Document No:	**PP2**
Issue No.	**5**
Issue Date:	**2015-09-01**
Review Date:	**2018-09-01**
Originator:	**Quality Improvement Unit**
Responsibility:	**Director of Quality and Improvement**

LEARNING AND ASSESSMENT POLICY

PURPOSE

Leicester College is committed to providing a curriculum that enables learners to learn in a safe and non-discriminatory environment. We aim to provide learning that meets individual needs, supports progression and optimises opportunity whilst meeting external regulatory and stakeholder requirements. The policy provides a framework for assessment across the college to reduce the chance of individual groups being disadvantaged and to address the gaps in achievement and progression, by adopting a more consistent and objective approach to assessment. This policy will enable us to monitor that we are being effective in this aim.

PRINCIPLES

1. Learners will be assessed and receive guidance to ensure that they are placed on a Programme of Study which matches their ability and aspirations.

2. Learners will be provided with the opportunity, where applicable, for prior learning to be recognised (RPL in order to avoid repetition of learning and assessment (see Appendix 5).

3. Learners with additional support needs will be assessed to ensure reasonable adjustments are made to enable them to carry out their assessments.

4. Learners will receive information about the College which is accessible via Moodle, ProMonitor and SmartAssessor and includes the Learner Charter which explains their rights and responsibilities.

5. Learners will receive a comprehensive induction designed to help them settle in quickly into their Programme of Study and identify their learning preferences.

6. Learners will be provided with information in a format that is accessible to meet their individual needs.

7. Learners will receive comprehensive guidance on the assessment process which gives specific regulations relating to their chosen Programme of Study.

8. Learners will receive regular formative feedback on their progress.

9. Learners' work will be summatively assessed, and the quality of assessment assured through verification and moderation procedures.

10. All learners will have an opportunity to provide feedback on their chosen Programme of Study[1] through a variety of learner voice channels.

11. The assessment process will be regularly monitored to ensure that it does not indirectly discriminate against any particular group of learners.

12. Staff[2] will receive training and development to update their knowledge of learning, teaching and assessment strategies.

13. This policy applies to all learning and assessment activities within a learner's Programme of Study at Leicester College.

PROCEDURES

1. Access to information, buildings and curriculum should be identified during the interview process for learners with specific needs. Curriculum Teams should work in conjunction with the Additional Learning Support Team and Learning Support, to ensure any necessary adjustments and/or support is made available to learners at the start of their Programme of Study.

2. Through the Initial Assessment Process, learners' individual needs should be identified and appropriate support provided (Appendix 1). Where there are ESOL learners within a Curriculum Area, the design and delivery of the curriculum should also be taken into account to meet their needs.

3. Where potential RPL has been identified with a learner and they are willing to follow this route, the appropriate procedures should be followed as outlined in Appendix 5.

4. All full-time learners will be assessed in terms of their level of English and maths prior to commencement of their course. The College will provide guidance to ensure that learners are placed on a course which will optimise their potential for achievement both in terms of their own goals, and successful completion.

5. The Curriculum Area working in conjunction with the Additional Learning Support Team and Learning Support, will arrange for the reasonable adjustments that should be made for learners who have been identified as requiring additional learning support. This may include securing resource and adjustments to assessments and exam conditions. Awarding Organisation guidance should be adhered to under these circumstances.

[1] This refers to all FE and HE programmes delivered at the College

[2] The staff included in this policy are: Lecturers, Trainer Assessors; Learning Coaches; Recruitment Officers and Review and Progressions Officers.

This document will become an uncontrolled copy when printed or downloaded.

6. All learners will receive information about the College and the relevant awarding organisation during their initial induction period. Additional information about College life, student services, the College student union, and enrichment and engagement opportunities should be provided (Appendix 1). The PAM will be responsible for ensuring that any information distributed to learners is accurate and valid. It is the Programme Lead's/Trainer Assessor's responsibility to ensure learners understand the content of the information shared. It is a requirement that learners acknowledge receipt of this information via the appropriate medium i.e. paper based checklist (CL/HE/WL), ProMonitor or SmartAssessor.

7. A comprehensive and accessible induction programme will be offered to learners designed to include: team building activities; a programme of initial assessment and study skills, and identification of personal development and social needs. The information will support Programme Teams in the design and delivery of assessment activities, personalised to meet the needs of learners. The initial assessment process will ensure that learners' needs are identified and appropriately supported and these will be included on the Group Profile or ILP (Individual Learning Plan).

8. Learners should receive specific information and guidance during induction about the assessment process as detailed in the Best Practice Guidance. See Appendix 1 - Section 1, the FE Assessment Regulations - Appendices 2 and 3 or the HE Academic Regulations, as applicable.

9. Best practice suggests that learners are set a mini assessment during the initial induction period, which they should complete within a short timescale, usually within the first 6 weeks of the course. The assessment should test the research and study skills of the learners along with their understanding of the assessment process (Appendix 1).

10. To minimise the burden on learners, assessment schedules should be planned by staff and shared with learners prior to the start of the Programme of Study (Appendix 1). In addition, learning outcomes, and assessment should be identified in the scheme of work and inform internal verification and moderation plans.

11. Staff should also take into account Religious and Cultural Festivals and avoid submission dates that may conflict. Where this occurs, programme teams should initially endeavour to extend the assessment deadline on a cohort basis. However, where impact involves a low number of individuals the appropriate process for extending deadlines through extenuating circumstance should be applied.

12. Staff are encouraged to use a variety of assessment methodologies, but these must all be in line with published guidelines and criteria. The design of the assessment programme must meet the Awarding Organisation's criteria and cover all elements of the programme. In addition the programme should:

    - Be challenging to learners
    - Be varied in approach

This document will become an uncontrolled copy when printed or downloaded.

- Contribute to the development of learners' skills
- Reflect the linguistic and cultural diversity of learners
- Be accessible to all learners

13. Assessment activities and feedback sheets should include the minimum requirements outlined in Appendix 1 - Section 4.

14. Learners should be encouraged to make use of all opportunities to request feedback from staff by submitting drafts of their assessment activities before the submission date. If permitted by the Awarding Organisation, staff will provide learners with further guidance on how to improve their grade/submission.

    For further guidance on BTEC Programmes refer to the BTEC Guide to Internal Assessment. Feedback for *Summative Assessment* on BTEC programmes should only identify what the learner has achieved and not provide guidance on how to improve the evidence to achieve higher grades.

15. Assessments should only be accepted within deadlines or agreed extensions. (Specific guidelines are applied to BTEC programmes).
    Extensions will only be permitted where there are extenuating circumstances. See Appendix 1 - Section 10 for extenuating circumstances or the HE Academic Regulations. Late submissions should not be accepted where the learners are aware of the deadline and had not previously agreed an extension (Appendix 1, Section 8).

16. Receipts must be issued to learners when work has been submitted for assessment. A copy should be retained by the Curriculum Area. Electronic submissions will be acknowledged automatically through the appropriate medium used to submit the evidence.

17. In response to work submitted for assessment, feedback should be provided to learners verbally and in writing within three weeks of submission (four weeks for HE as per the HE Academic Regulations). The work or a sample of work submitted by the learners must be Internally Verified as per the Internal Verification Sampling Plan, within the three week (four weeks for HE) timescale. Learners should be given a date when they will receive feedback if it is to be beyond the three week standard.

18. Written feedback provided to learners on their achievements should also suggest ways in which improvements can be made, including any specific targets to be raised by the member of staff. Quality of feedback will be part of the verification process. For BTEC programmes please refer to the BTEC Centre Guide to Assessment (page 32).

19. Where assessments have been referred, learners will be given further opportunities to submit work to achieve a pass. For BTEC programmes refer to the BTEC Centre Guide to Assessment.

20. Under exceptional circumstances, learners may be given further opportunities to improve their assessment/grade after submission. However, this would

This document will become an uncontrolled copy when printed or downloaded.

have to be a new/different assessment activity and approved by the appropriate Director of Curriculum. There are specific guidelines for BTEC qualifications, refer to the BTEC Centre Guide to Assessment.

21. All assessment undertaken should highlight opportunities where learners can improve their English (i.e. spelling, punctuation and grammar) and maths skills.

22. Assessment guidelines such as word count, formatting, referencing, etc. should be marked appropriately and could mean assessment is referred. Failing to meet deadlines (without prior extension) and suspected cases of plagiarism and academic malpractice will instigate further investigation that could lead to disciplinary measures being taken.

23. Learners have the right to a second opinion on any assessed work and must be made aware of the Assessment Appeals Procedure (Appendix 4), which should be part of the information supplied during induction.

24. Learners will have the opportunity to offer feedback on their experience through a wide variety of Learner Voice mechanisms. Learner feedback is used to improve future assessment practice and inform improvement in learning, teaching and assessment in the College.

25. The College will offer a range of development activities to ensure that staff are updated both in curriculum matters and learning methodologies.

26. The Quality Improvement Unit will actively work towards the dissemination and implementation of curriculum and learning innovation.

This document will become an uncontrolled copy when printed or downloaded.

APPENDIX 1

Best Practice Guidance for Assessment for Entry Level to Level 3 Courses (for Levels 4-6 please refer to the LC HE Academic Regulations)

Frequently Asked Questions	Best Practice
Section 1. What **information** should learners receive during induction about the assessment process and 'rules' surrounding submission of assessment?	Information should be detailed during the initial induction period and supplied by the appropriate member of staff and should include: • An assessment plan/schedule • Types of assessment method; • Assessment criteria for each unit/module/task • guidelines for completion • sample assessments (where appropriate) • the importance of meeting deadlines • consequences of late submissions • the process for seeking extensions and the list of extenuating circumstances • plagiarism • The procedure for referrals • The Assessment Appeals Procedure
Section 2. Should there be any form of **initial assessment** set during the induction period to establish and embed the practice of researching, time management and meeting deadlines?	For Classroom Learning, it is suggested that learners are set a mini assessment during the induction period that is to be completed in a short deadline, usually within the first 6 weeks of the course. This assessment activity tests the research and study skills of the learner and helps them to understand the assessment processes within their Programme of Study. NB. This is not a diagnostic assessment of a learners English, maths and ICT skills.
Section 3. When should **assessment schedules** be produced and are they shared with the learners?	Assessment schedules should be planned by the appropriate member of staff prior to the start of the programme, and linked to the relevant learning outcomes using the correct planning documentation. Assessment activities should be planned to avoid 'bunching' and to support the spread of deadlines throughout the course. The schedule should be published on Moodle or SmartAssessor for learners, parents and employers to access.
Section 4. What information should **assessment activities** include?	Information detailing the assessment activity taking place and the assessment feedback sheet should include: • Assessment criteria • Date of issue • Submission date • Date submitted • Date marked and returned (and IV'd where relevant)

This document will become an uncontrolled copy when printed or downloaded.

Frequently Asked Questions	Best Practice
Section 5. What method should be adopted to **submit work and record it?**	Receipts must be given to the learner for all work submitted, and a copy of the receipt kept in the curriculum area. For electronic submissions a receipt will automatically be generated
Section 6. What is the acceptable average length of **time assessments are marked and returned** to learners?	Assessed work should be returned to learners within three weeks of submission and should include any internal verification activity identified on the sampling plan.
Section 7. What happens when learners **fail to adhere to the communicated assessment guidance**?	Assessment guidelines such as word count, formatting, referencing, should be marked appropriately and any inaccuracies could mean assessment is referred. Where learners have not met deadlines, without an agreed extension, and any plagiarism may result in the Disciplinary Procedure being invoked.
Section 8. What happens with **late submissions?**	Assessments can only be accepted within deadlines or agreed extensions. Late submissions should not be accepted where the learners were aware of the deadline and had not previously agreed an extension. The Disciplinary Policy may be initiated. For BTEC programmes refer to the BTEC Centre Guide to Assessment (Entry Level to Level 3) *Page 33 of the BTEC Centre Guide to Assessment: Issue 6 September 2014 states If an extension is granted, the new deadline must be recorded and adhered to. Once evidence is accepted for assessment, learners cannot be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance*

This document will become an uncontrolled copy when printed or downloaded.

Frequently Asked Questions	Best Practice
Section 9. How many opportunities can a learner have to **re-submit?**	Feedback can be given on drafts if submitted before the deadline. Further opportunities to submit referred work to achieve a pass, will be offered**.** Under exceptional circumstances, learners may be given further opportunities to improve their grades after submission. However, this would have to be a new/different assessment activity and approved by the appropriate Director of Curriculum Staff should refer to the appropriate Awarding Organisations Quality Assurance Guidance. For BTEC programmes refer to the BTEC Centre Guide to Assessment (Entry Level to Level 3) *Page 32 and 33. Only one submission is allowed for each assignment. Opportunities for resubmission can only be authorised by the Lead Internal Verifier if a learner has met certain conditions.*
Section 10. What are **'extenuating circumstances'?**	These include: • Hospitalisation • Immediate family bereavement • Court case/Jury Service • Serious illness • An on-going injury that may prevent the learner from undertaking assessments. The following list is **not accepted** as an extenuating circumstance: • Absence due to minor illness • A Doctor or Dentist appointment • Driving lesson or Test • PC failure or excuses about lost or damaged 'Pen drives' within the last week prior to submission. • Other learners having their work • Not having the appropriate kit/uniform for the assessment
Section 11. How does a learner **request an extension?**	Where there are extenuating circumstances, a learner can request an extension. On these occasions a 'Request for Assessment Extension' form must be completed by the learner, where the reason for the extension is discussed and recorded. This must be completed at least 24 hours prior to the date and time of submission, **not on the day of submission.** The extension will be agreed and signed by the PAM/Lead IV and Learner

This document will become an uncontrolled copy when printed or downloaded.

FE ASSESSMENT REGULATIONS FOR ENTRY LEVEL TO LEVEL 3 PROGRAMMES (STAFF)

1. The Aim of the Assessment Regulations are:

- To improve learner learning
- To provide a framework for assessment across the college
- To ensure assessment is fair for all learners
- To maintain standards

2. Definitions of Assessment

- **Formative assessment** - this type of assessment usually takes place during a course or programme of study and is an integral part of the learning process. It is often informal and is usually carried out by the Tutor/Assessor while teaching or training. It is often referred to as 'assessment for learning'. Examples of formative assessment may include: question and answer sessions during lessons; peer checking; quizzes; tests; practice tests; practice activities etc. The Tutor/Assessor and the learner should be able to gauge how much the learner has understood and should also help both to plan future learning.
  Summative assessment - this type of assessment is usually the final project; practical assessed activity; exam that has been set by the Awarding Organisation and administered by the Tutor/Assessor. There is usually a timescale set for the learner in which they need to complete the assessment to the required standard. Usually summative assessment carries a recorded mark, grade or level of achievement.

3. Assessment Information

- **Assessment Schedules** should be agreed by the Programme Lead and planned to ensure summative assessments are not bunched and where practical, do not coincide with any religious or cultural festivals. Tutors/Assessors are responsible for issuing learners with an **Assessment Schedule** at the beginning of their programme of study which will indicate the planned dates for assessment. Any changes to the plan must be communicated to the learners.
- Tutors/Assessors should ensure that during the course of their programme, learners experience a **range of Assessment Methods**, in line with Awarding Organisation Guidelines and criteria. These must be explained to learners as part of their induction to the programme and should be provided as part of course information materials (paper or electronically).
- The **design of the assessment programme** must meet Awarding Organisations criteria and cover all elements of the programme.
- In addition, the programme should: be challenging to learners; be varied in approach; be accessible to all learners; contribute to the development of learners' skills and reflect the linguistic and cultural diversity of learners. The following are **examples of types of assessment methods,** some of which can be used for both formative and summative assessment:
- **Observation:** Visual assessment of practice carried out by a competent person;
- **Peer observation:** Visual assessment of practice by someone who works alongside the learner and who is at the same level;
- **Peer Statement:** Statement from a colleague or group member confirming the learner carried out a task;
- **Assignment:** A piece of work linked to the knowledge requirements of the programme, usually devised by the Tutor/Trainer Assessor;
- **Simulation/Role Play:** An activity that demonstrates how a task would be completed in a given situation;
- **Accreditation of prior achievement/learning / experience:** A judgement, made by a Tutor/Assessor, relating to the learners existing qualifications or experience. The Tutor/Assessor will decide whether prior qualifications or experience can be used to infer competence and/or knowledge against outcomes for a different qualification;
- **Examination/Formal Assessment:** A formal test taken under invigilated conditions, usually externally marked, and often with no feedback, other than a grade or percentage mark;
- **Written questions:** Sets of questions sometimes set by the Awarding Organisation, to assess underpinning knowledge. However, these could also be used as a 'check on learning' following the delivery of new knowledge;

This document will become an uncontrolled copy when printed or downloaded.

- **Work product:** Evidence provided by the learner of something that has been produced by them;
- **Video Evidence:** Evidence captured on video, of a learner carrying out an activity to qualification standards/criteria/outcomes;
- **Photographic Evidence:** As above but in a still image;
- **Project:** Usually set by the Tutor/Assessor, for an individual or group that requires some research. Projects will primarily assess knowledge and understanding;
- **Professional Discussion**: A discussion between a professional and a learner. This is learner led and where an activity/task is described by them in detail;
- **Oral Questions**: Asked to confirm learners understanding of why an activity/task is completed in a particular way. Useful for checking knowledge and understanding to supplement other assessment methods;
- **Witness Testimony:** Completed by someone who works with the learner and who is at a level above them. The witness should have experience in the task or activity and be able to make a judgement based on their own experience or qualifications. The Tutor/Trainer Assessor will then make a decision as to how the statement meets the standards/criteria.
- **Tutors/Assessors should ensure assessment outcomes are assessed at least once** and should avoid over assessment.
- **Preparation for Summative Assessment:** Tutors/ Assessors should ensure learners have been fully briefed and informed about the assessment, method of assessment, date of assessment etc.
- Tutors/Assessors will provide learners with **information and guidance on how judgements will be made and recorded** about their assessed work e.g. levels of achievement such as Pass, Merit or Distinction.

4. Additional Support Needs

- Tutors/Assessors must ensure additional support needs have been identified and reasonable adjustments are made in line with Awarding Organisations Guidelines, to enable learners to carry out your assessments e.g. extra time; readers etc. This should also be considered and planned for in the delivery and in formative assessment.

5. Requesting Extensions

- Learners are expected to submit any course work or be prepared for an assessment by the planned date. Tutors/Assessors need to ensure learners are made aware of the planned dates.
- Learners should be notified of the requirements for the request for an extension to assessment planned dates, at the beginning of their programme of study. Requests for extensions can only be made where there are extenuating circumstances. The list of exceptions include: Hospitalisation; immediate family bereavement; court case; serious illness; an on-going injury that may prevent the learner from undertaking assessments. In these instances, a learner can request an extension for the assessment. On these occasions a 'Request for Assessment Extension' form must be completed by the learner, where the reason for the extension is discussed and recorded. This must be completed 5 working days (a week) prior to the planned assessment date**, not on the day of the assessment**. The extension will be agreed by the PAM or Programme Lead, signed by the Subject Tutor/Assessor and learner. Final decisions for extensions are at the discretion of the Programme Lead or Lead Internal Verifier. The Assessment Regulations (including extensions) will be discussed during the PAM/PL 1:1. If there appears to be a number of extensions permitted over and above the guidance set out above, the PAM will then need to be consulted on future decisions.

6. Assessment Deadlines

- Assessment deadlines are **not negotiable** and Tutors/Assessors should not accept learners work after the set deadline other than in extenuating circumstances (as outlined in point 5 above)
- Failure to meet the deadline will result in work being marked as a referral and may lead to the first stages of the Disciplinary Procedure.
- Learners must sign a statement of authenticity for each assignment of piece of assessed work submitted. This should also be signed by Tutors/Assessors indicating that they are confident the work is that of the learner (having checked, if necessary).

This document will become an uncontrolled copy when printed or downloaded.

7. Feedback and Turnaround Times (For BTEC Qualifications refer to the BTEC Centre Guide to Assessment – point 16 of Procedures in this document)

- Learners should expect to receive feedback from Tutors/Assessors **within 3 weeks** following assessment. Tutors/Assessors should communicate a revised date for feedback, if it is to be beyond the 3 week standard e.g. Absence of the Tutors/Assessors.
- Characteristics of good feedback include:
  - Be both written and oral
  - Provide the learner with constructive feedback that is relevant, comprehensive, linked to the standards and shows them how well they are progressing and how they can further improve.
  - Helps the learner to identify areas to be covered in future assessments
  - Sets clear, realistic targets to help the learner improve their performance
  - Helps the learner review their progress and check understanding
  - Provides the learner with opportunities to reflect on their own learning and ask questions.
  - **For BTEC qualifications** (QCF and NQF BTEC Firsts and Nationals from September 2014, for all other BTEC qualifications Entry to Level 3 new rules are recommended as best practice) once the assessment process has started learners should work independently. The tutor must not provide specific feedback on the evidence produced before submission or confirm achievement of specific assessment criteria until the work is submitted.

8. Opportunities to Re-submit Referrals

- Learners should be encouraged to make use of opportunities to request feedback from Tutors/Assessors by submitting **drafts** of their assessment to the Tutor/Assessor before **the submission date**. If applicable, Tutors/Assessors will provide learners with further guidance on how to improve their grade/submission. (Not applicable for BTEC Firsts or Nationals)
- Learners may be given a further opportunity to pass a referred assessment or resubmit evidence. This will need to be agreed by the Programme Lead/ Lead Internal Verifier.
- **Under exceptional circumstances**, learners may be given further opportunities to improve on their grades **after submission**. However, this would have to be a new/different assessment activity and **approved by the Director of the Curriculum Area.**.

9. Appeals Procedure

- Learners have the right to a second opinion on any assessed work and Tutors/Assessors **must issue** learners with a copy of the Appeals Procedure and explain it to them during their induction to the programme. Learners should be encouraged to keep a copy in their own files for reference

10. Avoiding Plagiarism

- Tutors/Assessors are responsible **for ensuring learners are made aware of their responsibilities regarding malpractice** and should issue a copy of the 'Learner Guidance on Coursework and Portfolios' during induction. During the induction to the programme, Tutors/Assessors will explain about good and bad practice in presenting work and in particular the importance of not handing in work copied from other sources. It is important learners understand these issues and how they apply to them for if, example, they are found to have handed in work that is not their own, or committed another academic offence, this can be a disciplinary matter under the College's Code of Conduct

11. Internal Verification

- Internal Verification will conform to the College Internal Verification Policy
- Centre devised assessments will be subject to Internal Verification before use.
- An Internal Verification Sampling Plan will be produced by the Programme Lead and learners' assessments will be subject to Internal Verification once they have been marked.

BTEC Centre Guide to Assessment states: if an extension is granted, the new deadline must be recorded and adhered to. Once evidence is accepted for assessment, learners cannot be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance

This document will become an uncontrolled copy when printed or downloaded.

FE ASSESSMENT REGULATIONS FOR ENTRY LEVEL TO LEVEL 3 PROGRAMMES (LEARNER)

12. The Aim of the Assessment Regulations are:

- To improve learner learning
- To provide a framework for assessment across the College
- To ensure assessment is fair for all learners
- To maintain standards

13. Definitions of Assessment

- Formative assessment, such as questions or activities in class, helps you to improve and does not normally count towards your final grade or mark.
- Summative assessment counts towards your final mark/award/grade/level of achievement.

14. Assessment Information

- You will be issued with an **Assessment Schedule** at the beginning of your programme of study which will indicate the planned dates for assessment. Any changes to the plan will be communicated to you by your Tutor/Assessor.
- During your programme of study, you will experience a **range of Assessment Methods.** These will be explained to you by your Tutors/Assessors.
- Your Tutors/Assessors will ensure you are prepared for Summative Assessments. You should expect to be fully briefed and informed about the assessment, method of assessment, date of assessment etc.
- You will be provided with information on how judgements will be made and recorded about your assessed work e.g. level of achievement such as Pass, Merit or Distinction

15. Additional Support Needs

- Your **additional support needs** will be assessed to ensure reasonable adjustments are made, in line with the Awarding Organisation guidelines, to enable you to carry out your assessments e.g. extra time; readers etc. You should also expect this to be considered and planned for in the delivery and during Summative Assessment.

16. Requesting Extensions

- You are expected to submit any course work or be prepared for an assessment by the planned date.
- If you need to **request an extension** to your planned assessment date, this will only be accepted where there are extenuating circumstances. The list of exceptions include: Hospitalisation; immediate family bereavement; court case; serious illness; an on-going injury that may prevent the learner from undertaking assessments. In these instances, a learner can request an extension for the assessment. On these occasions you must ask for a 'Request for Assessment Extension' form which you need to complete. This will be discussed with your Tutor/Assessor and agreed by the Programme Lead/Lead Internal Verifier or Programme Area Manager. This must be completed 5 working days (a week) prior to the planned assessment date, not on the day of the assessment.

17. Assessment Deadlines

- Assessment **deadlines are not negotiable** and Tutors/Assessors will not accept your work after the set deadline other than in extenuating circumstances (as outlined in point 5 above)
    - Failure to meet the deadline will result in your work being marked as a referral and may lead to the first stages of the Disciplinary Procedure. For BTEC qualifications (QCF and NQF BTEC Firsts and Nationals from September 2014, for all other BTEC qualifications Entry to Level 3 new rules are recommended as best practice) once the assessment process has started you should work independently. The tutor will not provide specific feedback on the evidence produced before submission or confirm achievement of specific assessment criteria until the work is submitted.

This document will become an uncontrolled copy when printed or downloaded.

- You must sign a statement of authenticity for each assignment of piece of assessed work submitted. This should also be signed by your Tutor/Assessor indicating that they are confident the work is yours (having checked, if necessary).

18. Feedback and Turnaround Times

- You should expect to receive feedback from your Tutor/ Assessor **within 3 weeks following assessment**. Your Tutor/Assessor should communicate a revised date for feedback, if it is to be beyond the 3 week standard e.g. Absence of the Tutor/Assessor.
- Feedback on your assessment will be:
  - Be both written and oral
  - Provide you with constructive feedback that is relevant, comprehensive, linked to the standards and shows you how well you are progressing and how you can further improve.
  - Help you to identify areas to be covered in future assessments
  - Set clear, realistic targets to help you improve your performance
  - Help you to review your progress and check your understanding
  - Provide you with opportunities to reflect on your own learning and ask questions.

You will be expected to read your feedback thoroughly and use this to improve your performance in future assessments.

For BTEC qualifications only one submission is allowed and the Tutor/Assessor will formally record and confirm achievement of specific assessment criteria. They will not provide feedback or guidance on how to improve the evidence to achieve higher grades.

19. Opportunities to Re-submit Referrals

- You may be given a further opportunity to pass a referred assessment. This will be agreed by your Programme Lead/Lead Internal Verifier
- You should make use of opportunities to request feedback from your Tutor/Assessor by submitting **drafts** of your assessment to your Tutor/Assessor before **the submission date**. If applicable, your Tutor/Assessor will provide you with further guidance on how to improve your final submission. (Not applicable for BTEC Firsts or Nationals)

20. Appeals Procedure

- You have the right to a second opinion on any assessed work and your Tutor/Assessor will issue you with a copy of the Appeals Procedure for you to keep in your file.
- If you are unhappy with the Assessment Decision, you should, in the first instance, speak to the Tutor/Assessor concerned. If you are not satisfied with the explanation provided by the Tutor/Assessor, the Tutor/Assessor will ensure you are provided with a copy of the Appeals procedure. The Programme Lead, PAM or Director of the Curriculum Area will arrange for your work to be independently re-assessed. This decision will be final. If you are dissatisfied with the outcome, you may use the College Complaints Procedure, or where appropriate, refer to the External Verifier.

21. Avoiding Plagiarism

- Your Tutor/Trainer Assessor will explain to you about good and bad practice in presenting your work and in particular the importance of not handing in work copied from other sources. It is important you understand these issues and how they apply to you for if, example, you are found to have handed in work that is not your own, or committed another academic offence, this can be a disciplinary matter under the College's Code of Conduct

This document will become an uncontrolled copy when printed or downloaded.

LEARNERS ASSESSMENT APPEALS PROCEDURE

1. PURPOSE AND PRINCIPLES

This procedure applies to all learners of Leicester College and is designed to support learners who wish to seek a review of an assessment decision.

Assessment should be undertaken in line with the national standards and relevant Awarding Organisation and College procedures. Staff should ensure that they adhere to these prescribed procedures and that they are explained to learners.

2. PROCEDURES FOR INTERNALLY ASSESSED SUBMISSIONS

2.1 Stage One: Review with the Tutor/Assessor

2.1.1 A learner wishing for a review of an assessment decision should, in the first instance, speak to the member of staff /Assessor concerned within 5 working days of formal feedback being provided. The Tutor/Assessor should give a full explanation of the assessment process and how the grading was determined within 5 days following the learners appeal. This should be a formative process for the learner and the Tutor/Assessor should justify the reasons for the grading and explain how the learner could more fully have met the assessment criteria.

2.2 Stage Two: Independent re-assessment of work

2.2.1 If the learner is not satisfied with the explanation provided under Stage One and wishes to take the matter further, the Tutor/Assessor should ensure that the learner has a copy of this Assessment Appeals Procedure, knows the names of the staff who may be involved and is aware of the tutoring and counselling services available.

2.2.2 The Tutor/Assessor should complete sections one and two of the Learner Assessment Appeal pro-forma (Appendix 4a) and the learner in turn, should complete section three. The learner should submit the pro-forma to the relevant Programme Lead, Business Development Manager, Programme Area Manager or the Director of the Curriculum Area within 10 working days of Stage One.

2.2.3 The Programme Lead, Business Development Manager, Programme Area Manager or Director of the Curriculum Area will arrange for the work in question to be independently re-assessed by the course's Lead Internal Verifier or Internal Verifier or, where one is not available, by a second Tutor/Assessor. This re-assessment should take place within 10 working days of the submission of the written request by the learner.

This document will become an uncontrolled copy when printed or downloaded.

2.2.4 The Lead Internal Verifier/Internal Verifier/Second Assessor will complete section four of the pro-forma, giving an independent assessment of the work and comments on the grading decisions made. This decision will be final. A copy of the completed pro-forma should be given to the learner and the original assessor, and a copy placed in the learner's file.

2.2.5 Where the learner is found to have a valid complaint about the original assessment, the Tutor/Assessor should give the learner an opportunity to re-submit the work by an agreed deadline within constraints of the Awarding Organisation.

2.3 Stage Three: Further Action

2.3.1 If the learner is dissatisfied with the outcome of Stage Two, they may use the College Complaints Procedure, or where appropriate, refer to the Quality Development Manager to contact the External Verifier.

3. PROCEDURES FOR EXTERNALLY ASSESSED SUBMISSIONS

3.1 Learners wishing to appeal against an assessment decision made by an awarding organisation (for example, in examinations or during the course of moderation or verifications processes) should liaise with their Programme Lead in the first instance. The College will support requests of remarking of work, scripts to be returned and moderation to be checked when requested by individuals. However, learners should be aware that they would be liable for any fees incurred in this process.

This document will become an uncontrolled copy when printed or downloaded.

LEARNER ASSESSMENT APPEAL PRO-FORMA for STAGE TWO

If a learner remains dissatisfied with an assessment decision after having taken it up with the Tutor/Assessor concerned under Stage One of the Assessment Appeals Procedure, he or she should:

- Ask the Tutor/Assessor to complete sections one and two of this form;
- Fill in section three explaining the reasons for the appeal; and
- Give the completed form to the relevant Programme Lead, Business Development Manager, Programme Area Manager or the Director of the Curriculum Area within 10 working days of the end of Stage One.

SECTION ONE

Course:

Learners name:

Tutor/Assessor:

Title of assessment: Internal Verifier:

Date of assessment (work handed in):

Date of appeal:

SECTION TWO

Tutor/Assessor's comments on the work and reasons for the original grading decisions. (This should be accompanied by the original assessment feedback sheet).

Tutor/Assessor's signature: Date:.....

This document will become an uncontrolled copy when printed or downloaded.

SECTION THREE

Learner's reason for appeal:

Learner's signature: Date:.....

SECTION FOUR

Lead Internal Verifier's or Internal Verifier's or Second Tutor/Assessor's assessment and grading decision on the Learner's work:

Lead Internal Verifier's/Internal Verifier's/Second Tutor/Assessor's signature:

Date:.....

Leicester College is committed to promoting an inclusive environment for all our learners. The College welcomes the Special Educational Needs and Disability Act 2001 and will make reasonable adjustments to all aspects of the College in order to ensure that disabled learners and other disabled people are not substantially disadvantaged.

This document will become an uncontrolled copy when printed or downloaded.

RECOGNITION OF PRIOR LEARNING/ACHIEVEMENT POLICY (RPL)

1. INTRODUCTION

As part of our commitment to quality assurance the College seeks to provide learners with guidance and support to help them achieve their learning and development goals while meeting any regulatory requirements. This policy is about prior learning and recommends ways a learner can meet any requirements while avoiding repetition of learning and assessment.

2. POLICY STATEMENT

Recognition of Prior Learning (RPL) is:

"A method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning."

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

3. EVIDENCE

RPL may be used to accredit part of a unit, unit(s) or a qualification. Evidence submitted for RPL must be:

- Valid – Evidence must match the Awarding Organisation criteria at the correct level for the qualification required.
- Authentic – Evidence must reflect the candidates own activities.
- Current – Candidate must be able to demonstrate recent evidence of competence supported by knowledge and understanding.
- Sufficient – The amount of evidence must be sufficient to demonstrate competence on more than one occasion and in a variety of techniques/skills.

4. PRINCIPLES

4.1 RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.

This document will become an uncontrolled copy when printed or downloaded.

4.2 RPL is a learner-centred, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

4.3 The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

4.4 Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

RPL is also of value to learners transferring across various learning programmes who have relevant learning but do not hold relevant credits or certificates. This may include learners transferring from NQF to QCF specifications.

5. AMPLIFICATION

The use and application of RPL is of particular value to learners without formal qualifications, who are either in employment, preparing to enter, or returning to employment. It enables them to gain all or part of a qualification without having to undertake a formal learning programme.

RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certificated learning, then they should apply for exemption, not RPL. Exemption is the facility for a learner to claim exemption from some of the achievement requirements of a qualification.

RPL focuses on assessment and awarding of credit for prior learning which may count as evidence towards:

- a unit accumulated towards a full qualification.
- unit or units recognised by an Awarding Organisation.
- a full qualification.

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The Quality Assurance Team within a Sector Subject Area, including the Programme Lead, Tutor, Assessors and Internal Verifiers are responsible for managing this process.

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor

This document will become an uncontrolled copy when printed or downloaded.

may use questions to check understanding, and for competence. Note also that the Awarding Organisation's assessment strategy must be adhered to.

The RPL process is **not** concerned with allowing for exceptional entry to, or exemption from, a programme of study.

The RPL process does **not** allow the recognition of any unit assessed by external assessment, only because such units are subject to specific evidence requirements.

Curriculum Areas wishing to carry out RPL must ensure that:

- Learners are registered as soon as they formally start to gather evidence.
- Records of assessment are maintained, as for any other unit/qualification.
- Certification and claims are made according to normal procedures.
- All relevant evidence is assessed before assessment decisions are confirmed.
- There is designated personnel with the appropriate expertise to support and assure the RPL process (as above).

6. ACCREDITATION

If the outcome of the assessment has been positive, the internal verifier can recommend the candidate for accreditation. The relevant Awarding Organisation will provide an external verifier to review the evidence. The qualification or credit can then be awarded.

7. TERMINOLOGY

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

This document will become an uncontrolled copy when printed or downloaded.

Candidate Malpractice

This is not an exhaustive list however provides examples of Candidate Malpractice.

For example:

- The alteration or falsification of any results document, including certificates.
- A breach of the instructions or advice of an invigilator, supervisor, or the Awarding Organisation in relation to the examination or assessment rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments.
- Collusion: working collaboratively with other candidates, beyond what is permitted.
- Copying from another candidate (including the use of ICT to aid the copying).
- Allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment.
- The deliberate destruction of another candidate's work.
- Disruptive behaviour in the examination room or during an assessment session (including the use of offensive language).
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication.
- Making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio.
- Allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework.
- The misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials).
- Being in possession of confidential material in advance of the examination.
- Bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations).
- The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios.

This document will become an uncontrolled copy when printed or downloaded.

- Impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment.

- Plagiarism: unacknowledged copying from published sources or incomplete referencing.

- Theft of another candidate's work.

- Bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, iPads, mobile phones, MP3 players, pagers or other similar electronic devices.

- The unauthorised use of a memory stick, where a candidate uses a word processor.

- Behaving in a manner so as to undermine the integrity of the examination.

This document will become an uncontrolled copy when printed or downloaded.