Assessment Procedures

city college plymouth

BE PART OF IT

Learner Handbook

City College Plymouth

Incorporating Policy and Procedure

Assessment Procedure Handbook

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Equality in Assessment

The Equality Act became law in October 2010, replacing previous acts and regulations that formed the bases of anti-discrimination law in Great Britain.

This new legislation requires equal treatment in access to employment as well as private and public services, regardless of the protected characteristics:

- Race / ethnicity
- Disability
- Gender
- Gender reassignment / transgender
- Age
- Sexual orientation
- Religion / Belief
- Pregnancy / maternity
- Marriage / civil partnership

> "Minimising bias is about ensuring that assessment does not produce unreasonable adverse outcomes for learners that share a common attribute. The minimisation of bias is related to fairness for all learners and is also closely related to statutory equality duties."
> (Ofqual - General Conditions of Recognition – August 2018, p86)

Ofsted are interested in the progress of groups of learners who could be vulnerable or disadvantaged. Examples of groups which may be included for evaluation:

- Disabled learners and those with special educational needs
- Boys / men
- Girls / women
- Those who are academically more or less able
- Learners for whom English is an additional language
- Minority ethnic learners
- Gypsy, Roma and Traveller learners
- Learners qualifying for a bursary
- Looked after children
- Lesbian, gay and bisexual learners
- Transgender learners
- Young carers
- Learners from low-income backgrounds
- Older learners
- Learners of different religions and beliefs
- Ex-offenders
- Women returners
- Teenage mothers

Access Arrangements / Special Consideration

Access arrangements are pre-agreed reasonable adjustments that are made for individual learners to ensure that they are able to access **exams** and have the same opportunities to demonstrate their knowledge, skills and abilities, as other learners.

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled.

The Joint Council for Qualifications insists that an exam concession is the learner's "normal way of working" in the classroom.
Examples:

- Extra time for an exam is only available for learners who are given extra time in class to complete coursework
- A reader is only possible if the lecturer or a Learning Support Assistant reads for the learner in class

Learners coming from school with an EHCP (Educational Health and Care Plan) or My Plan report from either Careers South West or the local authority will be tested as a priority so their exam concessions can be put in place.

Next in line for testing will be learners who have disclosed a learning difficulty on their application forms.

All learners will complete an on-line i-screener questionnaire which will form the basis for offering appointments for Access Arrangements or dyslexia testing.

Following Access Arrangement testing or a dyslexia assessment, a report will be produced and a copy will be sent to the lecturer. The front of the report will indicate which concessions, if any, have been granted:

- 25% extra time
- A reader / computer reader
- A scribe or use of a word processer
- Coloured overlays (blue)for visual stress

Modified exam papers e.g. enlarged print or Braille must also be arranged with the awarding bodies by the Exams Team.

The Additional Learning Support Team and Exams Team must be informed as soon as possible in all cases.

Please note, HE students are not required to undertake BKSB or i-screener assessments.

A special consideration is an adjustment to a learners' mark or grade to reflect temporary illness, injury or other indisposition **at the time of the assessment**.

Awarding organisations may award up to 5% extra marks.

Examples:

- Family bereavement
- Mental ill health
- Miscarriage

The Exams Team will send information about the learner's condition to the awarding organisation with the exam scripts.

Other adjustments that can be managed internally without applying to the awarding organisations.

Examples:

- Supervised rest breaks, for learners that have low concentration levels
- A scribe for a learner with a broken arm
- A separate room for a pregnant learner needing to stand up or use the facilities frequently

Please give as much notice as possible to the Additional Learning Support Team and Exams Team.

For HE students, Pearson and University of Plymouth operate a 'fit-to-sit' policy (see page 5 of the College HE Extenuating Circumstances Policy - Pearson 2018-19)

Assessment Policy

Purpose / Scope

- This policy applies to all programmes that are internally assessed
- Whilst this policy provides the core guidance for assessment in the College, it should be noted that awarding organisations may have additional requirements that need to be met
- Staff are required to ensure they refer to and comply with awarding organisation requirements
- The Higher Education provision, including HNC / HNDs must comply with the policies and requirements / regulations of their awarding organisations; in most cases, Plymouth University or Pearson

This policy is designed to ensure:

- A consistent and standardised cross college approach to ensuring high quality and rigorous standards in assessment
- Assessors are operating to the revised National Occupational Standards
- Assessment is inclusive, personalised and challenging so that learners are supported to take responsibility for their own learning and reach levels of achievement better than predicted by their prior attainment
- Assessment is accurate, consistent, current, timely, regular, valid, fair, reliable and meets national and awarding organisation standards
- There is open and fair access to assessment for all learners which does not disadvantage or advantage any group of learners or individuals
- Assessment is planned and regular. Designed to stretch learners and promote deeper learning, and measures progress towards the intended learning outcomes
- Feedback is frequent, detailed and accurate, informing learners of their progress and gives constructive feedback on how to improve to support learning and progression

- Feedback on learners' work includes the correction of spelling, grammatical errors and inaccuracies

- Accurate and detailed recording and tracking of assessment decisions and achievement that is easily accessible to staff involved

- Accurate, valid and timely registrations and certification claims

- Information and feedback is collected to inform quality improvement

Definitions / Terminology

- The Assessor is the person appointed by the College to work with the learner to advise and assess them

- The Internal Quality Assurer (IQA) is the person appointed by the College to ensure the consistency and quality of the assessment process

Key Points

Information at start of programme

- Programme information will give learners a clear and accurate overview of the assessment process and their responsibilities, their right to appeal, the support available and the equality of opportunity offered at City College Plymouth. These may be electronic or hard copy

- Every programme will have a clear assessment plan or schedule outlining when and how assessment will take place including timescales for submission and resubmission

- All learners will be made aware of the internal quality assurance process, be given the name of their IQA and information about the appeals procedure

- All learners will be made aware of plagiarism, the potential consequences and referred to guidance on presenting and referencing work

- The importance of managing own work and meeting submission deadlines will be reinforced and information given about the process of negotiating an extension and what counts as extenuating circumstances

Initial assessment

- All learners will undergo initial assessment prior to, or at the start of their programme, to ensure that they are placed on the right programme at the right level, and receive the literacy, numeracy, language, ICT and / or additional support they need to achieve

Planning Assessment

- Assessment will be inclusive, fair and appropriate to the needs of each learner

- Assessment and assignments will be planned at regular intervals to avoid overloading learners or staff and to allow for a resubmission opportunity

- Assignments should provide opportunities for learners to achieve at the highest level and should promote stretch and challenge

- All internally designed assignments will be internally quality assured prior to issuing to learners

- Assessment will comply with the awarding organisation scheme specifications and provide a variety of assessment methods and in accordance with awarding organisation access to assessment arrangements

Formative / Summative Assessment

- All learners should undertake formative assessment early on in the course to test ability and commitment and to ensure 'right learner right course' and identify any concerns during the census period

- Formative assessment should focus on learning and the application of knowledge and skills rather than achievement of the assessment criteria / grades – assessment 'for' learning

- Once learners are working on assignments that will be submitted for summative assessment, they must work independently

- There must be a clear line between supporting and coaching a learner to help them achieve their full potential, and doing the work for them

- Assessors will support learners to take responsibility for their own learning by dealing effectively with work that is submitted late or not completed

- All work submitted in hard copy will be recorded and a receipt issued, however, wherever possible, work should be submitted electronically e.g. to the Moodle site, Google Classroom, e-Portfolio or via email

- Assessors must check work for plagiarism and all learners' work must be authenticated; a declaration of authenticity must be signed and dated by both learners and Assessors

- Achievements towards learning goals and qualifications will be recorded and accredited where relevant, and effective tracking of learners' progress must be maintained and shared with relevant staff

- Awarding organisation regulations regarding controlled assessments, examinations and external assessments, including security arrangements will be complied with

Formative / Summative Assessment Feedback

- Regular, informal feedback must be given as part of the on-going teaching and learning process to support learning and progression

- Feedback must be individualised and constructive, and given in a sensitive and supportive manner

- Feedback will identify and praise what learners have done well and explain which criteria they have not achieved – giving clear reasons why so the learner can improve

- Feedback will be tailored to meet the needs of the individual, often written as well as verbal, to help learners who may not remember what was said

- Marked work will be annotated and returned to learners so they can see where criteria have been achieved, specific directional comments as well as spelling / grammatical corrections. Annotations will be made in a way that does not disrespect the learners' work or presentation e.g. on post-its

- Learners will receive timely feedback i.e. within a week but no more than three weeks after the hand-in date

- Summative feedback formally confirms achievement of specific assessment and grading criteria and must not include specific and detailed guidance on how to improve the evidence to achieve higher grades

For HE students, please refer to the College HE Assessment Policy 2018-19.

Controlled or Supervised Assessment

Purpose / Scope

This guidance applies to assessments that are not within the scope of the Joint Council for Qualifications (JCQ) Instructions for Conducting Examinations (ICE).
These are usually externally set and internally assessed and are not necessarily a written paper.

Controlled Assessment was originally produced by the JCQ for GCSEs and was intended to:

- Ensure that all learners spend approximately the same amount of time on their assignments
- Prevent third parties from providing inappropriate levels of guidance and input
- Mitigate concerns about plagiarism and improve the reliability and validity of GCSE awards
- Allow centres a reasonable degree of freedom and control
- Allow learners to produce an original piece of work

Definitions / Terminology

There are 3 levels of control: high, medium and limited. A different level of control may apply at each of the following 3 stages: Task setting / Task taking / Task marking

Formal supervision - High level of control

- All learners must be within direct sight of the supervisor throughout the session
- The use of resources is tightly prescribed
- Display materials which might provide assistance are removed or covered
- No access to email, the internet or mobile phones
- Learners complete their work independently
- No interaction with other learners
- No assistance to be provided

Informal supervision – Medium level of control

- Learners do not need to be directly supervised at all times
- The use of resources including the internet is not tightly prescribed
- All learners must participate in the assessment
- There is sufficient supervision to ensure that work can be authenticated
- The work an individual learner submits for assessment is his / her own

Limited supervision

- Work may be completed outside of the centre without direct supervision
- Unlimited access to electronic and printed resources
- Learners may use the internet without restriction
- Learners may work in groups

Key Points

- Always check and follow awarding organisation requirements for conducting the assessments especially for access arrangements, granting reasonable adjustments and special consideration requests

- IQA must take place to ensure the assessments take place under the required conditions. This should include an observation by the IQA

- It is important that all teachers involved in the assessment of a unit / component, mark to common standards. This can be achieved by carrying out internal standardisation of marking:
    - Obtain exemplar material from the awarding organisation
    - Hold a preliminary trial marking session including all staff involved
    - Compare standards through cross-marking a small sample of work
    - Agree a common understanding of the assessment criteria
    - Carry out further trial marking at appropriate points during the marking period
    - Hold a meeting after marking completed to make final adjustments
    - IQA to check the new marks
    - Keep a record of the internal standardisation

- For further detail, refer to the Joint Council for Qualifications (JCQ) – Instructions for Conducting Examinations 1 September 2018 to 31 August 2019.

Appeals

Purpose / Scope

- To provide an opportunity for learners to appeal against the outcomes of assessment (or refusal to allow a resubmission of work)

- Complaints about members of teaching staff which do not relate directly to assessment decisions and judgements should be addressed using Talkback - the Formal Complaints Policy by completing a Talkback form

- In the case of external assessments / examinations, the system for appeal would be in accordance with the regulations and procedures laid down by the relevant examining or awarding organisation and dealt with by the Exams team

Note: There is an additional procedure for Pearson Higher Nationals provision; Appeal against the decision of an Assessment Board

Definitions / Terminology

- An appeal is a procedure through which a centre or Assessor may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting an individual learner

- A complaint is where a criticism of the services a centre provides is received, when a reply is expected and there is an expectation that things may need adjusting

- All learners have the right of appeal against the outcomes of an internal assessment:
    - If they believe that their performance in assessment was adversely affected by illness or other mitigating circumstances
    - If there is evidence that there has been an internal administrative error, or that the assessment was not conducted in accordance with the regulations of the College or the relevant awarding organisation, or that some other material irregularity relevant to the assessment has occurred; **disagreement with the academic decision of Assessors or examiners is not in itself grounds for appeal**
    - If they believe the assessment to be inaccurate and / or unfair due to the assessment criteria relating to the specific assessment being incorrectly applied in awarding a grade or mark

Key Points

- All learners must be made aware of the internal quality assurance process, be given the name of their IQA and information about the appeals procedure

Stage One – Informal

- If a learner believes that the result of an internal assessment is inaccurate and unfair they should discuss this with the staff member who made the assessment decision within **ten working days** of the assessment results being received by the learner

- If the issue is unresolved, it must be documented before moving to stage two

Stage Two – Review

- The learner should appeal in writing to the IQA who will conduct a review of the assessment or a re-assessment and give a written response within **ten working days**

- The IQA must refer the issue to the Academy Manager prior to giving a written response and inform the Quality Assurance Co-ordinator that an appeal has reached stage two

- If the issue is unresolved; the learner will be advised to write to the Quality Assurance Co-ordinator who will arrange an appeal hearing

Stage Three – Appeal Hearing

- The learner will be invited to a meeting where a member of the Senior Leadership Team will hear the appeal and will give a written response within **ten working days**

- This is the last stage of the internal appeals procedure

- The learner is entitled to be accompanied by a member of staff, friend, College mentor, learner representative or relative

- If the issue is unresolved, the learner will be advised how to appeal to the awarding organisation

Stage Four – External Appeal

- Each awarding organisation has its own appeals process with differing timescales and costs; however, they all require the internal centre's process to have been completed prior to involving them

Recognising Prior Learning (RPL)

Purpose

- To enable learners to avoid duplication of learning and assessment for the purposes of awarding credit

- This may be due to previous **accredited** achievement (QCF or non-QCF) or **unaccredited** prior learning and experience

- The use and application of RPL is of particular value to learners without formal qualifications, who are either in employment, preparing to enter or return to employment. It enables them to gain all or part of a qualification on the evidence of their past achievements

Definitions / Terminology

> "RPL is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning."
> (Ofqual, Regulatory arrangements for the Qualifications and Credit Framework, August 2008)

- **Credit Transfer is t**he process of using credit(s) awarded in the context of one qualification (or awarded by a different awarding organisation) achieved **within the QCF** towards the achievement requirements of another qualification

- **Exemption** is the facility for a learner to claim exemption from some of the achievement requirements of a **QCF/RQF** qualification, using evidence of certificated achievement deemed to be of equivalent value
  (Acceptable exemptions and equivalences will be included in the rules of combination of a qualification)

- **Rules of Combination** support the mechanism of credit accumulation and transfer. They provide a structure within which the accumulation and transfer of credits between qualifications and awarding organisations can take place. They make explicit opportunities for learners to accumulate and transfer credit

- **Credit Accumulation and Transfer (CAT)** is the system by which learners can accumulate and transfer credits over a period of time, in differing locations and contexts, in order to gain qualifications

- **Shared Units** are units that a recognised organisation places in the unit databank and makes available to all other recognised organisations for access for use in the development of its rules of combination and to award credit for

- **Unique Learner Number (ULN)** is a 10-digit reference number allocated to each individual over the age of 14 undertaking education and training and allows learners to build a lifelong record of their participation and achievements

- **Personal Learning Record (PLR)** is a simple means of recording all learner achievement. It shows all qualifications they have registered for with the awarding organisation and the training provider plus the date achieved.

- **Managing Information across Partners (MIAP)** is a service supported by government which provides streamlined information management systems for the education sector. MIAP is responsible for the creation of the ULN through its Learner Registration Service (LRS) which is an internet-based facility that allows the storage of all details related to a learner's identity in a single place

Note: Prior attainment for full-time learners must be verified by accessing their PLR. College Learning Agreement forms give permission to access a learner's to verify their prior attainment. The Course Interview checklist includes the following question;

> "Have you previously studied this qualification, or part of this qualification at any other time? If yes, please provide details"

Key Points

- Where previous certificated achievement is to be used towards a QCF qualification, this must be referred to the Academy Manager for advice and guidance as there may be implications on funding

- The learner may be exempt from learning and assessment for some units of the intended qualification due to previously achieving equivalent non-QCF units

- Learners must be asked about relevant prior learning, experience and achievement at entry (interview, induction, initial assessment, skill scan)

- The learner may be exempt from some learning hours due to prior experience and learning. In which case the assessments planned may be:
    - The same as the rest of the learners
    - Individualised

- If the assessment is planned to be individualised, then the Principles of RPL apply

Principles of RPL

Principle 1: RPL is a valid method of enabling individuals to claim credit for units irrespective of how their learning took place. Achievement of the learning outcomes is no different to that achieved through a formal programme of study

Principle 2: RPL Policies and procedures are rigorous, fair, transparent and accessible to ensure that all users can be confident in the decisions and outcomes of RPL

Principle 3: RPL is a learner centred, voluntary process; enough information advice and support is offered to enable the individual to make a claim

Principle 4: The process of RPL is subject to the same quality assurance arrangements as any other form of assessment

Principle 5: Assessment methods for RPL are equally as rigorous as other assessment methods, are fit for purpose and relate to the evidence of learning

Principle 6: Credit can be claimed for any unit through RPL provided the assessment requirement of the unit allows this. (As set out in the specification for the qualification)

Key Points

- Learners must be asked about relevant prior learning, experience and achievement at entry (interview, induction, initial assessment, skill scan)

- Any evidence of unaccredited previous knowledge, understanding or skills may be presented for assessment

- Any evidence of unaccredited knowledge, understanding or skills gained prior to the date of registration with the awarding organisation and assessment planning must be considered as RPL evidence and treated as such by the Assessor

- Assessment for RPL must be of equal rigour as other assessment methods and Assessors should record how they have checked the retention of knowledge and skills presented through the evidence

- Evidence of learning must be valid and reliable

- Given the considerable changes in theory and practice within all occupational sectors it is vital that the issue of currency of evidence is clearly established by the Assessor. **This will normally be within the last three years**

- The nature of evidence of prior learning (and any assessment of that evidence) would need to:
    - Match the requirements of a specified unit in the framework set out in its learning outcome and assessment criteria and reflect the level and credit value of that unit
    - Match any assessment specifications or strategies set by the awarding organisation and / or Sector Skills Council (SSC) and / or Standard Setting Organisation (SSB) or professional organisation

- Learners can claim RPL against any whole unit unless the assessment criteria of the unit states otherwise e.g. if an external test is part of the assessment to achieve the unit

- RPL is an assessment method and must be included in IQA sampling plans

For HE students, please refer to the College HE Accredited Prior Learning Policy 2018-19

Electronic Assessment - Records and e-portfolios

Purpose / Scope

This guidance is for the internal use of technology as a tool to support aspects of the learning, assessment and internal quality assurance processes such as submission and collation of learner evidence, assessment and internal quality assurance and electronic record keeping on the College VLE, Moodle or other platforms such as Google Classroom and Drive.

Definitions / Terminology

The term e-assessment denotes any type of assessment that has an electronic component and incorporates one or more of e-testing, e-portfolios and e-marking. The following examples of e-assessment illustrate the potential scope and the range of its different uses. This list is not intended to be exhaustive.

- Assessments that are distributed, completed, marked automatically and administered electronically using local intranets / networks and individual workstations
- Assessments that are distributed, completed, marked automatically and administered electronically using the internet
- Assessments – comprising a combination of automatic marking and manual marking that are delivered in either of the two ways described above
- Electronic test delivery, with all marking completed manually on screen or on paper
- A range of multimedia formats for submitting assessment
- Electronic scanning of completed assessments for marking
- Tests downloaded from the internet by the centre
- Delivery of assessments' and submission of completed assessments by secure email
- E-portfolios to store and manage candidates' evidence electronically.
- Assessments that are automatically marked and react adaptively to learner performance

Key Points

- There must be adequate access to IT facilities to allow the learner to participate and for the team to conduct assessment and IQA

- No learner should be disadvantaged by any barriers such as lack of IT skills and / or equipment or a disability and / or difficulty

- The system must be easily accessible and user-friendly for all users; learners, tutors, assessors, IQAs and external quality assurers

- The platform must be capable of:
    - storing the full range of file types: text, sound, scanned images, digital pictures, video, templates and standard software applications, as required
    - being customised for learners with special access requirements
    - providing links to other documents/areas, such as centre policies and procedures, awarding organisation qualification documentation and the relevant Sector Skills Council, Professional Bodies' and other websites, as required

- Adequate training and / or technical support must be provided for all users where required (including EQAs)

- Evidence must be maintained in a secure environment (to prevent the changing of records and evidence by unauthorised people), access to which is limited through:
    - a defined hierarchy of user access
    - unique security passwords / IDs provided for each user
    - read-only rights provided to those with limited access
    - 'isolation' of completed units following final (summative) assessment

- The system used must enable evidence to be cross-referenced to the required subject-specific standards, across and within units

- Electronic evidence is subject to the normal requirements for authenticity and learners must complete a declaration of authenticity (which could be a tick box or a yes / no response)

- There must be a clear assessment tracking system that enables an audit trail of the assessment and internal quality assurance process. It will be made clear who is allowed access for the purpose of tracking learner progress e.g. named assessors, IQAs, EQAs, employers, Reviewing Officers and College managers

- Retention of records must be kept in accordance with regulatory requirements as with paper-based records e.g. assessment and IQA records must be kept for 3 years. Records must also be kept in accordance with the Data Protection Act 1998

- Contingency plans should be in place to mitigate the risks associated with the loss of learners' work through:
    - the use of back-up facilities in the event of system failure
    - the facility to archive individual learner evidence on appropriate media

Learner Malpractice (Plagiarism and Academic Dishonesty)

Purpose / Scope

- This procedure is for all College learners however, HE learners and staff should also familiarise themselves with Plymouth University practice and guidance

- To identify and minimise the risk of malpractice to protect the integrity of the centre and qualifications by responding to any allegations promptly and objectively

- Under the Statutory Regulation of External Qualifications 2004, section 29: Centres must inform the awarding organisation of all cases of suspected malpractice. Failure to co-operate can lead to certificates not being issued and future registrations not being accepted

- Cheating during examinations will be subject to the College's Examinations Policy and procedures

Definitions / Terminology

Plagiarism is defined as:

- Submitting someone else's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting (referencing) the author
- Submitting another person's written work as one's own original work
- Using the idea of someone else without proper referencing of the source
- Using pictorial work without permission or referencing of the source

Academic Dishonesty is defined as:

- The use or possession of unauthorised material during an examination
- Obtaining help with or answers to examination questions from another person with or without their knowledge
- Impersonation of a learner in an examination
- Deliberate falsification of evidence / data
- Using unauthorised aids in examinations
- Bribery (buying off or paying off) or collusion (conspiracy)
- Fraudulent use (or purchase) of electronic materials
- Any falsification / fabrication of any information within work being assessed

Plagiarism can be deliberate (cheating) or unintended (arising from poor academic practice). Both forms are still defined as plagiarism and this is a type of learner malpractice

Plagiarism includes copying and pasting electronic materials e.g. from the internet without indicating this an acknowledging the source. Lack of intention is no defence

Key Points

- All learners must be made aware of plagiarism and academic dishonesty, and the penalties for attempted and actual incidence of malpractice, at the start of their programme during induction, in the course handbook and with the issue of assignment and assessment schedules

- Guidance and examples must be given to learners on the appropriate formats to record cited texts and other materials or information sources including websites. Refer learners to the Library guide; Plagiarism: A Practical Guide for Students

- Submitted work must represent the learner's own work and the learners must provide a written declaration that their evidence is authentic. Assessors are responsible for checking the validity and authenticity of the learners' work and signing to confirm this

- Assessors must introduce processes for assessing work in a way that reduces or identifies malpractice. These may include:
    - Periods of supervised sessions during which evidence for assignments is produced by the learner
    - Altering assignments and tasks on a regular basis
    - Assessing work for a single assignment in a single session for the whole cohort of learners
    - Using oral questions with learners to ascertain their understanding of the concepts, application etc. within their work
    - Assessors getting to know their learners' styles and abilities
    - Requesting hand written work occasionally
    - Type a few selected phrases into a search engine such as Google
    - Encourage learners to make use of the many free plagiarism checking apps available – refer to the Learning Resources Team for advice on these

- Allegations of malpractice (plagiarism or academic dishonesty) must be referred to the personal tutor who will investigate.

- The work / materials in question will be re-inspected and a copy of the unmarked work will be given to the learner with the original being retained by the tutor

- Penalties for malpractice (plagiarism and academic dishonesty) will follow awarding organisation malpractice guidelines and may include:
    - Work being returned without being marked
    - The learner having to retake the assignment or module

- The Student Disciplinary Procedure may be invoked for Stage 2 Disciplinary - Misconduct

- A record of a proven allegation of malpractice (plagiarism or academic dishonesty) will be kept on the learner's file in accordance with the Disciplinary Procedure

- The right of appeal will apply under the Student Disciplinary Procedure

Late Submission of Work

Purpose / Scope

- To ensure no learner gains advantage over another learner
- To encourage learners to take responsibility for their learning
- Applies to all learners' work that is submitted for internal assessment

Definitions / Terminology

Submission of work for assessment after the agreed deadline without prior agreement for extension or extenuating circumstances

Examples of extenuating circumstances:

- Personal health issues – normally supported by a medical certificate or doctor's letter
- Personal issues – legal, victim of crime, financial hardship, accommodation problems, bereavement or a serious health problem of close family member

Key Points

- All learners must be clearly informed of the following at induction, in the course handbook and with assignment and assessment schedules:
    - Assignment submission dates
    - The requirement to submit work to the specified deadlines
    - The process of negotiating an extension
    - The potential consequences of late submission without an agreed extension or extenuating circumstances
- If a learner does not submit work by the deadline, no extension has been agreed and there are no extenuating circumstances, the following courses of action may be taken:
    - The work will not be accepted for assessment
    - The work will be assessed, however there will be no opportunity for resubmission to improve grades
    - Disciplinary action will be taken

- Applying for an extension:
    - Learners must complete an Application for Extension / Extenuating Circumstances Form (see forms section of this handbook)
    - The form must be given to the tutor with corroborating evidence (e.g. a medical certificate, an official document such as a police report or a court summons)
    - The tutor will make a decision about the validity of the request for an extension and will sign the form if they grant an extension
    - Applications for extensions should be recorded on the eILP

- Clear guidelines must be issued to staff and learners as to what constitutes extenuating circumstances

- Extensions may only be granted once and will normally be no longer than 14 days

- After an extension has been granted, no further work will be done on the assignment but instead the learner may be required to undertake an alternative assessment covering the relevant outcomes

- The learner has a right to appeal against the decision not to grant an extension. The appeal should be in writing to the Head of Faculty

Note: Work that is accepted for assessment must not be penalised for late submission, with the exception of Higher Education and Access to HE programmes

Note: Access to HE learners who submit work late with no agreement for an extension or extenuating circumstances, will have the grade capped at a Pass. If the submission is unsuccessful, there is no opportunity for resubmission.

Resubmission of Work

Purpose / Scope

- To ensure no learner gains unfair advantage over another learner
- To maximise opportunities for learners to achieve high grades
- Applies to all learners' work that is submitted for internal assessment

Definitions / Terminology

Resubmission of a completed assessment after a summative grade has been given

Key Points

- All learners must be clearly informed about this procedure at induction, in the course handbook and with assignment and assessment schedules
- Learners may be given **one** opportunity for a further submission to improve grades provided they have met initial deadlines or an agreed extension
- Resubmission opportunities must be authorised by the Lead IQA after discussion with the delivery and assessment team
- The learner must work independently on the assignment for resubmission without further teacher support and guidance
- Resubmitted work must be included in IQA sampling
- All submitted work must be retained for external scrutiny

Note: Access to HE learners may resubmit their work if they only achieved a level 2, however it must be an alternative assignment.

Note: There are specific new rules around assessment, feedback and submission of work for BTEC programmes from September 2016

Note: BTEC rules also allow one opportunity to retake failed pass criteria for RQF programmes only

Lost or Destroyed Learner Work

Purpose / Scope

- To ensure no learner is disadvantaged by losing work or portfolios of evidence
- To avoid unnecessary duplication of effort by learner or Assessor
- Applies to all learners' work that has been submitted for internal assessment

Note: Work that has never been seen by a member of staff is not covered by this procedure

Key Points

- All work submitted for evidence must be recorded and a receipt issued
- Accurate records of tracking of progress and assessment and internal quality assurance must be kept separately from the learners' portfolios
- Ascertain from the learner that the loss is genuine and the work cannot be retrieved electronically
- Investigate fully the circumstances of the loss and report to the Internal Quality Assurer
- Collate any formative and summative assessment records showing progress and achievement, together with registers and tutorial records including in-year reports
- Hold a meeting for Assessors, teachers, tutors involved to discuss the progress and achievement of the learner and agree which units have been completed and are recommended for claiming credit from the awarding organisation. Comprehensive notes of this meeting must be retained
- Inform the learner of the outcome of the investigation and meeting in writing
- Complete a final report summarising the loss, actions taken, progress and achievement and outcomes of the meeting and attach all relevant evidence
- Ensure the members of staff and learners concerned are available for the external quality assurer's next visit

Policy control

Author: Quality Assurance Co-ordinator

Approving Body: Senior Leadership Team

Monitoring Officer: Director of Quality Improvement

Review and Evaluation Body: College Leadership Team

Monitoring, Review and Evaluation:

This policy will be monitored and reviewed through:

- External centre quality reviews
- Review of external quality assurance reports
- Curriculum review and evaluation process
- Self-Assessment process
- Learner voice
- Assessment appeals and complaints

Dates of review:

Issue Date	January 2019
Review Dates	
Next Review	August 2019

Primary Distribution to:
All staff via Quality Google Shared Drive
All learners via Student Central