



LINCOLN COLLEGE

LEARNER ASSESSMENT AND APPEALS POLICY AND PROCEDURES – FURTHER EDUCATION AND TRAINING

POLICY CQ/PO/1

SPONSOR

Director – Performance and Standards

EQUALITY AND DIVERSITY STATEMENT

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate all forms of unlawful discrimination, specifically across all protected characteristics. We will work towards a fair and just organisation and promote inclusion for all those impacted by Lincoln College and the wider community.

LINCOLN COLLEGE

LEARNER ASSESSMENT AND APPEALS POLICY AND PROCEDURES

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**LEARNER ASSESSMENT AND APPEALS POLICY AND PROCEDURES –
FURTHER EDUCATION AND TRAINING**

1 PURPOSE

The Learner Assessment and Appeals Policy and Procedures apply to all Further Education learners and apprentices of Lincoln College, with the exception of those on Higher Education provision, for which a Student Assessment and Appeals Policy and Procedure exists.

The policy and procedure are implemented to ensure that service standards and appeals made regarding internal assessment are monitored and managed fairly and consistently.

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 It is expected that, unless in exceptional and fully documented circumstances, a learner who wishes to appeal an assessment decision must invoke their right to appeal within four weeks of receipt of the ratified assessment grade.
- 3.3 All appeals will be handled as confidential matters.
- 3.4 Any person involved will have the right to be accompanied by an advocate (who may be a member of staff, another learner of the college or a relative) during any part of the appeals procedure.
- 3.5 Advocates can be used by those individuals who are not able or do not feel sufficiently confident to represent themselves.
- 3.6 Learners who have a disability that prevents them from submitting a written appeal may request that a member of staff completes any required documentation on their behalf

4 ASSESSMENT POLICY

4.1 Learner 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 teachers 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 while 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 teacher.
- 4.2.2 Requests for extensions may be granted in exceptional circumstances only at the discretion of the subject teacher or

progress coach and should follow the Awarding Organisations regulations. This must be recorded on 'ProMonitor' or 'SmartAssessor' 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 (for example, a 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.

5 SERVICE STANDARDS

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"

The service standards for the assessment of learner work should be inclusive, where practical, of the internal quality assurance (IQA) process. However, all learners' 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 ten 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.

5.1 All formal candidate work (other than Access to Higher Education provision) which is submitted to the specified deadline will be assessed within a period of ten working (term-time) days from the submission deadline. For Access to Higher Education provision, work will be assessed within a period of fifteen working days. Assessment decisions will include the provision of appropriate written feedback to the candidate.

5.2 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:

- Workload of the staff member concerned.
- Key dates for the submission of grades/marks to the awarding organisation.

- Availability of marked work for the processes of internal and external quality assurance and moderation
- Impact on the learner's progression.

6 APPEALS (Simplified Flow Diagram - Appendix 2)

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

7 APPEALS PROCEDURES

7.1 Informal Procedures

- 7.1.1 When a learner wishes to make an appeal, they should first discuss the matter with the subject teacher, progress coach or programme coordinator within five working days of receiving the assessment decision. Attempts should be made to resolve the matter.
- 7.1.2 If the matter remains unresolved the learner may request a meeting with the curriculum lead. 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 6.3).
- 7.1.3 If, after any action taken by the curriculum lead or members of the programme team to resolve the issue, the learner is still dissatisfied they may, within five working days of exhausting the informal procedure, request that formal procedures be actioned.

7.2 Formal Procedures

- 7.2.1 Learners have the right to appeal against the outcome of the action taken by the curriculum lead or members of the programme team, and this will be made clear in the written confirmation noting the outcomes of the action.
- 7.2.2 Appeals must be made, in writing, to the Lincoln College Appeals Panel and be received within ten working days of receipt of the written confirmation of the action taken.
- 7.2.3 All appeals must follow the procedure noted in the College Appeals Panel Policy and Procedure (Policy CQ/PO/26) which can be obtained by contacting quality@lincolncollege.ac.uk.
- 7.2.4 The awarding organisation will be informed at this point.

7.3 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.

7.4 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.

7.5 Learner request for Awarding Organisation for Mark Review

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.

7.6 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 Director – Performance and Standards. The right to appeal to the awarding organisation only exists after conclusion of the Informal Procedures (7.1) if the assessment in question is externally examined or the Formal Procedures (7.2) if the assessment is internally examined.

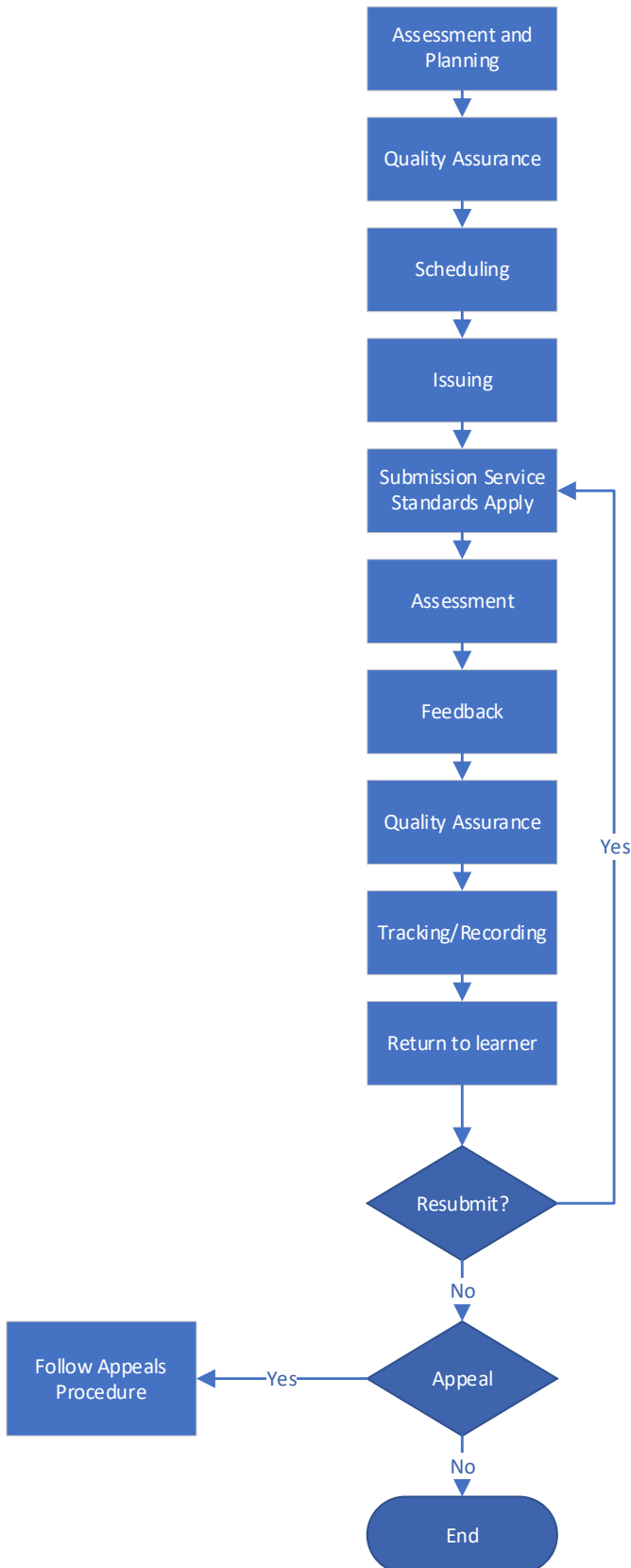
*BCS apprenticeship learners have the right to appeal directly to the awarding body within 20 working days of the assessment if they are not satisfied with the outcome of the appeal raised with Lincoln College

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

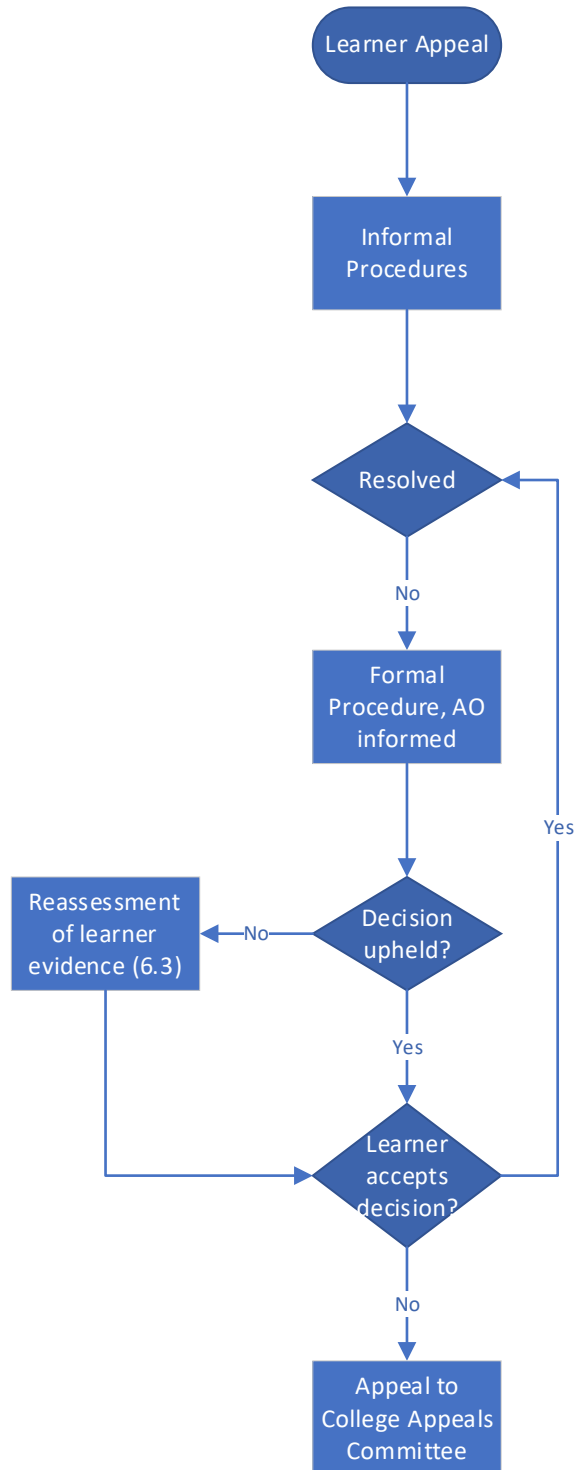
8.1 The Learning Standards Quality Committee will review the Learner Assessment, Appeals Policy and Procedure on an annual basis and make recommendations for its development.

APPENDIX 1

Simplified Assessment Procedure




Simplified Appeals Procedure



APPENDIX 3

Mark Review Forms

Appendix A



AQA City & Guilds CCEA OCR Pearson WJEC

Clerical re-checks, reviews of marking and Appeals

Candidate consent form

Information for candidates

The following information explains what may happen following a clerical re-check, a review of marking and any subsequent appeal.

If your school or college submits an application for a clerical re-check or a review of the original marking, and then a subsequent appeal, for one of your examinations after your subject grade has been issued, there are three possible outcomes:

- Your original mark is lowered, so your final grade may be lower than the original grade you received.
- Your original mark is confirmed as correct, so there is no change to your grade.
- Your original mark is raised, so your final grade may be higher than the original grade you received.

In order to proceed with the clerical re-check or review of marking, you **must** sign the form below. This tells the head of your school or college that you have understood what the outcome might be, and that you give your consent to the clerical re-check or review of marking being submitted.

Candidate consent form

Centre Number	Centre Name
Candidate Number	Candidate Name

Details of enquiry (Awarding Body, Qualification level, Subject title, component/unit)

.....

.....

I give my consent to the head of my school or college to submit a clerical re-check or a review of marking for the examination(s) listed above. In giving consent I understand that the final subject grade and/or mark awarded to me following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded for this subject.

Signed: Date:

This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.