



## **Bromley Adult Education College**

### **Assessment Policy (including Access to Assessment, Reasonable Adjustments and RARPA\*)**

**2020-21**

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\*Recognising and Recording Progress and Achievement

## **Introduction**

It is the policy of Bromley Adult Education College (BAEC) that the progress made by all learners against any individual or course objectives is monitored and recorded. Assessment is an important part of learning and is a key component within the BAEC observation of learning, teaching and assessment process. It enables the tutor and learner to identify the learning that has taken place. Action planning can then support further progress towards learning goals.

## **The Scope of the Policy**

This policy applies to all learner groups enrolled on provision at BAEC. The responsibility for implementing this policy lies with all staff involved in curriculum delivery, learner support and assessment. The management team (MT) will monitor the implementation of this policy through class observations, sampling of course files (QAF), team meetings and verifiers/moderators reports.

## **Learner entitlement**

Learners have an entitlement to clear information about their course assessment requirements:

- How and when assessment takes place
- Any additional associated costs
- How to access special arrangements or support

All learners' have an equal entitlement to receive feedback on their progress. All feedback, whether written or oral, should be as helpful as possible to the learner, confirming what has gone well and giving clear guidance on what the learner needs to do to improve their performance. BAEC encourages all tutors to give written feedback as appropriate. Learners can expect that where individual verbal feedback is given in the presence of other learners, it will be done as discreetly as the learning situation allows.

Learners are entitled to play a part in the assessment process. They should be given the opportunity to comment on their progress and sum up their learning in relation to the set learning objectives.

## **Access to Assessment**

BAEC is committed to the implementation of policies to achieve equality of opportunity for all learners and staff and in doing so the College will work to achieve equality regardless of race, age, gender, disability, sexuality and faith.

BAEC recognises that there is a relationship between learning and language. Staff will work with learners with learning or language difficulties to support and encourage progress towards agreed learning goals. All assessment materials must be free from any overt or covert discrimination, either in wording or in content. They must also be presented in clear unambiguous language and differentiate only on the basis of a student's knowledge, skills and understanding.

The assessment methods used at all stages of the assessment process must be appropriate to the learner needs. The methods should be monitored to ensure they are effective and do not discriminate against certain groups of learners.

## **Reasonable Adjustments**

Candidates who have been assessed as requiring reasonable adjustments for their exams will have suitable arrangements made to enable them to be assessed on an equal basis. Reasonable adjustments will vary, according to the needs of the individual. There is a wide range of adjustments that can be made for Individual circumstances. Some examples are shown below (these lists are examples only and are not exhaustive):

E.g. Candidates with Cognition and Learning Needs\*, such as Dyslexia or Dyscalculia

- Supervised rest breaks
- Extra time
- Reader or computer reader
- Word processor
- Read Aloud or Reading Pen
- Scribe
- Prompter
- Practical assistant
- Coloured overlay

- Modified papers

Candidates with Communication and Interaction Needs\* such as Speech, Language & Communication Needs (SLCN) or Autistic Spectrum Disorder (ASD)

- Supervised rest breaks
- Extra time
- Reader or computer reader
- Read aloud or reading pen
- Modified papers
- Word processor
- Scribe

Candidates with Sensory and Physical Needs\* such as Hearing Impairment (HI), Multi Sensory Impairments (MSI), Physical Disability (PD) or Vision Impairment

- Supervised rest breaks
- Extra time
- Reader or computer reader
- Read aloud or reading pen
- Word processor
- Scribe
- Live speaker
- Sign language interpreter e Practical assistant
- Braille or modified papers

Candidates with Social, Mental and Emotional Needs\* such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (AHD) or Mental Health

Conditions

- Supervised rest breaks
- Prompter
- Separate invigilation
- Extra time
- Word processor
- Reader or computer reader • Read aloud or reading pen • scribe

\*The candidate must have an impairment in their first language which has a long term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English.

## **Assessment Systems and Procedures**

BAEC recognises that the procedures used to assess and the systems used to record progress and achievement will vary in order to best meet the needs of the learners and the subject being assessed.

The recording can take place on individual learning plans (ILPs), Learner Logbooks or within a group recording framework. Where learners have individually negotiated learning goals, the use of ILPs to record both the goals and the progress made by the learner towards the goals is appropriate. Where learning objectives are solely group based, then the use of a group recording framework is appropriate.

Assessment recording systems used on short courses and practical sport type classes should be fit-for-purpose, non-bureaucratic and appropriate to the content and delivery style of the course. These may include the use of recordings, audiotapes, performances, competitions, photographs, learner testimony and other forms of evidence.

All written records of learner progress and achievement should be stored in the Quality Assurance file for each course. At the end of all CL courses, tutors will record the final achievement code for all learners on the Record of Learning.

## **e-Assessment**

BAEC recognises the importance and value of extending the range of assessment methods to include electronic assessment methods (e-assessment). The use of e-assessment can increase objectivity and consistency whilst at the same time reduces the marking and administrative work loads. It also allows for prompt feedback, which benefits both tutors and students.

The college aims to continue developing its use of e-assessment where appropriate for all stages of the assessment process and to include e-portfolios and electronic recording of learner progress and achievement (RARPA) as well as online testing.

## **Plagiarism**

The passing off of work of others as your own work is plagiarism and is regarded as unacceptable. Any quotation from published or unpublished works of other persons, including other learners, must be

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acknowledged. All assessed work including, examinations, assignments and projects, must be a learner's own work.

Where plagiarism is suspected, the exact nature of the problem will be identified by the tutor and explained to the learner/s at this stage. The learner/s response to the allegation will be recorded in writing. The case will then be referred by the tutor to the Head of Centre and the Head of Adult Learning who will consider the evidence presented and investigate the matter further if necessary. If it is considered that plagiarism has been proven, but it is a minor case, then the Head of Centre may issue an official warning letter to the student. If the case is of a substantive nature, or is a repeat offence, then the Learner Disciplinary Procedure at Stage 2 will be implemented.

## **Stages of Assessment**

### Initial Assessment

This is used to:

- Identify each individual learners starting point, their existing skill and knowledge base and any personal learning goals
- Inform decisions about any additional support that may need to be put in place to help the learner succeed
- Determine individual learning styles so this information can be taken into account by the tutor when planning teaching and learning activities

The outcomes of initial assessments should be recorded in ILP's

### Formative Assessment

This is used to:

- Enable learners to obtain feedback on the progress made, identify areas for further development and receive guidance on how to improve.
- Provide information for learners to be able to reflect on their own performance. Enable tutors to keep a record of the progress and achievements made by learners towards their learning goals.
- Inform the planning of the teaching and learning activities as the course progresses.

### Summative Assessment

This provides a clear statement about a learner's final achievement in relation to their stated objectives.

### **Accredited Provision**

Assessment procedures and practice on accredited provision will be consistent with the regulations and in accordance with the standards laid down by the relevant awarding bodies.

All learners will be informed of the appeals procedure by their tutor as part of the induction programme. This procedure will be followed in all cases where a learner disagrees with an assessment decision made by a BAEC tutor. If a learner wishes to appeal over the result of an external examination, advice will be available from the College Qualifications Officer.

### **Non-accredited Provision and the RARPA cycle**

Assessment provision and practice on non-accredited provision will be consistent with the Recognising and Recording Progress and Achievement (RARPA) Cycle, revised 2018. The RARPA Cycle uses a six-point staged process.

The six step process shows how learners are being supported to meet challenging targets set against their starting points.

The steps are -

1. Aims appropriate to an individual or group of learners and local needs.
2. Initial Assessment to establish and record the learner's starting point.
3. Identification of appropriately challenging learning objectives (initial, renegotiated, revised) incorporating generic and individual objectives.
4. Formative feedback and recognition of progress e.g. identification of learners' developing knowledge, skills and behaviour.
5. Summative, end of programme assessment to include learner self-assessment, tutor assessment and review of overall progress and achievement and review of additional learning gains.
6. Support for learners to make informed choices about their next steps.

The RARPA Cycle is underpinned by the College's quality improvement process that is applied equally to all provision and comprises 3 main elements. The elements are -

1. Systems and moderation comprise review of the RARPA cycle, including consistency of assessment decisions and achieved learning aims and outcomes.
2. The College's Self-Assessment process includes overall analysis of outcomes and achievements and reflection on how the RARPA cycle aligns to the Common Inspection Framework.
3. Leadership and Management analysis of how RARPA is meeting the wider aims of the organisation, learners and the locality.
- 4.

### **Use of Assessment Data**

Data on learner achievement from both accredited and non-accredited provision is used to inform the College's work on quality improvement and measure progress against its mission and objectives. All information on learner achievement is captured and evaluated. This contributes to the annual Self-Assessment Report, ensuring that accredited and non-accredited learning are equally valued and the quality of teaching and learning is consistent across all provision.

Assessment data is evaluated at subject sector level, qualification and non qualification level and college wide. The data is also used to identify any significant differences between certain groups of learners so that appropriate action can be taken to eliminate discrimination and unfair practice.

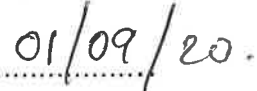
Head of Adult Learning

  
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Qualification Officer

  
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This policy is due for renewal in August 2021