

Further Education Assessment Policy 2017-18

Includes:

Academic Appeals Policy
**Access Arrangements in Examinations and Assessments for Students
with Learning Difficulties and/or Disabilities**
Assessment Malpractice Policy
Recognition of Prior Learning Policy

Policy Owner	Department
FE Central	FE Central
Version Number	Date drafted/Date of review
2.2	31/07/17
Date Equality Impact Assessed	Has Prevent been considered (see Policies Guidance if unsure)
Reviewed and Approved by (see Policies Guidance for approval process)	Date
FEQMG Academic Board	07/09/2011 14/09/2011
Access (tick as appropriate)	
Public access (website) <input checked="" type="checkbox"/> And/Or Internal access (MyWi) <input checked="" type="checkbox"/>	Staff and Student access <input checked="" type="checkbox"/> Or Staff access only <input type="checkbox"/>

Policy Overview and Scope

The 'College' referred to throughout means Writtle University College.

The Further Education (FE) Academic Regulations of the College apply to all students registered on 'Further Education' programmes / courses with Writtle, irrespective of mode of attendance and place of study. FE Programmes / courses are all programmes / courses up to and including Level 3 on the NQF / QCF and to NVQ Levels 1-5. These regulations apply from 1 August 2017 to 31 July 2018, and to any subsequent referral assessment arising from this period. The Academic Board reserves the right to amend the FE Academic Regulations at any time. Any such amendment will be communicated to all students and will not disadvantage any student.

These regulations over-ride and displace any Programme / Course Scheme specific academic regulations. However, these academic regulations may be over-ridden by specific requirements of validating bodies. These Regulations are reviewed annually.

A number of specific terms are utilised in the text. These are explained in more detail within the Glossary of Terms in [Appendix C](#).

Copies of these regulations can be downloaded from the College VLE. If you require assistance with this or interpreting any of the regulations you should contact your Course Manager in the first instance.

The terms of reference and constitution of the Academic Board and its sub-committees are available from the Academic and Quality Systems Office (AQS).

UNIVERSITY COLLEGE STAFF EXPECTATIONS

University College staff (including instructors, tutors, course managers, curriculum managers) will:

- Ensure that staff involved in delivering, assessing and internally verifying are appropriately qualified to at least the minimum standard as required by awarding bodies, all have teaching qualifications (or working towards) and new tutors are provided with mentors to support their development.
- Ensure that all students undergo impartial initial information, advice and guidance which includes initial assessment to ensure that students make the correct course choice taking into account previous qualifications and experience and future aims.
- Provide an induction programme which ensures that students:
 - Are familiar and comfortable with their new environment
 - sign their learner agreement to show understanding of all elements of their study programme
 - are familiar with policies, procedures and expectations
 - are clear about the assessment regimes for their programme and what they need to do to achieve
 - know how to provide feedback on any aspect of their course or the University College.
- Provide an accurate timetable of activities for the programme of study which shows the days and times of their sessions including tutorials, English, maths, work placements and enrichment activities.
- Provide a Unit Guide for each unit which shows activities on a session by session basis, outlining the key objectives for each session alongside the wider personal development skills.
- Provide an assessment schedule at the start of a programme which is published on the College VLE and gives details of all study programme assessments including externally assessed components.

- Ensure that all assessments and assessed work go through the internal verification as per the Internal Verification Policy and Procedures.
- Ensure that students are registered on the correct programme, units and assessments prior to any assessment taking place.
- Provide appropriate assessment methods for the programme of study which meet awarding body requirements and include the provision of special arrangements as required.
- Utilise a range of assessment types such as practicals, written reports, projects, oral (e.g. presentations) which take into account the group profile and individual learning needs where possible (e.g. not awarding body prescribed assessment).
- Set academic targets for all students which are reviewed through the tutorial process and course team meetings. Provide feedback on progress to students, employers and parents / guardians / carers (under 18s only) at regular intervals e.g. through tutorials, workplace visits, parents evenings, reports.
- Provide formative and summative assessments which include detailed feedback to enable improvement. All internal assessments are expected to be marked, undergo IV and returned to students within 3 weeks with feedback being provided on vocational aspects of assessment and general skills such as English, maths, ICT and wider skills development.
- Consider equality of opportunity and fair and respectful treatment of all students in all aspects of assessment, including access to the appeals and complaints processes of the College.
- Provide access to a range of additional support for students with specific identified learning difficulties or disabilities, including assessment, provision and review of support needs with reasonable adjustments made for assessment (according to awarding body regulations and [APPENDIX G - Access Arrangements in Examinations and Assessments for Students with Disabilities](#))
- Assess the quality of the teaching, learning and assessment experience of students through processes such as lesson observations, the internal verification process, staff development, sharing practice, internal and external audit, external verification and student feedback.
- Collect student feedback on assessment processes via learner surveys, liaison meetings and unit reviews

UNIVERSITY COLLEGE STUDENT RESPONSIBILITIES

All learners are expected to sign up to the University College and Learner Commitment which lays out what learners can expect from the University College and, in turn, what the University College and other learners expect in return. The full University College and Learner Commitment document can be found in the Student Handbook and as [Appendix A](#) of this document. The extract below states the Learner Responsibilities.

Any breach of this Agreement may result in disciplinary action and may affect any bursary payments that you receive. The College reserves the right to contact parents/carers of students under the age of 18 (under 25 in the instance of a vulnerable adult).

Extract from the University College and Learner Commitment:

As a student at Writtle University College you have responsibilities to yourself, to fellow students, to staff and to the University College environment. This means that you should respect and uphold others and your rights to study in an environment that is free from discrimination.

You should:

- Treat others with respect and consideration

- Value and respect each others differences, including their beliefs, religion, gender, disability or sexual orientation

It is your responsibility to:

- Attend and commit to your studies
- Adhere to the notification of absence procedure. Provide a medical certificate in case of absence on health grounds in excess of one week
- Arrive on time prepared for your sessions with appropriate equipment including any PPE
- Meet course work deadlines and submission dates – you should be aware that you may be charged for missed assessments
- Avoid plagiarism and cheating
- Not disrupt other students' learning
- Retain assessed work for inspection until the final award is confirmed
- Attend any support sessions that have been arranged to assist you with your studies
- Keep the University College up to date with any change to your circumstances, for example change of address or phone number
- Follow University College procedures with regard to correct use of IT and computer equipment including email and internet
- Abide by University College and departmental rules surrounding use of mobile phones and personal music equipment
- Give fair and honest opinions during student surveys and liaison meetings
- Avoid behaviour, including inappropriate dress and language, bullying or harassment, that may cause offence or harm to University College staff, students and visitors and University College property
- Abide by the rules surrounding consumption of alcohol and illegal substances on University College premises or on University College activity
- Abide by the rules relating to the carrying and possession of blades and weapons
- Respect the University College environment, do not drop litter
- Only eat, drink and smoke in designated University College areas
- Drive safely with due care and attention with respect to speed limits and park within designated student parking areas

REGULATIONS RELATING TO ASSESSMENT

Each student is required to:

- Attend examinations and submit work for assessment in accordance with programme regulations, and without cheating or otherwise seeking to gain unfair advantage.
- Undertake all assessed work within a unit, before the candidate can be deemed to have passed that unit. Work-based units are not graded. A candidate is either competent or not yet competent.
- Students may apply for, and be granted credit from, unit assessment on the grounds of accredited prior learning. Credit will normally only be granted after an RPL process which will involve the documentation of evidence of prior learning (See [Appendix E, Recognition of Prior Learning Policy](#)).
- Produce work for assessment that meets the specified criteria. In order to pass a unit, students must complete all assessments containing outcomes that contribute to the final grade of that unit in accordance with the requirements of the Awarding Body. These may be internal or external assessments.

- Provide the Programme / Course Team or the Awards Board with any evidence regarding personal circumstances which may have affected performance, and which should be taken into consideration. This is to be done by delivering written details to the Course Manager, at least 7 working days before the Awards Board meeting. (See also [Appendix F, Academic Appeals Regulations](#)).
- Students should be aware that it may be in their best interests to provide their Course Manager with details of any personal circumstances which may affect performance, irrespective of their current level of performance.
- Retain all assessed work in the form of a portfolio **until their final Award has been conferred** and allow access to the portfolio by the University College if required. This may be a considerable period of time and is to allow External Verifiers and Internal Verifiers to view evidence of assessments, and for the Awards Boards to complete the assessment processes in full. Failure to do this may affect certification of the award

Notes:

An important principle, in relation to assessment, is that of fairness; both to the individual candidate and to the student body as a whole. In particular, where the Programme / Course Team or the Awards Board is of the opinion that a candidate may be heading for non-achievement or termination, it is the duty of the Board to draw this to the candidate's attention.

Specific Learning Difficulties and Disabilities

In some cases of students with formally diagnosed specific learning difficulties or disabilities (see [Appendix G - Policy on Access Arrangements in Examinations and Assessments for Students with Disabilities](#)) it may not be appropriate to assess by the normal methods specified in the Programme / Course Scheme Regulations. In such cases the Programme / Course Team can seek guidance from the Awarding Body to the appropriateness of varying the method of assessment, bearing in mind the objectives of the programme / course, and the need to assess the student on **equal** terms with other students. They may be allowed extra time or to make use of appropriate aids. It should however be noted that it is not permissible for students with specific learning difficulties or disabilities to be given work for assessment which is **easier** to pass.

Conditions of Assessment:

The student's right to be assessed or re-assessed depends on fulfilment of the responsibilities specified below. Note that this guidance may be superseded by specific awarding body policy.

- No student shall be permitted to resume studies in the following semester, be recommended to an awarding body for an Award or receive an award certificate, if they are in debt to the College or in breach of any College regulations, except with the explicit agreement of the College Senior Leadership Team. Some awarding bodies will also withhold certificates until debts have been discharged and regulations obeyed.
- If a student/candidate does not fulfil attendance requirements without good cause, the Chair of the Awards Board has authority to withhold the right to be assessed and to deem the student/candidate to have not passed/achieved competence. The Academic Board, through the Awards Board, reserves the right not to permit re-assessment in these circumstances.
- If a student/candidate does not attend for assessed work or fails to submit work for assessment without good cause, the Programme / Course Team or the Awards Board has authority to deem the student/candidate to have not passed/achieved the assessments concerned. The Academic Board, through the Awards Board, reserves the right not to permit re-assessment in these circumstances. If a student is allowed to resubmit assessment, a minimum £20 fee plus material costs may be charged.

- If a student/candidate is found to have cheated (including plagiarism) or attempted to gain an unfair advantage, the Awards Board has authority to deem the student/candidate to have not passed/achieved the assessments concerned and to withdraw any right to be re-assessed. Please refer to the [Assessment Malpractice Policy, Appendix H](#).
- If a student/candidate does not, without good cause, provide the Course Manager, at least 7 working days before the meeting of the Awards Board, with evidence in writing of personal circumstances that may have affected performance in assessed work, the Awards Board (and [Academic Appeals Panel](#)) has authority to reject any appeal on those grounds.

Notes:

Students/candidates should be aware that it may be in their best interests to provide their Course Manager with details of any personal circumstances which may affect performance, irrespective of their current level of academic performance.

If a student/candidate is found to have acted in breach of the disciplinary requirements of either the College or another institution in which study (or other programme related experience) is being undertaken, the College or other institution at which the student/candidate is enrolled has authority to ban the student/candidate from attendance and to deem the student / candidate to have not fulfilled the requirement to attend the programme of learning and examinations / assessments, provided that this authority is exercised through the approved disciplinary procedures of the College or other institution.

PROGRAMME / COURSE REGULATIONS / STANDARDS

Regulations relating to specific programmes / courses are available from the FE Central Office or Awarding Body Websites (details in [Appendix B](#)). These specific regulations:

- Specify the means by which students may progress through the programme of study (identifying core and optional units) and the progression points at which they must be completed.
- Identify all the competencies or outcomes that will be assessed.
- Specify the means of assessment, its nature and timing.
- Identify the components of the study that must be completed and passed in order for a student to achieve the award.
- Specify the criteria governing the successful achievement of the award including any classification and distinctions that may be available.

EXTERNAL VERIFIERS

- *Appointment*
 - External Verifiers are appointed by the awarding bodies and in some instances on the recommendation of the College.
- *Purpose*
 - The role of the External Verifier is to ensure that the College is delivering and assessing the programme / course in accordance with Awarding Body requirements. Further details on the

role of External Verifiers are available from the FE Central Office. External Verifiers are able to recommend withholding of learner certificates if requirements are not met.

- *External Verifiers liaison with the College appointed Internal Verifier / Programme / Course Manager*
 - The Internal Verifier ensures that candidate portfolios, assessment records and documentation meet the College and Awarding Body requirements. In order to achieve the above, Internal Verifiers are required to sample portfolios and assessments. External verifiers will also wish to sample and examine students' work, which must be made available on request for this purpose.

REGULATIONS RELATING TO EXAMINATIONS

Writtle University College follows the Joint Council for Qualifications (JCQ) instructions for conducting exams and controlled assessments (<https://www.jcq.org.uk/exams-office>). The JCQ is a membership organisation comprising the seven largest providers of qualifications in the UK and provides a single voice for its members on issues of examination administration. Full details can be found at <http://www.jcq.org.uk/about-us>. Information can also be obtained from the Exams Office (exams@writtle.ac.uk).

It should be noted that candidates in breach of any exams regulations or who commit any malpractice ([APPENDIX H - Further Education Assessment Malpractice Policy 2017-18](#)) may be suspended from one or all of the examinations, may be deemed by the Interim Awards Board and the Awards Board to have not passed those examinations, and may face disciplinary action. All such cases will be reported to the Chair of the Interim Awards Board and Awards Board in writing by the Invigilator.

JCQ 'Information for Candidates' on examinations can be found at <http://www.jcq.org.uk/exams-office/information-for-candidates-documents> and should be read prior to any examinations.

NON-ACHIEVEMENT

Awards Board Remit

When deciding on appropriate action following a non-achievement grade, the Programme / Course Team and the Awards Board is obliged to only consider the best interests of the student concerned, and the maintenance of University College and Awarding Body academic standards.

Where the Awards Board believes the student is likely to attain a pass on re-assessment, then it is obliged to offer the opportunity subject to Awarding Body guidance. Where it believes the student is most likely **not** to pass, then it should avoid misleading the student into further fruitless expenditure of money, time and effort – and should not offer re-assessment.

Interim Awards Boards / Progress Boards are held at regular intervals to review student progress, the decision to terminate or transfer learners to a more appropriate programme / course can be made by this Board.

Awards Board Options

- In the case of non-achievement and/or borderline grades in a whole or part unit being reported to an Awards Board, that Board, following the appropriate awarding body regulations, has the option to:
 - offer a **referral/resit** (i.e. an opportunity to undergo re-assessment). This may be similar to the original assessed work, or be in a different format – but in all cases should be equivalent in level of difficulty.
 - recommend a **retake** (i.e. an opportunity to undertake further learning – often a repeat of the programme / course – followed by re-assessment). This option may involve a delay of up to 1 year for the student to join the following group, and should only be offered where the Awards Board considers the student is not likely to pass a referral. A tuition fee will normally be payable.
 - confirm the non-achievement (i.e. preclude further re-assessment other than that following re-registration by the student – which would be at the discretion of the institution receiving the application, and would normally involve the payment of further fees by the student).

Maximum Re-Assessment

Within any one registration period (normally 3 or 5 years) a student may be re-assessed for a unit in which they have not attained a pass grade. The number of occasions will be determined by the Awards Boards and Awarding Body regulations. The re-assessment may require further learning and registration which could incur further costs to the candidate. Re-assessment may not be permitted in cases where a pass grade has already been achieved.

Tutor Action

Where a student has not passed an initial internal assessment, the tutor may, at his/her discretion and following the appropriate awarding body regulations, immediately proceed with a referral (especially in the case of non-achievement due to late hand-in of work) without waiting for Internal Verifier approval (NOTE: except for in the case of Pearson / BTEC programmes). The basis of such action is that it will often be more convenient to the student, and will have less of a disruptive effect on other studies, than would a referral postponed to the following semester.

However, the original grade must be reported to the Internal Verifier or the Awards Board together with the subsequent referral grade. This action does not pre-judge the decision of the Awards Board that may or may not decide to accept the referral grade.

Failure to Submit Work

Where a student does not meet the deadline for handing in work, or does not submit work for assessment, then in the absence of a previously negotiated extension or a medical certificate or other good reason, the student shall be deemed to have not achieved that assessment. The Awards Board will make a decision as to whether to offer an additional attempt at the assessment under guidance of Awarding Body regulations.

For all other programmes / courses, work handed in late will be treated as a referral, and may only be eligible for the minimum pass mark at best, this will depend on individual Awarding Body regulations.

PROGRESSION

Progression Points

Many programmes / courses of learning contain progression points at which each student's progress will be reviewed by an Awards Board and a decision taken on whether or not the student should be allowed to progress to the next stage, transferred to a more appropriate programme / course or terminated.

Criteria for Automatic Progression within a programme / course

To be allowed to automatically progress, the student must have:

1. Achieved a satisfactory level of performance in all standard units.
2. Completed satisfactorily all referrals and retakes.
3. Received a satisfactory report from the Programme / Course Team (to include attendance, punctuality and attitude to study).
4. Settled all outstanding bills with the College.

Failure to Automatically Progress

In cases where the student does not meet the requirements to automatically progress, their progression requires the specific agreement of the Awards Board. Conditions for the student, with deadlines, will normally be part of such agreement.

Non-achievement of these conditions will result in the student not being allowed to progress further, until the conditions are met. This may involve further teaching and assessment, and may result in delays of a year or more before the conditions are met and the student's normal programme / course can resume.

TERMINATION

Awards Boards Remit

When deciding on appropriate action in a potential termination case, the Awards Board is obliged to only consider the same issues as when considering instances of non-achievement – namely the best interests of the student concerned, and not of the rest of the student body.

When to Consider Termination

While each case must be considered individually, termination should be recommended on academic grounds only when it is the opinion of the Awards Board that the student is not capable of achieving the Award at that time, or in serious cases of assessment malpractice (see [Appendix H, FE Assessment Malpractice Policy](#)).

Student Withdrawal

Where the Awards Board deems it appropriate, it may recommend or suggest withdrawal to a student instead of enforcing the course termination process itself. Where withdrawal is recommended, the student's sponsors will also be informed of this decision.

Withdrawal Through Absence

Students will normally be deemed by the Course Team or the Awards Board to have effectively withdrawn from their programme / course of study if they are absent from all timetabled classes, tutorials and assessments for a continuous period of three weeks, without the consent of the Programme / Course Manager.

Student Continuation

In some cases, a student who is clearly not going to achieve the Award may nevertheless be genuinely benefiting from the study programme, without significantly hindering other students. In such instances, the Awards Board may permit continuation of study, even where the majority of units are not being achieved – provided the student and his/her sponsors are made aware that he/she is unlikely to achieve the Award.

APPENDIX A

UNIVERSITY COLLEGE AND LEARNER COMMITMENT

The **University College and Learner Commitment** agreement is designed to make it clear what learners can expect from the College and, in turn, what the University College and other learners expect in return.

All FE learners should read this document carefully and sign with their course tutor. Please ask your tutor if you are not sure about what any part of the Commitment means.

YOUR ENTITLEMENT

Writtle University College aims to provide a high quality, stimulating learning environment where you are respected as an individual.

We are committed to providing an atmosphere where you have equality of opportunity regardless of race, ethnicity, religion or belief, sex, gender identity, sexual orientation, age or disability. We take issues related to harassment and bullying seriously.

We have clear policies and procedures which will support you whilst at University College; full details are available on Moodle. Some relevant policies are listed below:

- *Academic regulations*
- *Academic Appeals*
- *Special examination arrangements*
- *Student Disciplinary Procedure*
- *Single Equality Scheme*
- *Attendance and Absence procedures*
- *Complaints procedure*
- *Child Protection and Safeguarding policy*

We will endeavour to provide:

- Learning opportunities suitable to your individual needs, ambitions and achievements
- Equal access to teaching resources, staff, support, guidance and information

We will also listen to and foster your views through student liaison groups, student surveys and fair and transparent policies and procedures.

Guidance and Support

You are entitled to:

- Your information and records being treated confidentially in accordance with the Data Protection Act (1984) the Children Act (1989, 2004) and Every Child Matters (2004)
- Initial guidance which will enable you to make the correct course choice taking into account your previous qualifications and experience and your future aims
- A tutorial support programme which will include regular group and individual tutorial sessions, in which targets will be set to assist you in achieving your qualification and aims for the future

- Access to information advice and guidance relating to financial support, emotional well being and progression, which includes progressing to Further Education, Higher Education and careers
- Safe and secure access to work placements and enrichment opportunities

Environment

You are entitled to:

- A safe, stimulating and appropriate learning environment
- Access to University College amenities that are fit for purpose, including buildings, resources and equipment and relevant professional staff
- Clear Health & Safety information including a non smoking environment (with designated areas for use)
- Appropriate resources for students with learning difficulties and/or disabilities (e.g. accessible learning materials and hearing loops).

Teaching and Learning

You are entitled to:

- A high quality learning experience delivered by well qualified professional staff
- Course information published and available from a variety of sources giving clear detailed achievement and progression routes
- Opportunities for guidance related to assessment, target setting and submission of work
- Access to a range of additional support for students with specific identified learning difficulties or disabilities
- Access to opportunities to engage in sport and other enrichment activities

YOUR RESPONSIBILITIES

As a student at Writtle University College you have responsibilities to yourself, to fellow students, to staff and to the University College environment. This means that you should respect and uphold others and your rights to study in an environment that is free from discrimination.

You should:

- Treat others with respect and consideration
- Value and respect each others differences, including their beliefs, religion, gender, disability or sexual orientation

It is your responsibility to:

- Attend and commit to your studies
- Adhere to the notification of absence procedure. Provide a medical certificate in case of absence on health grounds in excess of one week
- Arrive on time prepared for your sessions with appropriate equipment including any PPE
- Meet course work deadlines and submission dates – you should be aware that you may be charged for missed assessments
- Avoid plagiarism and cheating
- Not disrupt other students' learning
- Retain assessed work for inspection until the final award is confirmed
- Attend any support sessions that have been arranged to assist you with your studies

- Keep the University College up to date with any change to your circumstances, for example change of address or phone number
- Follow University College procedures with regard to correct use of IT and computer equipment including email and internet
- Abide by University College and departmental rules surrounding use of mobile phones and personal music equipment
- Give fair and honest opinions during student surveys and liaison meetings
- Avoid behaviour, including inappropriate dress and language, bullying or harassment, that may cause offence or harm to University College staff, students and visitors and University College property
- Abide by the rules surrounding consumption of alcohol and illegal substances on University College premises or on University College activity
- Abide by the rules relating to the carrying and possession of blades and weapons
- Respect the University College environment, do not drop litter
- Only eat, drink and smoke in designated University College areas
- Drive safely with due care and attention with respect to speed limits and park within designated student parking areas

Any breach of this Agreement may result in disciplinary action. The University College reserves the right to contact parents/carers of students under the age of 18 (under 25 in the instance of a vulnerable adult)

Student Name: **Student Ref. No:**

Student Signature: **Date:**

Tutor Name: **Date:**

Tutor Signature:

APPENDIX B

Awarding Body Websites:

The British Horseracing Education & Standards Trust

<http://www.bhest.co.uk/>

Central YMCA Qualifications

www.cyg.org.uk/

City and Guilds

www.cityandguilds.com/uk-home.html

Pearson / BTEC

<http://qualifications.pearson.com/en/home.html>

NCFE

www.ncfe.org.uk/

Royal Horticultural Society

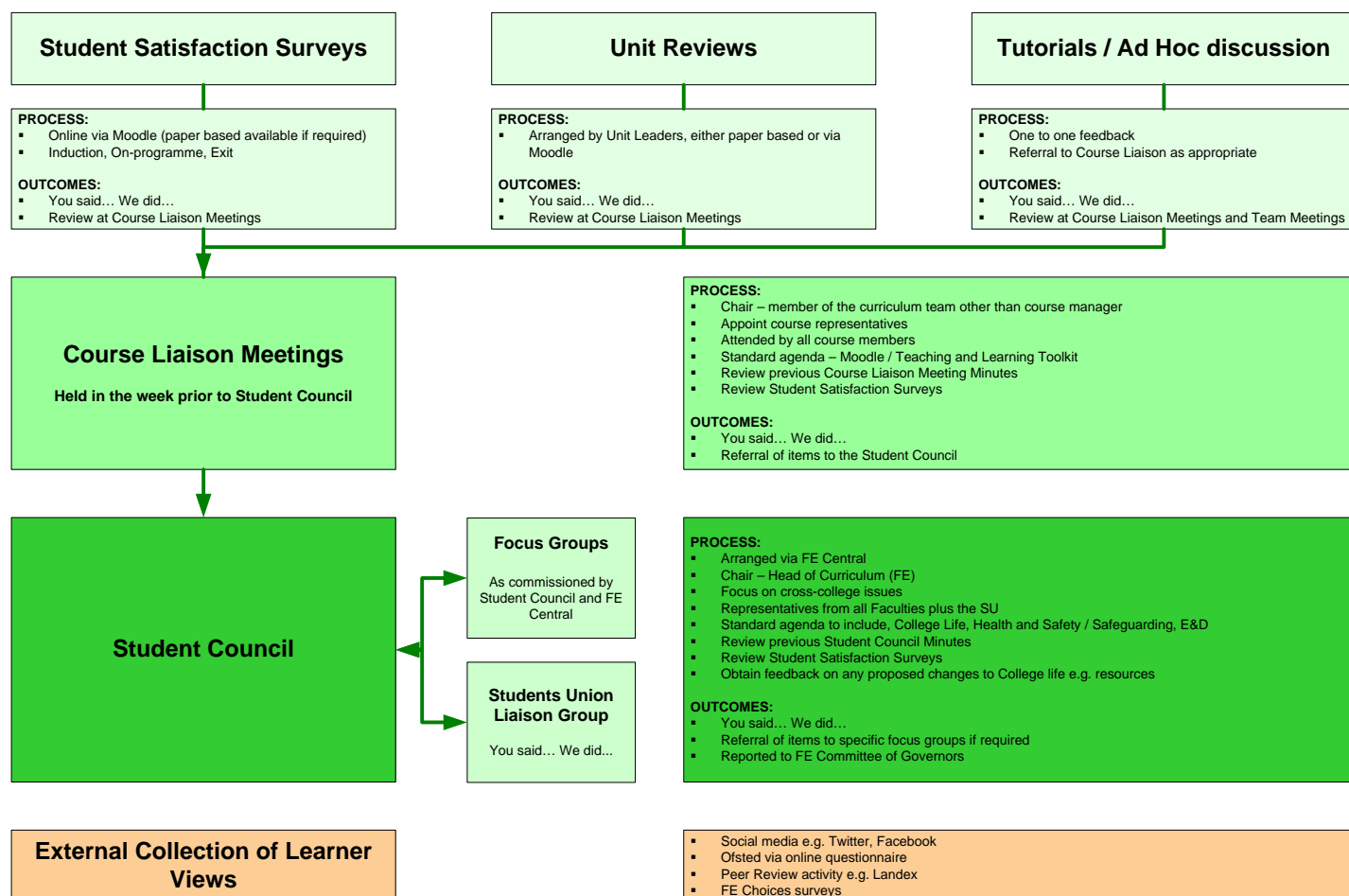
www.rhs.org.uk

APPENDIX C - Glossary of Terms

Academic Board	The highest level academic committee in the University College with overall responsibility for academic standards and the formulation and review of policies, procedures and regulations for the assessment of academic performance, the granting of awards and for making recommendations of awards to external bodies.
Academic Year	The annual cycle which forms the basis of most study <i>programmes</i> . It runs from 1 August to 31 July.
Accreditation of Prior [Experiential] Learning (AP[E]L)	The formal recognition of a student's previous learning achievements. This may include taught qualifications, or experience gained through work, home or leisure activities.
Assessment	The process of marking or grading knowledge, skills, competencies or outcomes against specified criteria, where the mark, grade or outcome contributes towards a unit or overall award.
Assessed Work	Any activity or piece of work which may be marked or graded as part of the 'Assessment' for a unit or overall award.
Award	A formal educational qualification, gained by accreditation of specified <i>units</i> .
Awarding Body	A body approved by the Department for Education and Skills to design and operate as assessment and quality assurance system for learning programmes and to provide certification for candidates.
Awards Board	A sub-committee of the Academic Board. Each Programme / Course has an Awards Board at the end of each academic year established to consider student marks or competencies, and to make assessment and progression decisions. Full terms of reference are available separately. Interim Awards Boards take place throughout the year.
Competence	The ability to perform work within an occupation to specified national standards.
Credit	Recognised educational value. Credits for individual <i>units</i> may be accumulated towards an Award .
Element	A sub-division of a unit of competence.
Evidence	Candidates have to provide evidence of their performance in order to prove their competence against specified <i>grading criteria or learning outcomes</i> .
Examination	A substantive assessment or series of assessments that are normally time constrained and that are completed in a controlled environment under arrangements made by the Course Manager.
External Verifier	Appointed by Awarding Bodies to make regular visits to approved centres and monitor quality.
Grading Criteria	Criteria which indicate the standard of performance required.
Internal Verifier	Appointed by the College to monitor and develop quality systems of assessment.
Programme/course	A route of study, normally comprising of a specific series of <i>units</i> .

Progression Point	A specified point in a programme of study, when the student's progress to date is reviewed by an Awards Board, and a decision taken on whether the student should be allowed to progress to the next stage. Progression points occur throughout the academic year
Re-assessment	This simply means further assessment – which may be offered when a student does not pass an earlier attempt. Re-assessment may be offered in the context of a referral (assessment only), or a retake (learning and assessment).
Referral	An opportunity to be re-assessed , which may be offered when a student does not pass an earlier attempt. Normally a short interval is allowed before referral assessments, to provide opportunity for the student to prepare and revise.
Registration	The formal commitment to the Awarding Body by a student to a particular programme/course .
Retake	An opportunity to undertake further learning – often a repeat of the previous programme – followed by the relevant re-assessment . Like a referral , a retake may be granted when a student does not pass an earlier assessment. An offer of a retake is made where the Awards Board considers the student is not likely to pass a simple referral and requires additional input and support . A retake is by its nature a more lengthy process, requiring considerable further study effort from the student. This may therefore result in delays of up to 1 year, before completion and progression .
Unit	A self contained block of learning and assessment.
Work for Assessment	Any activity or piece of work (including practical task, verbal presentation, written report, test or examination) defined as a requirement of the 'Assessment' for a unit or overall award.
Working Days	Monday to Friday inclusive, but exclusive of Bank Holidays.

APPENDIX D – COLLECTION OF STUDENT FEEDBACK



APPENDIX E – Recognition of Prior Learning Policy

Policy Overview and Scope

This policy applies to all programmes running within the Further Education Division at Writtle University College which are not finally assessed through external / national examinations.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop these through a course of learning.

RPL may also be known as Accreditation of Prior Learning (APL), Accreditation of Prior Experiential Learning (APEL), Accreditation of Prior Achievement (APA), Accreditation of Prior Learning and Achievement (APLA) and Recognition of Prior Learning (RPL).

It is acceptable to RPL aspects of units, complete unit(s) or a whole qualification using a range of evidence which should be valid (including current) and reliable.

Individual Awarding Bodies have policies for RPL and these should be reviewed with any request by a learner for RPL:

Pearson / BTEC	Recognition of Prior Learning Policy
City and Guilds	Centre Management Manual
NCFE	Centre Support Guide

NOTE: Where previous achievements have already been certificated and taking into account the rules of combination, it may be possible to use one of the following options:

Credit transfer is the process of counting credit(s) awarded in the context of one qualification towards the achievement requirements of another qualification.

Exemption is where a learner may claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of equivalent value

Policy and Procedure

THE PRINCIPLES OF RPL

- RPL is a valid method to enable students to claim credit for units irrespective of how their learning took place; there is no difference between the achievement of a unit or aspects of units through RPL or a formal study programmes
- All the processes and subsequent decisions made in relation to RPL should be rigorous, transparent, fair, reliable and accessible to ensure that all stakeholders can be confident in the decisions and outcomes agreed

- RPL should be learner-centred and voluntary, a learner wishing to take advantage of RPL should be provided guidance and support to make a claim for credit through the process
- Assessment for RPL is subject to the same QA processes as any other form of assessment
- Assessment for RPL should be of equal rigour to any other assessment method and can be used for any unit unless the assessment requirements of the unit / qualification do not allow this.
- RPL can be used for learners transferring across learning programmes and do not hold relevant credits, for example transfer from NQF to QCF programmes.

WHERE MAY RPL BE APPROPRIATE?

RPL may be appropriate or of particular value in situations such as:

- A learner with no formal qualifications but experienced in a subject, for example through employment
- A learner who has undertaken a programme of study but has not had their learning formally recognised through a qualification. NOTE: if a learner has certificated learning, then they should apply for exemption rather than RPL

THE PROCESS

If it is identified through information, advice and guidance that a learner may wish to claim RPL for aspects of a qualification, the process below should be followed.

1. Learner should be registered on the qualification as soon as evidence gathering commences
2. The learner identifies possible areas of a unit / qualification that they feel they may be able to demonstrate RPL
3. The Programme Team confirms that it is appropriate for the learner to gather evidence to demonstrate RPL and provide guidance on what is required. For example:
 - i. Witness statements
 - ii. Photographs
 - iii. Training previously received
 - iv. Job descriptions
 - v. Appraisals
4. The Programme Team will ensure that the learner understands that the information should be:
 - i. Valid – i.e. match the level and competence required
 - ii. Sufficient – does it cover all aspects being looked for and cover the full range
 - iii. Authentic – is it definitely the learner’s own work
 - iv. Reliability – would a different assessor make the same assessment decision
 - v. Currency – is the evidence recent enough to measure current competence and be appropriate considering changes that may have taken place in thinking and technology over time
5. Once the learner has compiled a portfolio of evidence, an appropriate member of the Programme Team will assess the evidence against the criteria / units that RPL is being claimed for; this decision will then undergo internal verification by the Lead IV for the programme.
6. Records of assessment are maintained in the same way as for any other method of assessment i.e. criteria achieved are recorded in ProMonitor.
7. The learner should go through the Awards Boards process in the same manner as usual
8. Certification claims are made according to normal processes

This policy supersedes any other policy and procedural guidelines, which may be in other existing University College documents. Writtle University College may amend this policy from time to time and any such amendments will be notified via the website, through Writtle Weekly or by email.

If this information is difficult to access, read or understand, it can be provided in another format, for example in Braille, in large print, on audiotape, in another language or by someone talking it through with you.

Version Control

Version Number	Purpose/Amendment	Date
2.1	Updated for 2016/17	01/08/2016
2.2	Updated for 2017/18	31/07/2017

APPENDIX F – Further Education Academic Appeals Policy 2017-18

Policy Owner	Department
FE Central	FE Central
Version Number	Date drafted/Date of review
2.2	28/07/17
Date Equality Impact Assessed	Has Prevent been considered (see Policies Guidance if unsure)
Reviewed and Approved by (see Policies Guidance for approval process)	Date
FEQMG	23/08/2010
Access (tick as appropriate)	
Public access (website) <input checked="" type="checkbox"/> And/Or Internal access (MyWi) <input checked="" type="checkbox"/>	Staff and Student access <input checked="" type="checkbox"/> Or Staff access only <input type="checkbox"/>

Policy Overview and Scope

Terms of Reference

- To conduct appeals lodged by appellants against decisions made by an Internal Verifier or an Awards Board concerning their academic performance, the granting of an Award, and the termination of their programmes of study on academic grounds. In this, the Panel will exercise the function of the Academic Board of the College.
- The policy includes all assessment types including, but not restricted to, written reports, portfolios, practicals, tests and controlled assessments.
- In the case of externally assessed qualification components where appeals are made to the awarding body, the policy will enable a decision as to whether a student’s appeal will be supported by the University College.
- Students do not have a formal right of appeal to items of assessment that form only part of a unit. These terms of reference refer only to substantive academic performance issues.

Policy and Procedure

Interpretation

Within these Academic Appeals Regulations, unless the context otherwise requires:

- “the University College” means Writtle Agricultural College Higher Education Corporation.
- “the Panel” means an Academic Appeals Panel of the University College appointed under these regulations by the Academic Board of the University College.
- the “Awards Board” means an Academic Awards Board established by the Academic Board to consider the academic performance of students/candidates in the light of the assessment standards and procedures as set out in the Academic Regulations, the programme of learning, and the awarding body regulations, and to make decisions concerning course termination and the granting of an Award.

- “the Secretary” means the Further Education Quality Improvement Assistant.
- “the Convenor” means the Convenor of the Academic Appeals Panel.
- “appellant” means a student who is the subject of an appeal.
- a “Friend” means a person invited by the appellant to accompany him/her and support him/her at the hearing. The person may be any student or employee of Writtle University College or, in the case of a student under 18 years of age, a parent or guardian who can help the appellant to present his/her case.
- the Interpretation Act 1978, as amended, shall apply for the interpretation of this Constitution.

Membership and Officers

The Academic Board shall annually appoint a “Pool” of 10 academic staff drawn from across the FE Division.

- The Head of Quality, Head of Curriculum and the Curriculum Area Manager shall serve in annual alphabetical rotation as Panel Convenor from the start of each academic year.
- A Panel will comprise one Chair (Convenor) drawn from above, plus two members of the teaching staff drawn from the Pool.

Determination of Validity of Appeal

- An appellant may appeal against a decision of the Awards Board, on the following grounds:
 - that his/her performance in the assessment process was adversely affected by illness or other factors which he or she was **unable to divulge before the Awards Board reached its decision.**
The appellant must provide medical certificates or other documentary evidence acceptable to the Panel indicating clearly why such evidence had not previously been made available to the Awards Board via the Programme / Course Manager.
 - that there is evidence of a material administrative error, or that the assessments were not conducted in accordance with the current regulations.
- The appellant may **NOT** appeal on any ground which:
 - has already been considered by the Awards Board; or
 - could have been considered by the Awards Board had the appellant given prior notice of intent, but the appellant failed so to do for no valid reasons; or

merely challenges the academic judgement of the Awards Board.

Preliminary Procedure

- An appellant wishing to lodge an appeal must give notice in writing to the Secretary, within a maximum of one month after receipt of the Awards Board decision. This notice in writing should state the grounds on which he/she wishes to appeal.
- An appellant wishing to appeal on grounds of illness, must send to the Secretary supporting documentary medical evidence. Additionally the reasons why such evidence was not presented to the Awards Board must be stated. If the required evidence had been sent to the Awards Board Meeting, via the Programme / Course Manager, the Secretary should be notified of this fact by the appellant.
An appellant wishing to appeal on grounds of administrative error, or that assessment was not conducted in accordance with current regulations, should send to the Secretary such documentary evidence appropriate to support his/her appeal.
- In either case, this evidence must be sent to the Secretary at the same time as notice is given. The Secretary shall also notify the Panel Convenor that an appeal has been submitted.

The Secretary has the right to call for additional written evidence from the appellant or from University College staff, and to include any such additional evidence as he/she considers to be in the interests of a just outcome.

- The Convenor of the Panel, in liaison with the Secretary, shall if satisfied that the notice of appeal and accompanying evidence discloses a prima facie ground of appeal, summon a meeting of a Panel. There is no right of appeal against this preliminary decision.
- In convening a Panel, care will be taken to ensure that its membership does not include any member of staff who has taught or assessed the appellant.
- The timescale required to allow a fair and thorough appeals process, will often mean that the Academic Appeals Panel will meet within the academic semester following the Awards Board decision which is being appealed against.

Any student appealing against termination of study who has established legitimate grounds for appeal will be treated as remaining on their programme of study until the outcome of the appeal is known. The student will not be charged tuition fees for the period pending the decision of the Panel if the Appeals Panel confirms the original decision. However, the student would normally be expected to pay their own costs for accommodation and other living expenses.

REFERRAL OF A COMPLAINT TO THE ACADEMIC APPEALS PANEL – PROCEDURE

The Secretary will:

- call a meeting of the Panel, having first been advised of the staff comprising the Chair and members.
- give at least 5 working days notice to the appellant exercising the right of appeal, that the Panel will meet to consider his/her case, giving the date, time and place of such meeting, and informing that his/her presence will be required.

The notice shall be given in writing and delivered personally to the appellant, or if this is not possible then by recorded postal delivery to his/her last known local and home addresses. It will also advise the appellant that:

- in addition to his/her compulsory attendance at the hearing, he/she has the right to be heard, and to be accompanied, if he/she so wishes, by a friend.
- he/she has a right to submit a further written statement or written evidence for the consideration of the Panel. Such statement or evidence to be lodged with the Secretary not less than two working days before the hearing. The statement or evidence will be circulated to the Panel members prior to the meeting, by the Secretary.
- the responsibility rests entirely with the appellant for informing witnesses that he/she proposes to call, of the details of the Panel hearing, for securing their attendance and for meeting any costs incurred by the witnesses.
- the secretary should be informed not less than two working days before the Panel meeting, of the names of witnesses the appellant proposes to call, and the name and status of any friend who will accompany the appellant.

The Hearing

- The Secretary or his/her nominated deputy shall make a record of the proceedings, which shall be conducted in a manner designed primarily to draw out all relevant evidence for consideration, and subject to this also to preserve confidentiality so far as possible.
- Where two or more appellants are the subject of an appeal, the Panel shall decide whether the interests of any one of them would be prejudiced by hearing the appeal relating to them collectively. If the Panel is of the opinion that the appeal might be prejudiced, or that the proceedings could not easily or fairly be conducted in relation to two or more appellants together, then it shall continue the

hearing concerning them individually. Notwithstanding this, an appellant has the right to request and receive a separate hearing.

- The Chair of the Awards Board, the Director of Further Education and/or the appellant's Programme / Course Manager will present the recommendation of the Awards Board, together with any supporting documentation.
 - Members of the Panel will be given the opportunity to seek further information from the Chair of the Awards Board, Director of Further Education and/or the appellant's Programme / Course Manager.
 - The appellant and/or his/her friend will be given the opportunity to seek further information from the Chair of the Awards Board, Director of Further Education and/or the appellant's Programme / Course Manager.
 - The appellant and/or his/her friend will be given the opportunity to make a statement to the Panel, in support of the appeal against the decision of the Awards Board.
 - Members of the Panel will be given the opportunity to question the appellant and/or his/her friend and any witnesses whom the appellant has called in support of his/her appeal.
 - The appellant and friend, and witnesses (if any), the Chair of the Awards Board, Director of Further Education and the Programme / Course Manager, will withdraw from the meeting.
 - The Panel in private, accompanied only by its Secretary, will discuss the case and will make a decision. If the Panel wishes, it may interrupt its deliberations to seek further clarification from any of the parties involved.
 - The Chair of the Academic Appeals Panel will convey its decision to the appellant, the Chair of the Academic Board, and the Programme / Course Manager.
 - If the appellant is present, the decision will be conveyed verbally immediately after the meeting. In all cases, the decision will also be conveyed in writing within 1 week of the meeting.
- Where the appellant does not appear at the hearing, his/her appeal will be deemed to have failed by default, unless there is good and sufficient reason for his/her non-appearance, or the Secretary has not properly notified the appellant of the sitting of the Panel. In the latter cases, the Panel will determine a date (and time) upon which to re-convene itself.

Powers

- The Panel, having heard the appeal, may:
 - **annul or modify the decision** of the Awards Board, if it is satisfied that in relation to the individual appellant there has been a material administrative error, or that the internal assessments were not conducted in accordance with the current regulations for the course, or that some other material irregularity has occurred.
 - **annul the whole Award's Board assessment decision or any part of it**, and require appropriate remedial action to be taken, if it is satisfied that an administrative error or material irregularity has occurred which has affected more than one candidate.
 - **annul or modify the decision** of the Awards Board, if it is satisfied that the appellant's performance in the assessment was adversely affected by illness or other factors, which for good and sufficient reason he/she was unable to divulge before the Awards Board reached its decision.
 - **Submit an appeal to an awarding body** if assessments were not conducted in accordance with the current regulations for the course, or that some other material irregularity has occurred or if it is satisfied that the appellant's performance in the assessment was adversely affected by illness or other factors. NOTE: this may depend on the individual awarding body.

- **dismiss the appeal**, if it is satisfied that the appellant has established the ground of appeal, but the Panel is nevertheless of the opinion that the ground as established is of insufficient substance to have influenced the Awards Board, or is not of such a kind as ought to have influenced the Awards Board.
- **dismiss the appeal**, if it is satisfied that the appellant has not established acceptable grounds of appeal.
- In reversing a decision of the Awards Board, the Academic Appeals Panel may impose certain qualifying conditions upon the appellant.

Appeal

The Panel is the final appeal body on matters of academic dispute. However, if the appellant alleges maladministration by the Panel, the right of appeal is to the Academic Board and should be directed to the Principal, as Chair of the Academic Board, via the Secretary.

Academic Appeals – A Summary for Students

- There are two grounds upon which you may appeal against a decision taken about you by the Assessors for your course. These are:
 - if your performance was adversely affected by factors which you were unable, on valid grounds, to divulge to the Awards Board before it met.
 - if there was a material administrative error, or the assessment was not conducted according to the regulations.
- You have one month from the date of publication of the results in which to lodge your appeal with the Secretary. Note that this may vary for external assessments, awarding body guidance should be referred to.
- If you decide you wish to appeal you should contact your Programme / Course Manager immediately. He/she can advise and help you:
 - decide whether you have grounds for appeal.
 - to set out your written appeal and supporting documents (if any).
 - to understand the appeals procedure and prepare you for the next stage.
- If your appeal is referred to the Academic Appeals Panel you will be informed that you will be able to attend and that you may, if you wish, be accompanied by a “friend”. Your Course Manager or the Students’ Union can advise you about this.
- You also have the right to call witnesses to the hearing, for example, if you have been receiving counselling or any other help from the Learning Support Unit, it may also be appropriate to call that member of staff as a witness, but you should discuss this fully with the person concerned in the first instance. It is your responsibility to secure the services of, and attendance at the hearing of, your witnesses within the timeframe notified to you by the Secretary.
- The Appeals Procedure is summarised above, but it is important that you read the Appeals Regulations themselves. Your Course Manager, Learning Support Unit and the Students’ Union are happy to explain how the Appeals Procedure works, and to advise you how to lodge your appeal.

Additional Notes for Work-based Appeals:

If a candidate has a grievance concerning his/her assessments, there is a formal Appeals Procedure that can be utilised. Candidates will be made aware of this procedure at the earliest opportunity.

Should a candidate have cause to raise a grievance relating to:

- Access to Assessment
- Method of Assessment
- Bias in Assessment

He/she should, in the first place, approach the Assessor within 5 working days of the grievance arising. Both parties will make every effort to resolve the grievance to their mutual satisfaction within 10 working days of approach to the Assessor. If the matter is still not resolved to the student's satisfaction then the following formal steps must be taken:

- STEP 1
 - the candidate will contact the Internal Verifier within 10 working days of following the above initial step. Every effort will be made to resolve the grievance to his/her satisfaction within 15 working days of them contacting the Internal Verifier.

- STEP 2
 - if the matter is not resolved to the candidate's satisfaction, they should contact the Head of Curriculum (FE) (or nominee) within 10 working days following completion of STEP 1. An appointment date for the Head of Quality, Assessor, Internal Verifier and candidate will be made to resolve the grievance to their mutual satisfaction within 10 working days of contacting the Head of Curriculum (FE) or Head of Quality (FE) (or nominee).

- STEP 3
 - if the grievance is still unresolved following the completion of STEP 2, the grievance will be referred to the External Verifier who will deal with it in accordance with the requirements of the relevant Awarding Body.

APPENDIX G - Access Arrangements in Examinations and Assessments for Students with Learning Difficulties and/or Disabilities 2017-18

Policy Owner	Department
Mandy Cooley	Learner Services
Version Number	Date drafted/Date of review
3	22.08.17
Date Equality Impact Assessed	Has Prevent been considered (see Policies Guidance if unsure)
	n/a
Reviewed and Approved by (see Policies Guidance for approval process)	Date
FEQMG	
Access (tick as appropriate)	
Public access (website) <input checked="" type="checkbox"/> And/Or Internal access (MyWi) <input checked="" type="checkbox"/>	Staff and Student access <input checked="" type="checkbox"/> Or Staff access only <input type="checkbox"/>

Policy Overview and Scope

Writtle University College welcomes applications from prospective students who have a disability or specific learning difficulty. All applications are considered on a fair and equal basis, however, it is recognised that for some students additional support may be required in order for them to get the most from their studies. Early disclosure of these needs is actively encouraged as it allows support to be put in place from the beginning of their programme of study.

The University College recognises that in the case of some students with a disability or specific learning difficulty, it may not be appropriate to assess a student's work by the standard methods specified for their course or programme of study. In such cases the method of study may be varied as appropriate, bearing in mind the objectives of the programme and the need to assess the student on equal terms with other students.

This policy has been written with due regard to the University College's Equality Policy. Its purpose is to ensure that all students have equal access to assessments and examinations and are neither advantaged nor disadvantaged by any learning, medical and/or mental condition they may have. The University College manages this activity in line with the guidance laid down in the most recent Joint Council for Qualifications Guidelines.

It should be noted that for the University College to consider access arrangements, the onus is on students to notify the University College of their disability and/or learning difficulty (as noted in the Further Education Academic Regulations). Access arrangements are managed by Writtle University College but final agreement on appropriate access arrangements according to individual courses of study is made by the Awarding Organisations.

Policy and Procedure

PRINCIPLES OF ACCESS EXAMINATION / ON COURSE ARRANGEMENTS

- 1.1 For students that had access arrangements at school, assessments need to be updated. Students are requested to provide the University College copies of the associated documentation regarding their previous arrangements.
- 1.2 The nature of any access arrangements for examinations or assessments will be determined according to the recommendations in a relevant:
- Assessment from an Educational Psychologist or equivalent, *or*
 - Medical Report
- 1.3 In determining any access arrangements the University College will seek to ensure:
- i. that such arrangements do not give the candidate an unfair advantage over other candidates;
 - ii. that such arrangements do not reduce the validity or reliability of the examination or assessment;
 - iii. that such arrangements do not mislead users of the Qualification or Certificate about the candidate's attainment;
 - iv. that such arrangements are approved (when applicable) by the relevant Awarding Body;
 - v. that assessments for access arrangements are up to date (if a student was under 16 when they were assessed, access arrangements have to be renewed every two years);
 - vi. that the candidate's usual methods of working are taken into account and that, if necessary, the candidate has had an opportunity to gain some experience in the use of any special arrangements.
- 1.4 The Learning Support department will be responsible for confirming student entitlement to access arrangements in examinations and assessments and any additional teaching and learning support. All students who are eligible for access arrangements will be confirmed to the relevant Course Manager by Learning Support staff. Access arrangements may apply to students with a temporary disability as well as to those students who have a permanent or long-term disability or learning difficulty.
- 1.5 Depending on the Awarding Body, any entitlement to variation in the method of assessment or to access arrangements in examinations will need to be agreed as early as possible and no later than twelve weeks before the assessment is due to take place.

EXAMINATION ARRANGEMENTS

Written Examination Papers

- 2.1 For learners taking functional skills examinations the University College can grant additional time (of up to 25%) without having to apply to the Awarding Body, as long as current evidence is provided and copies held on file. For learners taking GCSE examinations, however, extra time has to be formally applied for. For other any other examinations, the University College will review and work within individual Awarding Body requirements.
- 2.2 Other arrangements such as reading of questions, use of computers, an amanuensis, dictation of responses on to tape or oral examination may be permitted if recommended in evidence provided (as in 2.2) and approved by the relevant Awarding Body.
- 2.3 Supervised breaks or rest periods may be allowed either inside or outside the examination room as recommended in evidence provided (as in 2.2). The duration of any breaks will not be deducted from the time allowed for the examination paper. Additional time for completion of the examination paper may be allowed in addition to approved rest breaks.

Oral Assessment

- 2.4 If recommended in evidence provided (as in 2.2), alternative arrangements may be made for a student for whom a disability or medical condition may influence performance in oral assessment.

ON COURSE ARRANGEMENTS

- 3.1 Once students have been assessed, Learning Support staff will be responsible for notifying the Examinations Office and Section Leaders or Course Managers. Section Leaders/Course Managers will be responsible for notifying any other staff who need to know for teaching and assessment purposes.
- 3.2 The University College will endeavour to provide additional learning support and make reasonable adjustments according to individual need.
- 3.3 There will be no entitlement to additional time allowance for assignments.
- 3.4 There will normally be an emphasis on the correct spelling of technical names and terms for all students. However, students with a specific learning difficulty (evidence provided as in 2.2) will have their work marked in accordance with the 'guidelines for marking the written work of students with a specific learning difficulty'.

REPORTING

Information about any access arrangements agreed will be made available to the relevant Examinations Board, or Awards Board.

STAFF DEVELOPMENT

The University College will provide relevant staff development to enable staff to be fully aware of the difficulties that learning difficulties and/or disabilities may present to students.

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If this information is difficult to access, read or understand, it can be provided in another format, for example in Braille, in large print, on audiotape, in another language or by someone talking it through with you.

Version Control

Version Number	Purpose/Amendment	Date
3	New format	22.08.17

APPENDIX H - Further Education Assessment Malpractice Policy 2017-18

Policy Overview and Scope

The aim of this policy is to ensure that the integrity and validity of assessment and certification of Further Education qualifications is maintained through the appropriate conduct of University College students and staff.

Malpractice considered in this policy includes:

Learner malpractice which is any action by a learner which has the potential to undermine the integrity and validity of the assessment of the learners work.

Staff malpractice which is any deliberate action by a member of staff which has the potential to undermine assessment or certification of any qualification.

Plagiarism which is the taking and using of another's thoughts, writings, inventions etc. as one's own,

It should be noted that this policy sets out general principles, all staff and students should ensure that they abide by specific awarding body / qualification assessments; these can be found in the awarding body qualification specification.

Policy and Procedure

1. Aims of the Policy

1.1 The aims of this policy are to:

- Identify and minimise the risk of malpractice by staff or learners
- Respond to any incident of alleged malpractice promptly and objectively
- Standardise and record any investigation of malpractice to ensure openness and fairness
- Impose appropriate penalties and / or sanctions on learners or staff where incidents or attempted incidents of malpractice are proven
- Protect the integrity of the University College as an examination centre.

2. Definitions of Malpractice

2.1 Learner Malpractice

Examples of assessment malpractice by students include:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying) – plagiarism
- Deliberate destruction of another's work

- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another e.g. by taking one's place in an assessment

Note that this list is not exhaustive and other instances of malpractice may be considered by the University College at its discretion.

Possible actions taken by the University College if malpractice is proven could include:

Moderate cases of assessment malpractice:

For example:

- Copying from books without acknowledgement which makes a significant contribution to the overall work
- Allowing another student to use your work
- Evidence of a limited amount of copying and pasting information from the internet without acknowledgment or passing this off as your own work

Possible actions include:

- Assessment grade /mark could be reduced or awarded zero
- You may not be offered another opportunity to complete the assessment
- You may have to re-do the work under supervised conditions
- You may be given a different assessment to complete covering the same assessment criteria
- You may enter a formal disciplinary process which could include a verbal or written warning (see Student Disciplinary Policy)

Serious cases of assessment malpractice:

For example:

- Extensive copying of textbooks
- Using model internet answers
- Using past candidates work
- Undue help from outside the University College
- Buying, selling or stealing of work
- Evidence of an extensive amount of copying and pasting information from the internet without acknowledgment or passing this off as your own work

Possible actions will depend on the seriousness of the malpractice but may include:

- No grade or a zero mark for the assessment
- You may not be offered another opportunity to complete the assessment
- You may have to re-do the work under supervised conditions
- You may be given a different assessment to complete covering the same assessment criteria
- You may enter a formal disciplinary process which could include a final written warning, suspension or exclusion from the University College (see Student Disciplinary Policy)

In all cases, a record will be made in your file of the allegation, the outcome and any penalty given. This information may be used if the University College is asked for a reference or if you wish to progress to a further course within the University College.

2.2 Staff Malpractice

Examples of assessment malpractice by staff include:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work where there is insufficient evidence of achievement to justify the marks or assessment decisions given
- Failure to keep candidate work secure
- Fraudulent claims for certification
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment where this support could potentially influence the outcomes of assessment
- Producing falsified witness statements
- Allowing evidence which the assessor knows is not the learners own to be included as evidence for achievement
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements e.g. where a learner is permitted support
- Falsifying records / certificates e.g. by alteration or substitution
- Fraudulent certificate claims by claiming for a certificate prior to the learner complete all the requirements of assessment

Note that this list is not exhaustive and other instances of malpractice may be considered by the University College at its discretion.

Possible actions taken by the University College if malpractice is proven could include:

- The appropriate awarding body may be informed and the supporting evidence supplied to the body
- The University College may take internal disciplinary action as per the Staff Disciplinary Policy; this action will be commensurate with the seriousness of the malpractice
- The member of staff may be put through the Capability Process

3. University College Responsibilities

3.1 In order to prevent assessment malpractice, the University College will:

- Aim to avoid potential malpractice by using the induction period and the student handbook to inform learners of the University College's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources

- Ask learners to declare that their work is their own through signatures
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct any investigations into alleged malpractice using the student and staff disciplinary policies at an appropriate level commensurate with the seriousness of the allegation
- Make the individual aware at the earliest possible opportunity of the malpractice investigation and of any possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appeal against any judgement made
- Document all stages of the investigation
- Details of the penalties / sanctions that will be applied if malpractice is proven can be found in the Student Disciplinary Policy and the Staff Disciplinary Policy

NOTE: see the Student Disciplinary Policy (Student Handbook) and the Staff Disciplinary Policy (Staff Intranet) for full details of the investigation process.

This policy supersedes any other policy and procedural guidelines, which may be in other existing University College documents. Writtle University College may amend this policy from time to time and any such amendments will be notified via the website, through Writtle Weekly or by email.

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Version Control

Version Number	Purpose/Amendment	Date
2.1	Updated for 2016/17	02/09/2016
2.2	Updated for 2017/18	31/07/2017