



## Teaching, Learning and Assessment Policy

Version	2
Effective Date	September 2020
Review Date	August 2022
Owner	Executive Director for Curriculum & Quality
Writer	Director of Quality

# Teaching, Learning & Assessment Policy

## Scope of the Teaching, Learning & Assessment Policy

This policy sets out MidKent College's policy on Teaching, Learning and Assessment and covers all teaching and related activities carried out by staff at the MidKent College including HE provision, Apprenticeships and Partnerships.

The policy is written to recognise, and where appropriate comply, with the Education Inspection Framework and requirements of awarding organisations and our University partners.

The Teaching Learning and Assessment policy includes:

1. Teaching Learning and Assessment	Page 2
2. The observation of teaching staff	Page 7
3. The submission of student work	Page 15
4. Requests for assignment extensions	Page 18
5. Coursework assessment, plagiarism and malpractice	Page 20
6. Appeals against college assessment	Page 31
7. Recognised prior learning	Page 38
8. Student attendance and punctuality	Page 41

## 1. Teaching Learning and Assessment

Assessment applies to assessment against individual or course objectives set as part of any further education learning programme provided by the College and to all forms of assessment, both formal and informal, including:

- Diagnostic assessment, which establishes baseline performance to enable learning and any necessary support to be planned.
- Formative assessment, which is part of the learning process and supports development.
- Summative assessment, which takes place after learning has occurred and measures the final outputs from the learning process.

The purpose of this element of the policy is:

- To support and promote excellent teaching, learning and assessment practice for all those who choose to learn at or through the College
- To underpin and promote excellent, confident and student-focused teaching for all MidKent College students
- To promote critical, reflective and confident learning in order to develop autonomous students who respect each other.
- To support the vision and values enshrined in the College's Strategic Priorities.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group of students or individuals.
- To ensure that the assessment procedure is open fair and free from bias and to the national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

## Teaching Learning and Assessment Statement

MidKent College is committed to providing teaching, learning and assessment practice that:

- Is in line with the professional standards laid down for the sector for teaching, learning and assessment
- Strives to match the immediate and long-term interests, needs, examination and accreditation requirements of the students
- Combines the best of classroom practice with the best of new electronic learning and assessment practices
- Strives to accommodate individuals by being inclusive and individualised
- Is subject to evaluation and continuous improvement.

### Responsibilities under this policy are as follows:

**Teaching staff** – it is the responsibility of teaching staff to implement the policy objectives set out above and those which are explicit in:

- The College Learning Walk Policy
- The current inspection regime
- Awarding Organisation regulations.

**The Formal Learning Walk Team** – comprising of Executive Director, Vice Principal, Assistant Principals, Heads of Departments and Advanced Practitioners are responsible, in co-operation with the College's Quality Department, for ensuring that a regular and comprehensive programme of Learning Walks are carried out to maintain the main features of the teaching, learning and assessment policy.

**Heads of Departments** - supported by the Advanced Practitioners, are responsible for providing a range of opportunities for teachers to improve, expand and update their professional teaching skills and encourage experimentation and creativity.

## Teaching Learning and Assessment Procedures

The College recognises that teaching, learning and assessment are complex and dynamic processes which are impossible to encapsulate in a set of procedures. For this reason, teaching staff receive extensive training and Continual Professional Development to ensure that best practice is adhered to. The following bullet points provide a summary of good practice in teaching, learning and assessment:

**Planning for learning and meeting Students' needs** – Learning should be clearly planned and prepared at session and scheme level, with:

- Clear and realistic learning outcomes.
- Reference to initial assessments and starting points
- Learning schemes, plans and outcomes should be explicitly shared with students, via course handbooks and other explicit documents and the College's Virtual Learning Environment.

- Learning outcomes should be differentiated when and where this is appropriate and feasible.
- Teaching staff should be well prepared, and should undertake appropriate staff development to ensure that their teaching is up-to-date and relevant.

***The management of learning*** – Sessions should start and end promptly. Teaching should be energising, motivational and varied and appropriate for the intended outcomes. Sessions should be well paced and well sequenced. Sessions should include methods of checking on the learning taking place and have reinforcement built in. Learning opportunities should be provided which challenge and develop students to help them achieve their goals and enable progression to higher levels of study or employment. The management of sessions should ensure that all students are included. An atmosphere of mutual respect should be created, without discrimination and where there is discrimination of any sort it should be actively discouraged

Teachers should make every effort to ensure their materials and resources are not discriminatory or stereotypical and are in line with the College's Equality and Diversity guidelines

***The quality of learning*** – All students should be expected to attend all sessions on time and be prepared for learning. Students should be expected to be attentive, engaged and participate in sessions as directed by the teacher. New learning should build on previous learning and relate to medium-term and long term goals. Opportunities for peer learning should be provided where possible. Students should be supported in developing their abilities to work independently and in understanding their own learning processes and styles. Learning tasks should be differentiated according to the abilities of the student. Students should be encouraged to make maximum use of both resources and time. Teachers should strive to 'add value' to their students' careers in a variety of ways.

***The resourcing of learning*** – Learning content should be presented with clarity and effectiveness. A range of accessible resources should be used, through a variety of media where appropriate. ICT should be incorporated into teaching and learning programmes where appropriate. Maximum use should be made of the College learning environments. Health and Safety regulations must be observed at all times.

***The monitoring and assessment of learning*** – Students will be informed of the assessment strategies to be used in assessing their learning and will be given an accurate and comprehensive assessment plan. Assessment planning will be implemented in a manner that ensures student assessment loads are manageable.

Formative Assessment involves both the Assessor and the student in a conversation about their progress and takes place **prior** to summative assessment. The main function of formative assessment is to provide feedback to enable the student to make improvements or attain a higher grade.

All students are entitled to receive feedback on their progress. Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement.

All feedback, whether written or oral, should be constructive and inform them of what criteria has been achieved and what has not. Feedback should encourage students to read assessment criteria and encourage them to identify what criteria they have not met

and how this is to be rectified. Students can expect that where individual verbal feedback is given in the presence of other students, it will be done as discreetly as the learning situation allows. Students should be encouraged to participate in the assessment process and should be given the opportunity not only to comment on their progress but also to summarise their learning in relation to the set learning objectives.

All assessment will be fair and applied equally to all students. All assessment materials will be free from any overt or covert discrimination, either in wording or in content. Assessment criteria will be presented in clear, unambiguous language and will differentiate only on the basis of a student's knowledge, skills and understanding.

The procedures used to assess, and the systems used to record progress and achievement will be designed to meet the needs of the students, the learning being assessed and the criteria laid-down by the Awarding Organisation.

Assessment recording systems will be fit-for-purpose, non-bureaucratic and appropriate to the content and delivery style of the course. They may include the use of electronic media, practical performances, competitions, photographic evidence, student testimony and other forms of evidence, including written work. All written records of student progress must be stored securely. When requested, assessment information must be communicated to Awarding Organisation in a timely and accurate manner.

Assessment information will be used by the College for Quality Assurance purposes. It is the responsibility of all staff to ensure that the data captured and recorded on the College's electronic management systems is accurate.

Arrangements should be made for retaking the assessment in such a way that does not adversely affect other assessments and does not give an unfair advantage over other students. Any further assessment opportunity must ensure that the assessment remains fit for purpose and in line with the original requirements.

Tasks should be challenging rather than easily achievable, differentiated by outcome so that they stretch the most able but are open to lower achieving students. This would prevent the poor assessment practice of students not being encouraged to aim for the higher grading criteria and settling for minimum pass criteria.

***The support and guidance for learning*** – Students should be provided with individual support, through individual learning plans, reviews and tutorials. Support should be readily accessible, regular, and sensitive to individual needs. Students who require support other than that from their immediate teacher or personal tutor should be provided with access to College support services. Teachers should ensure that they are aware of core support services provided by the College.

***Equality, Diversity and Safeguarding*** – All students should be treated as equal with respect to gender, ethnicity, religion, age, language and sexual orientation. Each student should be treated as an individual in their own right, with their own unique profile of learning needs which may require extended time for achievement. All episodes of discrimination within the learning environment should be suitably challenged and, where necessary, reported to the appropriate line-manager.

All staff have a responsibility for the safeguarding of students and should be aware of college procedures particularly with regard to the reporting of concerns to named managers.

***The evaluation of teaching/learning and curriculum evaluation*** – Teaching will be subject to one formal Learning Walk per year to ensure that the quality of learning, teaching and achievement is good or outstanding. Each course should be evaluated regularly by students and by teaching staff. The evaluation of teaching and learning will inform the continuous curriculum review process in the College.

***A qualified teaching workforce*** – All teaching staff should be qualified to QTLS or QTFE, or be working towards this within an agreed timeframe. All teaching staff and managers with curriculum responsibility should complete a minimum of 36 hours of continuing professional development (CPD).

Please refer to appendix A for a summary of the 6 key areas that MidKent College consider essential to ensuring that a professional, student centered learning environment is created and maintain to enable all student to reach their full potential.

## **2. The Observation of Teaching Staff**

### **1. Introduction**

- 1.1 The observation of lessons is an essential element of the MidKent College Quality Improvement Strategy. This observation policy contains the strategic approach used to conduct lesson observations, an integral part of an effective quality assurance and quality improvement process.

### **2. Scope and Aim of Policy**

- 2.1 This policy introduces Formal Ungraded Observations and Teaching, Learning and Assessment (TLA) walks at MidKent College.
- 2.2 The policy includes procedures on the delivery of observations and will detail the stages of the teacher development process.
- 2.3 The aim of the observation process is to accurately review and improve the quality of TLA at MidKent College by:
- Enhancing the impact of TLA throughout the College.
  - Supporting staff to improve the quality of TLA.
  - Providing opportunities for staff to consider and address issues of pedagogy following learning delivery.
  - Supporting staff by assisting in the identification and achievement of staff development needs.
  - Identifying an action plan for professional development opportunities.
  - Identifying good practice in TLA which can be shared across the wider college community.
  - Increasing staff's ownership of professional development

### **3. Overview**

- 3.1 This policy applies to full-time, part-time, sessional lecturers, technical instructors who deliver teaching sessions, personal development tutors (PDTs), work based assessors, agency staff and additional teaching staff who are involved in any learning related inputs. The observation process consists of:
- Formal Ungraded Observations.
  - TLA walks
- 3.2 Within this policy all of these learning facilitators will be referred to as staff.

### **4. The Observation Process**

- 4.1 There are three categories of Observation:
- Formal Ungraded Observations
  - TLA Walks
  - Developmental Observations

## 4.2 Formal Ungraded Observations

- Formal Ungraded Observations will be undertaken by the Quality Team. For moderation purposes, joint Formal Ungraded Observations may take place. This opportunity will be extended to Heads of Department (HODs), Directors and Executive Directors.
- The duration of these observations will be around 45-60 minutes and could involve more than one visit to a learning session, or to a number of learning sessions to ensure a full review is completed.
- The content of these observations will include but not be limited to: Observation of teaching and learning, student work scrutiny, student starting points and target setting evidence, Scheme of Work and/or lesson plan evidence and Student discussions with Observer (without the Teacher present). Teachers should expect to be asked to produce evidence of the above during an Observation and should expect to be asked to leave the room for a short period of time. This is to bring the Observation experience in line with the new Ofsted Inspection Framework.
- All Formal Ungraded Observations will be reported on ProObserve.
- All staff will undergo at least two formal Formal Ungraded Observations in each academic year. (See flow chart 1)
- Following the 'Formal Ungraded Observation 1' a TLA discussion will take place between the observer and observee.
- During these meetings, an Individual Action Plan will be developed collaboratively between the observer and observee.
- Following this, the observee will have a period of four weeks to engage with the action plans. Development activity may include, but is not limited to:
  - Iris Reflection
  - Developmental observation (See para 4.4)
  - 121 with an Advanced Practitioner
  - Directed to specific CPD
  - Directed to extended research and reading
  - Peer to peer observation
  - E-learning modules
- Following 'Formal Ungraded Observation 2' an action plan review will be conducted. At this stage, if all actions are complete this signifies the end of the process. If the action plan is incomplete, then a further four week support and development process will take place.
- Following the four week support and development process 'Formal Ungraded Observation 3' will take place. At this stage if actions are complete this signifies the end of the process. If actions are incomplete this starts the capability process (please refer to the capability policy).
- Formal Ungraded Observation 1 will be an unannounced visit. Formal Ungraded Observation 2 will be an announced visit with a schedule agreed with the observer and observee. In the event of Formal Ungraded Observation 3 this visit will also be announced with a schedule agreed between the observer and observee.
- In line with the MKC health and safety policy and government guidance due to COVID-19 Formal Ungraded Observations will not take place in a physical classroom setting until safe and reasonable to do so. Formal Ungraded Observations in the current climate may be completed by electronic means. These Observations would be pre-arranged with the Observee.



### 4.3 Teaching, Learning and Assessment Walks

- TLA Walks may be conducted by HODs, Curriculum Managers, Directors, Executive Directors and Quality Team members.
- TLA walks are unannounced, each TLA walk will take between 5 and 15 minutes.
- Teachers may be subject to any number of TLA walks throughout the academic year, these may be diagnostic or developmental. TLA walks will not be graded but may as a result of any significant issue be extended to a Formal Ungraded Observation and individual action plan.
- In the event of a significant issue, the observee will follow the Formal Ungraded Observation process.
- TLA walks will be used to observe the quality of TLA, monitor progress from previous TLA walks and to give a holistic overview of the quality of TLA at MidKent College.
- TLA walks are intended to be used to develop departmental action plans.
- In line with MKC health and safety policy and government guidance due to COVID-19 TLA Walks will only take place in a physical classroom setting until safe and reasonable to do so. They may be pre-arranged and completed remotely.

### 4.4 Developmental Observations

- Developmental observations can be carried out by any individuals supporting teaching staff. This includes Advanced Practitioners, quality assurance staff, observation team members, HoDs, Curriculum Managers and any other supportive staff allocated.
- Developmental observations can be of any duration and will be reported on a hard copy form. (Appendix 1)
- Developmental observations are conducted to support the development of the individual.
- It is the responsibility of the observee to undertake any developmental observation actions.
- Developmental observations are confidential with the exception that they will be a part of the individual's development process, so will be recorded as a part of the individual's development record. They will be available to Advanced Practitioners, HODs, Curriculum Managers, Directors and Executive Directors.
- In light of COVID-19 all staff will receive a Developmental Observation remotely if moving to a blended model. These will be pre-arranged. When referencing Flow Chart 1 this Developmental Observation takes place prior to the start of the process.

### 4.5 Additional Observations

- Staff may also be the subject of an additional observation during an Ofsted visit or during an assessment and verification review.
- In the event of a significant issue, TLA walks can lead to a Formal Ungraded Observation and individual action plan. When this occurs the observee will follow the Formal Ungraded Observation process.
- New staff will not be subject to a Formal Ungraded Observation for the first 6 working weeks, however, they may be subject to a developmental observation or TLA walk.

- Agency Staff will be subject to TLA walks, developmental and Formal Ungraded Observations. Developmental progress may be the subject of contact with the staff agency.
- Staff are also encouraged to complete peer to peer observations throughout the year as part of their development.

#### 4.5B New Staff

- New staff will follow a 6 week support process following their start date.
- Within the first 6 weeks new staff will receive support from the HODs, Curriculum Managers and the Quality Team. This will include a Developmental Observation with TLA discussion and feed forward meeting.
- After the 6 week support process the member of staff joins the start of the Formal Ungraded Observation process.
- Dependent on the start date of a new member of staff the Formal Ungraded Observation process may need to be carried over into the next academic year.
- In light of COVID-19 the first Developmental Observation within the New Staff process will be completed remotely with feedback provided via video conferencing. This Developmental Observation will be pre-arranged.

#### 4.6 Flow Chart 1

- Flow chart 1 contains details of the MidKent College observation processes.
- This includes the Formal Ungraded Observation teacher development process, TLA walks, and development observations.

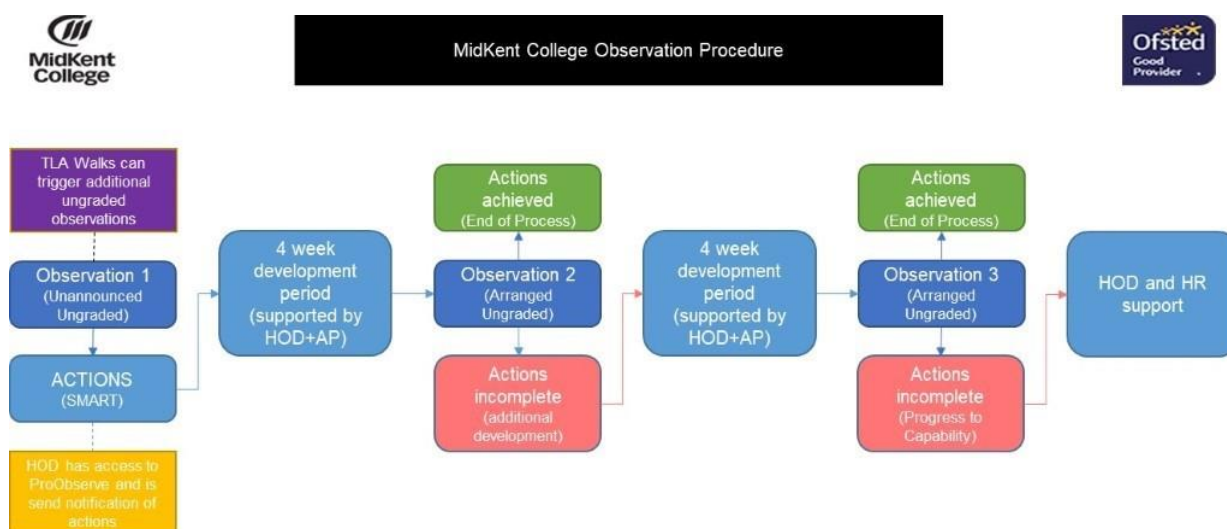
#### 4.7 Flow Chart 2

- Flow chart 2 contains details of the expected delivery of TLA walks.
- This includes the link between TLA walks and departmental feedback.

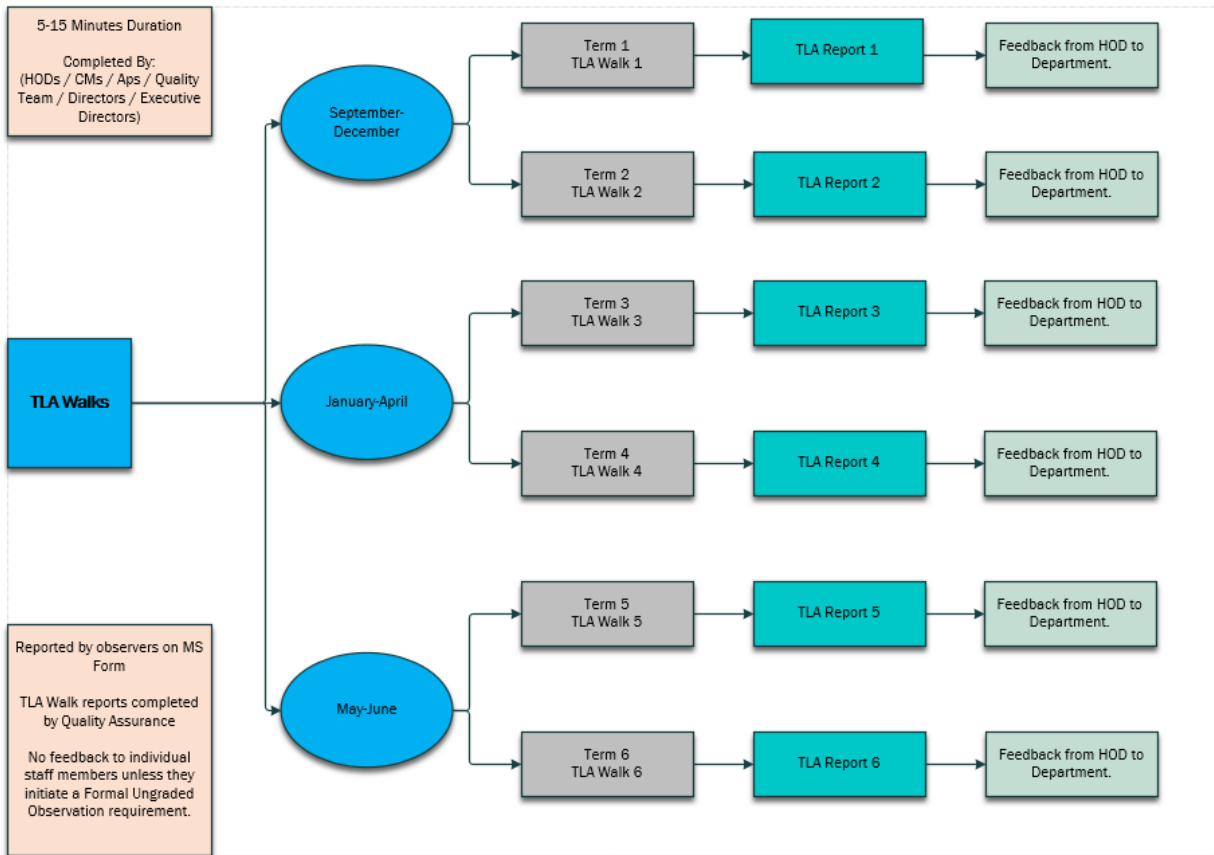
#### 4.8 Flow Chart 3

- New Staff Flow chart

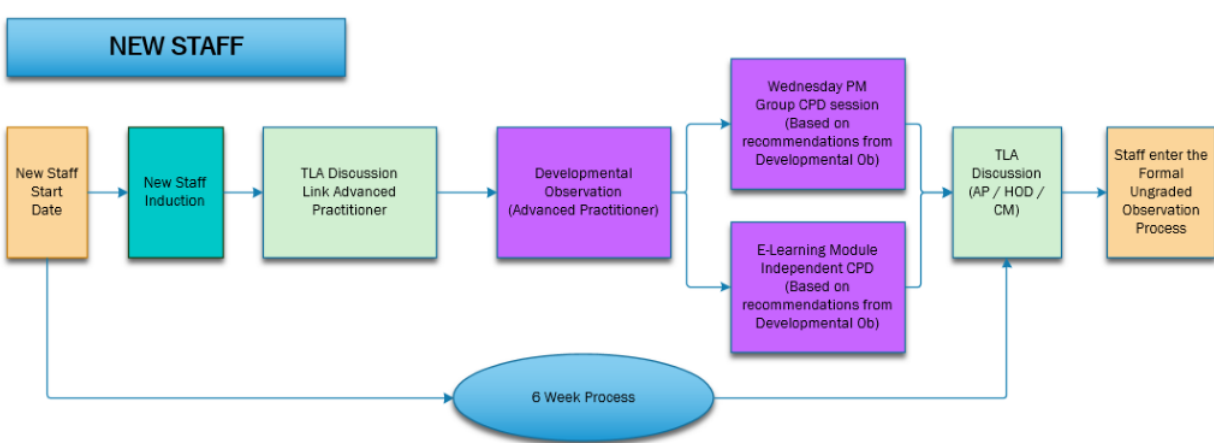
#### Flow Chart 1



Flow Chart 2



Flow Chart 3



- In light of COVID-19 it is important that the quality of TLA across the College is monitored; especially as we move towards a blended model of delivery. Staff in the first instance will be requested to complete a Developmental Observation and/or multiple TLA Walks with a member of the Observation Team to help support them on their journey to remote delivery of effective lessons.
- During the COVID-19 period, Formal Ungraded Observations may be pre-arranged with the Observee and may use digital media and virtual lessons rather than a physical classroom setting. This applies to the Observees first, second and third observations as required.

## **5. Moderation**

- 5.1 As part of the quality assurance process and to ensure there is a consistent approach taken to observations and TLA walks, moderation activities will be undertaken to assure that:
- Recorded evidence on the relevant observation form supports the action plan.
  - Evaluation and observation by individual observers is consistent across the college.
- 5.2 The Quality Team will be responsible for ensuring that a minimum of one standardisation event per term (3 terms) is held to review completed observations. All members of the observation team will attend standardisation meetings. HODs, Directors and Executive Directors will be extended the opportunity to attend these events.

## **6. Feedback**

- 6.1 Staff will receive verbal feedback, normally within 48 hours of being subject of an Formal Ungraded Observation giving them the opportunity to ask questions and discuss the feedback. This will be followed up by ProObserve electronic feedback within 72 hours. All Formal Ungraded Observations should reach the Quality Department no later than 72 hours after the observation.
- 6.2 Staff will not receive formal feedback from TLA walks, unless the TLA walk initiates a requirement for a Formal Ungraded Observation. Departmental feedback will be given to staff by their HOD following each TLA walk process.
- In light of COVID-19 feedback on all Developmental Observations may be completed via video conferencing until it is a reasonable and safe to return to normal working practice.

## **7. The end of the academic year**

- 7.1 Should a teacher be in the eight week supported development period following an Formal Ungraded Observation at the end of the academic year, their development will continue into the next academic year.
- 7.2 For non-standard programmes that do not follow the academic year or for roll on, roll-off programmes, where teachers have breaks in their teaching schedule, their development period will continue until teaching recommences.

### **7.3 New Staff**

Should a new staff member be in their six week support process at the end of the academic year, their development will continue into the next academic year.

## **8. Appeals**

- 8.1 Appeals against any judgement made during an Formal Ungraded Observation, or developmental observation, should be made by email within 14 days of reception of the ProObserve or hard copy report. Appeals should be sent to the Director of Quality.
- 8.2 Appeals will be considered by the Director of Quality. Any development period will be suspended until the appeal has been heard.
- 8.3 A further final appeal may be made to the Executive Director of Curriculum and Quality within 14 days of the outcome of the original appeal.

## **9. Capability Policy and Procedure**

- 9.1 Managers conducting informal meetings must refer to the College Capability Policy and Procedure.  
<https://sp.midkent.ac.uk/sites/hr/employment-policies>

## **10. Duties and Responsibilities**

- 10.1 Responsibilities of Staff  
To read and understand the MidKent Observation Policy  
To discuss lesson observation with their line manager considering the requirements, mission, vision and values of the College
- 10.2 The QA Team are responsible for scheduling Formal Ungraded Observations. Each member of the observations team will be responsible for carrying out the scheduled Formal Ungraded Observations allocated to them by the QA team. Each Observer will be responsible for meeting the reporting deadlines.
- 10.3 Heads of Department are responsible for overseeing any teacher development periods and ensuring that any required support is given. Heads of Department are responsible for ensuring that the review and capability processes are followed.

## **11. Associated Policies and Procedures**

- 11.1 Capability Policy and Procedure

## **12 Policy Validity**

- 12.1 This policy is valid for the academic years 2020-2022 and is due for review in August 2022.

### **13. Policy Owner**

- 13.1 The Senior Manager responsible for this policy is: The Executive Director Quality and Curriculum.

### **14. Policy Monitoring, Review and Evaluation**

- 14.1 A review of this policy will be undertaken by the review date by the policy writer and will be approved by the person responsible.

### **15. Equality Impact Assessment**

- 15.1 This policy has been Equality Impact Assessed and generates no concerns about differential impact. The Equality Impact Assessment is filed on the Quality SharePoint site.

### **16. Appendices**

Appendix B Support/Meeting/Developmental Observation Record

### 3. The Submission of Student Work

The purpose of this policy is to define the College's policy and procedure concerning the timely submission of work and the opportunities for students to resubmit or retake assessments. This policy is to help students remain on schedule during their course and to support the tutor/lecturer in adhering to the scheme of work as outlined at the beginning of the course. This policy applies to all college programmes, including HE, unless the awarding organisation have alternative policies that are given in writing to the student.

Students are encouraged to submit all assignment work on or before the date specified by the tutor/lecturer when the assignment is set.

This date will be clearly shown on the front sheet of any assignment brief or task set and be clearly communicated to students.

Students will not be penalised for late submissions in the marking of their work. If a tutor/lecturer agrees to accept work after the deadline the grade awarded will not be affected by the late submission unless the grading criteria required evidence of:

- Meeting agreed timelines.
- The ability to plan/organise time effectively.
- The ability to work to industrial/commercial practices that include implicit timelines

If initial deadlines have not been met the opportunity for re-submission by the learner will be lost. Therefore it is imperative that the tutor ensures the minimum expectation of pass criteria is met to avoid the learner not achieving the unit.

#### Procedures

All assignments must be handed in by on the stated due date and by the time as set by the tutor/lecturer. Assignments received after this time will be considered late. Assignments not received by the identified submission date will be marked on the identified extended date for submission but they will not have an opportunity to improve on the grade where applicable.

In the event of exceptional circumstances the student is given the opportunity to request an assignment extension. However acceptable reasons where this may be considered must be outlined at the induction stage of the programme and made clear to all students.

Staff are to refer to the relevant Awarding Organisation guidelines for the qualifications being delivered to ensure that rules regarding submission of evidence are adhered to.

#### Procedure for BTEC only

Assignments not received by the identified submission date will be marked on the identified extended date for submission but they will not have an opportunity to improve on the grade where applicable.

In the event of exceptional circumstances the student is given the opportunity to request an assignment extension. However acceptable reasons where this may be considered must be outlined at the induction stage of the programme and made clear to all students.

Such requests must be made in writing to the course tutor prior to the submission date and evidence must be produced by the student of the work completed so far.

Such requests will be reviewed by the Course Tutor for consideration and where applicable referred to TLM/Lead IV. If granted a new submission date will be given to the student. The maximum extension period that will be granted is five working days.

The penalties that will be enforced for late submission should be outlined in the programme course student handbook and these penalties will be set at the discretion of individual departments. They must not however contradict Awarding Organisation regulations. Students have a maximum of five days after the original submission date to submit their late work.

**Resubmission** – A resubmission is an opportunity to try again to achieve the criteria not achieved at the first submission that was submitted on-time. The resubmission opportunity should be approved by the Lead IV. From the date of when the student is informed their resubmission request has been approved, the student will have 15 working days to resubmit the assignment. If learners are studying part-time, this is the equivalent of “study time” to ensure we are being fair to all learners.

**Late Submission** – Late submission is when a student has failed to submit an assignment on time. Work submitted late will be marked against the assessment criteria as normal and cannot be capped. However, if work that is submitted does not meet the pass criteria the student is not entitled to either a resubmission or retake opportunity and will not achieve the unit.

**Retake** – A retake opportunity may be granted by the Lead IV if a student has submitted work on time meeting the agreed deadline but it did not meet the minimum pass criteria at either the first submission or resubmission stages. A retake is a new assignment written to the pass criteria of the original assignment. Retakes are only available for the following qualifications:

BTEC QCF Levels 2 and 3  
BTEC NQF Level 3  
Graded Level 1  
BTEC L3 Nationals 2016  
BTEC Technicals 2017

### **Procedure for Higher Education programmes**

The timeliness of submission: The College’s expectation is that all students on BTEC Higher National programmes will submit all work on or in advance of the date specified on the assignment brief. To this end the College expects that all the Merit and Distinction grade descriptors for all assignment briefs will require evidence of:

#### **Meeting agreed timelines**

The ability to plan/organise time effectively

The ability to work to industrial/commercial practices that include implicit timelines

**Resubmission:** Students will be allowed one resubmission per unit if the assessment in question has been submitted on time.



Students studying on other higher education programmes validated by the University of Kent, Canterbury Christchurch University and Greenwich University will adhere to the regulations specified by the relevant University as detailed in their programme handbook.

### **Duties and Responsibilities**

Tutors to provide students with handbook identifying assessment processes

Tutors to provide submission dates for all assignments on assignment brief

Tutors to provide (where relevant) the Awarding organisations submission of work policy

Students to ensure to meet agreed deadlines

## **4. Requests for Assignment Extensions**

### **Introduction**

This section outlines the appropriate procedure for how and when a student may apply for an extension for submission of an assignment/coursework following or prior to a set/agreed date of submission by the tutor. It sets out the process that must be followed by both the student and tutor (assessor of the assignment) when any request for an extension is made.

### **Procedures**

These details should be made available and discussed with students at the start of the academic year or beginning of any qualification, whichever comes first. Students should be made aware of upcoming deadlines and the importance of meeting these in terms of timely assignment submission in line with the timely completion of any qualification. Discussion around the circumstances in which an extension for assignment submission must be clear and this policy should always be referred to.

At the earliest opportunity students should inform their tutor that they are unlikely to meet an agreed deadline for submission of a set assignment. They must give the reason as to why this is and discuss any additional support they might need with their studies so that they do not fall too far behind.

The student must then fully complete and submit an extension request form (see appendix 1) to their tutor no later than 24 hours before the hand in date of the assignment.

The IQA or Exam Board for HE qualifications will assess the request and based on the information provided make a decision on whether an extension should be granted. If the request is successful a maximum of 5 days (inclusive of weekends) will be granted.

Where a longer extension period is required and/or necessary the student should clearly state this on the extension request form along with the extenuating circumstances, rendering 5 days to be an insufficient length of time to submit their assignment in.

The IQA or Exam Board will make a decision on the information provided within 24 hours and respond to the student. Where the student has been granted an extension the new deadline must be adhered to.

If the IQA or Exam Board decides to deny a request for an extension the tutor must give full and clear explanation as to why this is. In this instance the expectation will be that the assignment should then be handed in immediately.

A student can appeal the decision made by the IQA or Exam Board in writing to the relevant Head of Department within 24 hours. The Head of Department will then have 48 hours to review the request, speak to the relevant parties and decide on a final outcome.

Where an appeal is unsuccessful the student will be expected to hand in the assignment immediately, where an extension is granted on appeal the student must adhere to the new deadline.

A maximum of 3 extension requests will be granted to a student within any academic year. Requests above this will only be heard and subsequently granted at the discretion of the Head of Department in exceptional circumstances.

### **Duties and Responsibilities**

The tutor will be responsible for making the student(s) aware of how to apply for an extension. The tutor is also responsible for ensuring the process for requesting an extension is followed correctly and any request is handled with sensitivity and in a professional manner. All requests should be taken seriously and afforded the same consideration.

The student is responsible for reading this policy thoroughly and seeking additional information from their tutor where required. They will be expected to follow the policy and accept the outcome of any decision made in response to their request and/or where applicable any appeal decision.

In the instance of an appeal against the decision made by the tutor the appropriate Head of Department will be responsible for dealing with the appeal, following this policy's procedure and making a decision based on the information and evidence provided. All appeals should be taken seriously and afforded the same consideration.

Appendix C  
Assignment Extension Request form

## **5. Coursework Assessment, Plagiarism and Malpractice**

Cheating, plagiarism and malpractice is any act by a student or a member of staff which undermines the integrity and validity of assessment, the certification of qualifications and/or damages the authority of those responsible for conducting the assessment and certification. It specifically prohibits cheating, which is an attempt deliberately to deceive assessors or examiners and plagiarism, which is the presentation of the work of another as if it was one's own. This applies to all work completed by students for the purposes of assessment, both formative and summative

The College and Awarding Organisation do not tolerate actions (or attempted actions) of malpractice by students or staff in connection with qualifications where coursework forms a part of the overall assessment. Penalties or sanctions may be imposed on students or centres where incidents (or attempted incidents) of malpractice have been proven.

Awarding Organisations may withhold results or certificates where there are suspicions of malpractice. Therefore it is in the interests of all students and centre staff to be vigilant regarding assessment malpractice. Where malpractice occurs, or is suspected, it should be dealt with in an open and fair manner.

### **Procedures**

It is the duty of all staff to ensure they uphold this policy as part of their professional conduct. This policy sets out the general principles surrounding malpractice, plagiarism, cheating and maladministration. In addition to this, staff must take note and duly adhere to the specific assessment requirements which are set by the individual awarding organization for the courses they teach. These are found in subject specifications and the relevant awarding organisation website.

### **Reporting Suspected Malpractice**

#### **Within College**

All College staff have a responsibility for reporting any suspected incidences of staff or learner malpractice through the appropriate channels. Learners are to be made aware of the procedure for reporting any allegations of suspected malpractice via the Learner Handbook and is a focus point for the Induction Process.

In addition, allegations of suspected malpractice can also be made by internal / external verifiers, external moderators and examiners which can be reported to the College via the awarding organisation.

#### **Allegations made by college staff:**

Allegations of suspected staff / learner malpractice to be made to the Head of Department. The Head of Department will then report it to Director Quality.

#### **Allegations made by learners:**

Allegations made by learners must be taken seriously by staff. These allegations must be reported to the Assistant Principal for Quality.

Allegations of suspected staff malpractice and/or learner malpractice to be reported to the Head of Department. The Head of Department will then report it to Assistant Principal for Quality.

Verbal allegations are to be considered by the College. These will need to be put in writing along with any supporting evidence. Head of Department will then inform Assistant Principal for Quality of the allegation.

### **Awarding Organisations**

It is the responsibility of MidKent College to report any suspected learner or staff assessment malpractice, cheating and maladministration to the appropriate awarding organisation. The exception to this rule is assessment malpractice in coursework or controlled assessment which is discovered prior to the learner signing the declaration of authentication. When this is the case, the incident need not be reported to awarding organisation. It will be dealt with in accordance with the College's disciplinary / student management procedures. No credit will be given to student work which is not their own; in addition a note will be added to any submitted work, including detail of assistance that has been given.

It is the responsibility of the Assistant Principal of Quality to submit the fullest details in all other instances of suspected malpractice of the case at their earliest opportunity to the relevant awarding organisation as per Joint Council of Qualification regulations.

### **Investigation of suspected malpractice – staff**

Where assessment malpractice is suspected by college staff, there will be a process of investigation, commissioned by the Executive Director to establish the full details of any allegations or evidence. All suspected malpractice investigations must be reported by the Head of Department to the Executive Director. This will need to include the basic facts so that the Executive Director can make an informed decision as to who will carry out the investigation. This is to be carried out under the terms of the College's Staff Disciplinary Policy and Procedure given the potential seriousness of the matter.

#### Examples of staff malpractice

The following are examples of malpractice. This is not an exhaustive list and as such does not limit the scope of the definitions set out earlier in this document. The College expects all staff to behave in a professional manner in relation to assessment of students' work. The following are examples of malpractice by staff. The list are not exhaustive but reports of these, or any other instances of malpractice by staff, will be investigated by the Quality Department in the first instance and dealt with under the appropriate College policy e.g. the Staff Disciplinary Policy:

Other instances of malpractice may be identified and considered by the awarding organisations at their discretion.

### **Malpractice**

- Failing to keep mark schemes secure
- Alteration of mark schemes
- Alteration of assessment grading and criteria

- Assisting the student in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the student
- Producing falsified witness statements; for example, for evidence the student has not generated
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework
- Misusing the conditions for special student requirements, for example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Failing to keep student computer files secure
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment
- Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- Obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.

#### Deception

Any act of dishonesty in relation to an assessment including, but not limited to: inventing or changing marks for internally assessed components (e.g. coursework) where there is no actual evidence of the candidates' achievement to justify the marks awarded;  
 manufacturing evidence of competence against national standards;  
 fabricating assessment and/or internal verification records or authentication statements;  
 entering fictitious candidates for assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud);  
 substituting one candidate's coursework for another.

#### **Improper assistance to candidates**

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment.

For example:

assisting candidates in the production of coursework or portfolios, beyond that permitted by the regulations;  
 sharing or lending candidates' coursework or assessment with other candidates in a way which allows malpractice to take place;  
 assisting or prompting candidates with the production of answers;

#### Failure to co-operate with an investigation

failure to make available information reasonably requested by an awarding organisation in the course of an investigation, or in the course of deciding whether an investigation is necessary;

failure to investigate on request in accordance with the awarding organisation's instructions or advice;  
failure to investigate or provide information according to agreed deadlines;  
failure to report all allegations of malpractice.

### **Investigation of suspected malpractice – student**

Where assessment malpractice is suspected by a student, there will be a process of investigation, commissioned by the Executive Director to establish the full details of any allegations or evidence. All suspected malpractice investigations must be reported by the Head of Department to the Executive Director. This will need to include the basic facts so that the Executive Director can make an informed decision as to who will carry out the investigation. This is to be carried out under the terms of the College's Student Disciplinary Policy and Procedure given the potential seriousness of the matter.

### **Stages of Investigation:**

The relating issues, possible consequences will be communicated to the learner in writing.

Investigating officer to collect evidence relating to the alleged malpractice;

Evidence to be reviewed and report generated.

A formal meeting between the Head of Department and the learner against whom an allegation has been made.

### **Examples of student malpractice**

The following are examples of malpractice. This is not an exhaustive list and as such does not limit the scope of the definitions set out earlier in this document.

Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

### **Student malpractice**

For example:

the alteration or falsification of any results document, including certificates;

collusion: working collaboratively with other candidates, beyond what is permitted;

copying from another candidate (including the use of technology to aid the copying);

allowing work to be copied e.g. posting work on social networking sites prior to an examination/assessment;

the deliberate destruction of another candidate's work;

disruptive behaviour during an assessment session (including the use of offensive language);

making a false declaration of authenticity in relation to the authorship of coursework or the contents of a portfolio;

allowing others to assist in the production of coursework, or assisting others in the production of coursework;

impersonation: pretending to be someone else;

plagiarism: unacknowledged copying from or reproduction of published sources or incomplete referencing;

theft of another candidate's work.

### **Possible Actions Taken by the College**

Where clear evidence of malpractice is evident:

Where learners have signed to declare the work is their own, the associated awarding organisation will be informed by the college of the allegation of malpractice and they will be given the supporting evidence;

Where learners have not signed to declare the work is their own, the College will carry out internal disciplinary action in line with college student Disciplinary Policy & Procedure and procedures. This action will be commensurate with the seriousness of the malpractice.

### **Cheating and Plagiarism**

MidKent College will ensure that all assessment of students' work is fair and provides an accurate measure of students' progress in their learning. In order to do this it is our policy that:

- An examination candidate must not communicate with anyone other than an invigilator or other appropriate member of staff during an examination
- An examination candidate must not copy work from another candidate
- An examination candidate must not introduce to the examination any unauthorised material, written, printed or electronically stored or communicated; or any communications equipment
- No candidate will impersonate another, or allow him or herself to be impersonated, and identity badges will be checked to ensure this
- No candidate will behave in such a way as to undermine the integrity of the assessment process
- Clear information and instructions must be given in the expectation that they will be followed by candidates
- No candidate will alter any certificate or results document.
- Any work presented for assessment is the properly produced, original work of the assessment candidate. The incorporation of work originating with others is entirely acceptable provided it is properly acknowledged and referenced according to the instructions of the student's teachers.
- Assessors will be responsible for checking the validity of all work submitted for assessment. Checking might include the use of the Turnitin software or other electronic means such as Google searches. Further information and guidance for assessors and verifiers can be found in the Coursework Assessment Malpractice Policy 2018-2019.
- The Turnitin software compares students work with published sources. Also student work checked via Turnitin will be stored in a central repository so that it is available for checking against work that may be submitted for checking via our own College or other educational establishments. Turnitin UK does however have a 'no repository' option where a student's work will be checked against other material but will not itself be kept and made available for future matching. This no repository option can be implemented on an individual basis and students will be required to opt out via the option available in the Student Agreement.

Any student breach, or attempt to breach, these expectations and prohibitions will be considered to be gross misconduct by the College, and will be dealt with under the Student Disciplinary Policy & Procedures.

Any penalty will be assessed in proportion to the gravity of the breach and could range from downgrading the result to exclusion from the College. In some cases it will be necessary for the College Quality Nominee to notify the relevant awarding



organisation. The College will follow the awarding organisation guidelines and procedures in the event of having to notify them.

### **Procedures**

This procedure has been written with reference to JCQ (Joint Council for Qualifications) guidance 'Plagiarism in Examinations: guidance for teachers and assessors'.

#### **Defining Plagiarism**

The JCQ guidelines for dealing with instances of suspected malpractice defines plagiarism as:

"The failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own".

#### **Examples of Plagiarism**

- Copying from published texts
- Copying from internet sources
- Copying or submitting essays or pieces of work previously submitted for examination
- Copying or submitting manufactured artefacts
- Direct and unacknowledged translation of foreign language texts into English
- Copying from work packs produced by the College.

#### **Preventing Plagiarism**

- Raise awareness of plagiarism during induction or before beginning coursework
- Ensure that all students are aware of the Notice to Candidates: Coursework and Portfolio
- Ensure that all students understand which penalties may be applied
- Ensure that all students have signed the college declaration stating that they understand what plagiarism is
- Ensure that students are aware of what is and what is not acceptable in respect of plagiarism
- Ensure that students are introduced to the conventions of using footnotes and bibliographies to acknowledge sources, as appropriate
- Ensure that all deadlines are reasonable and where deadlines are set to assess progress.

#### **Identifying Plagiarism**

- The following points may help in the identification of plagiarism.
- Check whether the student has submitted draft work throughout the coursework process
- Changes in the quality of content, spelling, punctuation style, writing style and presentation throughout the work
- Outdated references used throughout the work
- The use of specialised terminology and jargon which would not ordinarily be expected from a student at that level.

#### **Confirmation of Plagiarism**

Several methods can be used to confirm a case of plagiarism:

- Type a 4-6 word phrase from the text in a search engine such as 'Google'. It may be useful to try a few search engines
- Conduct a viva voce with the students. This may help to assess whether the work is that of the student
- Ask the student whether they have used unacknowledged sources or another student's work.

What is cheating?

There is more than one kind of cheating, and a student may find themselves cheating accidentally. Make sure you know what cheating is, how to recognise it, and what the penalties might be if a student cheats.

It is classed as cheating if a student lends work to someone else so that they can copy from it. If they then copy particular phrases (even if they are short) and don't acknowledge them, then this is cheating.

Does this mean that students can't use study guides, books or websites to help with your ideas?

No. If a student uses an extract from the writings of someone else, they must:

- Make sure they know the author and title of any book, or the exact web address used. Students must record these and tell the examiner. It is perfectly OK to acknowledge the source as 'Greenhead College Study Guide' if the precise author is not named in the guide
- Put in quotation marks any extract used, even if it is only a short phrase of a few words; if this is not followed, it will be classed as cheating
- If a student is summarising the argument of a critic then acknowledge the authorship of the argument they are paraphrasing
- Use the 'References and Citations: Creating a Bibliography' guide available in the library.

### **Definition of Maladministration**

- Maladministration is essentially any activity or practice, which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g. inappropriate candidate records).

Examples of maladministration are (this list is not exhaustive):

- Late candidate registrations (both infrequent and persistent)
- Inaccurate claims for certificates (including certificates claimed 'in error')
- Failure to adhere to qualification approval requirements
- Failure to maintain appropriate auditable records (e.g. certification claims)
- Misuse of logos and trademarks or misrepresentation of a centre's relationship with the Awarding organisation and/or its recognition and approval status with the Awarding organisation
- Withholding of information from the Awarding organisation which is required to assure the Awarding organisation of the centre's ability to deliver qualifications appropriately

Reporting Plagiarism and Cheating

If you suspect that a student has submitted work which involves unacknowledged sources or may be the work of another:

- Inform your Head of Department immediately. Provide evidence to support your assessment.
- Head of Department will inform the Assistant Principal that you suspect that a case of plagiarism has taken place

### Dealing with Plagiarism

If suspicions are confirmed and the student has not signed the declaration of authentication, the case will be dealt with as an internal college matter. Depending on the severity the following outcomes are to be used:

- The student will be informed that any marks given for their piece of work will be removed. There will be no opportunity for the resubmission of work. If the Head of Department and Director Curriculum and Quality agree that it would be difficult for the student to successfully pass the qualification, the student will be withdrawn from the qualification.
- The student will be given a formal warning which will be recorded on their file and communicated to the parents by letter.
- If the student involved lent work to a student which was then used and submitted as a student's own, the student will receive a formal warning which will be recorded in the student's file and communicated to parents by letter. No further action will take place unless the student is involved in a second case of plagiarism.
- If suspicions are confirmed and student has signed the declaration of authentication, the case must be reported to the awarding organisation. This procedure is detailed in Guidance for Dealing with Instances of Suspected Malpractice in Examinations, published by the JCQ. The awarding body will consider any sanctions.

### Dealing with Cheating

If found, during the course of the year, that a student is cheating in one of the ways above, then the Head of Department must be informed in writing. The Head of Department must inform the Director Curriculum and Quality. The student is to receive a formal warning and parents will need to be informed. The College will notify the examination board according to the relevant Awarding Organisation guidelines. This may result in the student being withdrawn from the unit and effectively the whole course. Serious offences can lead to disqualification from all public examinations.

When students hand coursework in, they must be asked to sign a declaration to say that they have not cheated. At that point, if someone finds that the student has lied, it is the examination board who will investigate the situation. Depending on the seriousness of the offence, the student may be removed from the whole of the exam, or in the worst cases from all of their exams.

## **Reporting**

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must notify the Quality Department of MidKent College immediately.

In doing so, details should be provided in writing, with the appropriate supporting evidence.

All allegations must include (where possible):

- the nature of the suspected or actual malpractice/maladministration and associated dates
- details of the qualification, unit or exam
- centre's name, address and number
- candidate's name and registration or enrolment number
- details of centre personnel (e.g. name, job role) if they are involved in the case
- details and outcome of any initial investigation carried out by MidKent College or anybody else involved in the case, including any mitigating circumstances

## **Confidentiality**

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous, although it is always preferable if they reveal their identity and provide us with their contact details. However, if a whistle-blower is concerned about possible adverse consequences that may occur should their identity be revealed to another party, they should inform us that they do not want their identity divulged.

MidKent College will always aim to keep the identity of the person making the allegations confidential where asked to do so, although we cannot guarantee this. We may need to disclose their identity should the allegation lead to issues that need to be taken forward by other parties such as:

- The Police (to investigate or prevent crime)
- The Courts (in connection with any court proceedings)
- Other third parties such as regulatory authorities (in connection with certification)

Once a concern has been raised we have a duty to pursue the matter.

## **Responsibility for the Investigation**

The Quality Department of MidKent College must ensure that the staff involved in any internal investigation are competent and have no personal interest in the outcome of the investigation. The Director of Quality should be involved in all such investigations unless the allegations relate to the Director of Quality or the management of the centre. In which case, such investigations should be carried out by an additional Management person of the centre or his/her nominee.

The nominated person will be responsible for ensuring that the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy. They will allocate a relevant member of staff to lead the investigation and establish whether or not the malpractice or maladministration has occurred, and review any supporting evidence received or gathered by the process.

At all times we will ensure that MidKent College personnel assigned to the investigation have the appropriate level of training and competence and they have had no previous involvement or personal interest in the matter.

#### Notification of Relevant Parties

Where malpractice or maladministration has taken place or is alleged, we will notify the most appropriate senior member of the MidKent College.

Where applicable, MidKent College will inform the Awarding Organisation if we believe there has been an incident of malpractice or maladministration, which could either invalidate the award of a qualification, accreditations or QAPs. In particular we will keep them informed of progress in the matter.

### **Investigation Timelines and Process**

Where possible, MidKent College aim to complete the investigation within 10 working days of receipt of the allegation. However, in some cases the investigation may take longer. In such instances, we'll advise all parties concerned of any revised timescales.

The fundamental principle of all investigations is to conduct them in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias. In doing so, investigations will be underpinned by terms of reference and based around the following broad objectives:

- To establish the facts relating to allegations in order to determine whether any malpractice and/or maladministration has taken place
- To identify the cause of any malpractice and/or maladministration and those involved
- To establish the scale of any malpractice and/or maladministration and whether other qualifications, accreditations or QAPs are affected
- To determine whether remedial action is required to reduce the risk to current registered candidates and to preserve the integrity of the qualifications, accreditations or QAPs.
- To ascertain whether any action is required in respect of certificates already issued
- To identify any adverse patterns or trends.

In carrying out any investigation we will be sensitive to the effect on, and reputation of MidKent College, and/or those members of staff who may be the subject to investigation. We will strive to ensure that the investigation is carried out as confidentially as possible and the organisation/person who is the subject of the allegation will have the opportunity to raise any issues about the proposed approach and the conduct of the investigation.

The investigation may involve a request for further information from relevant parties and/or interviews with personnel involved in the investigation. Therefore, we will expect all parties, who are either directly or indirectly involved in the investigation, to co-operate fully with us.

In any interviews carried out with the person(s) accused of malpractice and/or maladministration, they can choose to be accompanied by a work colleague, trade union representative or other party.

We will ensure that all material collected as part of an investigation is kept secure. All records and original documentation concerning a completed investigation will be retained for a period of no less than 6 years.

If an investigation leads to invalidation of certificates, or criminal or civil prosecution, all records and original documentation relating to the case will be retained until the case and any appeals have been heard and for 6 years thereafter.

## **Investigation Report**

If MidKent College believes there is sufficient evidence to implicate an individual within our centre, in malpractice and /or maladministration we will:

- Inform them (preferably in writing) of the allegation
- Provide them with details of the evidence we found to support our judgment
- Inform them of the possible consequences
- Inform them that information in relation to the allegation and investigation may be, or has been, shared with the IMI and other relevant bodies (e.g. police)
- Provide them with an opportunity to consider and respond to the allegation and our findings

After an investigation, we will produce a report for the parties concerned to check the factual accuracy. Any subsequent amendments will be agreed between the parties concerned and ourselves. The report will endeavour to:

Identify where the malpractice/maladministration, if any, occurred

- Confirm the facts of the case (and any mitigating factors if relevant)
- Identify who was responsible for the malpractice/maladministration (if any)
- Contain supporting evidence where appropriate (e.g. written statements)
- Confirm an appropriate level of remedial action to be applied.

If it's an internal investigation against a member of our staff the Head of Human Resources will agree the report with the relevant internal managers and appropriate internal disciplinary procedures will be implemented.

## **Investigation Outcome**

If the investigation confirms that malpractice or maladministration has taken place MidKent College will consider what action to take to:

- Minimise the risk to the integrity of certification now and in the future
- Maintain public confidence in the delivery of qualifications
- Discourage others from carrying out similar instances of malpractice or maladministration
- Ensure there has been no gain from compromising our standards.

In such cases where certificates are deemed to be invalid, we will inform the candidates that are affected and let them know the action being taken and that their original certificates are invalid. We will work with the relevant IMI and return the invalid certificates to them.

## 6. Appeals Against College Assessment

This appeals process is for use where there are no guidelines set out by the external awarding or validating organisation (e.g. the University of Kent). It is also to be used when the awarding or validating organisation states that you must have gone through the centres appeals procedure in the first instance prior to accessing the Awarding Organisation appeals procedure. Where an appeal is against an awarding or validating organisation assessment, it is the responsibility of the course team to ensure that students are aware of the rules that are set down by the Awarding Organisation and know how to use them when applicable.

In the absence of a formal procedure the following guidelines must be used. Students can appeal against the following;

The assessment plan – the student can appeal if they do not agree with the suggested methods, location, time and/or criteria.

The assessment – the student has the right to appeal if they feel that the assessment differed from what was agreed on the assessment plan/schedule or they feel that they did not receive a fair assessment.

The assessment decision – the student can appeal if they feel the assessor's judgment was unfair.

### Stage 1

#### **Assessor/course tutor**

The student wishing to appeal against an assessment decision must discuss the reasons for the appeal with the assessor or tutor.

If the student remains dissatisfied with the decision reached, the student must give notice of the appeal to the course tutor within 5 days of receiving the assessment decision, using an Appeal Form (Appendix 1 attached).

### Stage 2

#### **Internal Verifier/Internal Quality Assurer**

The course tutor will arrange for the Lead Internal Verifier/Internal Verifier/Internal Quality Assurer/Moderator or Independent Marker to reconsider the assessment decision.

The Internal Verifier/Internal Quality Assurer/Moderator or Independent Marker will notify the student of the decision within 5 working days of receiving the appeal, using the appeal form.

If the assessment has been by observation of a performance or presentation, there should be sufficient evidence to facilitate a re-assessment with an additional assessor e.g. the performance or presentation should be recorded and there should be supporting notes, and/or artefacts, handouts, photographs etc. If there is insufficient evidence to be able to make a second assessment decision, another assignment may need to be set.

### **Stage 3**

#### **Head of Department**

If the student is still unhappy with the reconsidered assessment decision, the Internal Verifier/Internal Quality Assurer/moderator or Independent Marker must forward the documentation to the Head of Department within 48 hours of the re-assessment decision being given to the student.

The Head of Department will set a date for a panel to consider the appeal within 10 days of the Internal Verifier/Internal Quality Assurer or Independent Marker's assessment/decision. The student may be accompanied by their student representative or a student colleague. Documentation will be submitted to members of the panel within 48 hours of the meeting being arranged.

Membership of the panel:

Director

Head of Department

Quality Co-ordinator/Quality Nominee

The appeals panel will make a decision based on the evidence supplied by the Internal Verifier/Internal Quality Assurer/Head of Department and the student. The student must accept the decision of the panel as final. This does not affect the student's right to follow the awarding body's appeals procedure.

The Appeal Form is photocopied, with the master copy kept in the Lead IV/ Internal Verifier/Internal Quality Assurer /Moderators file and a copy given to the student.

The Appeals Form can be found under Appendix 1.

#### **Awarding Organisation Appeal**

If the student is still not satisfied with the decision at this stage and this procedure has been fully exhausted, they can appeal to the relevant Awarding Organisation for the qualification in question. The Awarding Organisation will investigate the appeal in accordance with their procedure, taking the appropriate action.

#### **National Examination Board in Occupational Safety and Health (NEBOSH)**

The National Examination Board in Occupational Safety and Health (NEBOSH) contacts, processes and timescales are indicated below. The NEBOSH complaints procedure states that, if the enquirer remains dissatisfied they may escalate their complaint to NEBOSH.

All complaints received by NEBOSH are dealt with in accordance with their procedures. All complaints will be acknowledged in writing within 10 working days. Correspondence and discussions regarding the complaint will be logged. Complaints will be investigated promptly and fairly. All complaints will be resolved and a written response provided within 25 working days. In the event that resolution is not possible within this timescale NEBOSH will advise in writing of the reason for the delay and the expected date of resolution. Where NEBOSH find that any corrective and/or preventative action is required; this will be recorded and monitored to ensure improvements are made.



If the concern relates to an examination result or malpractice in the conduct of an examination, the complaint will be dealt with under either the Enquiry about Result Procedure or Malpractice Policy.

The NEBOSH policy meets the requirements of the regulatory criteria for open and transparent procedures for complaints as set out in the SQA Accreditation regulatory principles (2014) document published by Scottish Qualifications Authority (SQA) Accreditation in Scotland.

To make a complaint please e-mail [info@nebosh.org.uk](mailto:info@nebosh.org.uk) or write to the following address:

Customer Service Manager  
NEBOSH  
Dominus Way  
Meridian Business Park  
Leicester  
LE19 1QW

If the NEBOSH qualification is accredited by Scottish Qualification Accreditation (SQA) and the assessment process took place within the United Kingdom (UK), the student may also seek regulatory advice from SQA Accreditation.

NEBOSH regulatory review of unresolved complaints for SQA-accredited qualifications

Following the exhaustion of the complaints procedure, the candidate or course provider remains dissatisfied and where the relevant NEBOSH qualification is accredited by SQA Accreditation and assessed within the UK, the student may seek regulatory advice from SQA Accreditation: <http://accreditation.sqa.org.uk>

Other Awarding Organisations

Guidelines can be found throughout these procedures in relation to other awarding organisations. These procedures have been updated following the Joint Council for Qualifications (JCQ) June 2015 and November 2015 which cover AQA, City and Guilds, CEA, OCR, Pearson and WJEC CBAC.

JCQ Post Results Service – Reviews of Results

Centre Responsibilities

All staff involved must be fully aware of the post-results process including the published deadlines.

Centres must make candidates aware of the arrangements for clerical re-checks, reviews of marking and reviews of moderation before they sit any examination(s).

For internal candidates awarding bodies will only accept applications for reviews of marking from centres and not from candidates or their parents.

## **Submissions of requests**

Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure must be widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views.

Students can contact exams at the following email address or may lodge an Enquiry about Results through their tutor [exams@midkent.ac.uk](mailto:exams@midkent.ac.uk)

## **Candidate consent**

Centres must obtain written candidate consent for clerical re-checks and post-results reviews of marking, as with these services candidates' marks and subject grades may be lowered. Failure to do so will be considered centre malpractice.

Candidates must be informed that their marks and subject grades may be lowered and must provide their written consent before an application is submitted. Written consent from the candidate is also acceptable by e-mail.

Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the enquiry about results or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.

An on-line application carries with it confirmation to the Awarding Organisation that the candidate's written consent has been obtained (the submission of a signed application does likewise).

Written candidate consent is not required for post-results review of moderation as candidates' marks may be lowered but their published subject grades will not be lowered in the series concerned. However, centres should be aware that a lowered mark may be carried forward to future certification. For example, if a coursework mark contributes to an AS award is lowered as a result of a review of moderation, the AS grade will be protected, but the lower mark will contribute to any subsequent A-Level award.

The Awarding Organisations offer the following Review of Results services

### **Service 1 (Clerical re-check)**

This is a re-check of all clerical procedures leading to the issue of a result.

Submit the application on line

Candidate consent is required

The deadline for completion is within 10 calendar days of the awarding body receiving the request

The service will include the following checks:

That all parts of the script have been marked

The totalling of marks

### The recording of marks

The outcome of the re-check will be reported along with a statement of the total marks awarded for each unit, or component, included in the enquiry. Only service 1 clerical re-checks can be requested for objective tests (multiple choice tests).

### Service 2 (review of marking)

This is a post-results review of the original marking to ensure the agreed mark scheme has been applied correctly. It is not a remarking of the candidate's script.

### Submit the application on-line

Candidate consent is required and must be held on file

The deadline for completion is within 20 calendar days of the awarding body receiving the request

This service will include:

The clerical re-checks detailed in service 1

A review of marking as described above

### Priority Service 2 (review of marking)

This is a priority post-results review of the original marking to ensure that the agreed mark scheme has been applied correctly. It is not a remarking of the candidate's script. This service is only available for level 3 qualifications where a candidate's place in higher education is dependent on the outcome.

### Submit the application on-line

Candidate consent is required

The deadline for completion is within 15 calendar days of the Awarding Organisation receiving the request

### Service 3 (review of moderation)

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. It is not a re-moderation of candidates work. The awarding body will have trained its reviewers to conduct reviews of moderation accurately and consistently.

If the centre's internally assessed marks (controlled assessment or non-examination assessment) have been accepted without change by an awarding body, this service will not be available.

### Submit the application online

The deadline for completion is within 15 calendar days of the Awarding Organisation receiving the request

The review of moderation will be undertaken on the original sample of candidates' work.

A review of moderation cannot be undertaken upon the work of an individual candidate or the work of the candidates not in the original sample.

Work submitted for a review of moderation must;

Be despatched to the moderator within three working days.

Be the original work submitted for moderation.

Have been kept under secure conditions and not returned to the candidates.

If a centre is concerned about the marking of a centre cohort

If a centre has concerns about one of its component/subject cohorts, then it should submit requests for reviews of marking for all candidates they believe to be affected. Centres must obtain written candidate consent for reviews of marking after the publication of results, as with these services, candidates' marks and subject grades may be lowered

A copy of the Candidate Consent Form can be found at Appendix 2

Written consent from the candidate is also acceptable by e-mail

Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the enquiry about results or any subsequent appeal. The awarding body reserve the right to inspect such documentation.

An on-line application carries with it confirmation to the Awarding Organisation that the candidate's written consent has been obtained (the submission of a signed application form does likewise)

Centres need to be aware that an awarding body is obliged to take further investigative action if there is evidence to support this.

Where an awarding body initiates investigative action candidates' marks and subject grades are not automatically protected. Candidates' marks and subject grades may therefore be lowered, confirmed or raised.

Uniform Mark Scale (UMS) Marks

An explanation of how uniform marks are calculated may be found on awarding bodies websites. However, the following points may be helpful.

Raw marks are the marks that are recorded on scripts by examiners- the maximum raw mark differs according to the unit/component

Candidate's results in unitised subjects are reported as uniform marks- these are fixed for all units/components with equal weighting

Uniform marks are calculated from raw marks

There will not be an obvious direct relationship between raw and uniform marks

Small variations in raw marks may lead to larger UMS differences

Awarding Organisations will monitor the outcome of enquiries about results in terms of raw marks and not uniform marks.

Candidate malpractice

If candidate malpractice is discovered during a post-results review of marking or a post-results review of moderation, the script/controlled assessment/coursework will be processed in accordance with the JCQ document Suspected malpractice in Examinations and Assessments- Policies and Procedures. Candidates may lose some or all of their marks, consequently affecting grades awarded.

Access to Scripts (ATS)

Centres may request;

Copies of scripts to support reviews of marking which will be provided to centres no later than 6th September (not available for all awarding organisations).

Copies of scripts to support teaching and learning.

Centres must submit requests online via the awarding bodies extranet sites.

Centre staff must be fully aware of the guidelines controlling these arrangements.

Centres must make candidates aware of the arrangements for access to scripts before candidates sit any examination(s) to which these arrangements apply.

Centres must submit a request on behalf of a private candidate when asked to do so.

### **Conditions of Access to Scripts (ATS) service**

Awarding Organisations will only release scripts to centres under the following conditions:

A candidate has the right to instruct their centre not to request their script(s).

Prior written permission must therefore be obtained from any candidate where the centre intends to request his/her script(s).

This permission must be sought only after the candidates have received their results for the respective examination series. Candidates who grant their permission have the right to anonymity of their scripts before use.

Scripts must only be seen by teachers who are members of staff at that centre or within a consortium of centres, or returned directly to candidates.

### **Appeals**

The appeals process is available to centres or private candidates who remain dissatisfied after receiving the outcome of a review of results. Reference should be made to the JCQ publication A Guide to the awarding bodies' appeals processes which is available on the JCQ website <http://www.jcq.org.uk/exams-office/appeals>

The above mentioned booklet provides full details of the awarding bodies' appeals processes and the associated timescales.

Appeals can only be submitted after the outcome of a review of results has been reported to the centre or private candidate.

An appeal against a moderation decision cannot be made on behalf of an individual candidate.

In respect of internal candidates, only the head of centre can submit an appeal to the relevant awarding body.

Appeals must be made in writing and clearly state the grounds for appeal.

Awarding Organisations may charge a fee for appeals. This fee will be refunded if the appeal is upheld.

Appendix D  
Candidate Appeal Form

Appendix E  
Enquiries about Results and Appeals Form

Appendix F  
Access to Scripts

## 7. The Recognition of Prior Learning

This section examines the different methods where Awarding Organisations can use prior learning on regulated qualification frameworks and other recognised frameworks.

This applies to all Awarding Organisations where qualifications accept the use of Recognised Prior Learning, including those on the Regulated Qualifications Framework, Self-Regulated Framework (SRF) and other national frameworks in Wales, Scotland and Northern Ireland. However, not all qualifications allow the use of Recognition of Prior Learning (RPL). Where the use of RPL is permitted, this will be stated within the qualification specification.

This section seeks to enable students to avoid duplication of learning and assessment for the purposes of awarding credit. There are three ways that this can be managed:

- Exemption
- Equivalency
- Recognition of prior learning.

### Procedures

#### The RPL Process

##### **Stage 1 – Awareness, Information and Guidance**

Ahead of enrolling a potential learner, the possibility that they may be able to claim credit for some of their previous learning should be raised with them by the assessor and raised with the Lead IQA or Lead IV. If the learner is interested in this, they will need to know the:

1. Process of claiming achievement by using RPL
2. Sources of support and guidance available to them
3. Timelines, appeals processes and any fees involved

**Stage 2 – Pre –assessment, gathering evidence and giving information** At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s) as agreed with the assessor and Lead IQA or Lead IV. In some cases the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit, or part of a unit, that the evidence is being used for.

##### **Stage 3 – Assessment/documentation of evidence**

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a learner'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 learner or essays and reports validated as being the learner's own unaided work. Assessment must be valid, current and reliable to ensure the integrity of the award of credit and, as above, the evidence gathered needs to meet the standards of the unit, or part of a

unit, that the evidence is being used for. The assessment process will be subject to the College's quality assurance procedures, for example internal standardisation and internal verification as well as the awarding organisation's quality assurance procedures. Evidence gathered through RPL should be clearly referenced and signposted to aid internal assessment and internal and external verification.

#### **Stage 4 – Claiming Certification**

Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made. Assessment and internal verification records, along with any additional RPL records completed, should be retained for the standard three year period following certification.

The assessor must ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained in the usual way.

#### **Stage 5 – Appeal**

As with any assessment decision on procedural grounds, if a learner wishes to appeal against a decision made about their assessment they need to follow the College's policy and procedures and then the awarding organisation's Enquiries and Appeals procedures.

#### **Application of RPL**

Exemption is the recognition of certificated, non-QCF achievement; for example, certificated NQF achievement. Exemptions are not recognised by the award of credit and appear on certificates without a credit value.

Equivalency is the transfer of credit from a unit, or units, from within the QCF. To be counted as an equivalency, a unit must have the same credit value or greater and be at the same level or higher than the unit, or units to be claimed. Equivalencies are not recognised by the award of credit and appear on certificates without a credit value.

Acceptable exemptions and equivalencies will be included in the rules of combination of a qualification.

Recognition of Prior Learning (RPL) is the recognition of non-certificated learning towards a full not partial unit or qualification. The RPL process must be negotiated with the centre and must be claimed as part of the course. The centre is responsible for assessment and claiming credit. There is no difference between achievement of the required standards by RPL and achievement through a formal programme of study; therefore, RPL appears on certificates as credit-bearing.

There are three ways of recognising prior learning which may be open to the student:

- Route 1 – Submit a portfolio of evidence based on previous relevant knowledge, skills and competencies which must be assessed against the assessment criteria of the unit/s for which RPL is being sought to ensure that all learning outcomes have been achieved.

- Route 2 – Undertake the same assessments as students following a formal course of learning and assessment that lead to award of the unit or qualification. The assessment may be undertaken without attending teaching sessions.
- Route 3 – Assessment through a summative assessment against a unit or full qualification.

It is important to note that RPL is an alternative route to achievement and is not an easy option or shortcut. However, career breaks will be considered and students will be supported to return to college. Evidence must be produced for RPL which is subject to the same assessment and quality assurance requirements as applied to evidence produced as part of a course.

### **Currency**

Prior learning and achievement must be current to be used by the student, which will normally be within the last three years. For exemptions and equivalencies, this means three years start from the date of the original award to the point at which the student registers with the centre on the course for which the claim will be made. Credit awarded as part of exemption, equivalency or RPL cannot be carried forward beyond three years from the original award.

### **Restrictions on Recognition**

Restrictions will vary according to the Awarding Organisation RPL policy and processes. The awarding organisations aim to ensure that certificates are meaningful and valuable for students and other stakeholders. To support this aim, the following guidelines will be applied to the rules of combination for a qualification to restrict recognition of prior learning and achievement.

### **Exemption and equivalency**

A maximum of 70% of a qualification can normally be achieved through exemption or equivalency. At least 30% should be gained through new learning. 60% of credit within a qualification will normally be achieved at the level of the qualification.

RPL can be used to claim full units and qualifications. However, awarding organisations can reserve the right to exclude the use of RPL in cases such as:

- Licence to practice
- Health and safety requirements
- Regulated professions and work placements.

Additionally, RPL cannot be used where units and qualifications are subject to external assessment.



## 8. Student Attendance and Punctuality

High levels of attainment and progression can only be realised with excellent attendance and punctuality. MidKent College expects all students to demonstrate the highest standards commensurate with the expectations of future employers.

The aims of the following section in the management of attendance and punctuality are integral to the College's Strategic Plan and ambition to create an Outstanding College and high quality learning experience.

Attendance is a key factor in student achievement, retention, progression, and employability. Regular attendance and achievement are very closely linked. High expectations and consistency in encouraging good attendance and punctuality lies at the heart of effective teaching, learning and assessment, supported by a high quality teaching and learning environment.

It is the College's responsibility to engage, enthuse and to promote the progression of students. The attendance at more engaging lessons is higher than at those where learning is less effective. In addition teachers, managers and support staff must set very high expectations of attendance and punctuality, commensurate with those that an employer or university would rightfully expect. The pastoral system must work closely with the curriculum to assure that these high standards are a focus of individual discussions with students and that a consistent approach to attendance management is adopted across the College.

The spirit of these procedures apply equally to all curriculum and pastoral provision and to all age groups, although involvement of parents with most students outside the 16-19 age range may not necessarily apply.

The procedures describe the responsibility for recording and following up absences and dealing with poor punctuality, which are to be adopted across the whole College.

- To make clear the College's expectations for attendance and punctuality
- To outline the sanctions and/or support, which will be applied as a result of unacceptable attendance and/or punctuality
- To recognise and reward outstanding attendance and punctuality
- To define the process and expectation in the accurate completion of registers
- To assert the responsibilities of staff and students in the effective implementation and assurance of the policy
- To aspire to achieve 100% attendance with relevant action taken for those areas that fall below the Minimum Level of Performance target of 95%
- To promote a culture of what prepares young people for the world of work

### Procedures

Personal Tutors will explain these procedures to all students as part of the induction process.

## **Students**

- Students are expected to attend all classes, workshops, one to one sessions, appointments and any identified learning elements of their programme as agreed and advised by their teachers and support staff.

## **Holidays in Term Time**

- To support our students, holidays during term time are absolutely not permitted or authorised.
- The College respects the right of individuals to observe their religious holidays and will allow up to 2 college days per year as authorised absence for this reason, provided that a written request is made to the Director of Curriculum at least 3 weeks in advance of the event.

## **Sickness**

- Students or Parents / Guardians must report absences in advance by 8.30am on the day of absence via the departmental secretary (telephone number will be given to all students during induction sessions). Failure to report an absence without a valid reason will lead to the student receiving disciplinary action
- For “long-term” absences proof in the form of doctor/consultant/hospital letters are to be provided to the Teaching and Learning Manager as soon as possible. As noted in appendix A ‘How to mark a register’, medical appointments must be notified in advance and evidence provided for each appointment.

## **Work Placement / Work Based Learning**

- Students must report any absence from work placement to the relevant Department Secretary (DSA) by direct phone line. It is also the students’ responsibility to contact their work placement provider to let them know that they will be absent (all students are provided with the contact details for their work placement provider by their Work Placement Co-ordinator or teacher).

## **School children**

- Students under 16 on release from school or home schooled will be told that if they are late to sessions, a phone call will be made to their school, parent or guardian and may be followed up by a letter as appropriate.

## **Staff**

- Registers should be completed accurately in line with appendix A ‘How to mark a register’ and appendix B ‘Register Mark Guide’ by the end of each lesson (or where the lesson is off site, by the end of the day).
- This is a basic professional expectation. Registers are also legal documents and underpin funding mechanisms. Failure to comply with the Policy in this regard may lead to a referral to the College’s Disciplinary Policy.
- Any student who has not joined the class at the planned start of the lesson must adhere to the ‘Knock and Wait’ procedure and be challenged and marked as late by the teacher.

- Attendance will be monitored and non-attendance will be followed up to determine the reason and ensure students do not fall behind in their work or confidence.
- Department secretaries (DSA) will communicate reported absences to teachers and Personal Tutors as per their current systems (direct email).
- For students who are in receipt of bursary payments, attendance is a key factor as to the award of the payment and therefore, during induction, all students must be made aware that payment could be withheld due to poor attendance (below 95%).
- No student should be disadvantaged by inaccurate recording of attendance and has the right for errors in attendance marking to be corrected where there is evidence to substantiate this.
- Students with 100% attendance and punctuality will be recognised and rewarded
- Students must be made aware at induction that poor attendance or punctuality and failure to report an absence, may raise a 'Cause for Concern' on the Personal Learning Plan (PLP) and subsequently make that student 'at risk'. Disciplinary action may be invoked due to continual poor attendance and punctuality. It may also affect further progression at College, e.g. into second year / next level of study.
- The principles of the procedures will be applied equitably to all students, adhering to the College's Equality and Diversity Policy.
- Students should be made aware during their induction that in order to prepare them for employment, the College expects all students to strive for 100% attendance and punctuality.
- Teachers, Teaching and Learning Managers and Directors of Curriculum are expected to undertake their own review of student attendance and take the appropriate actions where under performance (below targets identified within this policy) is clearly evident.
- Directors of Curriculum and Teaching and Learning Managers are responsible for ensuring appropriate cover where a member of staff is absent and that registers for any covered classes are recorded in line with this Policy.

### **Holidays in Term Time**

- Holidays taken during term time will result in the student becoming a Cause for Concern and subject to disciplinary procedures. The College reserves the right to cancel an enrolment or prevent progression to the second year or to next level of study where a holiday has been taken.

### **Sickness**

- Students should be marked as absent on their associated registers, the absence is not to be recorded as an 'Authorised Absence' as clearly stated in the appendix B 'Register Mark Guide'.
- Department secretaries (DSA) must be informed by first aiders if students are being sent home because they are unfit for College – this will be sufficient proof for registers.
- For any long term absence (sickness, illness, injury etc), a distance learning model will be implemented for individuals to support continuous learning and

assessment. This will be recorded through contact logs completed by the teacher, Study Programme Coordinator or Personal Tutor, VLE activity, and monitoring of submitted work and assessment activity.

- If students contact teaching staff directly regarding absences, the staff must immediately pass this information on to the relevant Department Secretary (DSA).

### **Work Placement / Work Based Learning**

- Absences and failure to report absences from work placement, may make the student a Cause for Concern and subject to disciplinary procedures. It may also affect further progression at College, e.g. into second year / next level of study.
- In respect of Apprentices or day release students who fail to attend without notifying the College through the identified channels, the employer will be contacted directly by the relevant teacher and / or the Work Based Learning Team.

### **School children**

- The College must recognise that any under 16 student is in loco parentis whilst in the College's care. Consequently, in order to safeguard such learners the school contact (or parent/guardian for home schooled students) must be made aware of the absence within 30 minutes of the start time of the lesson.

## **Policy Validity**

This policy is valid for the period between September 2020 and August 2022. The policy is due for review in August 2022.

## **Policy Owner and Reviewer**

The senior manager responsible for this policy is the Executive Director for Curriculum and Quality.

## **Policy Monitoring, Review and Evaluation**

A review of this policy will form part of the process of self-assessment for the College, and will involve input from a range of stakeholders including staff, students and other stakeholders.

## **Policy Impact Assessment**

This policy has been Impact Assessed and generates no concerns about differential impact.

## **Appendix A**

### **A- Ensuring opportunities for learning**

- 1- The classroom is resourced and adequate for the lesson being taught
- 2- The students has access to the virtual learning environment and that its contents are up to date and interactive to promote student self learning
- 3- The appropriate use of the appropriate technology
- 4- Students can access resources on or off college premises to ensure flexibility of learning.
- 5- Active learning should be encouraged for students to improve their learning opportunities.
- 6- Teaching staff should ensure that learning is relevant to industry.
- 7- Teaching staff should ensure that students are equipped for progression into employment or further education and training.
- 8- A structured induction to the college and the course being studied, including initial screening and diagnostic assessment for full time and substantial part time students.
- 9- A commitment to English and mathematics, Equality and Diversity and equal access for all
- 10- To provide pro-active support for students with learning support needs.
- 11- Collaboration with other agencies to promote access to learning for under-represented individuals and groups in the local community.
- 12- To include industry related experiences e.g. visits, guest speakers or placements etc

### **B- Clear expectations**

- 1- What students should expect from staff to ensure the best learning experience
- 2- What staff should expect from students to ensure students can progress and learn effectively
- 3- How students should behave towards each other both within and outside of lessons
- 4- Staff should treat each student as an individual
- 5- Staff should know individual student requirements, strengths, weaknesses, needs, ambitions, aspirations, interests and hobbies
- 6- Both staff and students should be punctual to all lessons and tutorials
- 7- Students should have 100% attendance to all classes
- 8- Both staff and students must be prepared for each lesson in terms of behaviour and resources.
- 9- Students should have self-regulatory strategies in place to improve behaviour and performance.
- 10- The planning and structure of lessons, modules, whole programmes and modes of assessment to offer students the best opportunities to learn and achieve.
- 11- The provision of schemes of work and assessment schedules at induction to enable students to plan their work.

### **C- Support**

- 1- Where it is highlighted by the admissions and enrolment procedures, students should expect timely support in lessons.
- 2- Students should be enabled to actively identify, plan and manage their support where possible.
- 3- Students should receive extra support sessions in order to catch up outstanding workload
- 4- Support should be available for students trying to achieve high grade targets
- 5- Support should be tailored to individual needs

- 6- A tutorial programme for all full time and substantial part time learners to develop and monitor individual learning plans, promote skills for independent learning and develop students' knowledge, understanding and skills that will facilitate progress towards their goals.
- 7- Opportunities for enrichment through contact with a range of external agencies, visits to relevant exhibitions, invited speakers, workshops and other events.

#### **D- Assessment of learning**

- 1- The curriculum delivery should be planned with appropriate timescales for students to complete workload.
- 2- Students should have completed one marked piece of work before the end of teaching week 6.
- 3- Students should be involved in setting their own targets.
- 4- All student work should be marked and fed back within 10 working days of receipt by the teacher.
- 5- Teaching staff should have early positive intervention strategies in place to ensure support is available to students.
- 6- Students should be able to evaluate each lesson to identify strengths and areas of weakness to improve the learning from the next lesson.
- 7- There must be a clear internal assessment and verification plan in place at the start of the academic year for each course.

#### **E- Continual Professional Development**

- 1- Teaching staff should complete at least one peer observation each academic year.
- 2- All teaching staff should complete two weeks industrial updating every two years to ensure that their industry knowledge is up to date.
- 3- All teaching staff should participate in reflective practice to ensure sharing of best practice in teaching and learning methods.
- 4- All teaching staff receiving a medium or high risk learning walk grade will receive support from either an Advanced Practitioner or Learning Innovation Mentor until a re-observation takes place and improvement is recorded.

#### **F- Evaluation of Learning, Teaching and Assessment.**

- 1- Regular Learning Walks to ensure that the quality is low risk and that targets for improvements are set and monitored by action plans.
- 2- The learning walk process is linked to the Performance Development Review system of all teaching staff.
- 3- Regular monitoring of pass rates, attendance, retention, progress and achievement of learners.

## Appendix B

Record of: **Support/Meeting/Developmental Observation** Delete as appropriate

<b>Person Supported</b>					
<b>Author</b>		<b>Date of Activity</b>		<b>Times</b>	
				<b>Start</b>	<b>Finish</b>
<b>Details:</b>					
<b>Evidence:</b>					
<b>Summary:</b>					
<b>Signatures</b>					
<b>Person Supported</b>					
<b>Author</b>					
<b>Copy Sent to HoD</b>		<b>Name</b>		<b>Date</b>	
<b>Copy sent to Quality Coordinator</b>		Andrew.hills@midkent.ac.uk		<b>Date</b>	





New submission date:		Confirmed number of extensions to date:	
Signed course tutor:		Date:	
Outcome of appeal (including any new submission date):		Signed Head of Department (for appeal only):	
Date:			

Appendix D



MidKent College

Candidate Appeal Form

Qualification:	Unit:
----------------	-------

Stage 1 –Reason for appeal

Candidate:	Date:
Comments:	
Decision given by assessor:	
Signature:	
Date:	

Assessor :	Date:
Comments:	
Decision:	
Signature:	

Stage 2 – (Lead) Internal Verifier/IV/IQA//Moderator

Lead IV/IV/IQA/ I.M Name:	Date:
Comments:	
Decision:	

Signature:
Date:

Stage 3

PANEL ASSESSMENT

Chair:	Date:
Comments:	
Final Grade/Mark:	

N.B. This form is only to be used where the external awarding body does not have its own appeals procedure form.

## Appendix E



### Enquiries about Results and Appeals Form

Candidate consent form

Information for candidates

The following information explains what may happen following an enquiry about a result and any subsequent appeal.

If the College makes an enquiry about a result and a subsequent appeal of 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 enquiry about results, you must sign the form below. This tells the Principal that you have understood what the outcome might be and that you give your consent to the enquiry about your results being made.

Centre Number:	Centre Name:
Candidate Number:	Candidate Name:

Details of enquiry (Awarding Organisation, Qualification level, Subject title, paper/unit)

I give my consent to the head of my examination centre to make an enquiry about the result of the examination/s listed above. In giving consent I understand that the final subject grade awarded to me following an enquiry about the result and any subsequent appeal may be lower than, higher than, or the same as the grade 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 enquiry about results or any subsequent appeal. MidKent College will retain these records for 18 months.

## Appendix F



### Access to Scripts

#### Candidate consent form for use of examination scripts

Centre Number:	Centre Name:
Candidate Number:	Candidate Name:
Subject:	Component/unit code:

Tick ONE of the boxes below:

- If any of my scripts are used in the classroom I do not wish anyone to know it is mine. My name and candidate number must be removed.
- If any of my scripts are used in the classroom I have no objection to other people knowing they are mine.

Signed:
Date:

This form will be retained on the centre's files for a maximum of 5 years.