

**LEARNERS ASSESSMENT AND RECOGNISED PRIOR LEARNING POLICY**

**Purpose**

* To ensure that assessment methodology is valid and reliable and does not disadvantage or advantage any group of Learners or individuals
* To ensure that assessment is open, fair and free from bias and meets national standards and those of the Awarding Body concerned
* To ensure that Learners are made aware of the assessment process, which assessment method is being used, when they are being assessed and that they are familiar with the assessment criteria
* To ensure that assessment decisions are accurately recorded and tracked and are made accessible to all assessors and verifiers working on each particular qualification

**Staff Involved**

Teachers and Assessors, Programme Managers, Personal Tutors, Internal Verifiers and Director of Quality & Training

**Quality Review**

This procedure is reviewed annually to ensure that it remains effective. All staff are invited to comment on its effectiveness and contribute to its review. Amendment is the responsibility of the Programme Managers, Director of Quality & Training and the Principal.

**Policy Statement**

Assessment is the measurement of Learners’ achievement against agreed and openly stated criteria and standards.

All assessments are carried out according to the following principles:

**Assessments must be Reliable**

Reliability refers to the need for assessment to be accurate and repeatable. This requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

**Assessments must be Valid**

Validity ensures that assessment tasks and associated criteria effectively measure Learners attainment of the intended learning outcomes.

**Information about Assessment is Explicit and Accessible**

Clear, accurate, consistent and timely information on assessment tasks and procedures will be made available to Learners, staff and other External Assessors or Examiners.

**Assessments must be Inclusive and Equitable**

Assessment tasks and procedures must be designed to be inclusive and not to disadvantage any group or individual (for example Learners with disabilities, Learners with varied cultural backgrounds).

**Assessment must address all of the Programme Aims and Outcomes**

Assessment tasks will primarily reflect the nature of the discipline or subject but can also include opportunities for Learners to develop a range of generic and transferable skills.

**The amount of Assessed Work required must be manageable**

The scheduling of assignments and the amount of assessed work required will provide a reliable and valid profile of achievement without overloading staff or Learners.

**Formative and Summative Assessment must be included in each Programme**

Formative and summative Assessment will be incorporated into programmes to ensure that the purposes of assessment are adequately addressed.

**Feedback must be provided as an integral part of the Assessment Process**

Learners are entitled to feedback on all Formative and Summative Assessment Tasks. The nature, extent and timing of feedback for each assessment task should be clear to Learners in advance.

**Each programme must include a variety of Assessment Types**

Variety in assessment (including computer aided, and self and peer assessment) promotes effective learning and allows a range of intended learning outcomes to be appropriately assessed. In addition, varied assessment tasks support a range of approaches to learning and ensure that inclusivity is planned for and addressed.

**Recognition of Prior Learning**

"Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether Learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning." Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the Learners meets the assessment standard established by the learning outcome and its related assessment criteria. Note also that the assessment strategy for each qualification must be adhered to.

The Assessor should establish whether RPL may be appropriate for any Learners or units/part units of a qualification. If the Assessor considers that this is the case, they may set up an assessment opportunity for the Learners that is in line with assessment practices and strategies for the qualification, and may use questioning to check for additional knowledge and understanding

**Internal Assessments**

Where assignments are used, Assessors must ensure that Learners are provided with assignments that include a clear hand-in date

**Assessors will:**

* Assess Learners’ evidence using only the published assessment and grading criteria
* Ensure that assessment decisions are impartial, valid and reliable
* Not limit or 'cap' Learners achievement if work is submitted late unless in violation of the Awarding Body regulations
* Maintain accurate and detailed records of assessment decisions
* Provide resources to ensure that assessment can be performed accurately and appropriately
* Provide feedback to candidates within two weeks of receiving submissions, providing feedback as to how any grade can be improved along with a resubmission date
* Provide samples as requested by the IV/Lead IV, including for External Verification/Standardisation if required by the Awarding Body including where appropriate but not limited to blind marking
* Monitor IV and EV/Standardisation reports and undertake any remedial action required
* Share good assessment practice between all departments
* Ensure that assessment methodology and the role of the Assessor are understood by all staff
* Provide resources to ensure that assessment can be performed accurately and appropriately
* Send appropriate information to the Quality Nominee (Pearson only) when required

**External Assessments**

Any Teachers involved in organising and managing external assessments must adhere to the external assessment requirements set down by the Awarding Body concerned.

The relevant Policies and Procedures may be found here:

**UAL Awarding Body (Performing Arts)**

All Policies can be found on the UAL Awarding Body website:

<https://www.arts.ac.uk/partnerships/ual-awarding-body/qualifications/performing-arts>

**Active IQ Awarding Body (Fitness)**

All Policies can be found on the Active IQ Awarding Body website:

<https://activeiq.co.uk/>

**VTCT Awarding Body (Beauty)**

All Policies can be found on the VTCT Awarding Body website:

<https://www.vtct.org.uk/>

**Pearson Functional Skills**

All Policies can be found on the Pearson Awarding Body website:

<https://qualifications.pearson.com/en/home.html>

RTA Learners Assessment and Recognised Prior Learning Policy – reviewed 8-8-2023 / 1-3-2024