



Morley College

**ASSESSMENT &
APPEALS POLICY**

Date Updated: December 2014

Date for review: December 2015

MORLEY COLLEGE

Assessment Policy and Procedure

Policy

An assessment can be of a student's knowledge, understanding, abilities or skills. The College uses three types of assessment: initial or diagnostic, formative and summative.

Initial or Diagnostic assessment determines the preparedness of a student for achieving the learning outcomes of a course or module.

Formative assessment measures a student's progress towards achieving the learning outcomes of a course or module.

Summative assessment measures the degree to which a student has achieved the learning outcomes of a course or module.

Accredited and Non-Accredited Learning

The College offers both accredited and non-accredited learning.

1. Non-Accredited Learning

For non-accredited Learning the College uses the RARPA (Recognising and Recording Progress and Achievement in Non-accredited Learning) assessment system. This uses initial, formative and summative assessment.

Students are assessed against the learning outcomes stated on the Course Outline. These outcomes are agreed at the beginning of the class and students are also given the opportunity to state their personal goals. As a product of initial assessment some of the learning outcomes may be modified for particular students or replaced by a personal learning goal.

Formative assessment is usually referred to as Progress Review and should be an ongoing feature of classes. Given the wide range of non-accredited courses on offer at the College, a diversity of assessment methods, particularly for Progress Review, is to be expected and welcomed.

Verification and/or moderation of assessments in non-accredited learning will be carried out in accordance with the procedures established in the College

2. Accredited Learning

For accredited learning, summative assessment (and, as appropriate, initial and formative assessment), is formal and recorded. The validity of such assessments is based on the following:

- that students understand the purpose of the assessment (whether it is initial, formative or summative)
- that any assignment set is appropriate to the assessment criteria and the learning objectives, providing students with an opportunity to evidence

- their relevant knowledge, understanding, skills or abilities.
- the assessment criteria have been explained to the students
 - the assessment criteria are applied consistently and fairly to all assessed work
 - assignments are generated under consistently-applied conditions of assessment (e.g. time allowed, open-book, invigilated)
 - the commentary on the assignment is appropriate and consistent with the grade awarded
 - in the case of assessment by direct observation, that the assessed activities are taking place in an appropriate environment.
 - the results of the assessment and feedback are made known to students within an agreed time frame
 - the assessment procedure does not disadvantage any student on the basis of race, gender, age, learning difficulty, disability or sexual orientation
 - students have been given the opportunity to disclose a disability in order for a reasonable adjustment to have been made at the time of assessment

Morley College is committed to ensuring that whenever its staff mark candidates' controlled assessment/examinations/coursework, this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill and who have been trained in this activity.

Formal assessments can be carried out internally by the College's teaching staff, or externally by the accrediting body or by a mixture of both. The accrediting body will decide whether or not an internal or external verifier should be appointed.

Verification and/or moderation of assessments will be carried out in accordance with the regulations of the awarding body.

Appeals Policy

a) Internal Assessment

In order to ensure that work produced by candidates is authenticated in line with the requirements of the awarding body, Morley College is committed to a quality assurance process of internal moderation and standardisation to ensure consistency of marking.

There is no appeals process for the grades assigned to non-accredited learners but where the internal assessment of student work contributes to the achievement of a qualification or award, the student will have the right to appeal the grade assigned, if they believe that this quality assurance process may not have been followed in relation to his/her work.

A grade appeal may be submitted on two grounds:

- 1) In the awarding of the grade the College failed to follow the procedures set out in its Assessment Policy.

- 2) There is evidence of bias or prejudice on the part of the assessor.

To lodge an appeal:

- 1) The appeal must be submitted in writing to the Deputy Principal (Curriculum & Quality) within seven calendar days of the student's receipt of the moderated grade. If the grade has been posted to the student, he or she will be regarded as being in receipt two days after posting. The appeal must set out the grounds for challenging the grade assigned.
- 2) The Deputy Principal (Curriculum & Quality) will appoint a senior manager to conduct the investigation. This manager will not have had any involvement in the internal assessment process for that subject. The purpose of the investigation will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
- 3) The Deputy Principal (Curriculum & Quality) will respond to the appellant within 14 days of receipt of the appeal request, stating his/her decision to allow the appeal to go forward to an Appeals Hearing or disallowing it.
- 4) The Appeals Hearing will be chaired by the Deputy Principal (Curriculum & Quality). Also present will be a Curriculum Area Manager (not from that department) and the Appeal Investigating Officer. The member(s) of the academic staff responsible for the assigning of the grade and the appellant will also attend. Others may be invited solely for the purposes of giving evidence either by the chair or the appellant.
- 5) The Appeals Hearing will consider the following:
 - a. the written appeal
 - b. the justification of the grade as provided by the assessor/moderator
 - c. investigating officer's report
 - d. the evidence of witnesses (if called)
 - e. any other material the chair considers relevant

Written documentation considered by the hearing will be provided to the appellant at least 48 hours prior to the hearing. If either the chair or the appellant wish to call witnesses they must notify the other party at least 48 hours prior to the hearing also.

The Appeals Hearing will either:

- i) reject the appeal
- ii) require that the assignment is reassessed by a different member, or members, of the academic staff who would have been, in the decision of the Chair, appropriately qualified to have carried out the original assessment. This is not a stipulation that the assignment be given a different grade.

The reassessment will be final, save only if provision is made for further appeal in the rules and regulations of the Awarding Body.

- 6) The appellant will be informed in writing within 7 calendar days of the outcome of the appeal, including any relevant correspondence with the

awarding body, and any changes made to internal assessment procedures.

The outcome of the appeal will be logged as a formal complaint and a written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed/moderated, it may be externally moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Morley College and is not covered by this procedure.

b) External Assessment

Where assessment is carried out externally a student's right of appeal will be governed by the rules and regulations of the Awarding Body. However, a student seeking to appeal a grade externally assigned should normally seek the support of the College by writing to the Deputy Principal (Curriculum & Quality) setting out the grounds of his or her appeal.

The grounds on which the College would normally be expected to support an appeal are:

- i) the appellant failed the assignment when expected to pass
- ii) the appellant gained a significantly poorer grade than expected
- iii) the College is aware of circumstances – for instance, the maladministration of an exam – which may have, through no fault of the appellant's, significantly impacted the appellant's ability to evidence their relevant knowledge, understanding, skills or abilities
- iv) the appellant has written confirmation of support from the Curriculum Area Manager for that department

When supporting a student's appeal to an Awarding Body, the College will require a deposit from the student which is refundable should the appeal result in a successful re-grading.

Appendix: Controlled Assessments

Controlled Assessments are covered in a separate policy.