



## Assessment and Quality Assurance Policy and Procedure

- Assessment
- Internal Quality Assurance (IQA)
- External Quality Assurance (EQA)
- Extenuating Circumstances
- Assessment Appeals
- Recognition of Prior Learning (RPL)

DEPARTMENT	QUALITY ASSURANCE
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VERSION	1

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SUMMARY OF CHANGES (**Highlighted** and Hyperlinked)

Section/Page	Description	Rationale
All	Reference to Moodle.	Change of system platform from Gradebook.
All	Apprenticeship and WBL updates.	Includes Terminology updates, examples and reflects current processes.
<a href="#">Section 3.1/3.2</a> <a href="#">Page 4</a>	Overall responsibilities amended.	Revised job titles.
<a href="#">Section 4.1.1</a> <a href="#">Page 4</a>	Student registration rules amended.	Clarification of staff responsibilities/ College Policy.
<a href="#">Section 4.1.7</a> <a href="#">Page 5</a>	<b>Ensure that <u>all</u> Awarding Body deadlines are met.</b>	<b>Not meeting deadlines can lead to centre malpractice and/or sanction (s).</b>
<a href="#">Section 4.1.9</a> <a href="#">Page 5</a>	Centre staff cannot register on any qualification that they are a tutor, assessor or IQA for.	In accordance with Awarding Body rules.
<a href="#">Section 4.1.13</a> <a href="#">Page 5</a>	Reference to RPL.	Clearer signposting/navigation. Inclusion of the RPL Policy in the document.
<a href="#">Section 4.1.15</a> <a href="#">Page 5</a>	Sufficiently prepare students for the type of assessment (i.e. exams, written assignments, presentations, practical sessions).	Clarification of staff responsibilities/ College Policy.
<a href="#">Section 4.1.22</a> <a href="#">Page 6</a> <a href="#">Section 4.5.9</a> <a href="#">Page 9</a>	Actively participate in standardisation activities/processes/meetings which are timely, frequent, effective and documented in order to share good practice/improvements	Clarification of staff responsibilities/ College Policy.
<a href="#">Section 4.1.16</a> <a href="#">Page 6</a>	Specific reference to the College's Academic Misconduct Policy and Procedure.	Clearer signposting/navigation.
<a href="#">Section 4.5.10</a> <a href="#">Page 9</a>	Provide a timely response to EQA actions/recommendations through the EQA Tracking System notifications generated by the Quality Assurance Team.	Clarification of staff responsibilities/ College Policy.

<b>Section/Page</b>	<b>Description</b>	<b>Rationale</b>
<a href="#">Section 4.3.1</a> <a href="#">Page 7</a>	The negative effect of poor time management skills should be discussed to prepare students for higher education, employment, or as expected from their current work placement or employment and SMART targets must be set to improve time management, through Walsall College Graduate/Smart Assessor/the Student Support and Disciplinary process.	More in-depth explanation of the impact of poor time management and actions required.
<a href="#">Section 4.5</a> <a href="#">Pages 8-9</a>	Reviewed/specifically categorised IQA/Lead IQA responsibilities	Clarification of staff responsibilities/ College Policy.
<a href="#">Section 4.10</a> <a href="#">Pages 11-12</a>	Reviewed/specifically categorised management responsibilities	Clarification of staff responsibilities/ College Policy.
<a href="#">Section 4.11</a> <a href="#">Page 12</a>	Reviewed/specifically categorised Quality Assurance Team responsibilities	Clarification of staff responsibilities/ College Policy.
<a href="#">Appeals 4.3</a> <a href="#">Page 18</a>	Response deadline amended to 15 working days.	In line with other key College Policies and Procedures.
<a href="#">Appeals 4.8-4.9</a> <a href="#">Page 19</a>	Process timescales and student representatives updated.	In line with other key College Policies and Procedures.
<a href="#">Assessment Appeals Form</a> <a href="#">Pages 20-21</a>	Stage sections/job titles.	Annual update.
<a href="#">RPL Policy</a> <a href="#">Pages 22-28</a>	Full RPL Policy and Procedure.	Accessibility/clearer signposting/ navigation (previously a stand-alone document).

**Please Note - this policy also includes the Extenuating Circumstances/  
Extension Policy and Assessment Appeals Policy and Procedure**

To request a copy of this document in an alternative format such as large print, please contact 01922 657000.

## 1. PURPOSE

- 1.1 This policy aims to ensure the consistent implementation of a standardised approach to assessment and internal quality assurance (IQA), by all curriculum delivery staff.
- 1.2 It outlines an overview of assessment, IQA and External Quality Assurance (EQA), for all qualifications offered by the College.
- 1.3 Each qualification must adhere to the specific requirements of the relevant Awarding Body/regulator.
- 1.4 Where the College operates a franchise offer as part of a partnership, this may require College delivery to adhere to their centralised policies and guidance.

## 2. SCOPE

- 2.1 This document applies to all programmes/courses and all students (for the purpose of this document, apprentices and delegates will also be referred to as students).

## 3. RESPONSIBILITY

- 3.1 Overall responsibility lies with the Assistant Principal – Curriculum, Assistant Principal – Commercial Development and Assistant Principal – Quality and Student Experience.
- 3.2 Responsibilities of Directors of Faculty/Apprenticeships and Curriculum Development/Sector Managers/Curriculum Leaders, delivery staff, Internal Quality Assurers and the Quality Assurance Team are defined within the procedure.

## 4. POLICY

- 4.1 **To provide fair assessment processes, which meet the requirements of the Awarding Body. It is the responsibility of curriculum delivery staff to:**
  - 4.1.1 **Ensure that students/candidates are registered against the agreed qualification guidance stipulated by the Awarding Body, before undertaking any assessments or examinations.**
  - 4.1.2 **Provide up-to-date, accessible resources and assessment materials.**



- 4.1.3 Ensure that assessment focuses on student abilities fairly, irrespective of protected characteristics and offers the appropriate support and guidance for all students to access opportunities in this way.
- 4.1.4 Sign-up to the relevant subject-specific Awarding Body updates (via their website).
- 4.1.5 Use the **current** Assessment and IQA forms, available from the relevant Awarding Body website/portal (if required).
- 4.1.6 Assess spelling, punctuation and grammar, where this is relevant to the course.
- 4.1.7 Ensure that all Awarding Body deadlines are met.**
- 4.1.8 Utilise the College's **Reasonable Adjustment Policy and Procedure**, where required, to ensure that individual needs are identified.
- 4.1.9 Ensure that they do not register on any qualification where they are a tutor, assessor or IQA for (unless they have prior permission from the Awarding Body)**
- 4.1.10 Contact (or apply to) the relevant Awarding Body before being registered or engaging with any assessment or learning, should they wish to undertake a qualification within our own centre (that they are not delivering). The Awarding Body will review this request/application and check for any potential malpractice risks or conflicts of interest, then either approve the staff member to sit the qualification within the centre, or advise if this will not be possible.**
- 4.1.11 Ensure Walsall College's online tracking systems (i.e. Moodle/Smart Assessor/Walsall College Graduate/Support Register), reflect current student progress/achievement, in order to comply with College/Awarding Body rules and regulations.**
- 4.1.12 Inform Awarding Bodies that EQA Reports need to be sent directly to the Quality Team email – [qualityteam@walsallcollege.ac.uk](mailto:qualityteam@walsallcollege.ac.uk)
- 4.1.13 Recognise prior learning or experience (RPL), where appropriate (please see the [RPL Policy](#) - Pages 22-28 of this document).**
- 4.1.14 Ensure all students are informed about the assessment methods, learning outcomes, assessment criteria and the assessment procedures appropriate to the learning programme being undertaken.
- 4.1.15 Prepare students for the nature and type of assessment (i.e. exams, written assignments, presentations, practical sessions).**

4.1.16 Ensure you understand how to avoid academic misconduct/plagiarism, in line with the College's **Academic Misconduct Policy and Procedure**.

4.1.17 Ensure **students** understand how to avoid academic misconduct/plagiarism, in line with the College's **Academic Misconduct Policy and Procedure**.

4.1.18 **Save e-copies of all student records within the appropriate online tracking systems and store in accordance with Awarding Body/College document retention policies.**

4.1.19 Provide students with an Assessment Schedule, detailing the assessment activities to be undertaken within a given period. An Assessment Schedule should consider student workload and where feasible in consultation with other curriculum delivery staff, attempt to avoid 'assignment bunching'.

4.1.20 Where relevant, provide feedback on areas for improvement and guidance on areas for future improvement, **whilst adhering to Awarding Body standards.**

4.1.21 Inform students where assessment decisions including grades are, **subject to final validation** by Internal and/or External Quality Assurers or Moderators, or Assessment/Examination Boards in the case of Higher Education programmes.

4.1.22 **Actively participate in standardisation activities/processes/meetings which are timely, frequent, effective and documented, in order to share good practice/improvements**

**4.2 To provide accurate and timely assessment and feedback on learning, it is the responsibility of curriculum delivery staff/Vocational Coaches to:**

4.2.1 provide feedback within 15 working days (20 working days for Higher Education qualifications), after the submission of work.

4.2.2 provide assessment and grading opportunities for each student to achieve the award at the level appropriate to their ability.

4.2.3 keep up-to-date, accurate records of assessment decisions.

4.2.4 provide ample and appropriate opportunities for Formative Assessment tasks (designed **as assessment for learning**, rather than **assessment of learning**). These tasks should encourage students to explore/practice/experiment and make mistakes without the fear of failure or poor feedback. Formative Assessment tasks should utilise peer assessment and self-assessment and swift/constructive feedback (verbal and or written), must not be final and only serve to help students develop and improve in preparation for Summative Assessment.

- 4.2.5 utilise Diagnostic and Formative assessment (including Skills Scans for apprentices) at the earliest opportunity to help establish the individual's starting points for each award, assess individual strengths and areas for improvement and to support students to assess their own progress. This will also identify where early intervention is required.
- 4.2.6 make professional judgements of student readiness and if necessary, introduce additional Formative tasks to address any gaps in learning, prior to issuing a Summative Assignment/Assessment, or progressing to an apprenticeship gateway, to promote individualised learning.
- 4.2.7 provide a Summative Assessment Brief (Assignment Brief), where required, detailing the activity, the learning outcome targeted, the specific assessment criteria, and the expected submission date. The brief should also have a vocational context and help stimulate an individual approach outlining the range of evidence students may wish to consider for their response. All Summative Briefs should be internally quality assured or moderated before distribution to students (supported by records documenting the process).
- 4.2.8 ensure **all students** understand the consequences that will be imposed if the work is submitted after the due date, in accordance to the regulations of the Awarding Body.
- 4.2.9 contextualise criteria for Higher Education programmes (e.g. a Higher National Summative Assignment). It is important that the Merit and Distinction criteria refer to the significance of professional practice/approaches, where appropriate.
- 4.3 For work that is submitted after the submission date, it is the responsibility of curriculum delivery staff and Vocational Coaches to:**
- 4.3.1 enforce that submission dates should be adhered to wherever possible. The negative effect of poor time management skills should be discussed to prepare students for higher education, employment, or as expected from their current work placement or employment. In addition, SMART targets must be set to improve time management, through Walsall College Graduate/Smart Assessor/Every Student Matters process.
- 4.3.2 adhere to agreed submission dates and hand back any marked work within 15 working days (20 working days for Higher Education qualifications).
- 4.3.3 be aware that, in exceptional circumstances, [Extenuating Circumstances](#) can be requested (pages 14-17).

**4.4 For work that is resubmitted for assessment following a referral decision, it is the responsibility of curriculum delivery staff/Vocational Coaches to:**

- 4.4.1 ensure that work is only resubmitted through negotiation with the student and that it complies with the Awarding Body regulations.
- 4.4.2 ensure that students do not resubmit work to improve assessment outcomes, unless this is recognised and expected procedure within the award.
- 4.4.3 inform students that resubmitted work is unlikely to realise any grade above 'Pass', due to either a previous referral decision, or an unauthorised late submission of work.
- 4.4.4 understand that for some qualifications, assessment is carried out independently to the College (such as GCSE Exams and End Point Assessments (EPAs) conducted by an external awarding organisation). In these cases, where a student disagrees with the outcomes of that assessment (the assessment decision), the College will support them with the appropriate guidance on how to appeal the decision directly with the external awarding body/organisation.

**4.5 It is the responsibility of IQAs and Lead IQAs to:**

- 4.5.1 have sufficient occupational expertise, as defined by the Awarding Body, and to enable them to make accurate decisions for awards for which they are responsible.
- 4.5.2 understand the relevant national standards for the awards they are assessing.
- 4.5.3 ensure that Assignment Briefs and assessments are internally quality assured.
- 4.5.4 train/support new delivery staff and ensure all delivery staff are using the current specification/standards/forms/guidance.
- 4.5.5 confirm/check that **students/candidates** are registered against the agreed qualification guidance stipulated by the Awarding Body, **before undertaking assessments or examinations**.
- 4.5.6 demonstrate achievement of a recognised Assessor/IV/IQA qualification, where mandated by the Awarding Body.
- 4.5.7 **Where there is only one staff member qualified to deliver, assess or IQA then there must be a clear contingency plan in place to ensure ongoing and uninterrupted support for students.**



4.5.8 ensure (to the best of their knowledge) that the evidence submitted for an assignment is the student's own and they have clearly referenced any sources used in their work. Staff and students must understand that false declaration is a form of malpractice (refer to the **Academic Misconduct Policy and Procedure**).

4.5.9 actively participate in standardisation activities/processes/meetings which are timely, frequent, effective and documented, in order to share good practice/improvements

4.5.10 provide a timely response to EQA actions/recommendations through the EQA Tracking System notifications generated by the Quality Assurance Team.

**4.6 In order to ensure that assessment decisions meet national standards, it is the responsibility of IQAs/Lead IQAs to:**

4.6.1 Make sure that every programme with internally assessed work, which contributes to the final assessment outcome, is internal quality assured, standardised or moderated.

**4.7 Internal Quality Assurance (IQA) of Assessment Decisions**

4.7.1 A consistent internal quality assurance process must apply at all locations where approved programmes operate. Records must demonstrate that internal quality assurance is applied systematically to all Assessors and students.

4.7.2 For internal quality assurance of assessment decisions, Programme Managers, Vocational Coaches, Internal Quality Assurers (IQAs) and Lead Internal Verifiers (LIVs), must agree a risk-based approach when planning IQA schedules, and this must take place at the start of each academic year. This must be formally recorded for each programme using the appropriate Awarding Body documentation.

4.7.3 As a risk-based activity, IQA will be more crucial where, for instance, an Assessor is new to teaching, or new to teaching a particular unit that they have not taught before. The IQA should aim to take an increased sample from an Assessor whose assessment decisions were questioned or blocked by the External Quality Assurer (EQA) the previous year.

4.7.4 As a general rule, the IQA schedule should aim to sample work (assessment decisions) from every summative assignment and from every Assessor, on every unit. Within this, a range of assessment grades should be selected from a range of students across the duration of the qualification as and when summative assessment takes place.

4.7.5 IQA feedback should be given to the Assessor within ten working days of the assessment decision date and only the final agreed assessment should be shared with the students at this point.

#### 4.8 Internal Quality Assurance of Summative Assignment Briefs

4.8.1 For internal quality assurance of summative assignment briefs, 100% verification is required, with no exception. This is to safeguard the quality and reliability of the summative assignment and to ensure that it is fully fit-for-purpose and likely to generate the required evidence to meet the full range of assessment criteria.

4.8.2 IQA records for summative assignment briefs should be stored electronically on the College SharePoint site.

#### 4.9 Artificial Intelligence (AI)

4.9.1 **Generative AI** refers to a type of artificial intelligence that can create new content such as text, images or media, based on existing data. Most forms of generative AI, including ChatGPT, are trained using large amounts of data from the internet and other, unspecified, sources. This can include audio, code, images, text, simulations and videos.

4.9.2 Recent developments have enabled everyone to access this technology to create AI-generated content.

4.9.3 Initial findings suggest that AI technologies have the potential to transform teaching and learning, by reducing workload across the sector and enhancing student outcomes.

4.9.4 Risks and concerns have also rightly been highlighted across the sector and it is understood that it is critical to work towards the safe, secure and ethical use of AI. With regards to academic misconduct involving the use of AI and other emerging technologies, staff must continue to take reasonable steps to prevent this, in line with the College's **Academic Misconduct Policy and Procedure**.

4.9.5 The Government is currently undertaking a 'call for evidence'; seeking views and experiences from education professionals across schools, colleges, universities and the early years sector.

- 4.9.6 This section will be regularly updated to outline how AI could be used to support the sector, and highlight the risks, as soon as further evidence is made available. However, when something evolves at such a rate as generative AI, there will be areas of the unknown or the misunderstood.

#### 4.10 Management Responsibility and Accountability

##### It is the responsibility of all managers to:

- 4.10.1 **mandate/seek assurance that all staff have read and understand the College's Assessment and IQA Policy and Procedure and Academic Misconduct Policy and Procedure.**
- 4.10.2 **mandate/seek assurance that all staff have read and understood their Awarding Body's current Policies and Procedures (including handbooks and specifications – usually accessible from their website).**
- 4.10.3 ensure that Assessor and IQA qualifications are in place and recorded, where mandated by the Awarding Body.
- 4.10.4 **support new/existing delivery staff** to ensure they are using current specification/standards/forms/guidance.
- 4.10.5 identify and address training/performance needs.
- 4.10.6 ensure that quality assurance activities (internal quality assurance, standardisation or moderation) are planned, carried out and documented continuously throughout the year, as well as at the end of a programme.
- 4.10.7 mandate/seek assurance that students are registered against the agreed qualification guidance, stipulated by the Awarding Body, **before undertaking assessments or examinations.**
- 4.10.8 manage the delivery/IQA processes and procedures within their area.
- 4.10.9 **report all cases of suspected academic misconduct to the Quality Assurance Team and follow the Academic Misconduct Policy and Procedure.**
- 4.10.10 **ensure student tracking and documentation reflects current student progress and achievement, and that it is stored centrally i.e. on Moodle/Smart Assessor.**
- 4.10.11 confirm that all qualifications have registered a Lead IQA, with a Deputy Lead IQA assigned, logged on the internal tracker (via the Quality SharePoint). For Pearson qualifications, staff also must register via Edexcel Online **in advance of the annual deadline.**

- 4.10.12 ensure that staff with responsibility for internal quality assurance, standardisation or moderation (as appropriate) are identified for every programme that requires it and that they familiarise themselves with the **specific requirements of the Awarding Body** in respect of internal quality assurance, standardisation or moderation of their course.
- 4.10.13 Ensure appropriate records of internal quality assurance, standardisation and moderation are maintained.
- 4.10.14 Ensure that **action points** identified through internal quality assurance, standardisation, or moderation are carried out by the required deadline and any learning points are shared across the relevant teams.
- 4.10.15 ensure there is a timely and detailed response from delivery staff to **EQA actions/recommendations** through the EQA Tracking System notifications generated by the Quality Assurance Team.

#### External Quality Assurance (EQA)

- 4.10.16 Ensure that programme delivery, assessment and IQA adheres to the required external quality assurance expectations (for example, external validation/moderation/standards verification/external examiner) as stipulated by the Awarding Body and including annual systems checks/visits.
- 4.10.17 Ensure that action points identified through external quality assurance are carried out by the **stipulated deadline** and any **learning points are shared across the relevant teams**.

#### 4.11 It is the responsibility of the Quality Assurance Team to:

- 4.11.1 Disseminate information from Awarding Bodies/regulators, received by the Quality Nominee.
- 4.11.2 Update the College EQA Tracker to centrally store the reports (where received), good practice, actions and recommendations and ensure compliance with the actions in partnership with the relevant manager.
- 4.11.3 Produce an annual Assessment and IQA management report, outlining and sharing areas of good practice and improvement.
- 4.11.4 Inform the relevant Awarding Body in the event of any changes that may affect our ability to meet their requirements, i.e. change of Quality Nominee/Head of Centre/contact details.

## 1 PURPOSE

- 1.1 The following details the procedure for processing, recording and monitoring of Awarding Body reports.

## 2 RESPONSIBILITY

- 2.1 Overall responsibility lies with Assistant Principal – Quality and Student Experience.
- 2.2 Operational responsibility lies with the Quality Assurance Manager and Directors of Faculty/Apprenticeships.

## 3 SCOPE

- 3.1 This procedure applies to all qualifications.

## 4. PROCEDURE

- 4.1 Managers must ensure that the Awarding Body is informed that the Quality Nominee is the Assistant Principal – Quality and Student Experience.
- 4.3 The contact email address for the College must be completed as [qualityteam@walsallcollege.ac.uk](mailto:qualityteam@walsallcollege.ac.uk) so the Quality Assurance Team receive timely notification of any queries, activity and reports.
- 4.3 The Quality Assurance Team will forward any communication to the relevant staff and acknowledge receipt with the Awarding Body.
- 4.4 Reports will be shared with teams and uploaded to the EQA Tracker on the Quality site. Actions/recommendations will be extracted and the relevant staff will receive an email to address any actions, by the deadline date. The member of staff will be required to record an update against any actions via this email, which will then transfer automatically onto the tracker.
- 4.6 Outcomes will also be discussed as part of the Quality Summit and Course Monitoring Meetings.
- 4.7 Managers must notify the Quality Assurance Team, as soon as they are aware of any concerns, sanctions or potential sanctions and if direct claims status is awarded for a qualification.**
- 4.8 The Quality Assurance Team will provide an annual report outlining good practice, actions and recommendations, with the aim to share good practice and avoid a reoccurrence of any actions, across the College.



## 1 PURPOSE

- 1.1 Students have the right to communicate extenuating circumstances, where they are experiencing unforeseeable circumstances which impact upon their performance.
- 1.2 Students also have the right to request a deadline extension.

## 2 SCOPE

- 2.1 This policy does not apply to work-based programmes/courses where Vocational Coaches/Assessors review progress of individual students in the workplace.

## 3 RESPONSIBILITY

- 3.1 Overall responsibility lies with Assistant Principal Curriculum, and Assistant Principal Commercial Development.
- 3.2 Operational responsibilities are defined within the procedure.
- 3.3 Students are responsible for communicating extenuating circumstances/ requesting an extension by completing an [Extenuating Circumstances/Extension Request Form](#) (page 17 of this document).

## 4 POLICY

- 4.1 Students are informed of the consequences of late submission at the start of the programme.
- 4.2 **Extenuating Circumstances** are **unforeseeable circumstances** which impact upon:
  - a student's ability to complete an assessment;
  - a student's performance in an assessment;
  - meeting a coursework deadline.
- 4.3 An **Extension** can also be requested when you are aware of **foreseeable** circumstances that can negatively impact on your studies.
- 4.4 Decisions regarding extenuating circumstances must be made in line with Awarding Body regulations.

## 5 PROCEDURE

- 5.1 For **Extenuating Circumstances**, an **Extenuating Circumstances/Extension Request Form** must be submitted to the Course Tutor **up to seven working days**, after the extenuating circumstance.
- 5.2 For an **Extension**, an **Extenuating Circumstances/Extension Request Form** must be submitted to the Course Tutor **at least seven working days, prior** to the deadline.
- 5.3 Delivery staff will consider all cases individually, establishing whether the circumstances justify approval or not. In each case, the decision will be internally verified by another member of the subject delivery team or their line manager, before feeding back the decision to the student.
- 5.4 If extenuating circumstances are accepted, then the work will be assessed against the full range of possible assessment criteria.
- 5.5 If an extension is granted, the **new deadline date** must be recorded on the Extenuating Circumstances Form.
- 5.6 With regards to **Higher Education students**, extenuating circumstances will be recorded and presented at the College HE Assessment Boards.
- 5.7 Examples of extenuating circumstances likely to be accepted and rejected:

Likely to be accepted	Likely to be rejected
<ul style="list-style-type: none"> <li>Short-term illness or accident/injury (at the time of the assessment).</li> </ul>	<ul style="list-style-type: none"> <li>Holidays, trips, house moves or other events that were planned, or could reasonably have been expected.</li> </ul>
<ul style="list-style-type: none"> <li>Worsening of an ongoing illness or disability, including mental health conditions (at the time of the assessment).</li> </ul>	<ul style="list-style-type: none"> <li>Minor illness, such as common colds or hay fever, unless the symptoms are particularly severe.</li> </ul>
<ul style="list-style-type: none"> <li>Symptoms of an infectious disease that could be harmful if passed on to others (at the time of the assessment).</li> </ul>	<ul style="list-style-type: none"> <li>Assessments that are scheduled close together.</li> </ul>
<ul style="list-style-type: none"> <li>Bereavement or significant illness of a close family member or friend.</li> </ul>	<ul style="list-style-type: none"> <li>Misreading the timetable.</li> </ul>
<ul style="list-style-type: none"> <li>Unexpected caring responsibilities for a family member or dependant.</li> </ul>	<ul style="list-style-type: none"> <li>Poor time management/punctuality/low attendance.</li> </ul>
<ul style="list-style-type: none"> <li>Significant personal or family crises leading to acute stress (at the time of the assessment).</li> </ul>	<ul style="list-style-type: none"> <li>Minor transport disruption.</li> </ul>

Likely to be accepted	Likely to be rejected
<ul style="list-style-type: none"> <li>Witnessing a traumatic incident.</li> </ul>	<ul style="list-style-type: none"> <li>PC/Device or printer failure.</li> </ul>
<ul style="list-style-type: none"> <li>A crime, which has had a substantial impact on the student.</li> </ul>	<ul style="list-style-type: none"> <li>Minor life events.</li> </ul>
<ul style="list-style-type: none"> <li>Accommodation crisis, such as eviction, or the home becoming uninhabitable.</li> </ul>	<ul style="list-style-type: none"> <li>The consequences of breaking College rules and regulations.</li> </ul>
<ul style="list-style-type: none"> <li>An emergency or crisis that prevents the student from attending an exam or accessing an online assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Misreading instructions/ answering the wrong questions.</li> </ul>
<ul style="list-style-type: none"> <li>Safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Submitting no coursework/ assessments at all.</li> </ul>
<ul style="list-style-type: none"> <li>Jury service.</li> </ul>	<ul style="list-style-type: none"> <li>Failure to disclose access arrangements.</li> </ul>

## 6 EXTENUATING CIRCUMSTANCES APPEAL

- 6.1 A student may appeal against the outcome of an application for extenuating circumstances.
- 6.2 Extenuating circumstances appeals will be considered by following [Stage 3](#) of the **Assessment Appeals Procedure** (page 19) of this document.

This form can be made available in alternative formats such as Large Print.

For an **Extension**, this form must be submitted to the Course Tutor **at least seven working days, prior to the deadline.**

For **Extenuating Circumstances**, this form must be submitted to the Course Tutor **up to seven working days, after the extenuating circumstance.**

<b>Student Name</b>		<b>Course</b>	
<b>Assignment</b>		<b>Submission Date</b>	
<b>Assessment Decision</b>		<b>Assessment Date</b>	

<b>Student – Please provide details of Extenuating Circumstances</b>			
<b>Signed</b>		<b>Date</b>	

<b>Approval</b>			
<b>Assessor/Tutor:</b>		<b>IQA:</b>	
<b>Date:</b>			
<b>Decision and Rationale:</b>			
<b>New Deadline Date (if applicable)</b>			

## 1. PURPOSE

- 1.1 The following details the procedure to follow when a student disagrees with assessment outcomes and wishes to appeal against the decision.

## 2. RESPONSIBILITY

- 2.1 Overall responsibility lies with the Vice Principal - Curriculum and the Assistant Principal - Commercial Development.
- 2.2 Operational responsibilities are defined within the procedure.

## 3. SCOPE

- 3.1 This document applies to all programmes/courses.

## 4. PROCEDURE

- 4.1 If a student wishes to appeal against an assessment decision, there are four possible stages of appeal. These stages must be followed in sequential order:

### Stage 1 - Appeal to the Assessor/Tutor

- 4.2 Where a student disagrees with the assessment decision they must outline the reasons for this using the Assessment Appeal Form **within ten working days**.
- 4.3 The Assessor/Tutor will consider the student's explanation and provide a response to the student in writing, **within 15 working days** of receipt of the appeal. This response will be recorded on the **Assessment Appeals Form** and will give a clear explanation of the assessment decision, following re-evaluation of the evidence.
- 4.4 A record of the appeal will be retained on the appropriate online system.

### Stage 2 - Appeal to the Internal Quality Assurer (IQA)/Moderator

- 4.5 Where a student disagrees with the decision at Stage 1, they should be supported by the Assessor/Tutor to forward the Assessment Appeal Form to the IQA/Moderator within five working days.
- 4.6 The IQA/Moderator will reconsider the assessment decision, which may involve evaluation of the candidate's evidence, the Assessor's rationale for the decision, the opinion of another Assessor and the opinion of the candidate.



- 4.7 The IQA/Moderator will provide the candidate with the reconsidered decision in writing within ten working days of receiving the appeal. This decision will be recorded on the **Assessment Appeals Form**. A copy will be retained on the appropriate online system.

### **Stage 3 - Appeal to Appeals Panel**

- 4.8 Where a student disagrees with the decision at Stage 2, they must notify the College within five working days of the Stage 2 decision. The Assessment Appeal Form will be forwarded to the Directors of Faculty/Apprenticeships. The Directors of Faculty/Apprenticeships will convene an Assessment Appeals Hearing.
- 4.9 The hearing may involve an interview with the student and staff, by prior agreement. They may be accompanied by a family member or relevant professional. All the evidence will be reviewed, and the student will be notified of a decision within five working days of the hearing.
- 4.10 The decision will be recorded on the Assessment Appeals Form.

### **Stage 4 - Appeal to Awarding Body**

- 4.11 Where a student disagrees with the decision at Stage 3, they have a right to appeal to the Awarding Body. The student will be assisted by the Curriculum Delivery Manager/Apprentice Sector Manager/Director of Faculty.
- 4.12 The Awarding Body's decision is final.

### **Enquiries about Results (EAR)**

- 4.13 Awarding Bodies offer services for candidates to enquire about the result of examinations.
- 4.14 All candidates must provide a written consent form acknowledging that grades can be raised, lowered or confirmed as correct. No EAR can be submitted without this document.
- 4.15 If a candidate wishes to initiate this process, they must contact their subject tutor/assessor and the Examinations Office.
- 4.16 If the enquiry is not supported by the subject department, the candidate will be required to pay the necessary fees in order to progress with their enquiry. Payment will be required before the enquiry can proceed. Fees can be obtained from the Examinations Office and will vary depending on the Awarding Body.
- 4.17 **Please Note - all enquiries must be submitted through the Examinations Office. Awarding Bodies will not accept enquiries from candidates.**

This form can be made available in alternative formats such as Large Print

<b>Student Name</b>		<b>Course</b>	
<b>Assignment</b>		<b>Submission Date</b>	
<b>Assessment Decision</b>		<b>Assessment Date</b>	

<b>Please explain the reason for your appeal (Student to complete)</b>			
<b>Signed</b>		<b>Date</b>	

<b>Stage 1</b>		<b>Stage 2 (if applicable)</b>	
<b>Assessor/Tutor:</b>		<b>IQA:</b>	
<b>Date:</b>		<b>Date:</b>	
<b>Decision:</b>		<b>Decision:</b>	
<b>Stage 3 (if applicable)</b>		<b>Stage 4 (if applicable)</b>	
<b>Director of Faculty/ Apprenticeships:</b>		If you disagree with the decision at Stage 3, you have the right to appeal in writing to the Awarding Body.	
<b>Date:</b>			
<b>Decision:</b>		<b>Decision:</b>	

**Stage 1 - Appeal Decision (Assessor/Tutor)**

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**Stage 2 - Appeal Decision (IQA - if required)**

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**Stage 3 - Appeal Decision (Director - if required)**

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**Stage 4 - Appeal Decision (Awarding Body - if required)**

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## 1. PURPOSE

- 1.1 The purpose of this policy is to give individuals the opportunity to use their prior (earlier) learning or experiences towards part of a qualification, subject to evidence they have met the assessment requirements, through their current knowledge, skills or understanding and in line with Awarding Body policy.

## 2. SCOPE

- 2.1 This document applies to all programmes/courses.
- 2.2 In the case of Higher Education qualifications delivered by the College that are awarded by partner HE institutions, the College will adhere to the respective institution's own Recognition of Prior Learning (RPL) Policy and Procedure or equivalent.

## 3. RESPONSIBILITY

- 3.1 Overall responsibility lies with the Assistant Principal - Curriculum/Assistant Principal – Commercial Development.
- 3.2 Operational responsibilities are defined within the procedure.

## 4. POLICY STATEMENT

- 4.1 The term 'recognition' is used to describe the process in relation to prior learning applicable to two widely recognised forms: prior experiential (or informal) learning and prior certificated learning.
- 4.2 The Recognition of Prior Experiential Learning (RPEL) involves an assessment process, on the part of delivery staff, that leads to recognition, normally through achievement of a unit. The essential feature of this process is that it is the learning gained through experience which is being assessed, not the experience itself. For apprenticeships the RPEL must be categorised as mastery (which must be fully evidenced/certificated) or developmental (identified as partial evidence within the skills scan).
- 4.3 Prior certificated learning relates to prior learning (such as professional development awards or employment-based awards) which is at higher education level, but which has not led to the award of credits or achievement on the qualification for which the claim is being submitted.

- 4.4 RPL enables recognition of achievement from a range of activities using appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL at Walsall College is acceptable for accrediting a unit or units of a qualification. Evidence of learning must be valid, authentic, reliable, current (within the last five years) and sufficient. The authenticity of the evidence requires consideration of whether the evidence is genuinely the work of the individual.
- 4.5 The use and application of RPL is of particular value to students without formal qualifications, who are either in employment, preparing to enter, or returning to employment. It enables them to gain part of a qualification without having to undertake a formal learning programme. RPL can be used where a student has not had their prior learning formally recognised. RPL focuses on assessment and awarding for prior learning, which may count as evidence towards a unit accumulated.
- 4.6 All evidence will be evaluated using the stipulated learning outcomes and assessment criteria from the unit being claimed. In assessing a unit using RPL, the assessor must be satisfied that the evidence produced by the student meets the assessment standard established by the learning outcome and its related assessment criteria. Walsall College has staff with appropriate expertise and knowledge to facilitate this, (normally assessors). At Walsall College RPL may be used for units, but it would not be acceptable to claim an entire qualification through RPL, as it is unlikely that prior achievements would match every aspect of assessment requirements. **Guidance from the Awarding Body is an essential stage of this process.**
- 4.7 The prior achievement that would provide evidence of current knowledge, skills and understanding 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 may use questions to check understanding, and ask for the demonstration of skills to check competence. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.



### RPL for Higher Nationals (Pearson)

- 4.8 Please refer to Pearson's website for the latest guidance on RPL for Higher Nationals.
- 4.9 Walsall College will ensure that:
- **students/candidates** are registered against the agreed qualification guidance stipulated by the Awarding Body, **before undertaking assessments or examinations**.
  - records of assessment decisions made against prior learning are maintained.
  - certification claims are made according to procedures.

## 5. PROCEDURE

### 5.1 Stage 1 – Awareness Information and Guidance

- 5.1.1 Support will be provided by assessors with a full understanding of the specific qualification requirements. If the student is interested in seeking RPL, the following will be explained by the tutor:
- The process of claiming achievement by using RPL.
  - Sources of support and guidance available to them.
  - Timelines, appeals processes and any fees and funding implications involved.

### 5.2 Stage 2 – Pre-assessment; Gathering Evidence and Giving Information.

- 5.2.1 At this stage, the student will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases, the development of an assessment plan and tracking document or similar may be required, to support the student through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for.

### 5.3 Stage 3 – Assessment/Documentation of Evidence

- 5.3.1 Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a student's prior learning and experience in relation to unit standards. The assessor may be looking at work experience records, validated by managers; previous portfolios of evidence put together by the student or essays and reports validated as being the student's own unaided work.

5.3.2 An application for RPL should not be approved until the following criteria are satisfied:

1. The date of the prior learning has been checked and confirmed to have taken place within the past five years.
2. There is a correlation between the prior learning or experience which has taken place, and the level and intended learning outcomes of the course units.

5.3.3 Assessment must be valid and reliable to ensure the integrity of the achievement and, as above, the evidence gathered needs to meet the standards of the unit, or part of unit, that the evidence is being used for.

The assessment process will be subject to the standard quality assurance procedures of the College, for example internal standardisation and internal verification as well as the Awarding Body's quality assurance procedures. Evidence gathered through RPL will be clearly referenced and sign posted to aid internal assessment and internal and external verification.

### 5.4 Stage 4 – Claiming Certification

5.4.1 Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made by the College. Assessment and internal verification records, along with the completed RPL record, will be retained for the standard three-year period following certification.

5.4.2 The assessor will ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained according to Awarding Body guidance.

### 5.5 Stage 5 – Appeal

If a student wishes to appeal against a decision made about their assessment, they need to follow the appeals process below, in sequential order:

#### 5.5.1 Appeal Stage 1 - Appeal to the Assessor/Tutor

1. Where a student disagrees with the assessment given, he/she must explain the reasons for this with the Assessor/Tutor, in written form, within five working days. This will be recorded on the Recognition of Prior Learning (RPL) Appeal Form (included within this policy document) or e-sign-up for apprentices.

2. The Assessor/Tutor will consider the evidence, and provide a response to the student in writing, within ten working days of receipt of the appeal. This response will be recorded on the RPL Appeal Form, and will give a clear explanation of the appeal decision, following re-evaluation of the evidence.
3. A record of the appeal will be retained within the student's file and/or on College systems as appropriate.

#### **5.5.2 Appeal Stage 2 - Appeal to the Internal Verifier/Moderator**

1. If a student disagrees with the decision at Appeal Stage 1, they should be supported to forward the RPL Appeal Form to the Internal Verifier/Quality Assurer/Moderator within five working days.
2. The Internal Verifier/Quality Assurer/Moderator will reconsider the assessment decision, which may involve evaluation of the student's evidence, the Assessor's rationale for the decision, the opinion of another Assessor and the opinion of the candidate.
3. The Internal Verifier/Quality Assurer/Moderator will provide the student with the reconsidered decision in writing within ten working days of receiving the appeal. This decision will be recorded on the RPL Appeals Form. A copy will be retained on the appropriate online system.

#### **5.5.3 Appeal Stage 3 - Appeal to Appeals Panel**

1. Where a student disagrees with the decision at Stage 2, the RPL Appeal Form should be forwarded to the Director of Faculty, who will convene an Appeals Hearing.
2. The hearing may involve an interview with the student and staff, by prior agreement. They may be accompanied by up to two people who may be a parent, guardian, Course/Students' Union Representative, or Local Authority representative. All the evidence will be reviewed, and the student will be notified of a decision within five working days of the hearing.
3. The decision will be recorded on the RPL Appeals Form.

#### **5.5.4 Stage 4 - Appeal to Awarding Body/EPAO**

1. Where a student disagrees with the decision at Stage 3, they have a right to appeal to the Awarding Body. The student will be assisted by the Curriculum Development Manager (CDM)/Apprentice Sector Manager (ASM). The decision of the Awarding Body is final.

# Recognition of Prior Learning (RPL) Application Form



Student Name		Tutor Name		Course	
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Student Evidence			Assessment of Evidence				
Current skills/evidence of RPL/RPEL	How does this relate to the course?	Potential match with selected elements/units (complete with tutor)	Assessor Guidance: Does the evidence presented meet VARCS?				
			Valid	Authentic	Current	Reliable	Sufficient
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Assessor Feedback:**

<p><b>Student Declaration:</b></p> <p>I confirm that the above information is a true reflection of my current skills.</p> <p><b>Signature:</b></p> <p><b>Print Name:</b></p> <p><b>Date:</b></p>	<p><b>Assessor Declaration:</b></p> <p>I confirm that this evidence complies with Walsall College's RPL Policy.</p> <p><b>Signature:</b></p> <p><b>Print Name:</b></p> <p><b>Date:</b></p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Pass Evidence</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 50%;">Refer Evidence</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> </tr> </table>		Pass Evidence	<input type="checkbox"/>	Refer Evidence	<input type="checkbox"/>
Pass Evidence	<input type="checkbox"/>	Refer Evidence	<input type="checkbox"/>		

## Recognition of Prior Learning (RPL) Application Form

This form can be made available in alternative formats such as Large Print, please contact 01922 657000

Candidate Name		Course	
Assignment		Submission Date	
Assessment Decision		Assessment Date	

Please explain the reason for your appeal

Signed		Date	

Appeal Decision

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Stage 1		Stage 2	
Lecturer/Assessor/Coach		Internal Verifier	
Signed		Signed	
Date		Date	
Stage 3		Stage 4	
Director of Faculty		If you disagree with the decision at Stage 3, you have the right to appeal in writing to the Awarding Body.	
Signed			
Date			