

Assessment Policy

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Author	Olivia Woodhams, Skills & Quality Assurance Manager
Approved by	Joanna Mulgrew, Skills Academy Lead
Notes	This document should be used in conjunction with: <ul style="list-style-type: none"> • HBXL Special Educational Needs & Disabilities Policy • HBXL Tutor Standards

1. Introduction

HBXL Skills Academy recognises the importance of monitoring learners’ progress in order to ensure learners are progressing and that tutors are able support the learners effectively.

HBXL uses the RARPA framework to assess progress and achievement on its courses. RARPA stands for Recognising and Recording Progress and Achievement. RARPA is a staged approach to assessment which starts with the learner’s goals, putting the learner at the centre of their learning. RARPA relates to the process of assessing and recording progress and achievement within non-accredited learning programmes.

HBXL records the learner’s aims, progress, outcomes and achievements on the Learner Management System (LMS).

2. Roles and Responsibilities

All tutors assess homework and portfolio submissions and record progress on the LMS. Tutors are responsible for giving feedback to learners, via email, 1:1 tutor sessions or group learning sessions. Learner submissions should be reviewed and responded to in a timely manner, in order that learners’ progress can be recognised and areas for development can be addressed quickly and effectively.

The Skills & Quality Assurance Manager is responsible for ensuring the elements of the RARPA framework are being implemented as agreed. The Skills & Quality Assurance Manager gives individual feedback to tutors about the quality of the implementation and completion of the RARPA elements.

The Skills & Quality Assurance Manager reports on the overall success of HBXL’s assessment processes through the self-assessment process. Along with the Skills Academy Lead, The Skills & Quality Assurance Manager sets targets for improvement at an organisational level as part of the Self-Assessment Review cycle.

3. RARPA Framework

HBXL use the six stages of the RARPA framework to recognise and record progress and achievement.

Stage 1: Aims & Objectives

During enrolment, a Training Needs Analysis is completed to identify the learner’s aims, based on their skills gap and the needs of the individual and/or their business.

Learners are provided with a clear statement of course aims during enrolment. Tutors run through the course syllabus, outlining goals and course objectives during the introductory session.

Stage 2: Initial Assessment (IA)

To establish the learner's starting point, an Initial Assessment is completed during enrolment and during the introductory session, to assess their starting point. This includes identifying any existing transferable skills and any additional support needs.

The initial assessment includes:

- Skills Scan Self-Assessment of Subject Skills which forms a baseline assessment of their knowledge, understanding and skills;
- Learning Style Survey;
- BKSBS Diagnostic Initial Assessment of Maths and English skills. Learners are provided with targeted training materials to support them in closing any functional skills gaps which are identified and have 12 months' BKSBS usage.

Stage 3: Challenging Learning Goals

Learners meet with their tutor within week 1 to review the Initial Assessment. The learner then develops a Personal Development Plan (PDP) to set SMART goals for their learning, ensuring alignment of course content and learner expectations.

Stage 4: Formative Assessment

Tutors track progress against learners' starting points using formative assessment methods woven into module delivery, for example via group discussions, surveys and practical tasks. Tutors maintain records of learners' progress during guided learning hours (GLH) to ensure all learners are making the expected progress and to identify where additional support is required.

After each GLH session, learners are requested to:

- 1) submit the work they have undertaken in session to the Learner Management System (LMS);
- 2) upload independently completed homework to the LMS;
- 3) upload a regularly updated PDP. The PDP is a dynamic document which enables the learner to track their own progress.

The homework received via the LMS is reviewed against the course learning intentions and progress is tracked on our learner progress record. Feedback is provided by email when specific to an individual learner or during the next teaching session when the feedback is helpful to the group. When a learner is failing to make sufficient progress, follow-up 1:1 sessions enable tutors to identify any barriers to progress and to offer the learner personalised support.

Progress is recorded:

- by the learner, on their PDP
- on tutors' lesson reviews, to inform pitch and content of future sessions
- in tutors' learner progress records
- in tutors' written feedback on homework submissions

Stage 5: End of Programme Assessment

During the course, learners build up a portfolio of work. Portfolio submissions are formally assessed by tutors at two interim assessment milestones. These interim assessment points enable tutors to formally monitor learners' progress against the course learning intentions and give personalised written feedback on next steps. A final assessment of the completed portfolio is carried out following final submission of all portfolio projects, with tutors preparing a Final Review to summarise progress and achievement.

Stage 6: Progression & Next steps

Unemployed and self-referred learners are supported by a qualified Careers Adviser, who provides information to support the learner's next steps and helps them to prepare a Career Progression Plan.

Self-employed learners are supported by a Business Mentor who guides the learner through devising a SMART Business Action Plan.

4. Monitor and Review

This policy will be reviewed annually and at other times in the intervening period as necessary.