



# MORLEY COLLEGE LONDON

## Assessment Manual

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## 1. Purpose and Scope of Policy:

One of the key strategic goals to realise our vision is to deliver an exceptional student experience by providing outstanding learning, teaching and assessment that meet diverse learning needs. This manual sets out our internal requirements and regulatory responsibilities around examinations and assessment which is a major component of the Student Journey.

The College offers a broad range of courses, both externally accredited and non-accredited. Each course will have assessment methods which have been developed by the College or stipulated by the Awarding Organisation (AO).

The Policy exists to provide guidance on:

- How the College will fulfil the requirements of the Joint Council for Qualifications (JCQ) and other AO's in the form of an Examinations Policy.
- To act as a manual for staff involved in the delivery of College courses with respect to assessment and examinations.
- To provide a collated point of reference on the assessment procedures followed for the qualifications studied at the College. This does not replace detailed individual AO guidance, which can be accessed using the links provided within each section.

## 2. Equality and Diversity Analysis Screening:

In accordance with the College's Equality, Diversity and Inclusion Statement, the development of this policy complies with the Equality Act 2010 in ensuring due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations.

An equality analysis will be completed if there is a risk the policy may affect different groups protected from discrimination. Consultation will be carried out with staff. If an equality analysis is required, the Chairs of the Equality, Diversity and Inclusion Steering Group will advise on completion and the analysis is to be included as an appendix to the policy

## 3. Applicability:

This policy is applicable to all staff involved in delivery of exams and assessment across the College and all students registered on accredited courses.

## 4. Definitions:

- **Assessment:** 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.
- **Awarding Organisation (AO):** A body issuing qualifications (certificates, diplomas or titles) that formally recognises the learning outcomes (knowledge, skills and/or competencies) of an individual, following an assessment and validation procedure.
- **Examination:** A controlled test which determines the level of understanding/competency. The content of these are usually set by the AO's.
- **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.

## 5. Statutory and regulatory requirements:

All staff involved in examinations and assessment must ensure that they meet the requirements of the Equality Act 2010.

The College will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, AO's and JCQ.

*Access arrangements:* These are identified as early as possible by the tutor during induction; the student is referred to the Additional Learning Support team (ALS) who then meets the student and informs the subject teachers.

## 6. Policy Objectives:

- The manual is designed to provide a foundation for staff and students when undertaking planning and quality assurance connected to assessment;
- Staff are responsible for reading the sections appropriate to them and staying up to date with AO guidance;
- The College will ensure systems and processes are in place to adequately assess learners' progress and achievement of learning outcomes;
- Where a course offers an externally accredited qualification, the College will ensure the requirements of the AO are satisfied;
- During exceptional circumstances additional information issued from Ofqual and other regulators may differ from what is contained within this document. The College will inform staff where possible of amends.

## 7. Policy Statement

Morley College London is a learning organisation that promotes the learning and the development of our staff and students alike. We believe in putting our students first in that we seek to:

- Set high expectations that encourage students to achieve and exceed their learning goal
- Provide an outstanding student experience
- Safeguard the safety and welfare of our students
- Diversity being celebrated and equal opportunities actively promoted. The College operates as inclusive environment of which Fairness, Respect, Equality, Diversity, Inclusion and Engagement.
- Meet the different abilities, aptitudes and interests of our students to provide
- Challenge and enable success which is demonstrated through assessment and exams

## 8. Implementation of Policy:

The policy will be implemented through the work of all staff that are involved in Learning, Teaching and Assessment delivery for accredited courses including both curriculum and

professional services.

Staff should use this procedural manual to refer to the College assessment regulations and also as a reference document which provides AO fundamentals. However staff are advised to always check their AO page for updates.

Please see procedures below for more information on implementation.

## **9. Communication and Training**

The Assessment Manual will be published on the College intranet and website. All staff involved in Learning, Teaching and Assessment delivery, including both curriculum and professional services, should be made aware of the Assessment Manual during induction.

## **10. Monitoring and Reporting**

This manual will be completely reviewed every four years by the Head of Performance Review and Enhancement, in liaison with members of MIS (Exams) and Student Services (ALS). This manual will be reviewed as required to ensure relevance to the provision of curriculum offered by the College, and the Policy Committee updated.

The Senior Leadership Team are responsible for monitoring the implementation of the Policy via Key Performance Reports (KPIs) and curriculum subcommittees.

## **11. Related References, Policies, Procedures, Forms and other Appendices:**

[Learning, Teaching and Assessment Policy](#)

[Student Support Policy](#)

[Equality, Diversity and Inclusion Statement](#)

[Complaints Policy and Procedure](#)

[JCQ Suspected Malpractice: Policies and Procedures](#)

# ASSESSMENT PROCEDURES

## 1. Access arrangements for examinations

- 1.1 These are identified as early as possible by the tutor during induction; the student is referred to the Additional Learning Support (ALS) team who then meets the student and informs the subject teachers.
- 1.2 The College recognises that some students with learning difficulties/disabilities will need to use a laptop in exams as a reasonable adjustment in light of their disability. The overriding principle governing the use of laptops in exams is that this reflects the candidate's "normal way of working" i.e.: that they have been using a laptop in class and for exams throughout the year. The College recognises that students with the following difficulties may benefit from use of a laptop (this is not an exhaustive list):
  - A learning difficulty, which has a substantial and long-term adverse effect on their ability to write legibly,
  - A medical condition,
  - A physical disability,
  - A sensory impairment,
  - Planning and organisational difficulties when writing by hand,
  - Very poor handwriting,
  - Other conditions which affect the student's ability to write at speed under timed restrictions
- 1.3 If a laptop is required, the Exams Team will inform IT Services, as agreed with ALS, via the Helpdesk, giving at least 3 working days' notice, including specific configurations required e.g.:
  - Spelling/grammar correction facility is disabled,
  - No internet access,
  - Software required i.e.: Microsoft Word,
  - Where candidate files should be stored
- 1.4 The ALS team will inform tutors of students with special education needs and any special arrangements that individual students will need during the course and in any assessments/exams. This will be communicated to the Exams Team.
- 1.5 The ALS team determines a student's access arrangement requirement. Ensuring there is appropriate evidence for a student's access arrangement is the responsibility of ALS. It is the candidate's responsibility to provide evidence within the timescale requested.
- 1.6 Submitting completed access arrangement applications to the Awarding Organisations (AO) is the responsibility of the Exams Team.
- 1.7 The Exam and Room Booking Teams will arrange rooming for access arrangement candidates.
- 1.8 Invigilation and support for access arrangement students, as defined in the JCQ Access Arrangements Regulations, will be organised by the Exam Teams. The Exams Team can only provide the service to the candidate when the ALS team (timeframe dependent on qualification) has formally requested it in advance.

## 2. College Exam Responsibilities

### 2.1 The **Principal**:

- As “Head of Centre” the Principal has overall responsibility for the College as an exams centre

### 2.2 The Vice Principal (Innovation, Quality and Performance):

- Advises on appeals and re-marks,
- Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document [Suspected malpractice: Policies and Procedures](#).

### 2.3 The **Centre Principals**:

- Have responsibility for oversight of Quality Assurance activities connected with assessment at their centres.
- May act as Head of Centre for the purposes of final sign off when only their centre runs qualifications with a particular AO.

### 2.4 The **Examinations (Exams) Team**:

- Manages the administration of external assessments and external exams,
- In collaboration with Centre Principals, Programme Area Managers (PAM), advises the Senior Leadership Team (SLT) and all other relevant support staff on the annual exams timetable and procedures as proscribed by the various AO's, liaising with relevant teams to agree dates for on-demand examinations,
- Oversees the production and distribution, to all centre staff, of an annual calendar for all exams in which their candidates will be involved and communicates regularly with staff concerning imminent deadlines and events,
- Ensures candidates are informed of the exams timetable in coordination with the curriculum teams,
- Maintains systems and processes to support the timely entry of candidates for their exams,
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines,
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication [“A guide to the special consideration process”](#),
- Accounts for income and expenditure relating to all exam costs/charges,
- Organises the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of external assessments and external exam
- Assists in the tracking, dispatching, and storage of returned coursework/controlled assessments,
- Cross-check final data from AO's with ILR data to ensure consistency,
- Arrange for the dissemination of exam results to candidates (for external assessments and external exams) or curriculum teams (for internal assessments and internal exams) as applicable,
- Arrange for the issuing of accredited certificates directly to students,
- In coordination with curriculum teams, manage any post-results service requests.

## 2.5 The **Heads of School** and **Programme Area Managers (PAM)**:

- Ensure candidates' coursework/controlled assessment marks are submitted, and any other material required by the appropriate AO's correctly and on schedule,
- Provide guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries,
- Ensure accurate completion of entry by their teams, and where appropriate the entering of online mark sheets in adherence to deadlines as set by the Exams Teams,
- Accurate completion of coursework/controlled assessment declaration sheets,
- Follow cross-College post-results procedures, namely organising resits and progression to other courses,
- Work with ALS to ensure that necessary exam adjustments are identified,
- Inform the Exams Team of any changes concerning exams (e.g. changes of AO's, changes to specifications),
- Deal with any issues raised by the students concerned with exam entry.
- To note the responsibility sits with each of these roles at each centre when qualifications are ran across the centres

## 2.6 The **Tutors**:

- Supply information on entries, coursework and controlled assessments as required by the PAM and/or Exam Team,
- Ensure that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines or other relevant AO regulations,
- Assist in identifying candidates who may be eligible for access arrangements and sign-posting them to ALS,
- Ensure students fully understand the exam requirements as stated by the AO and the college
- Decide whether a candidate should be entered for a particular subject in consultation with the PAM where necessary,
- Mark and provide written, developmental feedback on internally assessed assignments ('coursework') within two working weeks of the date of submission.

## 2.7 The **Additional Learning Support Manager** (please see *Service Standards*):

- Identifies and test candidates' requirements for access arrangements and notifies the MIS Exams Office in good time so that they are able to put in place exam day arrangements.
- Submits applications for exam adjustment approval directly to AO's once a need has been identified.
- Works with the Exams Team to provide the access arrangements required (specialist equipment, etc.) by candidates in exam rooms on the day of the exam

## 2.8 The **Estates/Premises Team** (please see *Service Standards*):



- Ensure the exam venue is set up accordingly and the environment is appropriate for the undertaking of an exam.

#### 2.9 The **IT Team** (please see *Service Standards*):

- Ensure PCs are kept up to date with all necessary software required to run online Exams,
- Provide specialist IT equipment /software required as specified by ALS for specific individual needs.

#### 2.10 The **Invigilators**:

- Assist the Exams Team in the efficient running of exams according to JCQ regulations and all other AO specific regulations outside of JCQ,
- Collect the exam papers and other material from the MIS Exams Office before the start of the exam,
- Collect all completed and unused exam papers in the correct order at the end of the exam and ensure their return to the MIS Exams Office

#### 2.11 The **Candidates**:

- Understand coursework/controlled assessment regulations and sign declaration that authenticates the coursework as their own,
- Ensure they conduct themselves in all exams according to the JCQ or other relevant AO Organisation regulations,
- Agree to attend exam/s they are entered for (or agree to pay an administration fee for non-attendance), and
- Agree to complete internally assessed work (“coursework”) by the submission date, and to follow the correct procedures if deadlines are unable to be met.

### 3. **Academic Malpractice and Plagiarism**

3.1 The College, in accordance with the procedure set out below, will deal with academic malpractice. Academic malpractice includes unintentional acts, where students have not familiarised themselves with good academic practice. Students submitting work authenticate the submission is their own work via signing a cover sheet (hard copy or digital).

3.2 Academic malpractice may take a number of forms. The following is not an exhaustive list but includes:

- Plagiarism: this happens where students incorporate the work of others (published or unpublished) in their own work without properly acknowledging it, effectively claiming ownership for work that is not their own. This includes word-for-word borrowing as well as copying with minor changes. “Work” is not limited to text, but also includes statistics, assembled facts or arguments, figures, photographs, pictures or diagrams. Students must follow the correct referencing guidelines provided by the programme.
- Self-plagiarism, i.e. using the same work that a student submitted for a previous summative assessment.
- Using an essay-writing service, buying or otherwise obtaining work online or elsewhere, which a student then submits for an assessment. Commissioning an essay is fraud and the most severe penalty, termination of the student’s programme, may apply.

- Fraudulent or fabricated coursework, such as reports of practical work that are untrue and/or made up; fabrication of research or dishonest interpretation of data; unethical research practice.
  - Cheating in exams e.g. through impersonation, taking in unauthorised materials or mobile phones, copying from other candidates or from notes.
  - Collusion: submitting work produced jointly with another student (save where the terms of the assessment require collaboration).
  - Deception, for example faking mitigating circumstances or forging a signature relating to a placement
- 3.3 Where there are incidents of alleged academic malpractice the tutor will report the suspicion to the relevant Programme Area Manager (PAM) setting out any evidence gathered in support of the allegation
- 3.4 The PAM will consider the allegation and:
- a) Where the PAM considers that malpractice has taken place they will determine a course of action based upon the severity of the alleged malpractice.
  - b) Where the PAM concludes that malpractice has not taken place, no further action will be taken. A note of the allegation should be passed to the Head of Performance Review and Enhancement who will keep a record.
  - c) If the student's behaviour could be considered a serious breach of the Disciplinary Code the Disciplinary Procedures should be invoked in conjunction with the Academic Malpractice Procedure below.
- 3.5 *Minor Malpractice*
- 3.5.1 Where the PAM considers that a minor breach of the regulations has taken place, they may exercise the discretion to address the matter through advice and support for the student.
- 3.5.2 The PAM will write to the student informing them of the allegation and the decision to address the matter through learning and teaching support. The Academic Malpractice Report Form, supporting evidence and any related correspondence should be forwarded to the Head of Performance Review and Enhancement.
- 3.6 *Moderate and serious Malpractice*
- 3.6.1 Where the PAM considers that a moderate or serious breach of the regulations has taken place, they will send an initial warning letter to the student. The letter will explain that an allegation of academic malpractice has been made, and is under investigation, and will include a copy of the Academic Malpractice Procedures. The Head of Performance Review and Enhancement should be copied into the correspondence.
- 3.6.2 The investigation should include a discussion with the student. The student should be given at least 7 days' notice of the meeting and should be given the opportunity to attend on a mutually convenient date. If, once arrangements have been agreed, the student fails to attend on the agreed time and date, the College will provide one further opportunity for the student to attend. If the student fails to attend a second time, or if the student fails to respond to all reasonable attempts to make arrangements, the investigation will continue without the initial meeting.

- 3.6.3 The PAM should write up a report of the meeting and submit it to the Chair of the Academic Malpractice Panel, together with any evidence. The Chair would normally be the Head of School for the area.
- 3.6.4 The Chair will consider the report and evidence and determine an appropriate course of action, based upon the severity of the allegation.
- a) If the Chair considers that there is insufficient evidence for the case to go forward to the Academic Malpractice Panel, the student will be informed, in writing, that the case has been closed. The Academic Administration team will keep the report, evidence and any correspondence in relation to the case as a record.
  - b) If the student admits to a moderate or serious breach of the regulations during the investigation phase, the Chair of the Academic Malpractice Panel will use their discretion to either:
    - i. Make a recommendation to the Exam Board on the severity of the malpractice and an appropriate penalty, without the need to convene a full panel. The Chair will inform the student using the standard template provided. The letter will include the PAM's written report and any supporting evidence; or
    - ii. Convene an Academic Malpractice Panel Hearing. The Chair will inform the student using the standard template, giving details of the arrangements for the Hearing. The letter will include full details of the allegation, including the PAM's written report and evidence, and a copy of the Academic Malpractice Procedures.
  - c) If the student contests an allegation of moderate or serious malpractice during the investigation phase, and there is sufficient evidence for the Academic Malpractice Panel to consider the case, the Chair will convene an Academic Malpractice Panel Hearing. The Chair will inform the student of the outcome, giving details of the arrangements for the Hearing. The letter will include full details of the allegation, including the PAM's written report and evidence, and a copy of the Academic Malpractice Procedures.

### 3.7 *Academic Malpractice Panel Hearing*

- 3.7.1 For contested moderate or serious cases of malpractice, or for more complex cases of admitted serious malpractice, the Chair will convene an Academic Malpractice Panel.
- 3.7.2 The panel should consist of Head of School as Chair, Head of Performance Review and Enhancement, and Head of Student Services. Additional members of staff may be consulted as appropriate.
- 3.7.3 The student will be given at least 14 days' notice of the hearing and should be given the opportunity to attend on a mutually convenient date. If, once arrangements have been agreed, the student fails to attend on the agreed time and date, the College will provide one further opportunity for the student to attend. If the student fails to attend a second time, or if the student fails to respond to all reasonable attempts to make arrangements, the hearing will take place in the absence of the student concerned.
- 3.7.4 The outcome of the hearing will be communicated to the student by letter within 5 working days. The student is permitted to be accompanied by a nominated person at the meeting, barring a legal representative.

- 3.8 There is no right to appeal the Academic Malpractice Panel's decision.

- 3.9 The Head of Performance Review and Enhancement will report Academic Misconduct to the AO when the matter is deemed to require this due to the level of seriousness. This may include contacting the AO to seek their advice on outcomes.

#### **4. Internal Quality Assurance (Internal moderation and standardisation)**

- 4.1 In order to ensure that work produced by candidates is authenticated in line with the requirements of the relevant AO, the College is committed to a quality assurance process of internal moderation and standardisation to ensure consistency of marking. Further information can be found within the College's Internal Quality Assurance Procedure ([Appendix 3](#)).

##### ***Internal Moderation***

- 4.2 The process of internal moderation includes all staff in the delivery of a qualification and should be completed in line with the necessary AO regulations. Internal moderation process cover assignments, student work and grading decisions. Internal Verifiers should be appointed within programme areas in line with quality assurance guidance from the AO and reported to the Centre Principals. Course and qualification guidebooks should be downloaded from AO websites and internal moderation procedures followed from this. It is the responsibility of the Internal Verifiers within curriculum teams to understand and complete this process.
- 4.3 Where it is not stipulated by AO guidance a 10% sample should be moderated from a cohort including work on grade boundaries.

##### ***Standardisation***

- 4.4 Standardisation activities should be completed within delivery teams annually and can include:
- discussing qualification requirements to ensure equal understanding
  - preparing materials for induction and/or initial assessment
  - discussing how to deliver consistently across multiple tutors on same qualification
  - working through standardisation materials and activities from AOs
  - discussing decisions made by other assessors
  - comparing how documents and records have been completed and stored
  - peer observation and feedback
- 4.5 Dated records need to be kept by Heads of Curriculum and PAMs of all standardisation activities for evidence in external verification with AO's. As some AO's stipulate specific requirements for standardisation, Heads of Curriculum and PAMs will need to check this ahead of each academic year in AO's course specifications.

#### **5. Appeal of Grades**

- 5.1 There is no appeal process for the grades assigned to non-accredited learners.
- 5.2 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 the quality assurance process may not have been followed in relation to their work.
- 5.3 A grade appeal may be submitted on two grounds:

- a) In the AO of the grade, the College failed to follow the procedures set out in its Assessment Strategy, led by the AO guidance;
- b) There is evidence of bias or prejudice on the part of the assessor.

#### 5.4 **Appeals Procedure**

- 5.4.1 The appeal must be submitted in writing to the Vice Principal (Innovation, Quality and Performance) within seven calendar days of the student's receipt of the moderated grade. If the grade has been posted to the student, they will be regarded as being in receipt two days after posting. The appeal must set out the grounds for challenging the grade assigned.
- 5.4.2 The Vice Principal (Innovation, Quality and Performance) will appoint a senior manager to conduct the investigation. This manager will not have been involved 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 AO specification and subject-specific associated documents.
- 5.4.3 The Vice Principal (Innovation, Quality and Performance) will respond to the appellant within 14 days of receipt of the appeal request, stating their decision to allow the appeal to go forward to an Appeals Hearing or disallowing it.
- 5.4.4 The Vice Principal (Innovation, Quality and Performance) will chair the Appeals Hearing or they may delegate to another SLT member or the Head of Performance Review and Enhancement. Also present will be a Programme Area Manager (PAM) (not from the connected programme area). The member(s) of 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 by the appellant.
- 5.4.5 The Appeals Hearing will consider the following:
  - a) The written appeal,
  - b) The justification of the grade as provided by the assessor/ moderator,
  - c) The investigating officer's report,
  - d) The evidence of witnesses (if called),
  - e) Any other material the chair considers relevant.

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

- 5.4.6 The Appeals Hearing will either:
  - a) reject the appeal, or
  - b) require that 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, reassess the assignment. If the 2 markers cannot agree, the opinion of a third marker will be sought. 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 AO.

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

and any changes made to internal assessment procedures.

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

## **6. External Moderation (also known as *External Verification* or *External Examination*)**

- 6.1 After candidates' work has been internally assessed/moderated, it may be externally moderated by the AO through their appointed External Moderator/External Verifier/External Examiner to ensure consistency in marking between all centres offering that qualification. The moderation process may lead to grades going up or down. This process is outside the control of the College and is not covered by this procedure.
- 6.2 Where assessment is carried out externally a student's right of appeal will be governed by the rules and regulations of the AO (please see [Appendix 1](#)). However, a student seeking to appeal a grade externally assigned should normally seek the support of the College by writing to the Vice Principal (Innovation, Quality and Performance) setting out the grounds of their appeal.
- 6.3 The grounds on which the College would normally be expected to support an appeal are:
- a) The appellant failed the assignment when expected to pass,
  - b) The appellant gained a significantly poorer grade than expected,
  - c) 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 and has not already been accounted for through special consideration requests to the AO,
  - d) The appellant has written confirmation of support from the relevant PAM.
- 6.4 When supporting a student's appeal to an AO, the College may require a deposit from the student, which is refundable, should the appeal result in a successful re-grading.
- 6.5 Please note that contacting staff not directly involved in the process to support an appeal is not acceptable and may result in rejection of the appeal.

## **7. Managing Invigilators**

- 7.1 Only invigilators vetted by the Exams Team may invigilate exams.
- 7.2 Invigilators are recruited, timetabled, trained and briefed by the Exams Team.
- 7.3 Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the People Operations team.
- 7.4 The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.



- 7.5 In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.
- 7.6 Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Invigilator.
- 7.7 An appropriate member of staff must accompany candidates who leave an exam room at all times.
- 7.8 The Exams Team is responsible for handling late candidates on exam day. Absent candidates are dealt with by the PAM in conjunction with the course tutor.

## **8. Certificates**

- 8.1 Candidates will receive their certificates:
- Via an eCertificate where relevant or;
  - By post (recorded delivery) or;
  - Collected and signed for (on request and by appointment only).
- 8.2 Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are. The Exams Team must agree this beforehand.
- 8.3 The centre retains certificates for one year. After this time, they are disposed of according to the individual board's guidelines. The student must contact the AO for any replacement certificate.
- 8.4 The cost of replacement certificates are the responsibility of the candidate except where the fault lies with the College.

## **9. Conflict of Interest**

- 9.1 A conflict of interest occurs where the professional responsibilities and position of trust held by an individual or an organisation is compromised by the potential for personal gain or organisational benefit from a situation. E.g. If a member of staff is related to a student whose work they assess, there is a conflict of interest as they have a personal interest in their relative's achievement
- 9.2 Procedure for checking:
- 9.2.1 Any conflicts of interest should be checked at the start of the delivery and confirmed with the relevant PAM. The PAM will check this as part of the first round quality checkpoints.
- 9.2.2 The Head of Performance Review and Enhancement will confirm with the Head of MIS at the start of each new academic year if there are any conflicts from within the Exams Team.
- 9.2.3 Activities related to managing a conflict of interest:
- Staff are trained in managing boundaries and related conflicts as part of their induction.
  - Where there is potential for a conflict of interest, the AO will be notified, and their agreement requested prior to the start of the course.

- Development is provided for staff and students on key policies during their induction and new policies or procedures are introduced in tutorials. The importance of disclosure should be discussed in these meetings.
- If a conflict of interest is identified that has not been disclosed the related examination or assessment will be invalidated and the staff disciplinary procedure will be activated. The qualification AO and the Joint Council for Qualifications (JCQ) will be notified of the conflict of interest.
- When a conflict has been disclosed the College will take steps to manage the conflict e.g. provide an alternative assessor, internal verifier, invigilator or support worker who is not related to any student, inform the AO if the teacher is the only available specialist in that subject area to seek their permission and to arrange for any additional scrutiny to monitor fair and impartial approaches, provide details of conflicts of interest to visiting External Quality Assurers and External Examiners or others associated with the AO for the relevant qualification.

9.2.4 If a student or staff member believes that a declaration of conflict of interest has not been managed correctly they may raise a complaint in line with the [College Complaint's Policy](#).

## 10. Extenuating Circumstances

- 10.1 An Extenuating Circumstance is a major change in circumstances or an acute worsening of a pre-existing condition which you had at the time of your enrolment.
- 10.2 If students on HE and Access to HE programmes feel unable to meet a deadline due to extenuating circumstances, they may request an extension from the relevant PAM. Students should refer to [Appendix 4 for detailed information](#) and [Extenuating Circumstances Request Form](#).

## 11. RPL/APEL

- 11.1 A separate [RPL/APEL policy](#) exists for Higher Education entry points.
- 11.2 For all other levels of study the College will assess potential incoming applicants on a case by case basis directed by the relevant AO and Validating Organisation's guidance and support.
- 11.3 The *Recognising Prior Learning Applicant Tracker* form at [Appendix 5](#) should be used for all students applying for mid-programme entry.



## Appendix 1: Awarding and Validating Bodies of Qualifications at Morley College London<sup>1</sup>

Awarding Organisation (AO) or Validating Body name	
AAT	<a href="https://www.aat.org.uk/">https://www.aat.org.uk/</a>
AQA	<a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a>
City and Guilds	<a href="https://www.cityandguilds.com/">https://www.cityandguilds.com/</a>
Gateway	<a href="https://www.gatewayqualifications.org.uk/">https://www.gatewayqualifications.org.uk/</a>
Kingston University	<a href="https://www.kingston.ac.uk/">https://www.kingston.ac.uk/</a>
NCFE & CACHE	<a href="https://www.ncfe.org.uk/">https://www.ncfe.org.uk/</a>
OCN London	<a href="https://www.ocnlondon.org.uk/">https://www.ocnlondon.org.uk/</a>
Pearson Higher	<a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a>
Ravensbourne	<a href="https://www.ravensbourne.ac.uk/">https://www.ravensbourne.ac.uk/</a>
Training Qualifications UK	<a href="https://www.tquk.org/">https://www.tquk.org/</a>
UAL	<a href="https://www.arts.ac.uk/partnerships/ual-awarding-body">https://www.arts.ac.uk/partnerships/ual-awarding-body</a>

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<sup>1</sup> Summary documents for each Awarding Organisation or Validating Body are stored on the College internal [Quality Assurance](#) page. Leads for each programme are responsible for ensuring these remain current.

## Appendix 2: Academic Malpractice Report Form

### Academic Malpractice Investigation

Student under investigation:

Course:

Tutors:

### Alleged Misconduct

State the type of alleged academic misconduct (eg plagiarism, collusion):

Provide background to incident of alleged misconduct:

Please attach a screenshot of work where possible

### Initial meeting record

Please insert here any conversations/emails with the student which may have taken place around the misconduct. Include the dates of these conversations.

PAM:

Date:

## Appendix 3: Internal Quality Assurance Procedure

### Introduction:

Internal Quality Assurance (IQA) is the process of monitoring the training and assessment activities and the quality of work learners produce, to ensure the appropriate application of the grading criteria. It is essential to undertake valid, authentic, fair and reliable IQA activities to ensure the College, our students and the Awarding Organisations (AOs) are confident in the qualifications we deliver.

This document sets out the College's procedure for the IQA of curriculum materials, student work and grades, and is designed to be used in conjunction with the Awarding Organisations (AO) requirements.

It is the responsibility of all curriculum staff to undertake the function of IQA. Curriculum staff with any teaching qualification are able to fulfill the function of Internal Verification unless stated by the AO. Within a team meeting the responsibilities of each team members should be clarified, with the meeting minuted. Programme Area Managers (PAMs) may be assigned cross-college responsibilities to lead as the liaison with specific AOs, by agreement with the Centre Principals. Heads of Curriculum should keep records of the duties assigned each year, and this report should be presented to Centre Principals and the Head of Performance Review and Enhancement.

### Terminology:

**The Lead Internal Verifier (*Lead IV*):** acts as a point of accountability for the quality assurance across a subject area. This means that they are responsible for managing the assessment of units and qualifications in addition to signing off assessment and internal verification decisions.

**Internal Verifier** (within this document we will refer to IV however the terminology on this does depend upon the AO): this refers to any curriculum staff (academic teams, assessors, managers) who support teaching staff in understanding and applying the AO standards. The IV checks assessment approaches which tutors have devised to ensure that they are fit-for-purpose (before prior verification by the External Verifier)

**Assessor:** the role of the assessor is to assess students' performance and/or related knowledge in a range of tasks and to ensure that the competence and/or knowledge demonstrated meets the required standards. Assessors therefore need to have occupational expertise in the areas to be assessed. The assessor can be part of the academic team or employed by the college to take on the specific function of assessment.

**Sample:** the students' completed work that is reviewed by The College's Internal Verifiers and the Awarding Organisations' External Verifiers.

**Standardisation:** activities that are employed to ensure the **consistency** of marking in modules/across a course where there are multiple markers.

**Moderation:** activities used to ensure that academic standards are **appropriate**, that marking is **regulated** within agreed norms or against predetermined awarding organisation marking criteria across a module/course.

## Implementation of Document:

To ensure that the IQA requirements are met the College will:

- Ensure all assignment briefs or assessments are fit for purpose;
- Ensure the assessment timetable is fit for purpose;
- Verify an appropriate sample of assessed work to ensure assessment decisions and feedback adhere to the college's quality standards and Awarding Organisation (AO) expectations.
- Plan IV schedules commensurate with AO expectations and procedures;
- Train and brief staff as appropriate on the IV process;
- Provide standardisation training and documentation in line with the College's standards and AO expectations;
- Hold regular moderation sessions where relevant
- Utilise IV outcomes to further enhance the assessment programme and quality assurance procedures.

The **sample** should be a 10% (minimum) and 100% maximum. If staff are unsure of the sample size they need to check this with the relevant Quality Lead or their External Verifier. Sampling also needs to take place on the grade boundary.

Each PAM or Head must set up a schedule of IQA in line with cross college processes. This may involve engaging with cross college standardisation activities and those set by the AO.

Minutes (or recordings) of standardisation and moderation activities need to be available in order to present suitable evidence to the AOs. In addition IQA reports (where relevant), sampling plans & student tracking IV'd assignment briefs (where relevant), CPD logs & CVs, minutes of meetings need to be made available to present to the AOs.

### The staffing options for IV should be:

**Step 1:** Deploy lecturers/assessors in the subject area, if full time members of staff. PAM to assign IV duties across the programme.

**Step 2:** The PAM should be the next option to undertake IV duties.

### The staffing options for Lead IV should be:

**Step 1: The PAM/Senior Lecturer should be the first option to undertake the Lead IV activity.<sup>2</sup>**

**Step 2:** The Head of School should undertake Lead IV activity

**Step 3:** Source a member of staff for the Centre that can undertake this requirement

**Step 4:** Source another suitable curriculum manager to undertake this requirement

*Heads of School have responsibility for the IQA processes and may delegate as necessary. PAMs are to take a pivotal role with regards to internal verification processes with all academic staff responsible for, and contributing to, a robust IV process. Relevant Subcommittees receive these arrangements for approval by their Chair.*

Regular reports on IQA will be presented at the area specific subcommittee.

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<sup>2</sup> A PAM **cannot** act as both IV and Lead IV on the same course.

## **Responsibilities**

### ***Responsibilities of the Lead Internal Verifier***

- Maintaining a robust and rigorous IV procedure;
- Verifying all Assignment Briefs or assessments before publication to students;
- Verifying the Assessment Programme;
- Ensuring that suitable student tracking is in place and that is transparent;
- Sampling student work, both formative and summative;
- Conducting standardisation activities
- Organising and running moderation sessions
- Supporting the continuous professional development of staff and the sharing of good practice cross college;
- Ensuring decisions made by assessors on student work are accurate and meet both unit evidence requirements and national standards;
- Ensuring that students are provided with assignments briefs (where relevant) for assessments that are fit for purpose to enable them to produce appropriate evidence for assessment;
- Ensuring all students receive appropriate formative and summative feedback;
- Compliance with the external quality assurance procedures of AOs including preparation for visits and ensuring internal documentation is up to date and presented at the relevant working group.

### ***Responsibilities of the Internal Verifier***

- Ensuring that suitable student tracking is in place and that is transparent;
- Sampling student work, both formative and summative
- Engaging in standardisation and moderation activities
- Engaging in other appropriate CPD
- Moderating assignment briefs
- Checking students receive clear formative and summative feedback set at the right level
- Prepare for AO visits and accurate record keeping

### ***Responsibilities of the Assessor***

- Ensuring students understand what is expected of them, what is to be assessed and how it is to be assessed;
- Ensuring conditions and materials required for assessment are available;
- Formally assessing students' evidence using the published assessment and grading criteria;
- Ensuring all grades and feedback are recorded and tracked appropriately;
- Ensuring assessment evidence is stored appropriately;
- Authenticating evidence provided by students;
- Providing formative and summative feedback appropriate to stated aims and AO assessment and grading criteria;
- Returning all completed student work marked in accordance with the College Assessment & Marking Procedures and awarding body guidance;
- Knowing who will act as Lead Internal Verifier and positively engaging in the IV process;
- Engaging with sector developments and CPD programme

### Appendix 3A: IQA Checklist And Timeline

<b>Process</b>	<b>Timeline</b>
Internal Verification Guidance	September
Specification	September
Course Team List (Professional Profile, CPD log)	Before October half term
Assessment Plans	September
Internal Verification – Assignment Briefs (where applicable)	Prior to commencement of learning relevant to assessment
Internal Verification – Assessment Decisions	Prior to commencement of learning relevant to assessment
Correspondence with EQA	As/when it takes place
Minutes of meetings (standardisation, moderation and general)	Ongoing (all meetings to be recorded or minuted)
Previous years report and action plan	September
Appeals Procedure	September

## **Appendix 3B: Essential Skills Arrangements**

### ***ESOL (C&G) and Functional Skills (Community Learning Lambeth)***

ESOL Provision across the centres and community learning provision is run with City and Guilds. There is only one awarding organisation for ESOL. In addition, Functional Skills Maths, ICT and English is accredited through C&G in community learning (Lambeth).

#### Moderation

A cross college audit of moderation of assessment decisions needs to take place once a year for ESOL, in order to ensure consistency of delivery across the three centres and two satellite centres. This will be coordinated by the Chair of Essential Skills subcommittee.

The lead internal verifiers for each subject, at each centre and satellite centre are responsible for organising these moderation events.

The moderation of assessment decisions and marking against criteria need to be carried out once assessments take place. These moderation discussions must be minuted and need to occur at least twice a year, one for speaking and listening and one for reading and writing.

### ***Functional Skills (Pearson)***

Functional Skills Provision for English, Maths and ICT, across the centres is run through Pearson. For the purposes of the awarding organisation the college is one Centre.

Cross college moderation of standardisation takes place once a year in order to ensure consistency of delivery across the all college centres. This will be coordinated by the designated curriculum lead, reporting to the Essential Skills subcommittee.

#### Lead Internal Verifier Role

The college has a nominated Head of Essential Skills to act as Lead Internal Verifier for L1/2 Speaking and listening. Heads of Essential Skills will ensure that everything is in place for the monitoring visits (samples, minutes of meetings, assessment plans, assessment record sheets, and IQA feedback sheets.)

The Lead Internal Verifiers for English L1/2 will hold or undergo OSCA training at the start of the academic year and coordinate standardisation sessions with the assessors for English Level 1 and 2, Speaking and Listening, across the centres.

For Entry level provision (Maths, ICT and English), each centre have an appointed lead internal verifier who coordinates standardisation events.

In addition moderation of assessment decisions and marking against criteria needs to be carried out once assessments take place, and these moderation events will occur at least twice a year, one for speaking and listening, and one for reading and writing.

QA processes will take place across centres. It is good practice to have staff from the Centre that is not their own, moderate the assessment decisions of the staff attached to another Centre.

These are monitored and the nomination of staff is undertaken by the Essential Skills Subcommittee and is the responsibility of the Chair.

## Appendix 4: Extenuating Circumstances for Access to Higher Education and Higher Education Courses

- 1.1 An Extenuating Circumstance is a major change in circumstances or an acute worsening of a pre-existing state or condition which you had at the time of your enrolment.
- 1.2 If students on HE and Access to HE programmes feel unable to meet an assessment deadline due to extenuating circumstances, they may request an extension from the relevant Programme Area Manager (PAM). A request is not a guarantee of approval for an extension. Student's attendance, previous commitment to the course, the reason for the extension request and the supporting evidence submitted will all be considered by the PAM when considering applications for extensions.
- 1.3 Students who already have an 'At Risk' action plan on eTrackr due to prior outstanding academic work need to demonstrate that they are complying with their action plan should they wish to request an extension.
- 1.4 The extension request must detail the reasons, before the day of the deadline, using a form ([Appendix 4A](#)) with supporting documentary evidence supplied.
- 1.5 Extenuating circumstances are normally limited to: substantial sickness or bereavement of an immediate family member (for example: partner, child, parent/guardian, or sibling). However other extenuating circumstances may be applied for from time to time, such as the effects of a pandemic on learning.
- 1.6 If an extension is agreed the PAM confirms the new date of submission by signing off the new date on the assignment brief cover sheet. If the student is ill on the day of the deadline they must hand in the work on the earliest possible date following the deadline. The work will be classified as late unless supporting documentary evidence is included, such as a medical certificate. Where work is late without an accompanying extenuating circumstance, the College reserves the right to cap the mark awarded at a 'Pass'.
- 1.7 *Retrospective extenuating circumstances*: should a situation emerge at short notice which means a student is unable to meet their deadline, for example attending hospital due to sudden accident or illness, the student should contact the PAM as soon as practically possible to let them know the circumstances. The PAM will then contact either the Head of Quality Enhancement (HE) for HE courses or the Head of Performance Review and Enhancement for Access courses on the student's behalf, informing the relevant Head of the delay and that the student will be requesting an extension retrospectively. The student will need to supply evidence to support any retrospective request.
- 1.8 The College is reluctant to add a further extension to an already approved extension period as then assessment workloads can become unmanageable. However, if there is a legitimate reason, with supporting evidence, for a second extension – such as a doctor's note supporting ongoing symptoms – the PAM can authorise a further extension. However, this is in exceptional circumstances and at the discretion of the PAM. If it becomes apparent that the student is unable to meet the deadlines for an extended period, the College-wide 'Fitness to Study' guidance should be used.
- 1.9 Extension periods should be: Minor extension 1 week; Major Extension 2 weeks (in year). If the extension is after the academic year ends the Final Awards Board (for Access to HE) or the Assessment Board (for Higher Education) will agree the extension period. In exceptional circumstances the PAM can approach the Chair of



the panel to discuss and approve a longer extension or a continuing extension if the student's circumstances have not improved.

*Please note however, if the issue preventing achievement is long term the College's 'Fitness to Study' policy should be used.*

- 1.10 Please refer to the evidence matrix ([Appendix 4B](#)) as a guide to what supporting evidence will be accepted. For students with Additional Learning Support (ALS) in place, should there be a worsening of a pre-disclosed condition making it difficult to meet a deadline; or a new disclosure of a condition(s) impacting on meeting a deadline, the student is asked to meet with the ALS team to talk through the issues they are having. The ALS team can then liaise with the curriculum team via eTrackr to provide the supporting statement required as evidence. The PAM will review the statement and will make a decision as to whether the extension can be issued. The PAM may additionally review the student's attendance, engagement with the course, and the reason for the extension request when making their decision whether to grant the extension.
- 1.11 An extenuating circumstances panel will meet once a term to review the submissions and ensure there is consistency of practice across programmes. These will be scheduled for November (Term 1), January (Term 2), and April (Term 3), with a final session in mid-June to prepare for the end of the academic year.
- 1.12 After mid-June, any extenuating circumstances requests should be referred to the Final Awards Board (Access to HE) or the Assessment Board (Higher Education).
- 1.13 The panel will consist of the Safeguarding and Wellbeing Manager and the relevant Head of Quality (HE or FE<sup>3</sup>); the PAM will be invited to attend to go through the requests. A minute taker will also attend, and where there are requests for degree courses validated by a university partner, a representative from that partner should also be invited.
- 1.14 The PAM has the delegated right to agree an extension request with the student, following the guidance in [Appendix 4B](#). The purpose of the panel therefore is to consider whether a grade should be capped or not dependent on the reason for the extension request and the evidence submitted. The panel has the authority to cap the mark of submitted work at a Pass should they feel the request/supporting evidence was lacking.

### **1.15 Appeals**

If a student disagrees with a panel decision they should write to the Vice Principal (Innovation, Quality and Performance) within 10 working days setting out why they disagree with the panel's findings. The appeal claim must include new evidence. The decision of the Vice Principal (Innovation, Quality and Performance) is final. Should the student not be happy with the outcome, they have recourse to appeal to their Awarding Body (for Access courses) and to the Office of the Independent Adjudicator (for HE courses).

### **1.16 Communication of findings**

Decisions on whether an extension is approved/declines should be communicated to the student from the PAM within 5 working days of the panel meeting. The PAM must include reference to the appeal process noted in 1.15 above.

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<sup>3</sup> For Higher Education courses, the Head of Quality Enhancement (HE) will Chair the panel; for Access to HE courses the Head of Performance Review and Enhancement will Chair the panel

### **1.17 Extenuating Circumstances Log**

Each PAM must update their extenuating circumstances log regularly and in advance of the scheduled panel meetings. This is to ensure that there is consistency of application of the requirements across the programme areas. The log is available in the 'Extenuating Circumstances Access to HE and HE' Microsoft Team but an example is given below for reference ([Appendix 4C](#)). Access to the log will be restricted to the PAM, the relevant Head of Quality Enhancement (HE) or Head of Performance Review and Enhancement and the Head of Student Services.

## Appendix 4A: Extenuating Circumstances Request Form

### Extenuating Circumstances Request

#### Access to HE and HE Courses Only

If you think that you will not be able to meet a deadline due to extenuating circumstances, you may request an **extension**. You must submit the request, explaining the reasons, **before** the day of the deadline to the Programme Area Manager this form with supporting **documentary evidence**.

Extenuating circumstances are normally limited to:

- Sickness
- Bereavement in your immediate family (for example: partner, child, parent/guardian, sibling)

If an extension is agreed, the Programme Area Manager will sign your assignment coversheet and specify a **new deadline**.

If you are ill on the day of the deadline you must hand in the work on the earliest possible date following the deadline. The work will be classified as late unless you include supporting **documentary evidence**, such as a medical certificate.

Name: .....

I would like to apply for an extension on the deadline for the following assignment:

.....  
The reason I cannot submit the work by the deadline on the assignment coversheet is:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Signature: .....

Date: .....

Programme Area Manager:.....

## Appendix 4B: Acceptable grounds and evidence when requesting extenuating circumstances

At Morley College London we aim to support students on their Access to Higher Education and Higher Education programmes whenever possible through requests for ‘extenuating circumstances’. As the term suggests, the cause of the request must be outside of your normal daily life for it to be considered.

Below is a table outlining what would and would not be considered as a request for extenuating circumstances. Students should refer to this matrix when applying for extenuating circumstances (EC) and consider whether it’s likely the EC will be upheld by the Panel. Staff should refer to the matrix to assist them, with the guidance helping the College apply standards consistently. This matrix is a guide and exceptions may be made by the panel if other evidence is available.

Staff are required to update their eTrackr notes on student circumstances regularly. These will normally be required by the panel when considering EC requests.

The timing of the request is vital. Requests made just before the deadline of an assessment (unless the event occurred just before) will be noted and the notice period will be scrutinised. This is to help students take control and plan their time effectively in a proactive rather than reactive way. For example, a court appearance would be planned for in advance and your tutor would expect you to be able to plan your time accordingly so that disruption is minimal, that is to say that you could still meet the intended deadline. If however your jury service was extended as the trial extended, you would not be able to plan for this in advance and it would be reasonable to request an extenuating circumstance extension to any assignment due in thereafter.

We do understand that in unexpected extenuating circumstances retrospective requests may need to be submitted. The Programme Area Manager (PAM) has the authority to grant extensions however these will be reviewed termly by the panel. The panel will scrutinise the requests, the evidence supplied and ensure that the practice is applied equally across cohorts. The panel reserves the right to ‘cap’ a grade should it find that the evidence is not sufficient or the request lacking.

Reason for requesting extenuating circumstances	Acceptable grounds	Examples of evidence required	Non-acceptable grounds
Medical	Personal injury, medical condition or mental health condition making it difficult to complete/submit work	Medical evidence – doctor’s note or invitation to medical appointment/letter following a medical appointment or supporting statement from Additional Learning Support department or a pdf of eTrackr action plan which provides evidence of this ongoing situation	Conditions that are on-going as these do not represent a change in circumstances (evidence of a worsening of condition would however be considered as a change).  Choosing to have medical treatments

<b>Reason for requesting extenuating circumstances</b>	<b>Acceptable grounds</b>	<b>Examples of evidence required</b>	<b>Non-acceptable grounds</b>
	Injury/medical condition or mental health condition of a child, partner or close relative (such as sibling, parent/guardian)	Medical evidence – doctor’s note or invitation to medical appointment/letter following a medical appointment or supporting statement from Additional Learning Support department or a pdf of eTrackr action plan which provides evidence of this ongoing situation	such as cosmetic surgery.  Minor illnesses such as colds, headaches, hay fever, cough.
	Worsening of an ongoing medical condition for self or child, partner, close relative (such as sibling, parent/guardian)	Medical evidence – doctor’s note or invitation to medical appointment/letter following a medical appointment or supporting statement from Additional Learning Services department or a pdf of eTrackr action plan which provides evidence of this ongoing situation	
Bereavement	Death of an immediate family member (for example: partner, child, parent/guardian or sibling)	Statement from tutor  (this may be retrospectively applied)	
	Death of a close relative or friend	Statement on impact from student with supporting eTrackr notes.  A copy of death certificate or similar may be requested.  (this may be retrospectively applied)	

<b>Reason for requesting extenuating circumstances</b>	<b>Acceptable grounds</b>	<b>Examples of evidence required</b>	<b>Non-acceptable grounds</b>
Change in caring responsibilities	An unexpected event that disrupts care responsibilities, for example a condition to the dependent (child, partner, close relative such as sibling, parent/guardian) worsens	Medical evidence – doctor’s note or invitation to medical appointment/letter following a medical appointment Or Impact statement from students and supporting eTrackr Notes/Action Plan	Ongoing caring responsibilities which would be normal day-to-day activity  Minor illnesses, injuries or accidents to the dependant
Jury Service/Court appearance	Court attendance – as jury member, witness, plaintiff or defendant.	Letter from court office with appointment details.  If not applied for 7 days in advance a supporting statement must also be submitted regarding the motivations for attending.	If attending to support another attending court the panel reserve their right to use their discretion depending on the circumstances.
Traumatic event	Being a victim of a serious crime; theft of IT device required for submission; fire or vandalism at the property you live at; family breakdown.	Crime number and police report Or impact statement from student along with eTrackr notes.	Loss of devices; minor crimes; financial hardship as a result of employment issues; general domestic problems; anxiety over assessments unless exacerbating a known pre-existing condition
Other	Major disruption such as terrorist incident, flooding of housing, severe weather disruption preventing access to home, homelessness.	Evidence of disruption to travel (screenshot of train cancellations etc.) Or impact statement from student along with eTrackr notes.	Childcare/dependency care as a result of school closure/facility closure Holidays.  Upload issues when the formatting requirements have not been followed or when internet disruption occurs immediately before deadline.

### Appendix 4C: Example Extenuating Circumstances Log<sup>4</sup>

Learner/Student name	Unit code or unit number	Unit title	Original deadline date	Reason for request	Request submitted through centre's EC process (yes/no)	Please list evidence supplied	Request approved (yes/no)	Request approved (initials)?	New deadline	Other notes

<sup>4</sup> The log is available in the 'Extenuating Circumstances Access to HE and HE' Microsoft Team

## Appendix 5: Recognising Prior Learning (RPL) Applicant Tracker Form



Morley College London supports students who are seeking to join a programme of study outside of the typical entry routes. This should be in the **best interests of their learning and future career**. The applicant tracker form enables the College to determine if an appropriate amount of learning has been achieved to allow mid-programme entry.

The RPL Applicant Tracker Form must be completed for all mid-year entry by a Programme Area Manager, together with links to appropriate evidence of learning (ie certificates). The detail of this tracker should reflect the extent that different qualifications already support mid study transfer. For example many UAL qualifications are already designed to allow transfer between diploma and extended diploma stage.

<b>Applicant Name</b>
<b>Date</b>
<b>Author (Programme Area Manager)</b>
<b>Link to onedrive/sharepoint record of achievement (certificates or evidence)</b>

<b>Details of former study</b>	<b>Destination</b>
<b>Institution Studied</b>	<b>Intended Destination Course</b>
<b>Qualification Completed</b>	<b>Qualification underpinning course</b>
<b>Qualification Number</b>	<b>Qualification Number</b>
<b>Units/Modules completed</b>	<b>Units/Modules completed by point of APL</b>
<b>Link to record of achievement (SharePoint/onedrive link)</b>	



### Accreditation Mapping

List individual units completed with their equivalency in the completed units of the destination course.

Where units do not directly map and original evidence (ie workbooks) is required include project references

Details of completed unit from originating qualification			Destination
Unit Title	Grade	Project Reference/details if required	Units satisfied in destination course

Has the applicant met all units on destination course?	
Has an in-depth advice and guidance meeting been help with applicant regarding mid-course entry?	
Have suitable targets been recorded on Etracker?	
Signature of Programme Area Manager	
Confirmation by Head of School	
Head of School Signature	Date