Assessment Policy

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Notes	This document should be used in conjunction with: • HBXL Special Educational Needs & Disabilities Policy • HBXL Tutor Standards • HBXL Complaints, Appeals & Whistleblowing Policy • HBXL's Maladministration and Malpractice Policy.

1. Aims and Scope

HBXL Skills Academy recognises the importance of monitoring learners' progress in order to ensure they make strong progress and receive appropriate support.

The purpose of this policy is to outline the assessment principles, processes and responsibilities used by HBXL Skills Academy to recognise, monitor and record learner progress and achievement.

This policy applies to:

- All non-accredited programmes delivered by HBXL Skills Academy, including Skills Bootcamps and short courses
- All HBXL tutors, support staff and managers
- All learners enrolled on HBXL programmes
- Any subcontracted or partner delivery (where applicable)

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

Responsibilities of Tutors:

- Deliver assessment activities and review learner submissions.
- Record progress accurately and promptly on the LMS.
- Provide clear and constructive feedback to learners within 5 working days.
- Identify learners at risk of non-completion and escalate concerns as required.
- Support learners through formative and summative assessment activities.

Responsibilities of Skills & Quality Assurance Manager:

- Ensure consistent implementation of the RARPA framework.

- Conduct internal quality assurance checks, including work scrutiny, observations and assessment moderation.
- Provide feedback to tutors and ensure compliance with HBXL policies.
- Analyse assessment data to inform organisational improvement.
- Support the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

Responsibilities of Skills & Quality Assurance Manager and Skills Bootcamp Lead:

- Set organisational assessment targets and improvements.
- Monitor performance across programme cohorts and ensure reporting requirements are met.

Responsibilities of Learners:

- Engage fully with assessment activities and learning tasks.
- Upload required evidence (session work, homework, PDP updates) by the communicated deadlines.
- Attend agreed support sessions and respond to feedback.
- Ensure submitted work is authentic.

Responsibilities of Careers Advisor/Business Mentor:

- Support progression planning (Career Progression Plan or Business Action Plan).
- Ensure next steps align with the learner's goals and assessment outcomes.

3. RARPA Framework

HBXL applies 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 the 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 points, 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;
- Initial Assessment of Functional Maths and English skills. Learners are referred to training materials to support them in closing any functional skills gaps which are identified.

Stage 3: Challenging Learning Goals

Learners meet with their tutor within the first two weeks, 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 the 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. Internal Quality Assurance

HBXL ensures the quality and consistency of assessment through the following processes:

- Regular moderation of assessment decisions and learner work

- Observations of teaching, learning and assessment
- Review of LMS records and feedback quality
- Monitoring of assessment turnaround times
- Annual review of RARPA implementation
- Staff training and CPD on assessment best practice

Findings feed into the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

5. Inclusive Assessment and Reasonable Adjustments

HBXL is committed to providing accessible and inclusive assessment.

- Reasonable adjustments (e.g., extra time, alternative formats) are considered on a case-by-case basis.
- Adjustments must not compromise the validity of assessment.
- Adjustments must be recorded on the learner's Additional Learning Support Plan and be implemented consistently.
- This policy aligns with HBXL's Special Educational Needs & Disabilities policy.

6. Appeals and Complaints

Learners have the right to appeal an assessment decision if they believe it is unfair or inaccurate. The appeals procedure is outlined in the HBXL Complaints, Appeals & Whistleblowing Policy.

7. Authenticity and Plagiarism

Learners must submit their own work.
Tutors may request:

- Verbal discussions to confirm understanding
- Additional evidence
- Re-submission where authenticity is in doubt

Plagiarism or misconduct is handled according to HBXL's Maladministration and Malpractice Policy.

8. Handling of Data

HBXL complies with GDPR and Data Protection legislation.

- Learner evidence is stored securely on the LMS.
- Access is restricted to authorised staff.
- Assessment records and portfolios are retained for **a minimum of 3 years** unless funder requirements specify longer.
- Data is disposed of securely.

9. Monitor and Review

The HBXL Attendance Policy will be reviewed annually by the Skills & Quality Assurance Manager and Skills Academy Lead, and at other times in the intervening period as necessary. The policy will be published on the HBXL Skills Academy Website and shared with learners via the Learner Handbook.