

(NOTE: Throughout this document, THE TEACHER TRAINER LTD is referred to as TTT)

## TTT POLICY DOCUMENT

# Assessment Policy

*Defining the principles, methods and standards by which TTT assesses learner achievement.*

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## Document Control

<b>Document Title</b>	Assessment Policy
<b>Version</b>	1.0
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<b>Policy Owner</b>	Phenil Mehta, Centre Manager
<b>Approved By</b>	Phenil Mehta, Centre Manager
<b>Classification</b>	Public
<b>Applies To</b>	All learners, Course Tutors, Course Assessors, IQAs, EQAs and associates

# Assessment Policy

## 1. Purpose

This policy sets out the principles, methods, roles and standards by which TTT conducts assessment of learner achievement. It ensures that every assessment decision is fair, valid, reliable, authentic, current and sufficient and that assessment practice complies with Awarding Organisation requirements and Ofqual General Conditions of Recognition as they apply to recognised centres.

## 2. Scope

This policy applies to:

- All qualifications and units delivered by TTT, including the L3AET, L3DCM, L4CET, L5DiT, L3AUPPA, L3AACWE, L3AAVRA, L3CAVA, L4AUIQAAPP, L4AIQAAPP and L4CLIQAAPP
- All learners enrolled on TTT provision
- All Course Tutors, Course Assessors, IQAs, EQAs and administrative staff involved in the assessment cycle
- All assessment activity, including formative, summative, online, portfolio-based, observation-based and professional discussion

## 3. Definitions

The following terms carry the meanings given throughout this policy.

<b>Assessment</b>	The process of judging a learner's knowledge, understanding, skills and competence against the published Assessment Criteria of a qualification.
<b>Formative Assessment</b>	Assessment activity that supports learning during the programme, generating feedback for the learner rather than a final judgement.
<b>Summative Assessment</b>	Assessment activity that results in a final judgement of achievement against an Assessment Criterion, Learning Outcome or Unit.
<b>Assessment Criterion (AC)</b>	A specific requirement a learner must meet, published by the Awarding Organisation, to demonstrate achievement of a Learning Outcome.
<b>Learning Outcome (LO)</b>	A statement of what a learner will know, understand or be able to do on completion of a unit.
<b>Evidence</b>	Any output produced by the learner or recorded by the Course Assessor that demonstrates achievement of an Assessment Criterion.

<b>Portfolio</b>	The curated collection of a learner's evidence, typically held in digital form.
<b>Professional Discussion</b>	A structured, recorded conversation between learner and Course Assessor used as a formal evidence type.
<b>Observation</b>	A direct recording by the Course Assessor of learner performance, typically used for practical competence.
<b>Internal Quality Assurance (IQA)</b>	The systematic sampling and monitoring of assessment decisions within TTT to ensure consistency and standards.
<b>External Quality Assurance (EQA)</b>	The equivalent oversight carried out by the Awarding Organisation on TTT's assessment and IQA practice.
<b>VACSR</b>	The five principles of sound evidence: Valid, Authentic, Current, Sufficient and Reliable.

## 4. Principles of Assessment

TTT applies the following principles to all assessment activity.

Principle	What this means in practice
<b>Valid</b>	Evidence directly addresses the Assessment Criterion being judged.
<b>Authentic</b>	Evidence is the learner's own work, produced without impermissible assistance.
<b>Current</b>	Evidence reflects the learner's present knowledge, understanding, skills or competence.
<b>Sufficient</b>	Evidence fully covers the Assessment Criterion and meets the Awarding Organisation's guidance on breadth and depth.
<b>Reliable</b>	Another qualified Course Assessor would reach the same judgement on the same evidence.
<b>Fair</b>	Every learner has equal opportunity to demonstrate achievement, with reasonable adjustments applied where required.
<b>Transparent</b>	Learners know in advance what will be assessed, how and against which criteria.
<b>Proportionate</b>	The volume, format and demand of assessment reflect the level and size of the qualification without over-assessment.

## 5. Policy Statement

TTT is committed to the following principles and commitments.

1. TTT complies with Ofqual's General Conditions of Recognition as they apply to recognised centres and with the assessment and centre requirements of each Awarding Organisation with which TTT is registered.

2. Every assessment decision is made solely by a suitably qualified and currently occupationally competent Course Assessor.
3. All assessments are planned with the learner, clearly communicated and documented from outset to outcome.
4. Reasonable adjustments and special considerations are applied in line with the Reasonable Adjustments and Special Considerations Policy and the Accessibility and Reasonable Adjustments Policy.
5. Assessment evidence is retained securely for a minimum of three years after certification or longer where the Awarding Organisation requires it.
6. Malpractice, maladministration and plagiarism, including AI misuse, are actively prevented, detected and managed under the Malpractice and Maladministration Policy, the Plagiarism and Academic Integrity Policy and the Artificial Intelligence Policy.
7. Learner appeals against assessment decisions are handled under the Appeals Policy.
8. Assessment practice is subject to systematic IQA under the IQA Policy and external scrutiny under the EQA Policy.
9. Course Assessors maintain their occupational and assessment competence through annual CPD recorded in line with the CPD Policy.

## 6. Roles and Responsibilities

Role	Responsibility
<b>Centre Manager (Phenil Mehta)</b>	Overall accountability for assessment; approves qualifications delivered; ensures assessors and IQAs are qualified, occupationally competent and engaged in CPD; authorises certification claims; acts as the Awarding Organisation's primary centre contact.
<b>Course Coordinator</b>	Operational management of the assessment cycle; learner registrations; assessment plans; evidence tracking; communications with learners about deadlines and outcomes.
<b>Course Tutor</b>	Delivers teaching and formative assessment; prepares learners for summative assessment; does not make final assessment decisions unless also holding the Course Assessor role.
<b>Course Assessor</b>	Makes summative assessment decisions against the Assessment Criteria using VACSR; provides written feedback within 7-14 calendar days of evidence submission; documents decisions on the Awarding Organisation's forms or TTT equivalents.
<b>IQA</b>	Applies the Sampling Strategy; observes assessment practice; holds standardisation activity; reports findings to the Centre Manager; authorises certification claims jointly with the Centre Manager.
<b>EQA</b>	Engaged by the Awarding Organisation; reviews TTT's assessment and IQA practice; TTT cooperates fully and implements EQA actions within agreed timescales.

Role	Responsibility
Learner	Completes assessments by agreed deadlines; submits authentic work; declares any reasonable adjustment need; cooperates with malpractice investigations; uses the Appeals Policy if dissatisfied with an outcome.

## 7. Assessor and IQA Competence

TTT ensures every Course Assessor and IQA meets the following minimum requirements.

Requirement	Expectation
Qualification	Course Assessors hold the Level 3 Award in Assessing Vocationally Related Achievement (L3AAVRA), the Level 3 Award in Assessing Competence in the Work Environment (L3AACWE) or the Level 3 Certificate in Assessing Vocational Achievement (L3CAVA) or recognised equivalents. IQAs hold the Level 4 Award or Certificate in the Internal Quality Assurance of Assessment Processes and Practice (L4AUIQAAPP or L4AIQAAPP) or recognised equivalents.
Occupational competence	Assessors and IQAs are occupationally competent in the subject area being assessed and hold a teaching or training qualification appropriate to the level and nature of the provision.
Currency	Occupational and sector knowledge is maintained through a minimum of 30 hours recorded CPD per year.
Induction	All new Course Assessors and IQAs complete a documented induction covering TTT policies, Awarding Organisation requirements and TTT systems before making live decisions.
Initial sign-off	The first three assessment decisions of every new Course Assessor are sampled at 100 per cent by the IQA before further decisions count towards certification.

## 8. The Assessment Cycle

### 8.1 Assessment planning

For funded or face-to-face courses, the Course Assessor and learner agree a written Assessment Plan at the start of each unit. The plan identifies the Assessment Criteria covered, the evidence method, the deadline, any reasonable adjustments agreed and review dates. It is signed by both parties and held in the learner file.

For TTT's standard online courses, assessment planning is delivered through the LMS by design. The Course Assessment Map for each qualification sets out units, Assessment Criteria, evidence methods, deadlines and submission points and is acknowledged by the learner at the start of the course. This published structure replaces the per-unit signed plan because every learner follows the same documented route.

A bespoke written Assessment Plan resumes whenever the standard online flow no longer fits the learner's circumstances, including: an approved RPL claim, a reasonable adjustment or special

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consideration affecting evidence routes, a paused course resuming on revised dates or a referred resubmission requiring a different approach. The bespoke plan is signed and held in the learner file as in the funded model.

## 8.2 Evidence methods

TTT uses the following evidence methods, selected to suit the Assessment Criterion and the Awarding Organisation's guidance:

- Written assignments and scenario-based responses
- Professional discussions, recorded with the learner's consent
- Observations of practice, conducted live, live-remote or via recorded video evidence
- Witness testimony from a qualified workplace witness, with the Awarding Organisation's permitted format
- Reflective accounts and case studies
- Product evidence such as lesson plans, resources, scheme of work, documents or IQA samples produced by the learner
- Recognition of Prior Learning under the RPL Policy

## 8.3 Making the decision

The Course Assessor reviews each piece of evidence against the relevant Assessment Criteria using the VACSR principles (Valid, Authentic, Current, Sufficient, Reliable).

For funded or face-to-face courses, decisions are recorded on the Awarding Organisation's Assessment Record or the TTT equivalent, showing the criterion addressed, the evidence referenced and the outcome (achieved or not yet achieved). The completed record is signed by the Course Assessor and held in the learner file.

For TTT's standard online courses, no separate Assessment Record is produced. The LMS itself captures the assessment trail by design: each submission is mapped to its Assessment Criteria, the Course Assessor's decision (achieved or not yet achieved) is logged against each criterion, written feedback is recorded inline and the timestamp, version history and assessor identity are held automatically. This forms the audit trail the EQA relies on at sampling.

A separate written Assessment Record is produced where the standard LMS flow does not capture the decision adequately, for example: a viva or professional discussion held outside the LMS, an observation written up offline before upload, or a reasonable-adjustment-driven evidence route. In those cases the record is uploaded to the learner's LMS file eventually and auto signed by the Course Assessor.

## 8.4 Feedback

Written feedback is issued within 7-14 calendar days of evidence submission depending on the course. Feedback is specific, developmental and linked directly to the Assessment Criterion. Where evidence is not yet achieved, the feedback makes clear what the learner must do to meet the criterion and the deadline for resubmission.

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## 8.5 Resubmission and retake

Learners are entitled to two resubmissions per Assessment Criterion for theory assessments and one resubmission per Assessment Criterion for practical assessments within the agreed timescale at no additional charge. Further opportunities are subject to the Awarding Organisation's rules and may attract a retake fee as set out in the Fees, Refunds and Cancellation Policy. Resubmitted work is assessed by the original Course Assessor unless unavailable, in which case a second qualified Assessor is allocated.

## 8.6 IQA sampling

Assessment decisions are sampled by the IQA in line with the IQA Sampling Strategy, covering every Course Assessor, every unit, every assessment method and a representative range of learners across the academic year.

## 8.7 Certification claim

Once all units are achieved and confirmed by the IQA, the Centre Manager submits the certification claim to the Awarding Organisation following that organisation's procedure. Certificates are issued to learners under the Certification Policy.

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## 9. Authenticity and Plagiarism

Every learner signs a Learner Authenticity Declaration on enrolment and, where the Awarding Organisation requires it, at each unit submission. Course Assessors check authenticity through comparison with prior work, plagiarism detection where available, professional discussion and the balance of evidence across the portfolio. Suspected plagiarism or AI misuse is handled under the Plagiarism and Academic Integrity Policy, the Artificial Intelligence Policy and, where the conduct amounts to malpractice, the Malpractice and Maladministration Policy.

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## 10. Reasonable Adjustments and Special Considerations

Reasonable adjustments are agreed with the learner before assessment begins. Special considerations are applied after assessment where a learner is disadvantaged by temporary circumstances. Both are operated under the Reasonable Adjustments and Special Considerations Policy and, where Awarding Organisation approval is required, within the timescales specified there.

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## 11. Assessment Records and Retention

TTT retains the following records for a minimum of three years after certification or longer where the Awarding Organisation requires it:

- Assessment Plans, Assessment Records and feedback
- Learner-produced evidence, including recordings of observations and professional discussions
- IQA sampling reports and standardisation records
- Reasonable adjustment and special consideration approvals
- Appeals and malpractice records

Records are held securely in line with the Data Protection Policy and the Data Retention and Disposal Policy.

## 12. Standardisation

Standardisation activity is held a minimum of twice per academic year and after any significant change in qualification specification, Awarding Organisation guidance or assessor team. All Course Assessors and IQAs attend. Activity includes blind marking of anonymised samples, discussion of borderline decisions and review of recent Awarding Organisation feedback. Outcomes are documented and inform future practice.

## 13. Training and CPD

Role	Training	Frequency
Course Assessors	Awarding Organisation updates; VACSR refresh; standardisation; AI and plagiarism	Induction and annual refresh; standardisation twice yearly
IQAs	Sampling strategy refresh; Awarding Organisation IQA updates; standardisation leadership	Induction and annual refresh
Course Tutors	Formative assessment practice; feedback skills; preparing learners for summative assessment	Annual
All roles	30 hours recorded CPD per year	Continuous

## 14. Monitoring and Review

This policy is reviewed annually by the Centre Manager as part of TTT's self-evaluation process. Interim reviews are triggered by Ofqual or Awarding Organisation changes, EQA findings, significant incidents or stakeholder feedback. Assessment data, including first-submission achievement rates, resubmission rates and appeal rates, is analysed quarterly. All outcomes are recorded in the Version History at Section 16.

## 15. Related Documents

This policy should be read alongside:

- Internal Quality Assurance (IQA) Policy
- External Quality Assurance (EQA) Policy
- Malpractice and Maladministration Policy
- Plagiarism and Academic Integrity Policy
- Artificial Intelligence Policy
- Reasonable Adjustments and Special Considerations Policy
- CPD Policy
- Accessibility and Reasonable Adjustments Policy
- Recognition of Prior Learning (RPL) Policy
- Certification Policy
- Learner Sanctions Policy
- Appeals Policy
- Complaints Policy
- Data Retention and Disposal Policy

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## 16. Version History

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Version	Date	Author	Summary of Changes
1.0	22/04/2026	Phenil Mehta	A foundational policy for Group 2, aligning TTT assessment practice to Ofqual's General Conditions of Recognition and the requirements of Focus Awards, Y Awards and Highfield Qualifications.

## 17. Approval

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This policy has been reviewed and approved by the Centre Manager of TTT.

Phenil Mehta

*P Mehta*

22/04/2026

Name

Signature

Date