

Assessment Policy

1. Introduction

1.1 Assessment methods may take a variety of forms and TCM will ensure that methods relevant to the learning process and most suited to the learning outcomes will be used.

1.2 Assessment practices shall be inclusive and support equality of opportunity. They shall cater for both individual and group diversity. In addition, inclusive language shall be used, avoiding gender, racial, cultural, or other language bias.

1.3 Recognising that learners will have different learning styles, a variety of assessment models will be used.

1.4 Evidence will be tailored to the needs of individual learner as appropriate.

1.5 All Learners will be given information on assessment methods prior to the course beginning and feedback on the process and results of assessment.

1.6 All learners have the right to appeal against assessment decisions, as set out in the TCM Assessment - Appeals Policy.

2. Assessment Management

2.1 TCM will ensure that the process of assessment will be managed in accordance with the requirements of the accrediting body, IMI.

2.2 TCM will ensure that records of learner achievement are logged and maintained. Assessment records will be retained at the TCM offices.

2.3 A designated TCM member of staff will be responsible for planning and managing the assessment and ensuring exam conditions are appropriate and match the information given in any relevant qualification guide.

2.4 Except where external TCM assessed exams are used, each trainer will be responsible for sharing the IMI Unit learning outcomes and assessment criteria with learners, recording assessment, giving on-going feedback and for ensuring that all learners have equal opportunities for their achievement to be assessed.

2.5 Each trainer will give guidance to the learner where there are choices regarding assessment.

2.6 TCM may, at times, use external assessors that who might not have direct TCM assessment experience. However, external assessors will be given a full induction of TCM assessment procedures prior to the commencement of any TCM course.

Assessment Evidence

3.1 Evidence of having achieved all the learning outcomes, or all information to be assessed through formal exam, will be generated by the course participant, and assessed by the assessor, except where external assessment by IMI staff applies.

3.2 Where a portfolio of the course work is the sole evidence of achievement, it is the responsibility of the learner to assemble evidence of having achieved all the learning outcomes. Course work which is required to be submitted electronically must use the standard name conventions for each item as set out in the course handbook.

Examples are:

Written class work.

Notes of assessor observation.

Summaries.

Completed questionnaires.

Essays.

Self-reflection or personal learning journals.

Video or audio recordings.

Case studies.

4. Sharing Work

4.1 Learner will be encouraged to share ideas and derive mutual support when preparing non-assessed work but will be managed so that work for formal assessment only shows the individual learner's own work.

4.2 Learner will be advised that plagiarism can be avoided by acknowledging all sources as they go along, and by ensuring that all their work is their own.

4.3 If a trainer or internal Moderator suspects that a piece of work submitted is not entirely a learner's own, the trainer shall meet with the course participant to talk through discrepancies. They shall record the meeting and outcome in writing and submit a copy to the Internal Moderator.

4.4 If it is found that a course participant has plagiarised another's work, the work will be examined by the internal Moderator and the learner, in some cases, may be invited to re-do and resubmit that particular piece of work for assessment or, depending on the circumstances, may be further investigated with regard to possible Malpractice. (See separate Malpractice Policy).

Conflict of Interest

If assessors or internal moderators have a personal relationship or are related to any learner this should be declared and alternative appropriate assessment arrangements made. This would also apply if assessors or internal moderators have any personal or financial interest in the organisations sponsoring learners to attend courses. The assessors and internal moderators cannot assess their own work if they wish to study for an award and alternative arrangements should be made in terms of other staff assessing the portfolios.