

Assessment and Appeals Policy (FE Provision)

Mae'r ddogfen hon ar gael yn y Gymraeg / This document is available in Welsh

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Preamble to the Policy

Equal Opportunities

The College shall comply with all statutory duties in respect of equal opportunities in the areas of sex, race, age, disability, sexual orientation, transgender, religion, belief, pregnancy, maternity and paternity, marriage and civil partnership and the rehabilitation of offenders. The college shall also comply with the Human Rights Act 1998 and any subsequent enactments or modifications.

Sustainability

The college will comply with all statutory duties in respect of sustainable development by seeking to improve the long-term economic, social and environmental wellbeing of people and communities. This needs to be done in ways which promote social justice, equality of opportunity and which enhance the natural and cultural environment while respecting its limits.

Welsh Language

The Welsh Language Measure of 2011 ensures the equal status of the Welsh language alongside the English language. This law has created the role of a [Welsh Language Commissioner](#) and has introduced a number of Welsh Language Standards with which the College are under a statutory duty to comply. This includes conducting Welsh Language Impact Assessments for all new and revised policies.

1. Introduction

The College recognises the value of informed and accurate assessment decisions. The policy on Appeals is in two parts:

1. Policy on Internal Assessments for External Qualifications
2. Policy on External Assessments for External Qualifications (Enquiries about Results)

2. Policy on Internal Assessment

- All learners are entitled to receive a balanced teaching and assessment programme through a published syllabus, timetable and assessment schedule;
- Assessments should include the specific purpose of the assessment, the actual criteria for success and clearly expressed standards;
- Internal assessments will be conducted by assessors who have appropriate knowledge, understanding and skills;
- Learners are entitled to submit work in Welsh and to receive certificates in Welsh, subject to the approval of the awarding body of the course, under the Welsh Language Standards Regulations of the Welsh Language Measure (Wales) 2011:
- Assessment evidence provided by candidates must be produced and authenticated according to the requirements of the Awarding Body;
- All assessment decisions relating to a course must follow Awarding Body reporting and/or grading systems;
- For GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessment, learners must be informed of their centre marks so that they may request a review of the marking before marks are submitted to the awarding body. Please refer to section 4 of this Policy - guidance has been provided based on the JCQ guidelines on the 'Review of marking – centre assessed marks';
- Awarding Body re-submission and rework rules will be adhered to, with clear records of learner re-submission and re-takes;*
- Learners will receive information on their progress as a result of assessment. All assessed work should be returned to learners within two weeks of submission, with critically supportive comments and an explanation of areas for improvements;
- The consistency of internal assessment will be maintained by internal moderation and standardisation. Sampling of learner assessed work shall be

undertaken in accordance with the policy for Internal Verification at the specific location of study ([here](#));

- Learners are responsible for submitting work for assessment on time and to the relevant assessor. Failure to meet submission dates may result in delayed feedback from the assessor. Repeated failure to meet submission dates means that the learner may be subject to the Learner Disciplinary procedure. In all cases, the requirements of Awarding Bodies or other external franchise arrangements with regard to the late submission of work and deadline extensions must be complied with;
- All cases of alleged and actual plagiarism will be subject to the College Plagiarism Procedure (outlined in the Assessment Malpractice Policy [here](#)).
- In the event of the withdrawal of a qualification or where the College's contract with an Awarding Body ceases, the College will work with the Awarding Body to support the learners to safeguard the completion of the learning programme to ensure that the learners achieve before the contract with the Awarding Body ceases. The College would ensure that learner attainment is not impacted.

**The BTEC Guide to Assessment states that learners must meet formal assessment deadlines in order for an Assessor to accept evidence for assessment (or for re-submissions/retakes). Please refer to the College document called 'Submitting Assignments on BTEC Courses' for further guidance. Where a re-submission has been agreed by the Lead IV, the deadline for resubmission must be within 15 working days (and within term time) of the learner receiving the results of the assessment. Re-takes are to meet 'Pass' criteria only. Lead IVs may authorise extension deadlines where there are legitimate reasons for not being able to meet a deadline (e.g. illness). The tutor will discuss and negotiate deadline extensions with the Lead IV and they will be considered on an individual basis. Deadline extensions will be limited to a maximum of ten working days.*

Statement for Learners

- a. If you have any concerns about the assessment of your internally assessed work for public exams (i.e. controlled assessments, coursework, portfolios, projects etc.) you should discuss the matter with the respective curriculum management team immediately. Following that, if the matter remains unresolved, the formal written appeals procedure may be used.
- b. The regulations for GCSE, GCE, Entry Level and Project Qualification Coursework Assignments and GCSE Controlled Assessments state that:
 - The work you submit for assessment must be your own;
 - You must not copy from someone else or allow another candidate to copy from you;
 - If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating or malpractice;

Teachers have the right to reject a learner's work on the grounds of malpractice if any of the above regulations are broken. The learner, parent or guardian (where appropriate) has the right to appeal against any decisions to reject a candidate's internally assessed work on the grounds of malpractice.

3. Learner Appeals – Internal Assessment

Learners may appeal on the marks/grades awarded for assessed work that:

- Contributes to the final grading of the Award; and/or;
- Is a requirement for progression.

Learners may discuss their concerns about the assessment of internally assessed work for public exams (i.e. controlled assessments, coursework, portfolios, projects etc.) with faculty/department management.

Heads of School will arrange for a nominated Internal Verifier to second mark the assessed work. The outcome will be reported in writing to the learner, parent or guardian (where appropriate) within 10 working days of the initial request.

If the re-assessment results in the learner failing, the learner will be offered guidance and, within the terms of the respective examining body's regulations, the facility to re-submit or re-sit the work.

If the matter remains unresolved, the formal written appeals procedure may be used (see sections 5 and 6).

Note – where there is a requirement to second mark the work, the College will ensure that there are no Conflicts of Interest, in line with college policy (please refer to the Assessment Malpractice Policy for further information about Conflicts of Interest).

4. Review of Marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

The College will:

- ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Parents/guardians are eligible to request a review of centre assessed marks in writing and these requests must be authenticated prior to the review commencing;
- inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment;
- having received a request for copies of materials, promptly make them available to the candidate for review on college premises under supervised conditions;

- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision;
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing:
 - GCSE provision - the Head of School (Skills) and course tutors will agree and issue key dates to candidates by 30th September. Key dates will be in line with the assessment plans;
 - GCE provision – the Head of School (A Level Centre) and subject tutors will agree and issue key dates to candidates by 30th September. Key dates will be in line with the assessment plans;
- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline;
- ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review;
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;
- inform the candidate in writing of the outcome of the review of the centre's marking;

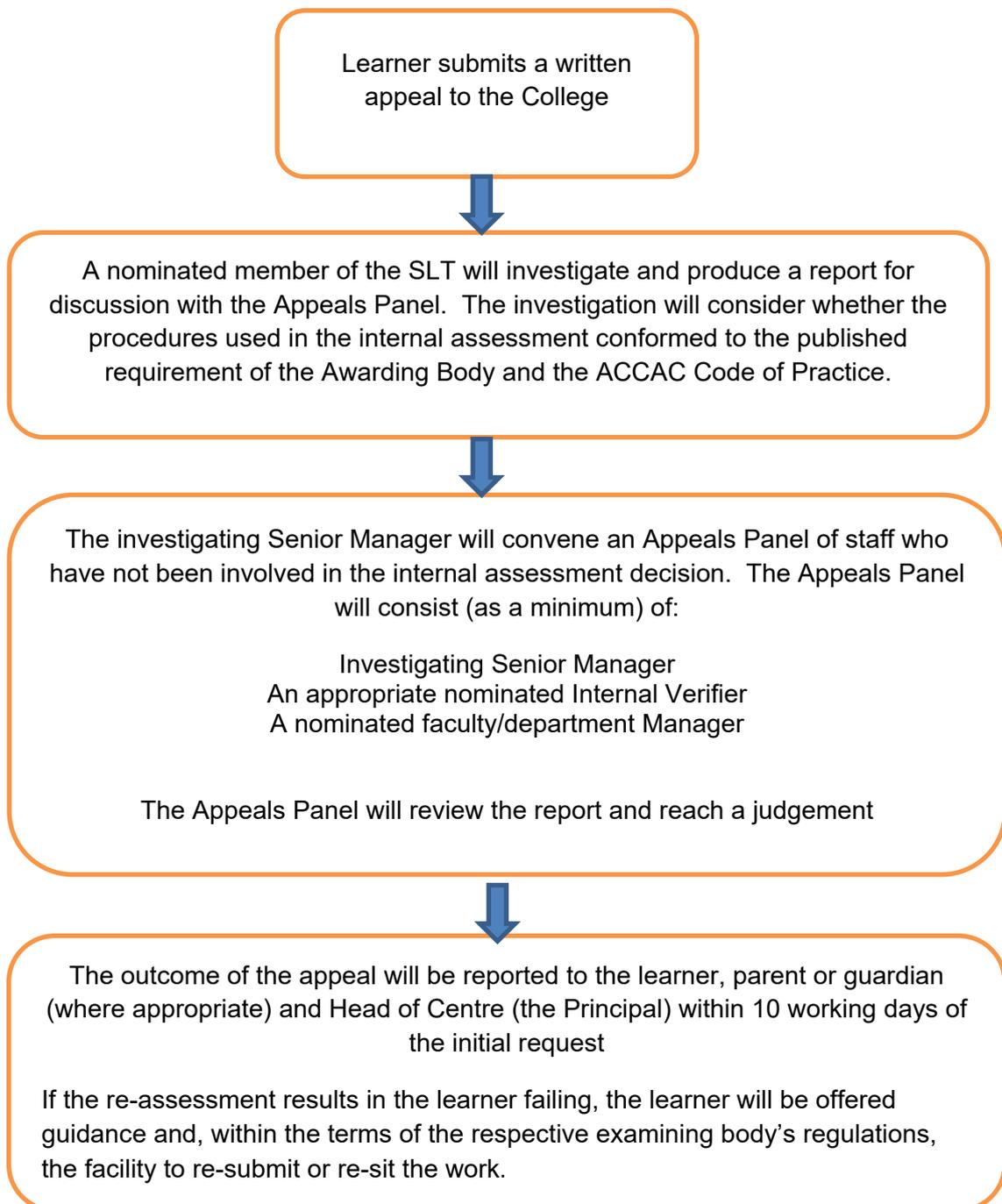
The outcome of the review of the centre's marking will be made known to the Head of Centre (Principal) and Examinations Manager. A written record of the review will be kept and made available to the awarding body upon request.

Where discrepancies in marks are significant, a wider review of the work will be undertaken.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

5. Written Appeals Procedure – Stage 1

This procedure is to be followed if the matter remains unresolved following discussion with faculty/department management. Written appeals must be received at least two weeks before the date of the last external examination in the subject. Internal appeals will be considered, and resolved, by the date of the last externally assessed paper of the series.



Note: If the learner is unwilling to accept the conclusions of the appeal, please refer to Stage 2

6. Written Appeals Procedure – Stage 2

If the learner is unwilling to accept the conclusions of the investigation, the investigating SMT member will refer the report (with outcomes of the appeal) to the Principal (the final arbitrator) within one week



The Principal will consider the report and any other evidence to decide whether the learner's work has been dealt with fairly. The Principal will reach a judgement



The Principal will announce the decision of the Appeal with one week of the Appeals Committee, directly to the learner (who may be accompanied by one person)



If the re-assessment results in the learner failing, the learner will be offered guidance and, within the terms of the respective examining body's regulations, the facility to re-submit or re-sit the work.

7. Policy on External Assessments for External Qualifications (Enquiries about Results – EARs)

Any learner who wants to query a mark/grade awarded by and Awarding Body upon issue of results should follow the following procedure:

- Contact the Registration and Assessments Manager **and** the subject teacher as soon as possible, or within 20 days from the date of the result, in person, to discuss the mark/grade. The Registration and Assessments Manager will advise on the options available to query the mark/grade and the costs involved. In respect of appeals linked to automated assessments, please refer to the Registration and Assessments Manager within 5 working days who will discuss the awarding body guidelines with you.
- Learners should be aware that EARs can result in the marks/grades being raised, confirmed or lowered. Learners must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Registration and Assessments Manager.

On receipt of an EAR request, the subject teacher will review the learner's marks/grades and discuss with faculty/department management to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the learner's predicted grades.

Appeals should focus on whether there is a marking error as defined by the regulators. Definition of marking error ground for appeal as from Ofqual's guidance to the Qualification Level Conditions: 'A Marking Error is defined as the awarding of a mark which could not reasonably have been awarded given the evidence generated by the Learner, the criteria against which Learners' performance is differentiated and any procedures of the awarding organisation in relation to marking, including in particular where the awarding of a mark is based on - • an administrative error; • a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment; or • an unreasonable exercise of academic judgment'.

If the faculty/department supports the EAR:

- The request, together with the learner's consent form, should be made to the Registration and Assessments Manager before the published deadline for EARs. The cost of the enquiry will be met by the faculty/department budget. If the EAR is successful, the fee will be refunded.

If the faculty/department does not agree to support the EAR:

- A learner may appeal against the decision not to support an EAR. Appeals should be made in writing to the Registration and Assessments Manager, at least 5 working days before the published deadline for EARs. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the learner, parent or guardian. The appeal information will be considered by the Registration and Assessments Manager and the Vice Principal. The outcome of the appeal will be communicated by telephone and 1st class letter post within 10 days following the outcome of the appeal. This decision is final;
- The learner may still proceed with the EAR. All costs involved will be paid by the learner at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Registration and Assessments Manager before the published deadline for EARs;
- Outcomes following EARs will be forwarded by the Registration and Assessments Manager to the learner as soon as they have been received from the Awarding Bodies.

8. Special Considerations

Please refer to the Joint Council for Qualification's 'A guide to the special consideration process' [here](#). "Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment."

Please note that ESOL special consideration requests are required to be in line with the Ascentis Reasonable Adjustments and Special Consideration Policy

If after consulting the respective document, which outlines the decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates, the head of centre, who is the subject of the relevant decision, ('the appellant') disagrees with the decision made and reasonably believes that the awarding body has not followed due procedures, a written request setting out the grounds for a preliminary Appeal should be forwarded to the relevant awarding body.

9. Actions to be taken should a portfolio or course work (paper or online) be lost/destroyed

In the event that course work (including a portfolio - paper or online) is believed to be lost/destroyed through no fault of the learner, please contact the Quality Assurance Manager immediately.

If the work was lost/destroyed within the College, the Quality Assurance Manager will notify the Awarding Body by completing a 'Notification of Lost Centre Assessed Work' form (Form 15) located [here](#), with the exception of AQA and OCR, where the notification is to be submitted using e-AQA or OCR Interchange. Awarding Bodies will respond with advice and guidance.

If the work was lost/destroyed externally due to an emergency or other event outside of the learner's control, please contact the Quality Assurance Manager who will contact the Awarding Body in the first instance. The Quality Assurance Manager will then provide support and guidance in terms of preparing a summary statement with assessment/IQA information and evidence for consideration by the Awarding Body.

Where lost/destroyed course work (including a portfolio) has been uploaded to Moodle, the Quality Assurance Manager will in the first instance contact the Strategic ILT Manager who will aim to locate the course work electronically. Moodle content is backed up daily.

If lost portfolios contain personal information, this is a reportable breach of Data Protection. The Quality Assurance Manager will report the matter to the Director of Learner Services.

10. Conclusion

The Assessment and Appeals policy and procedures will be reviewed annually due to the current curriculum reform measures.