



LINCOLN COLLEGE

**LEARNER ASSESSMENT AND APPEALS
POLICY AND PROCEDURES**

(Open University Programmes)

POLICY CQ/PO/1

SPONSOR

Head of Quality Improvement

EQUALITY AND DIVERSITY STATEMENT

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

LINCOLN COLLEGE

LEARNER ASSESSMENT AND APPEALS POLICY AND PROCEDURES

CONTENTS

Paragraph		Page Number
1	Purpose	1
2	Aims	1
3	Introduction	1
4	Assessment Policy	1-3
5	Appeals	4
6	Appeals Procedures	4
7	Appeals procedures for Higher Education Institution (HEI) validated provision (not Pearson BTEC provision)	5
8	Annual review of the learner assessment, appeals policy and procedure	6
Appendix 1	Simplified Assessment Procedure	7
Appendix 2	Simplified Appeals Procedure	8
Appendix 3	Higher Education Student Journey	9

LINCOLN COLLEGE

LEARNER ASSESSMENT AND APPEALS POLICY AND PROCEDURES

1 PURPOSE

The Learner Assessment and Appeals Policy and Procedures apply to all Learners of Lincoln College. They are implemented to ensure that service standards and appeals made regarding internal assessment are monitored and managed fairly and consistently. For the purposes of this policy, the term assessment refers to decisions made regarding assessed work, progression to the next stage or level within a course and the achievement of an award. This procedure should be considered in conjunction with the Admissions Policy and the Learner Assessment and Appeals Policy. See Appendix 3 for further guidance.

2 AIMS

The policy and accompanying procedures aim to give a framework against which staff and Learners can carry out their responsibilities related to internal assessment; it gives access to appeals procedures for Learners and identifies the service standards that can be expected.

3 INTRODUCTION

3.1 Where there is any conflict between this policy and any awarding organisation's assessment rules, the awarding organisation rules will take precedence but any resulting variations from the policy must be clearly communicated to Learners at the start of the course.

3.2 A flow diagram of the procedures contained within this policy is provided in Appendices 1 and 2.

4 ASSESSMENT POLICY

4.1 Assessment

4.1.1 Learners should have had the opportunity to acquire the necessary underpinning skills and knowledge prior to assessment.

4.1.2 The assessment expectations required by tutors should be made explicitly clear via an assessment briefing, which should be made available in a range of formats to suit individual learning needs

4.1.3 A module/unit and course assessment strategy should permit learners to undertake assessment using a variety of means (for example assignments, presentations, blogging, portfolio, demonstration) to meet learners' preferred learning styles whilst also developing relevant employability skills.

4.1.4 Module assessment strategies and associated assessment items must be reviewed and updated annually to ensure

assessment currency, validity, reliability and reduce the possibility of academic misconduct.

- 4.1.5 Learners should not be denied access to assessment on the basis of attendance alone.
- 4.1.6 Additional demands should not usually be placed on Learners over and above those which determine whether the required criteria have been met.
- 4.1.7 Individual support may be arranged for candidates with learning difficulties and disabilities and/or speakers of other languages, provided that they do not compromise the required outcomes.
- 4.1.8 Reasonable adjustments should be made to summative assessment of a qualification in line with awarding organisation guidance to enable a learner to demonstrate their knowledge, skills and understanding.
- 4.1.9 Special consideration may be given to learners under extenuating circumstances in line with awarding organisation guidance. An example of this may be a serious illness or injury. Special consideration cannot give the learner an unfair advantage and the learner's results must reflect achievement in assessment and not potential ability.

4.2 Submission of assessment evidence

- 4.2.1 All assessment evidence should be handed in by the given deadline using the correct hand in procedure, as directed by the Subject Tutor.
- 4.2.2 Requests for extensions may be granted in exceptional circumstances only at the discretion of the Subject or Personal Tutor. This **must** be recorded on **ProMonitor** (or authorised alternative) by the staff concerned so all parties are aware. The Learner must seek the extension no later than **two working days** prior to the original deadline. The Learner should provide independent verification (eg. Doctor's note) to support the application for extension. Poor time management is not sufficient grounds for an extension to be granted.
- 4.2.3 If a learner's work **is** accepted **after** an agreed deadline by the assessor, it will be assessed to the relevant criteria and the grade will not be limited. Late submission of assessment evidence, without an agreed extension may lead to disciplinary action.
- 4.2.4 Once assessed evidence is handed back to the learner they will be given **one** new, negotiated deadline to resubmit assessment evidence should they wish to improve the grade. Work submitted after this deadline will not be re-graded.

4.3 Service Standards

4.3.1 The following Service Standards are proposed to ensure that internally assessed work is promptly marked and returned to learners and therefore positively impacting on an individual's learning process. Internally assessed work will be defined as:

"Work that is produced by learners, candidates or trainees that contributes to the formative or summative assessment process"

4.3.2 The Service Standards for the assessment of learner work should be inclusive, where practical, of the internal quality assurance (IQA) process. **However, all learner work should be returned with a provisional grade, subject to internal and external quality assurance processes.** The IQA process should be completed within a further 10 working days of returning the assessment decision and feedback to the learner. The submission of a 'provisional grade' should be clearly stated on the assessment documentation and explained to the learner.

The differing demands of **Further Education** and **Higher Education** assessment are acknowledged in the provision of differing service standards.

4.3.3 **Further Education Assessment Service Standard** - All candidate work which is submitted to the specified deadline will be assessed within a period of **10 working (term-time) days** from the submission deadline. The assessment decision will include the provision of appropriate written feedback to the candidate. For the purpose of this Service Standard, Further Education is considered as qualifications from Entry Level to Level 3.

4.3.4 **Higher Education Assessment Service Standard** - All candidate work which is submitted to the specified deadline will be assessed within a period of **20 working (term-time) days** from the submission deadline. The assessment process will include the provision of appropriate written feedback to the candidate and the internal verification of a sample of assessed pieces of work. For the purpose of this Service Standard, Higher Education is considered as qualifications at Level Four and above.

4.3.5 In situations where candidates submit work for assessment late, either with or without authorisation, assessment will take place within a timescale agreed between the assessor and the candidate. The timescale agreed should take into account the following factors:

- i) Workload of the staff member concerned
- ii) Key dates for the submission of grades/marks to the awarding organisation
- iii) Availability of marked work for the processes of internal and external quality assurance and moderation

iv) Impact on the learner's progression.

5 APPEALS (Simplified Flow Diagram - Appendix 2)

- 5.1 All appeals must be dealt with fully, promptly and all persons involved must be given the opportunity to state their points of view.
- 5.2 All appeals will be handled confidentially.
- 5.3 Any person involved will have the right to be accompanied by another person (who may be a Learner member of the College, a relative, employer representative or managing agent representative).

6 APPEALS PROCEDURES (FOR ALL COURSES OTHER THAN HIGHER EDUCATION INSTITUTION VALIDATED PROVISION)

6.1 Informal Procedures

- 6.1.1 When a learner wishes to make an appeal he/she should first discuss the matter with the subject tutor, personal tutor or programme coordinator within 5 working days of receiving the assessment decision. Attempts should be made to resolve the matter.
- 6.1.2 If the matter remains unresolved the learner may request a meeting with the Head of Learning and Skills, Head of Training and Skills or Head of Unit. This interview should be arranged within five working days of the submission of the request and the learner may be accompanied by another person (see 5.3).
- 6.1.3 If, after any action taken by the Head or members of the programme team to resolve the issue, the learner is still dissatisfied he/she may, within 5 working days of exhausting the informal procedure, request that formal procedures be actioned.

6.2 Formal Procedures

- 6.2.1 Awarding organisation notified at this point. All relevant documentation shall be sent to the Head of Quality Improvement who shall, within 10 working days, convene an Appeals Committee comprising:

Head of Quality Improvement
Quality Co-ordinator
Internal Verifier/Quality Assurer or Assessor
A member of the Quality Standards Committee

- 6.2.2 The learner, who may be accompanied by another person, shall be asked to attend this meeting.
- 6.2.3 The Appeals Committee will, after reviewing all the information and documentation, make the final decision.

6.3 Re-grading

Where re-grading is agreed, this must be carried out within ten working days of the decision being made (whether by the informal or formal procedure) this will include internal verification of the re-assessment decision.

6.4 Re-submission

Where a re-assessment opportunity is agreed, this must be undertaken in a manner which limits any impact on other assessed work carried out by the learner, with the deadline for submission being negotiated between the learner and the tutor.

6.5 Learner request for Awarding Organisation for re-marking

Learners have the opportunity to independently request a mark review by the Awarding Organisation should they deem it necessary. Learners should seek advice and guidance from the examinations team. It is the sole responsibility of the learner to fund this request.

6.6 Appeals to the Awarding Organisation

Where assessment contributes to a programme under the jurisdiction of an awarding organisation, learners are entitled to make an appeal to the awarding organisation via the Head of Quality Improvement. The right to appeal to the awarding organisation only exists after conclusion of the Formal Procedures (6.2)

7 APPEALS PROCEDURES FOR HIGHER EDUCATION INSTITUTION (HEI) VALIDATED PROVISION (NOT PEARSON BTEC PROVISION)

7.1 Right to Appeal

Where a course is validated by a HEI, a learner may not appeal an individual mark that has been awarded; assessments are carried out by a First Marker, a Second Marker and an External Examiner, and then ratified by an Exam Board. A learner may appeal the process of marking, verification or moderation of an assessment within 10 working days of receiving assessment decisions.

Please note: You cannot appeal against a module result simply because you disagree with the academic judgement, because you are disappointed with the result or because of the consequences that a lower than hoped for result may have. You must make a case, with evidence to support it, that the College has made a procedural error in reaching that result.

7.2 Informal Procedure

7.2.1 Where a learner feels a mark awarded is not appropriate or not justified, he/she should seek an individual tutorial to discuss the matter and receive feedback on their assessment performance.

7.2.2 Where a learner wishes to appeal the process of marking, verification or moderation of an assessment, he/she should first discuss the matter with the subject tutor, personal tutor or programme coordinator. Attempts should be made to resolve the matter.

7.2.3 If the matter remains unresolved the learner may request a meeting with the Head of Learning and Skills. This interview should be arranged within five working days of the submission of the request and the learner may be accompanied by another person (see 5.3).

7.2.4 If, after any action taken by the Head or members of the programme team to resolve the issue, the learner is still dissatisfied he/she may request that formal procedures be actioned.

7.3 Formal Procedure

7.3.1 Validating institution will be notified at this point. All relevant documentation shall be sent to the Head of Quality Improvement who shall, within 10 working days of receiving the appeal, convene an Appeals Committee comprising:

Head of Quality Improvement
Head of Higher Education (or deputy)
Quality Co-ordinator
Internal Verifier/Quality Assurer or Assessor
A member of the Quality Standards Committee

7.3.2 The learner, who may be accompanied by another person, shall be asked to attend this meeting.

7.3.3 The Appeals Committee will, after reviewing all the information and documentation, make the final decision.

7.4 Appeals to the Open University

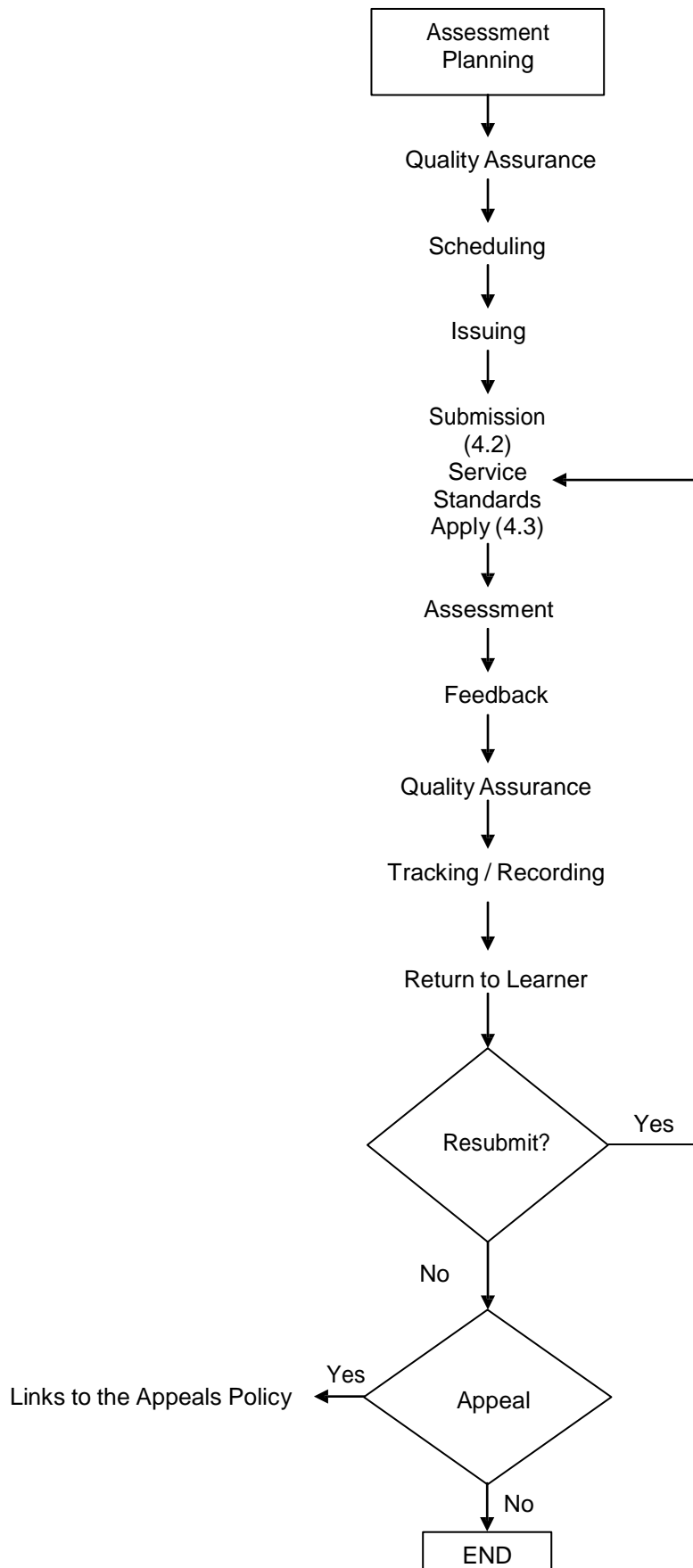
If the matter remains unresolved, the learner is entitled to **appeal** to the Open University. The right to **appeal** to the Open University only exists after conclusion of the Formal Procedures (7.3). Eligible students can do this by following the link:

<https://help.open.ac.uk/documents/policies/complaints-and-appeals-procedure>

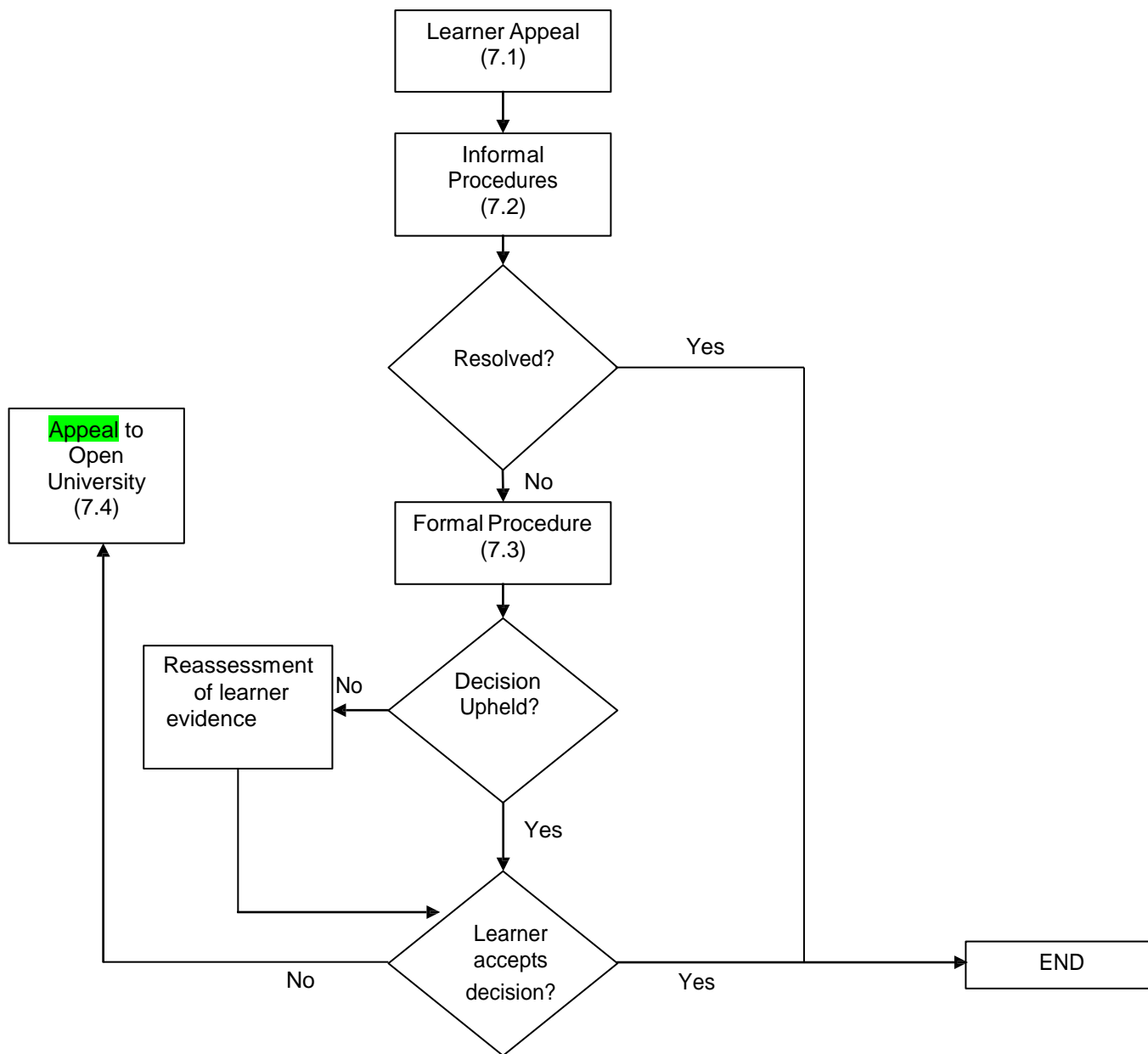
8 **ANNUAL REVIEW OF THE LEARNER ASSESSMENT, APPEALS POLICY AND PROCEDURE**

The Quality Standards Committee will review the Learner Assessment, Appeals Policy and Procedure on an annual basis and make recommendations for its development.

Simplified Assessment Procedure



Simplified Appeals Procedure for Open University Students



APPENDIX 3

