dates for resubmission where appropriate.
- All staff will ensure that assessment tools are fully compliant with internal and external quality assurance requirements.
- Assessment tools should be accessible to all learners and assessment methods varied to ensure that all learners have equality of opportunity to evidence their learning.

Assessment Feedback

- Feedback on assessment must be returned to learners within 10 days wherever possible.
- Feedback on formative and summative assessment should be given for all assessed work.
- Feedback must be constructive and given sensitively. Detailed guidance on giving detailed and developmental feedback and support from more experienced teachers and managers is available.
- Assessment feedback should make reference to learners' targets.
- It is the expectation that all spelling, grammar and punctuation errors are highlighted within assessed work.
- All front sheet comments should be endorsed with and tutor signature and date.
- Where written feedback is provided, opportunity should also be given for verbal guidance to the learner.
- Learners should be encouraged to comment on the feedback they receive.

Appeals against Assessment Grading / Decisions

Internal:

Stage One – Informal

The learner should talk through their concerns with the unit / subject teacher. If after this the matter is unresolved it should be documented and Stage Two followed.

Stage Two – Formal Review

The learner should, in writing and within 5 working days, request a re-mark from the tutor. The tutor will then review the grading in consultation with an identified teacher and/or internal verifier and meet with the learner to explain the decision. This meeting and the decision will be recorded.

If the learner requests extra time to prepare his/her letter of appeal, the manager will endeavour to accommodate these requests and provide support in preparing the letter if appropriate.

Stage Three – Appeal Hearing

If the learner is still dissatisfied with the decision they may, in writing and within 5 working days, request a further re-mark / review from the Director.

The Director will convene a meeting of the teacher, internal verifier and the learner to review the decision. When the Director has reached their decision, which should be confirmed in writing, it is final and there is no further appeal except on the grounds that the proper procedures have not been followed.

External:

Where a learner wishes to appeal against a grading/decision made by an external awarding body, they must follow the procedures outlined in the awarding body's regulations.

The outcomes and records of all appeals will be dated and normally kept for 18 months. At all times, the interests of other learners will be considered and the integrity of the qualification will be protected.

Any procedural appeal should follow the TMP College's usual Complaints Procedure.

Recognition of Prior Learning (RPL)

- Recognition of Prior Learning (RPL) is a form of assessment which makes use of evidence of a learner's previous non - certificated achievements to demonstrate competence or achievement within a unit or qualification. Through the RPL process, evidence of a learner's previous achievement (learning) can be assessed against the learning outcomes of a course.
- Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting part of a unit(s) or a qualification.
- Evidence submitted for RPL should be authentic, current, relevant and sufficient to meet the criteria and then achievement can be recorded in the normal way.
- When changing learners over from a non-QCF course to a QCF courses, assessors must show that all of the assessment criteria have been met by each learner and set additional assignments if required.