

## Internal Verification and Assessment Policy

### 1. Purpose

The policy is to support the continuous improvement of assessment by putting the achievement of students at the heart of the assessment process and to provide guidelines for staff and students about their responsibilities within the process.

The College will make every effort to ensure through its quality assurance and improvement systems and procedures that students are able to achieve their qualification to the best of their ability, supported by high quality assessment processes, and effective, timely feedback.

### 2. Student Assessment Entitlement

All learners are entitled to receive assessment that is fair, rigorous, regular and appropriate for the courses and programmes being followed. It must also be ensured that assessment, verification, standardisation and moderation procedures are in accordance with awarding body requirements.

Students are entitled to assessment that will be sensitive to their needs and reflect the context in which learning takes place, as well as where achievement is recorded and accredited.

### 3. Assessment Principles

#### i. Authenticity

All assessment activity must have in place processes to ensure that the achievement is the student's own work. Awarding bodies have their own rules and regulations about authenticity which tutors/assessors must abide by.

#### ii. Validity

The method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning outcomes/competencies and related assessment criteria of the provision at the appropriate level.

#### iii. Reliability and Consistency

The assessment results should be standardised across levels and provision. Moderation and standardisation must follow the College and Awarding Body procedures.

#### iv. Fitness for Purpose

Assessment must be fit for purpose for the students.

The criteria and methods which are being used to judge work must be clear to the students, staff and internal/external moderators or verifiers.

#### v. Inclusiveness

Assessment should be based on students' needs. It must allow all students to demonstrate their achievements. It must comply with the equality policy of the college.

#### vi. Scope

This policy applies to all provision offered by the College where all or part of the programme is formally assessed.

As such Halesowen College operates an assessment policy which:

- a. Aims to provide fair, timely and informed feedback and assessment for all students.
- b. Complies with the examination and assessment regulations of accredited awarding bodies.
- c. Includes a written procedure for appeals against unfair assessment and/or refers to the awarding body/partners appeals procedure.
- d. Provides reference to an inclusion of the Joint Council for Qualification in Examinations and Assessments Procedures.
- e. Entitles all students to access initial and diagnostic assessment and appropriate follow up learning support.
- f. Seeks to identify and offer support to any students with special learning support needs or learning difficulties.

#### 4. Assessment Guidelines

The college aims are:

- i. To provide all students with an outline of their programme assessment requirements together with a clear explanation of the assessment requirements of their awarding body.
- ii. To provide all students with a copy of an annual/termly assessment schedule as appropriate.
- iii. To ensure all assessments will be accompanied by a briefing sheet which clearly states the criteria for successful completion of the assessment, and the marking and feedback arrangements.
- iv. Where appropriate, to ensure all processes of formal/summative assessment related to external awarding bodies' requirements, will be supervised by the college's examinations team, which will maintain records of registrations and individual achievements of students.
- v. To provide opportunities to meet the final assessment standards during the formative period of assessment.
- vi. To ensure that assessors and internal quality assurers (internal verifiers) have the experience and vocational qualifications to meet the awarding body requirements. Assessors in training will have their decisions countersigned by an approved assessor.
- vii. To ensure sufficient assessments will be sampled (a minimum of 10% or 20% where courses are new or courses do not receive awarding body approval in all area in the previous session) through internal quality assurance/verification and external examiner process, to meet awarding body requirements.
- viii. To provide clear and effective feedback from all assessments within 10 working days to learners.
- ix. To ensure internal and external moderation of standards takes place regularly, and in a timely manner, using students' assessed work/portfolios, to meet the requirements of awarding bodies. The College aims to ensure appropriate standardisation of assessment and consistency by all staff involved within the assessment process.
- x. To provide equipment and resources to support assessment, which will be maintained at a level to meet current awarding body requirements.
- xi. To provide reasonable opportunities to be re-assessed (as allowed by the awarding body), or to appeal against an assessment decision as appropriate.

- xii. Where applicable provide regular reviews of the students' individual progress which incorporates grades from all relevant staff involved in assessing a students' progress.
- xiii. To provide regular reporting of both actual formative progress and predicted summative assessment outcomes to parents and employers, as appropriate.
- xiv. To ensure all college staff involved within a process of assessment will be provided with sufficient information and training and have recent industrial experience as appropriate to meet an awarding body's requirements.
- xv. To ensure all appropriate staff involved in assessment and internal verification practices fully implement the College's policy and guidelines regarding assessment.

## **5. The Student's responsibilities in the assessment process:**

The student is required:

- i. To attend all classes and tutorials punctually, and to produce work for formative assessment or for submission to an awarding body, as required by the assessor. This should be produced to the deadline set in the assessment plan. This is available in the course handbook via Moodle.
- ii. To provide coursework and/or portfolio evidence for inspection by the Assessor/Course Leader/Head of Division and Internal/External quality assurers/verifier(s) on request.
- iii. To provide coursework and/or portfolio evidence that is self-certified as their own work clearly evidencing sources.
- iv. To undertake placement commitments as required by course guidelines.
- v. To attend examinations, assessments (including IQA and EQA/EV visits) and submit work as required for assessments.
- vi. To provide the assessor with documented evidence or medical confirmation where they are unable to meet an assessment deadline at least two days before the assessment deadline. If for some reason this is not possible then the latest is seven days after the assessment deadline or date of exam or assignment, unless otherwise stated by the Assistant Principal. An Extenuating Circumstances Form (as per the Policy) should be completed.
- vii. If the student is found to have misled or attempted to gain unfair advantage including using plagiarism, assessors have the authority to deem the student to have failed part or all of the assessment and to determine whether the student will be permitted to be reassessed. Cases of plagiarism or malpractice must be sent by the Teacher/Assessor to the Course Leader and Head of Division in the first instance.
- viii. Course Leaders, Heads of Division and Assistant Principals along with exams are responsible for ensuring students are registered with the awarding body and/or their examination entry by completing the required information and ensure the exams department register the students correctly.
- ix. In public examinations, students should be in the exam room 10 minutes before the exam is due to start.
- x. To declare any learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study so that support may be put

in place.

## 6. Assessment of Prior Learning (APL)

This policy applies when:

An applicant or existing student wishes to gain credit towards a college award on the basis that they have prior certified or experiential (normally work-based) learning relevant to the programme concerned.

OR

A student wishes to transfer programmes internally and believes that credits already studied at the College are relevant to the new programme.

The College will assess applications for accreditation of prior learning and how that credit will be treated when assessing college awards, in accordance with the principles below.

### General Principles

#### Assessed Prior Certificated Learning (APCL)

Credits are awarded for previously assessed and certified learning from another FE provider where a professional body confirms the achievement of credits already gained.

#### Assessed Prior Experiential Learning (APEL)

Credits are awarded for assessed learning through experience in the workplace or elsewhere that is relevant to the specific programme of study. This must be fully evidenced.

Applicants should normally apply for any APL credit as part of the admissions process. However, credit may be awarded retrospectively at the discretion of the relevant Head of Division in agreement with the awarding body. Where an application for assessment of prior learning is received after the applicant has registered for a programme, the College reserves the right not to consider that application.

See Recognition of Prior Learning Procedure.

## 7. Plagiarism and Malpractice

Plagiarism within formative or summative assessment is treated as an extremely serious matter and action will be taken by the College.

To prevent incidents of plagiarism by students of published or non-published work produced by others, there will be a requirement for students to make an appropriate acknowledgement or reference to their sources within the essay or assignment, and to sign a declaration that the work is their own. All students work will be submitted through TurnItIn plagiarism checker.

For malpractice identified in student or staff practice the college will additionally follow the guidelines set out in the Joint Council for Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures:

<http://www.jcq.org.uk/exams-office/malpractice>

## 8. Appeals Procedure Guidance

The Appeals Procedure 'Appealing Against Assessment Decisions Policy' can be found on MyHalesowen.

- i. It is the responsibility of the college to make all students aware of the assessment appeals procedure during the induction period. It is an awarding body requirement as a condition of approval that a student may challenge assessment outcomes. If the student feels that

the college has not acted in an appropriate way, the concern must be made firstly to the college and only if this process is unsatisfactory then to the awarding body.

- ii. Assessment of students is a continuous process on all programmes with constructive feedback given throughout the assessment period.
- iii. At the stage that assessment feedback is given, a dated record of the outcome should be made signed by both assessor and student. There must be a copy for the College records and the student.

Refer to the Appeal Against Assessment Decisions Policy for detail of the stages.

## **9. Roles and Responsibilities for assessment, Internal and External Verification**

Assessors will be responsible for:

- i. Ensuring, along with Heads of Division/Assistant Principal, that only the correct and most up to date specifications, including unit criteria are used to set and mark assignments.
- ii. Informing the student at the start of their individual assessment and training programme of the assessment schedule planned to meet those requirements. This should be detailed in the course handbook.
- iii. Informing the student of consequences regarding plagiarism and non-submission including disqualification from the assessment process/disciplinary procedure. This should be detailed in the course handbook.
- iv. Completing assignment briefs and submitting these prior to assessment activities for Internal Quality Assurance/Verification.
- v. Assessing/marking homework/assignment briefs and providing student with feedback in line with the awarding body guidelines. Feedback should be given within 10 working days of submission.
- vi. Assessing all marked work for the identification of plagiarism, and formally notifying the Assistant Principal and Head of Division of any evident of plagiarism found in student work.
- vii. Initiating the disciplinary policy for students identified as plagiarising work or repeated non-submission.
- viii. Updating MyHalesowen/Onfile to ensure Course Leaders, Heads of Division and college management can accurately report on the unit completion/progress of every cohort.
- ix. Actively involving the students throughout the assessment process ensuring they are aware of assessment criteria, methods, standards and grading systems (as appropriate to the qualification).
- x. Undertaking regular and recorded assessment points.
- xi. Undertaking regular recording/tracking of progress in accordance with awarding body guidelines.
- xii. Providing students with clear, constructive feedback on the results of their assessment.

- xiii. Ensuring portfolios and student assignments are in a suitable order for awarding body External Verification visits.
- xiv. Attending regular staff development and training/events.
- xv. Offering appropriate progression/exit guidance.
- xvi. Administering tests and internal/public examinations, alongside staff from the Examinations team as required, including online exams.
- xvii. Ensure all student work is kept securely in a known location (ensuring Heads of Division/Lead IQAs/IVs and Assistant Principals are aware of where they are stored). All students work must e kept until the EQA process is complete. Once this has been completed student work (excluding formal controlled and internally assessed assessments) can be issued back to the student.

NB: A sample of work, three pieces of work contributing to the outcome for each unit/module of the qualification; one low pass, one good pass, and one merit/distinction (or 'high pass' where qualification is not graded) must be kept for a minimum of three years. This should include a representative sample from all student sand may include scanned copies, photographs and/or recorded work.

## Assessors (Apprenticeships)

- To operate systems to assure quality of assessment at programme level to provide advice and support to students.
- Plan knowledge activities in line with standards catering for differentiation.
- Use feedback system effectively i.e. Onefile, to complete reviews and maintain Off The Job (OTJ) training records and manage knowledge, skills and behaviour activities and assignments.
- Ensure students have up to date awarding body and End Point Assessment criteria and assessment plan.
- Ensure the apprentice has a clear understanding of the assessment process and assessment plan.
- Provide apprentice with opportunities to produce and collect relevant evidence required within the workplace to meet qualification requirements and apprenticeship standard.
- Attend assessor team meetings and participate in CPD.
- Participate fully in the quality processes.
- Make timely arrangements for apprentices with additional learning needs/EHCPs.
- To identify that appropriate equipment and physical resources are available.
  - Identify, prioritise and review physical resource needs to meet Awarding Bodies and EPA requirements.
  - Advise Head of Division/employers of resource needs.
  - Support Head of Division in annual review and evaluation.
  - Ensure compliance with Awarding Body and EPA requirements.
- To use appropriate methods of assignment.
  - Ensure any assignment briefs are internally verified prior to distribution.
  - Give constructive and effective feedback to apprentices in a legible format, using appropriate language for the level of apprenticeship.
  - Issue assignments, indicating submission dates where appropriate.
  - Review outcomes of assessment in Onefile providing apprentices with detailed SMART targets/feedback to improve their submission.
  - Use a variety of assessment methods to ensure equality of opportunity and effective usage of the apprentices time.
  - Ensure assessment conform to national and awarding body standards and college regulations.
  - Co-operate with the Head of Division to ensure disputes and appeals are dealt with in accordance with the Appeals Policy.
  - To ensure that appropriate mechanisms are operating for gathering and recording assessment documentation.
  - Ensure student records are complete legible and accurate.

- Ensure documentation is complete and up to date at course level in line with College systems.
- Ensure security and confidentiality of assessment documentation is maintained.
- To liaise with appropriate authorities
  - Identify issues for resolution at college, Faculty and team level meetings, and communicate through appropriate channels.
  - Liaise with Internal Verifiers for the programme area.
  - Ensure team recommendations from external verifiers are actioned to maintain the quality of assessment and ensure that actions taken are accurately communicated to internal verifiers.
  - Ensure any conflict or perceived conflict of interest that may appear to influence the objective exercise of their role is notified to the internal verifier/IQA and Assistant Principal for the Faculty.
  - Advise external verifier of any learners with an EHCP or additional needs and any changes in College assessment.
  - To implement the agreed external verifiers visit planner.
  - To provide regular progress update based on agreed tracking mechanisms.
  - Ensure any physical student work is kept securely in a known location. All student work must be kept until the final portfolio of work has been EQA'd. Once this has been completed student portfolio work (excluding formal controlled and internally assessed assessment) can be issued back to the student.

nb: as with other programmes, a sample of work; three pieces contributing to the outcome for each unit/module of the qualification; one low pass, one good pass and one merit/distinction (or 'high pass' where qualification is not graded) must be kept for a minimum of three years.

### **Course Leaders will be responsible for:**

- Help ensure assessors, those teaching/marking assignments in vocational programmes are using the up to date awarding body criteria via identification of any errors through the internal verification processes.
- Complete a sampling schedule and strategy for internal verification of assessment which is completed in a timely manner in line with the college year planner, and that this is shared with the assessor/teaching staff and the Quality Team.
- Ensure all assignment briefs are internally verified prior to distribution.
- Contribute to IV folder detailing all records of IV assessment/action planning/review and make this available to the external verifier if required. Also ensure that all key documents are shared with them and Lead IV where relevant.
- Support in the identification of training and development needs for assessor/teachers through IQA/IV activity.
- Support the Lead IV in reviewing IV and assessment activity in team meetings and by taking part in standardisation activities as scheduled at the start of the academic



year.

- Disseminate results from the IV'ing of assessors to the Lead IV.
  - Attend IV meetings and standardisation/moderation activities to attribute to the sharing of good practice.
  - Communicate with EQA, if requested by Lead IV regarding the specific requirements of their EQA visit and help co-ordinate preparation activities for the visit where required.
  - Communicate regularly with the Quality Nominee (Assessment Verification Lead) and Lead IV regarding any EQA/SV visits/issues.
  - Identify, prioritise practice and provide constructive feedback to assessors/teachers marking work.
  - Ensure through IQA/IV activity that assessments conform to national and Awarding Body standards and college regulations.
  - Help ensure disputes and appeals are dealt with in full accordance with the College's Appeal Procedure.
  - Advise Head of Division/Assistant Principal and assessors of the credibility of any students with accredited prior learning that could be carried forward into their relevant qualifications.
  - Make available to the programme team and the quality team, copies of the External Verifier/Quality assurer's report form.
- To confirm appropriate mechanisms are operating for gathering and recording assessment documentation:
    - Sample and monitor the work of assessors according to the appropriate awarding body's guidance. Sample student records to ensure they are complete, legible and accurate.
    - Ensure submissions for award of certificates (along with Head of Division) are accurate and fully meet awarding body requirements.
    - Ensure (along with assessors/Lead IV/Head of Division and Assistant Principal) the security and confidentiality of assessment documentation is maintained.
    - Maintain a frequency and level of sampling to ensure that between the external verifier's visits, s/he will have verified the work of all the assessors in accordance with the appropriate awarding bodies guidelines.
    - Maintain a record of appeals made by students.

n.b: an internal verifier cannot verify his/her own assessments.

- To liaise with appropriate authorities:
  - Identify issues for resolution and communicate through appropriate channels.
  - Liaise with External Quality Assurer/Verifier for programme area and implement any agreed action plan required by them.
  - Provide any required assistance to the EQA/EV during their visits as required by them.
  - Maintain a full record of visits by the External Quality Assurer/Verifier.
  - Ensure IV sampling plan are informed by any conflict of interest.
  - Ensure any conflict or perceived conflict of interest that may appear to influence the objective exercise of their role is notified to the Head of Division.

#### **Lead IV/IQA roles and responsibilities:**

- A Lead Internal Quality Assurer/Verifier is a person designated by the College, in agreement with the individual, to act as a point of sign-off and monitoring for the assessment and internal quality assurance/verification of programmes.
- The Lead Internal Quality Assurer/Verifier should be a subject/area specialist, as it is important that they understand what they are responsible for.
- The Lead Internal Quality Assurer/Verifier must be someone with the authority and/or knowledge to oversee assessment in some instances. They must be supported by the Head of Division, as the responsibility for overseeing all assessment within a subject/programme area is normally a key part of their role.
- The Lead Internal Quality Assurer/Verifier must be directly involved in the management or assessment and delivery of a programme, to have overall knowledge of the units.
- The Lead Internal Quality Assurer/Verifier should manage and emphasis the important of proper co-ordination of internal verification/quality assurance through a single point of contact, and not be the only member of staff internally verifying work or assignment briefs. The Lead Internal Quality Assurer/Verifier should co-ordinate across assessors and other Internal Verifiers.
- Lead IV/IQA College Quality Assurance Expectations:
  - Lead IQA/IV should be A1/V1 qualified where detailed by the awarding body of working towards completion of these awards/certificates.
  - The Lead IQA/IV will be expected to upload sampled work in accordance with awarding body requirement.
  - Maintain training where appropriate as required by the Awarding Body and where necessary by the college to remain updated with quality assurance in line with the

programme area.

- Lead IV staff are provided with remission to fulfil their quality assurance tasks for the programme area.
- Lead IV staff lead standardisation for assessors and internal verifiers and attend and engage in termly updates with the Quality Nominee.
- Lead IV staff communicate awarding body actions and recommend actions and monitor the progress with the Quality Nominee.
- For Edexcel BTEC Lead IVs only:
  - The Lead IV must register for the highest level of qualification delivered via EDEXCEL ONLINE. The Lead Internal Verifier must register and access standardisation materials if applicable and work through these within the programme team.
- The Lead Internal Quality Assurer/Verifier in each programme area:
  - Register and confirm registration every year. Complete standardisation and undertaking the induction training if required by the Awarding Body at the start of the academic year, to then carry out standardisation activity within their team.

### **Internal Verifiers (Course Team)**

To implement systems to assure quality of assessment at programme level.

To provide advice and support to Assessors.

- Ensure that there is an assessment and an internal verification plan/sample plan completed by individual teachers/assessors/internal verifiers for the programmes in their subject area. These should be fit for purpose and meet awarding body requirements. If they are unable to obtain these documents from relevant staff, they must report this to the Head of Division.
- Sign off the plans (as detailed above) and complete their own Lead Internal Quality Assurer/Verifier sampling plan to check that it is being followed at suitable points. The combination of the team's assessment and internal verification sampling plans, as well as the Lead Internal Quality Assurer/Verifier sampling plan will form the programme areas sampling strategy.
- Ensure, by liaising with the Head of Division, that the strategy meets awarding body requirements and includes a sufficient sample of students, all assignments and every assessor. The percentage of the samples will be outlined within the sampling strategy based on the experience of the assessor and internal verifiers.
- Ascertain that all assessors and internal verifiers have the appropriate qualifications and experience specified by the relevant awarding/regulatory body.
- Access and cascade to the team the useful practice standardisation materials.

- Advise and recommend training for assessors internal verifiers as relevant to the Head of Division.
- Ensure that the assessment decisions of unqualified assessors and internal moderators/verifiers are checked, authenticated and countersigned by an experienced/appropriately qualified internal moderator/verifier.
- Ensure that internal moderation/verification issues are discussed at team and standardisation meetings with staff.
- Liaise with the Standards Verifier/EQA to ensure that appropriate sampling takes place, when sampling is required.
- Ensure that any action points raised in External Moderator/Verifier reports are closed off – this should be completed with the Head of Division.

Head of Division responsibilities (with course team support):

- Take the lead in developing team structures in terms of assessment and internal quality assurance/verification alongside the Quality Team.
- Ensure the students have comprehensive information on assessment, including an assessment schedule as part of their course handbook, including regulations so they understand the purpose of assessment and what is expected of them.
- Ensure, identify and establish assessment opportunities to meet the outcomes of the programme of study, using a variety of appropriate assessment methods.
- Ensure assessment activities as detailed above as well as internal quality assurance/verification roles are understood by staff and delivered in time with the College quality year planner for IV and assessment activity.
- Monitor allocation and assessor and internal verifier duties and responsibilities.
- Ensure IV/IQA schedules are produced for courses within their area.
- Use assessors and verifiers who are experienced to appropriate national/awarding body standards have the appropriate skill set/or vocational experience.
- Have in place experienced staff to support/mentor where required Internal Verifiers, assessors and Lead Internal Verifiers. Liaise with the quality team to ensure minimal risk to the programme.
- Ensure well co-ordinated arrangements and facilities for assessments are in place.
- Hold regular team meetings which feed into the writing of course reviews.

- Ensure formal course reviews are completed and embed assessment areas for improvement as part of the College's quality procedures.
- Identify staff development and training needs relevant to assessment and ensure that these are met.
- Ensure internal quality assurance verification is scheduled in a timely manner (i.e. termly IV/IQA activity takes place, including the internal verification of assignment briefs prior to the assessment taking place).
- Ensure completed assignments/portfolios are available for the External Verifier.
- Together with the Assistant Principal for the Faculty, ensure that the student assessment appeals procedure is followed and, where issues are raised, are reported as outlined within the assessment appeals policy.
- Monitor security and confidentiality of assessment documentation at programme level.
- Monitor college arrangements for students with learning difficulties.
- Ensure all student work is kept securely in a known location and that all relevant staff have access.
- Samples of work retained for the period specified by individual Awarding Bodies.

## College Management Information Systems (MIS) / Exams

- Head of Division to provide liaison with and receive support from the Exams Manager and Exams Team.
- Provide effective management information based tracking of students' registration and certification.
- Ensure lists of achievements are provided to Heads of Division.
- Provide monthly opportunities for data cleansing with the Head of Division to ensure the accuracy of subsequent registrations.
- To process course amendments and ensure that appropriate changes to registrations or additional registrations are accurately made.
- To communicate and ensure a robust process for the checking and sign off achievement is in place which include relevant confirmation of the accuracy of grades by the Lead IQA/IV.
- Liaise with Heads of Division and capture tracking of digital systems required for exam and assignment uploads (clean space). Ensure these are set and prepared for use.

## Quality Team (Sharon Stanton) or in liaison with Heads of Division

- To design, develop and implement systems to assure quality of assessment at college level.
- To provide advice and support to Heads of Division, Lead IVs and Assessors.
- Act as Quality Nominee for the College with all awarding bodies.
- Act as a management lead for annual cross-college awarding body visits.
- Develop and ensure use of Standardised cross-college paperwork/action plans and templates for assessment as necessary.
- Support processes that ensure lead IV/IQAs are identified and trained in line with awarding body requirements.
- Help provide programme staff with latest QA guidelines/notifications from awarding bodies, promptly along with Heads of Division and Assistant Principals.
- Ensure programme staff are using up-to-date awarding body criteria via regular auditing of IV and assessment folders, and all relevant paperwork.
- Identify, prioritise and review development needs of individual programme areas which need to be addressed at college level.

- Alongside Heads of Division/Assistant Principals, ensure course/awarding body approval is tracked and monitored.
- Monitor mechanisms for gathering and recording assessment documentation.
- Maintain in conjunction with Heads of Division a current list of verifiers and courses for which they are responsible.
- Maintain current list of External College and Programme Verifiers, and EQA/SV dates to ensure timely verification.
- Ensure up-to-date list of Lead IQA/Verifiers.

**To liaise with appropriate authorities:**

- Identify issues for resolution at college level and communicate through appropriate channels.
- Disseminate results of monitoring to management and internal programme verifiers, ensuring that EQA/SV action plans are accessible and completed.
- Liaise with external college verifiers and identify action necessary at college level.
- Ensure college recommendations for external action to maintain quality of assessment are accurately communicated to appropriate bodies.
- Receive copies of all External Verifier Reports and Action Plans from external verifiers and ensure that actions for which staff are directly responsible are implemented in a timely and appropriate manner.

<b>Reviewed / Approved</b>	<b>By</b>	<b>Date</b>
Reviewed by	Jo Williams	July 2023
Consulted with	Craig Tucker	July 2023
Approved	n/a	
CLT approved	Yes	05.09.23
Website	No	
Next Review date		01.07.24

## Grading and Submission Rules

It is imperative that all learners understand the importance of submitting work on time by the deadlines given. The following rules around grading and resubmissions apply to all courses however, depending on the awarding body for your qualification some additional grading and submission rules may apply (Access and BTECs in particular).

1. All learners must submit work on time and without exception unless an extension has been agreed prior the initial deadline. Where extensions are granted, evidence of the extension and reasons for the extension must be kept by the Lead Internal Verifier.
2. Where an extension is given (a specific date must be recorded by) and if met, you will be able to achieve the maximum grade depending on the standard of work received.
3. Without a mitigating circumstance form your tutor will not provide you with an extension. Where work is deemed late on access courses (i.e. handed in without an agreed mitigating circumstances form) your work will be capped at a pass. For BTEC learners if you do not hand in your work by the deadline and do not have a mitigating circumstances form agreed you will not be able to resubmit. I.e. you will only have one opportunity to hand in and pass your work. In addition to not being entitled to a resubmission to improve your grade. BTEC learners would also not be allowed to retake a new assessment if you failed to meet the pass criteria.
4. If you submit your work on time you will be able to achieve the maximum grade depending on the standard of work received.
5. Where you have not met the initial deadline or the extended deadline for Access your grade may be capped at a pass. For BTEC provision this means you are not entitled to any further resubmission to improve your grade, or retake.
6. All written assignments must be set and submitted on Turnitin or the agreed platform organised by your course department (any exceptions to this must be agreed by the Head of Division).
7. On the Moodle page for your course your teacher will set up a Turnitin folder for your assignments where you will be required to upload them. You can receive support on how to use Turnitin from your teacher. Other platforms may be used by your course department depending on the qualification that you are studying. Your course tutor will inform you of this during the first few weeks of your studies.
8. Learners will receive disciplinary actions for repeatedly missing deadlines for assignment submission.
9. Once you are working on assignments which will be submitted for assessment, you must work independently to produce and prepare evidence for the final assessment/deadline (unless it is a group task in which case you will then need to indicate your specific input). Depending on your qualification and awarding body rules a draft assignment may be looked at and your teacher will set a formative feedback deadline to provide you with general feedback. They will not be able to indicate the grade however, that your draft would receive or provide you with specific information/actions to achieve higher grades. (For Level 2 and 3 BTEC courses you are not allowed to submit a draft for formative feedback, and must work independently once the assignment has been given out for completion).



10. Once work is submitted you will receive feedback within 10 working days by your subject lecturer this may include feedback on Turnitin. (??15 working days for Access programmes). Interim grades given will be subject to internal verification and checking procedures however, so final grades may take 15-120 working days rather than 10.
11. Once your final submission is in, your teacher must formally record the assessment results and confirm the achievement of specific assessment criteria.
12. For BTEC provision if you have met the initial deadline depending on your grade you will be able to resubmit work. The resubmission deadline date will be a maximum of 15 working days from the time you have received feedback. The agreement of this resubmission must be recorded and agreed by the Lead IV and you must undertake the resubmission without any further guidance from your teachers.
13. All work you submit for your course must be your own. Any instances of plagiarism will be reported to the Head of Division. You will also receive a stage 2 disciplinary on the first offence and move to a stage 3 disciplinary if instances of plagiarism are repeated. Plagiarism within formative or summative assessment is treated as extremely serious and action by the College will be taken in line with the College Learner Disciplinary Policy.

NB: Learners must declare any learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study or 15 working days prior to the assessment, so that support may be put in place.

### Appeals Structure: Assessment

When a candidate and assessor, after due discussion, cannot reach agreement on the outcome of an assessment the following appeals procedure is open to the candidate. It is designed to resolve the situation quickly and near the source of disagreement, taking into account only evidence that can be substantiated.

All grades awarded through internal assessment are subject to external moderation and may be adjusted by the awarding body.

#### Appeals Procedure

STAGE 1	
Candidate	Assessor
STAGE 2	
Internal Verifier	
STAGE 3	
Appeals Panel	Appeals Record Log
STAGE 4 <i>(if applicable)</i>	
Appeal to Exam Board	

## APPEALS SYSTEM

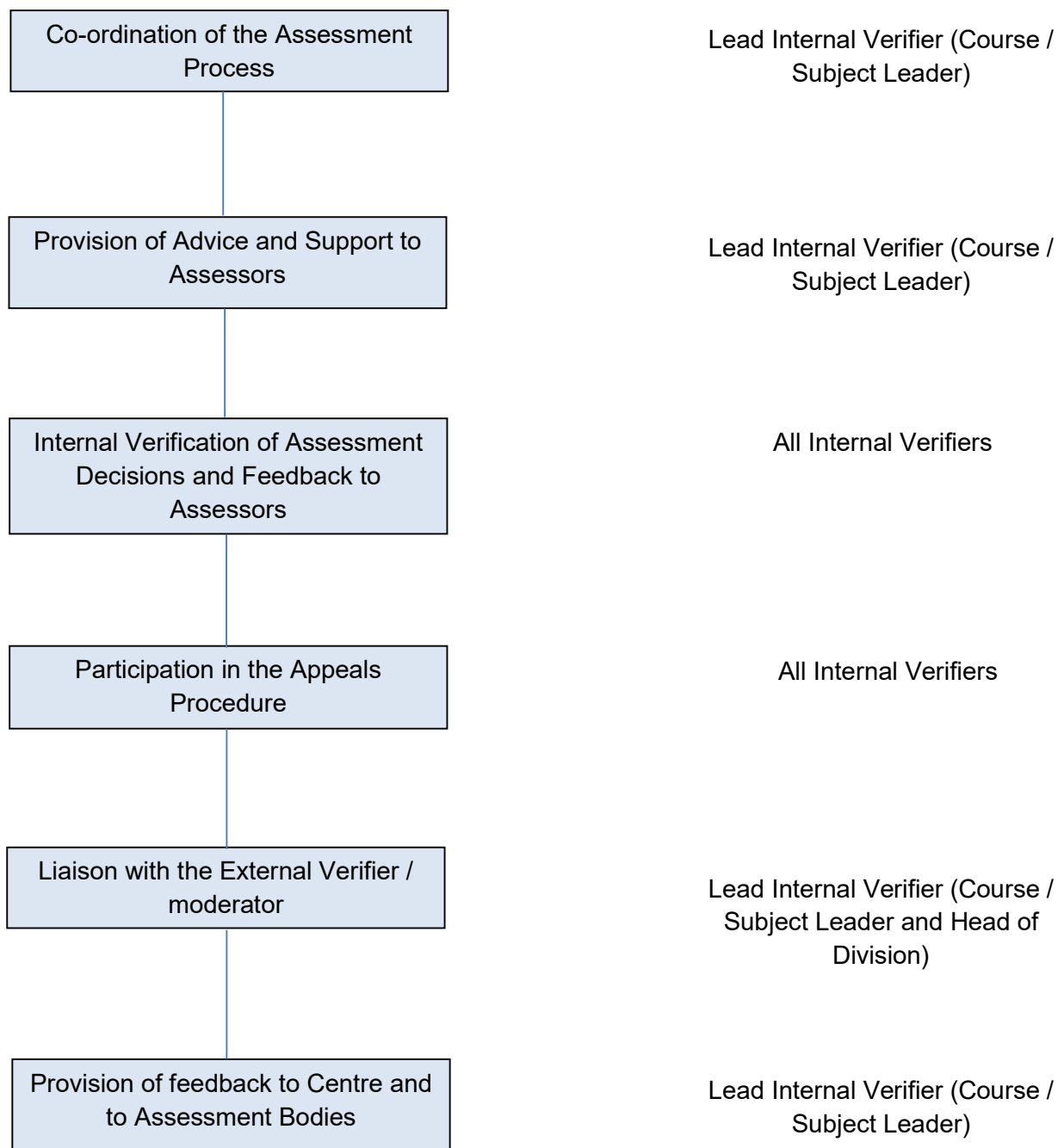
<b>STAGE 1</b>	<b>Assessor and Candidate</b>
	<p>If after the feedback session reviewing performance in an assessment a candidate disagrees with the assessment given s(he) must explain the reason for this with the assessor concerned, as soon as possible. In most circumstances this will be immediately after receiving the assessment decision and in any case should be within three working days of receiving the assessment decision.</p> <p>The assessor must consider the candidate's explanation and provide an immediate response through:</p> <ul style="list-style-type: none"> <li>• a clear explanation/reiteration (as appropriate) of the assessment decision following a re-evaluation of the evidence.</li> <li>• completion of section one of the <i>Candidate Appeal</i> form b candidate and assessor.</li> <li>• amendment of the candidate's assessment record, if appropriate.</li> </ul> <p>If the candidate agrees with the decision thus provided then the appeal need not proceed further.</p> <p>Where the candidate remains unhappy with the decision reached, the appeal must proceed to Stage Two.</p>
<b>STAGE 2</b>	<b>Internal Verifier, Assessor and Candidate</b>
	<p>The assessor concerned must forward:</p> <ul style="list-style-type: none"> <li>• the original assessment record and candidate evidence, where appropriate.</li> <li>• the <i>Candidate Appeal</i> form (Section One complete).</li> </ul> <p>to the nominated Internal Verifier within three working days of the appeal entering Stage Two phase.</p> <p>The Internal Verifier must reconsider the assessment decision and this will normally involve an evaluation of:</p> <ul style="list-style-type: none"> <li>• the candidate evidence and associate records;</li> <li>• the assessor's rationale for the decision;</li> <li>• the opinion of another assessor;</li> <li>• the opinion of the candidate.</li> </ul> <p>In doing so the Internal Verifier must complete Section Two of the <i>Candidate Appeal</i> form and provide the candidate with the reconsidered decision within five working days of receiving the appeal.</p> <p>Where the candidate remains unhappy with the reconsidered assessment decision, the appeal must proceed to Stage Three.</p>
<b>STAGE 3</b>	<b>Appeals Panel</b>

	<p>The Internal Verifier concerned at Stage Two must forward relevant details to the Assistant Principal and these should include:</p> <ul style="list-style-type: none"> <li>• <i>Candidate Appeal</i> form – appropriate sections completed.</li> <li>• Assessment Record sheet(s).</li> <li>• Any other written comments of the Internal Verifier (perhaps providing background details).</li> </ul> <p>The Assistant Principal must convene, within 10 working days of Stage Two, a panel comprising:</p> <ul style="list-style-type: none"> <li>• an independent IV nominated by the Deputy Principal,</li> <li>• the Stage Two Internal Verifier(s),</li> <li>• the Candidate,</li> <li>• the original Assessor(s),</li> <li>• a Head of Division,</li> <li>• a friend/colleague of the candidate, if requested by the candidate.</li> </ul> <p>The panel must reach a decision and inform the candidate of the result within five working days both orally and in writing.</p> <p>The decision of the Appeals Panel is final. Records of all appeals are to be logged and made available as appropriate to:</p> <ul style="list-style-type: none"> <li>• the Deputy Principal and the External Verifier (if applicable)</li> <li>• the Head of Division</li> </ul>
<b><i>If Applicable...</i></b>	
<b>STAGE 4</b>	<b>Appeal to Examination Board</b>
	<p>Some examination boards allow direct appeals.</p> <p>Where candidates have been through internal appeals stages one, two and three and are not satisfied with the outcomes, they may in some cases appeal to the examination board.</p> <p>The Course Leader can supply details of the correct procedure and method of contact with the Examination Board. This may vary from Board to Board.</p> <p>There may be a charge for a direct appeal to the examination board.</p> <p>All details of examination board appeals can be obtained from the Course Leader.</p>

Internal Verification Roles

**What Internal Verification Involves:**

**Who Carries It Out:**



## Procedure for Internal Verification at Halesowen College

