POLICY OWNER:	Head of Performance Review and Enhancement
FINAL APPROVAL BY:	

1. Purpose and Scope of Policy:

One of the key strategic goals to realise our vision is to deliver an exceptional student experience by providing outstanding learning, teaching and assessment that meet diverse learning needs. This manual sets out our internal requirements and regulatory responsibilities around examinations and assessment which is a major component of the Student Journey.

The College offers a broad range of courses, both externally accredited and non-accredited. Each course will have assessment methods which have been developed by the College or stipulated by the Awarding Organisation (AO).

The Policy exists to provide guidance on:

- How the College will fulfil the requirements of the Joint Council for Qualifications (JCQ) and other AO's in the form of an Examinations Policy.
- To act as a manual for staff involved in the delivery of College courses with respect to assessment and examinations.
- To provide a collated point of reference on the assessment procedures followed for the qualifications studied at the College. This does not replace detailed individual AO guidance, which can be accessed using the links provided within each section.

2. Equality and Diversity Analysis Screening:

In accordance with the College's Equality, Diversity and Inclusion Statement, the development of this policy complies with the Equality Act 2010 in ensuring due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations.

An equality analysis will be completed if there is a risk the policy may affect different groups protected from discrimination. Consultation will be carried out with staff. If an equality analysis is required, the Chairs of the Equality, Diversity and Inclusion Steering Group will advise on completion and the analysis is to be included as an appendix to the policy

3. Applicability:

This policy is applicable to all staff involved in delivery of exams and assessment across the College and all students registered on accredited courses.

4. Definitions:

- ***Assessment***: An assessment can be of a student's knowledge, understanding, abilities or skills. The College uses three types of assessment: initial or diagnostic, formative and summative.
- ***Awarding Organisation (AO)***: A body issuing qualifications (certificates, diplomas or titles) that formally recognises the learning outcomes (knowledge, skills and/or competencies) of an individual, following an assessment and validation procedure.
- ***Examination***: A controlled test which determines the level of understanding/competency. The content of these are usually set by the AO's.
- ***Initial or Diagnostic assessment***: Determines the preparedness of a student for achieving the learning outcomes of a course or module.

- ***Formative assessment***: Measures a student's progress towards achieving the learning outcomes of a course of module.
- ***Summative assessment***: Measures the degree to which a student has achieved the learning outcomes of a course or module.

professional services.

Staff should use this procedural manual to refer to the College assessment regulations and also as a reference document which provides AO fundamentals. However staff are advised to always check their AO page for updates.

Please see procedures below for more information on implementation.

9. Communication and Training

The Assessment Manual will be published on the College intranet and website. All staff involved in Learning, Teaching and Assessment delivery, including both curriculum and professional services, should be made aware of the Assessment Manual during induction.

10. Monitoring and Reporting

This manual will be completely reviewed every four years by the Head of Performance Review and Enhancement, in liaison with members of MIS (Exams) and Student Services (ALS). This manual will be reviewed as required to ensure relevance to the provision of curriculum offered by the College, and the Policy Committee updated.

The Senior Leadership Team are responsible for monitoring the implementation of the Policy via Key Performance Reports (KPIs) and curriculum subcommittees.

11. Related References, Policies, Procedures, Forms and other Appendices :

Learning, Teaching and Assessment Policy

Student Support Policy

Equality, Diversity and Inclusion Statement

Complaints Policy and Procedure

JCQ Suspected Malpractice: Policies and Procedures

ASSESSMENT PROCEDURES

1.

2. College Exam Responsibilities

2.1 The ***Principal***:

- ¶ As “Head of Centre” the Principal has overall responsibility for the College as an exams centre

2.2 The V

- ¶ Ensure the exam venue is set up accordingly and the environment is appropriate for the undertaking of an exam.

2.9 The ***IT Team*** (please see Service Standards):

- ¶

3.6.3 The PAM should write up a report of the meeting and submit it to the Chair of the Academic Malpractice Panel, together with any evidence. The Chair would normally be the Head of School for the area.

3.6.4 The Chair will consider the report and evidence and determine an appropriate course of action, based upon the severity of the allegation.

a) If the Chair considers that there is insufficient evidence for the case to go forward to th0.002 TwTj-0.002 Tc -0.048 Tw 0.239 0 Td[(A)2 (c)-2 (ade)10.007 Tw 0.272 0

3.9 The

a) In the AO of the grade, the College failed to follow the procedures set out in its Assessment Strategy, led by the AO guidance;

b) There is evidence of bias or prejudice on the part of the assessor.

5.4 ***Appeals Procedure***

5.4.1 The appeal must be submitted in writing to the Vice Principal (Innovation, Quality and Performance) within seven calendar days of the student's receipt of the moderated grade. If the grade has been posted to the student, they will be regarded as being in receipt two days after posting. The appeal must set out the grounds for challenging the grade assigned.

5.4.2 The Vice Principal (Innovation, Quality and Performance) will appoint a senior manager to conduct the investigation. This manager will not have been involved in the internal assessment process for that subject. The purpose of the investigation will be to decide whether the process used for internal assessment conformed to the AO specification and subject-specific associated documents.

5.4.3 The Vice Principal (Innovation, Quality and Performance) will respond to the appellant within 14 days of receipt of the appeal request, stating their decision to allow the appeal to go forward to an Appeals Hearing or disallowing it.

5.4.4 The Vice Principal (Innovation, Quality and Performance) will chair the Appeals Hearing or they may delegate to another SLT member or the Head of Performance Review and Enhancement. Also present will be a Programme Area Manager (PAM) (not from the connected programme area). The member(s) of academic staff responsible for the assigning of the grade and the appellant will also attend. Others may be invited solely for the purposes of giving evidence either by the chair or by the appellant.

5.4.5 The Appeals Hearing will consider the following:

a) The written appeal,
b) The justification of the grade as provided by the assessor/ moderator,
c) The investigating officer's report,
d) The evidence of witnesses (if called),
e) Any other material the chair considers relevant.

Written documentation to be considered at the hearing will be provided to the appellant at least 48 hours prior to the hearing. If either the chair or the appellant wishes to call witnesses they must notify the other party at least 48 hours prior to the hearing.

5.4.6 The Appeals Hearing will either:

a) reject the appeal, or

b) require that a different member, or members, of the academic staff who would have been, in the decision of the Chair, appropriately qualified to have carried out the original assessment, reassess the assignment. If the 2 markers cannot agree, the opinion of a third marker will be soughtsoughte(42]TJ-0.01

and any changes made to internal assessment procedures.

5.4.8 The outcome of the appeal will be logged as a formal complaint and a written record will be kept and made available to the AO upon request. Should the appeal bring any irregularity in internal procedures to light, the AO will be informed.

6. External Moderation (also known as ***External Verification*** or ***External Examination)***

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7.5 In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

7.6 Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Invigilator.

7.7 An appropriate member of staff must accompany candidates who leave an exam room at all times.

7.8 The Exams Team is responsible for handling late candidates on exam day. Absent candidates are dealt with by the PAM in conjunction with the course tutor.

8. Certificates

8.1 Candidates will receive their certificates:

- ¶ Via an eCertificate where relevant or;
- ¶ By post (recorded delivery) or;
- ¶ Collected and signed for (on request and by appointment only).

8.2 Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are. The Exams Team

Appendix 2: Academic Malpractice Report Form

Academic Malpractice Investigation

Student under investigation:

Course:

Tutors:

Alleged Misconduct

State the type of alleged academic misconduct (eg plagiarism, collusion):

Provide background to incident of alleged misconduct:

Please attach a screenshot of work where possible

Initial meeting record

Please insert here any conversations/emails with the student which may have taken place around the misconduct. Include the dates of these conversations.

PAM:

Date:

Appendix 3: Internal Quality Assurance Procedure

Introduction:

Internal Quality Assurance (IQA) is the process of monitoring the training and assessment activities and the quality of work learners produce, to ensure the appropriate application of

Implementation of Document:

To ensure that the IQA requirements are met the College will:

- ¶ Ensure all assignment briefs or assessments are fit for purpose;
- ¶ Ensure the assessment timetable is fit for purpose;
- ¶ Verify an appropriate sample of assessed work to ensure assessment decisions and feedback adhere to the college's quality standards and Awarding Organisation (AO) expectations.
- ¶ Plan IV schedules commensurate with AO expectations and procedures;
- ¶ Train and brief staff as appropriate on the IV process;
- ¶ Provide standardisation training and documentation in line with the College's standards and AO expectations;
- ¶ Hold regular moderation sessions where relevant
- ¶ Utilise IV outcomes to further enhance the assessment programme and quality assurance procedures.

The sample should be a 10% (minimum) and 100% maximum. If staff are unsure of the sample size they need to check this with the relevant Quality Lead or their External Verifier. Sampling also needs to take place on the grade boundary.

Each PAM or Head must set up a schedule of IQA in line with cross college processes. This may involves engaging with cross college standardisation activities and those set by the AO.

Minutes (or recordings) of standardisation and moderation activities need to be available in order to present suitable evidence to the AOs. In addition IQA reports (where relevant), sampling plans & student tracking IV'd assignment briefs (where relevant) , CPD logs & CVs, minutes of meetings need to be made available to present to the AOs.

The staffing options for IV should be:

Step 1: Deploy lecturers/assessors in the subject area, if full time members of staff. PAM to assign IV duties across the programme.

Step 2: The PAM should be the next option to undertake IV duties.

The staffing options for Lead IV should be:

Step 1: The PAM/Senior Lecturer should be the first option to undertake the Lead IV activity .[2]

Step 2: The Head of School should undertake Lead IV activity

Step 3: Source a membe r of staff for the Centre that can undertake this requirement

Step 4: Source another suitable curriculum manager to undertake t his requirement

Heads of School have responsibility for the IQA processes and may delegate as necessary. PAMs are to take a pivotal role with regards to internal verification processes with all academic staff responsible for, and contributing to, a robust IV process. Relevant Subcommittees receive these arrangements for approval by their Chair.

Regular reports on IQA will be presented at the area specific subcommittee.

Responsibilities

Responsibilities of the Lead Internal Verifier

- Maintaining a robust and rigorous IV procedure;
- Verifying all Assignment Briefs or assessments before publication to students;
- Verifying the Assessment Programme;
-

Appendix 3A：IQA Checklist And Timeline

Process

Appendix 3B: Essential Skills Arrangements

ESOL (C&G) and Functional Skills (Community Learning Lambeth)

ESOL Provision across the centres and community learning provision is run with City and Guilds. There is only one awarding organisation for ESOL. In addition, Functional Skills Maths, ICT and English is accredited through C&G in community learning (Lambeth).

Moderation

A cross college audit of moderation of assessment decisions needs to take place once a year for ESOL, in order to ensure consistency of delivery across the three centres and two satellite centres. This will be coordinated by the Chair of Essential Skills subcommittee.

The lead internal verifiers for each subject, at each centre and satellite centre are responsible for organising these moderation events.

The moderation of assessment decisions and marking against criteria need to be carried out once assessments take place. These moderation discussions must be minuted and need to occur at least twice a year, one for speaking and listening and one for reading and writing.

Functional Skills (Pearson)

Functional Skills Provision for English, Maths and ICT, across the centres is run through Pearson. For the purposes of the (e 9i2 (r)-5.dad i)2.7 (ng)-11.2o[w)10.5 orgkisati3 (t)-6.ho be cllgheis (he)1

the panel to discuss and approve a longer extension or a continuing extension if the student's circumstances have not improved.

Please note however, if the issue preventing achievement is long term the College's 'Fitness to Study' policy should be used.

1.10 Please refer to the evidence matrix (Appendix 4B) as a guide to what supporting evidence will be accepted. For students with Additional Learning Support (ALS) in place, should there be a worsening of a pre-disclosed condition making it difficult to meet a deadline; or a new disclosure of a condition(s) impacting on meeting a deadline, the student is asked to meet with the ALS team to talk through the issues they are having. The ALS team can them liaise with the curriculum team via eTrackr to provide the supporting statement required as evidence. The PAM will review the statement and will make a decision as to whether the extension can be issued. The PAM may additionally review the student's attendance, engagement with the course, and the reason for the extension request when making their decision whether to grant the extension.

1.11 An extenuating circumstances panel will meet once a term to review the submissions and ensure there is consistency of practice across programmes. These will be scheduled for November (Term 1), January (Term 2), and April (Tem 3), with a final session in mid-June to prepare for the end of the academic year.

1.12 After mind-June, any extenuating circumstances requests should be referred to the Final Awards Board (Access to HE) or the Assessment Board (Higher Education).

1.13 The panel will consist of the Safeguarding and Wellbeing gd

1.17 Extenuating Circumstances Log

Each PAM must update their extenuating circumstances log regularly and in advance of the scheduled panel meetings. This is to ensure that there is consistency of application of the requirements across the programme areas. The log is available in the 'Extenuating Circumstances Access to HE and HE' Microsoft Team but an example is given below for reference (Appendix 4C). Access to the log will be restricted to the PAM, the relevant Head of Quality Enhancement (HE) or Head of Performance Review and Enhancement and the Head of Student Services.

Appendix 4A: Extenuating Circumstances Request Form

Extenuating Circumstances Request

Access to HE and HE Courses Only

If you think that you will not be able to meet a deadline due to extenuating circumstances, you may request an extension. You must submit the request, explaining the reasons, before the day of the deadline to the Programme Area Manager this form with supporting documentary evidence.

Extenuating circumstances are normally limited to:

- Sickness
- Bereavement in your immediate family (for example: partner, child, parent/guardian, sibling)

If an extension is agreed, the Programme Area Manager will sign your assignment coversheet and specify a new deadline.

If you are ill on the day of the deadline you must hand in the work on the earliest possible date following the deadline. The work will be classified as late unless you include supporting documentary evidence, such as a medical certificate.

Name: .....

I would like to apply for an extension on the deadline for the following assignment:

Reason for requesting extenuating circumstances	Acceptable grounds	Examples of evidence required	Non-acceptable grounds
Change in caring responsibilities	An unexpected event that disrupts care responsibilities, for example a condition to the dependent (child, partner, close relative such as sibling, parent/guardian) worsens	Medical evidence – doctor's note or invitation to medical appointment/letter following a medical appointment Or Impact statement from students and supporting eTrackr Notes/Action Plan	Ongoing caring responsibilities which would be normal day-to-day activity Minor illnesses, injuries or accidents to the dependant
Jury Service/Court appearance	Court attendance – as jury member, witness, plaintiff or defendant.	Letter from court office with appointment details. If not applied for 7 days in advance a supporting statement must also be submitted regarding the motivations for attending.	If attending to support another attending court the panel reserve their right to use their discretion depending on the circumstances.

Appendix 4C: Example Extenuating Circumstances Log [4]

Learner/Student name

Appendix 5: Recognising Prior Learning (RPL) Applicant Tracker Form

Morley College London

Accreditation Mapping

List individual units completed with their equivalency in the completed units of the destination course.

Where units do not directly map and original evidence (ie workbooks) is required include project references

Details of completed unit from originating qualification		Destination
le		