



MORLEY COLLEGE LONDON

POLICY OWNER:	Head of Performance Review and Enhancement
FINAL APPROVAL BY:	Policy Committee
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Approved by Governing Body:	N/A
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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.

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5. Statutory and regulatory requirements:

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](#)
- [Exams Contingency Policy](#)
- [Student Charter](#)
- [Student Code of Conduct](#)
- [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.

- In coordination with curriculum t

2.9 The *IT Team*

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)

3.6.4 The Chair will consider the report and evidence and determine an appropriate

advice on outcomes.

3.10 *Reporting of Malpractice (Assessments and Examinations)*

3.10.1 In the case of malpractice relating to coursework assessments, the College defers to individual AO rules, available on each AO's website (see [Appendix 1](#)).

3.10.2 In the case of malpractice during examinations, the College defers to JCQ regulations, available here: <https://www.jcq.org.uk/exams-office/malpractice/>

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 5](#)).

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 School 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 School and PAMs will need to check this ahead of each academic year in AO's course specifications.

4.6 The College may use artificial intelligence tools as part of our approach to marking student work, however this will always be supplementary to comprehensive human involvement and will be monitored as part of the IQA.

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 awarding 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 by the student in writing to the Vice Principal (Curriculum and Quality) within seven calendar days of the student's receipt of the moderated grade. If the grade is appealed, the student must provide evidence to support the appeal.

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

7. Assessment Resilience Arrangements

- 7.1 The College, in accordance with the guidance issued by [Ofqual for centres delivering GCSE, AS and A levels](#), plans assessment opportunities to gather evidence of student performance in line with existing assessment arrangements.
- 7.2 These opportunities, usually in the form of mock-exams undertaken in exam conditions, provide the College with alternative evidence to enable the awarding of grades in the unlikely event that the government determines that exams are not able to go ahead.

8. Managing Invigilators

- 8.1 Only invigilators vetted by the Exams Team may invigilate exams.
- 8.2 Invigilators are recruited, timetabled, trained and briefed by the Exams Team.
- 8.3 Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the People Operations team.
- 8.4 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.
- 8.5 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.
- 8.6 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.
- 8.7 An appropriate member of staff must accompany candidates who leave an exam room at all times.

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study. Candidates may be required to have their photograph taken, for the purposes of attaching a copy of the photograph to the exam register.

- 9.4 Candidates who are unable to be identified by any of the above means will not be permitted to sit their exam.

10. Certificates

10.1 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).

10.2 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.

10.3 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.

10.4 The cost of replacement certificates are the responsibility of the candidate except where the fault lies with the College.

11. Conflict of Interest

11.1 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).

11.2 Procedure for checking:

11.2.1 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.

11.2.2 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.

11.2.3 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

Appendix 1: Awarding and Validating Bodies of Qualifications at Morley College London¹

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Appendix 2: Named Keyholders – Secure Exams Storage

All Named Keyholders apply to both the secure room and the secure storage facility.

Waterloo Centre for Adult Education:

- Robyn Hodby (Team Leader – Assessments and Examinations; *named Exams Officer for centre*)
- Rosabel Johnston (Exams Officer)
- Benjamin Chapman (Exams Officer)
- Will Johnson (Head of Information Services)
- Jon Cole (Chief Planning and Data Officer)
- Bushra Iqbal (Centre Principal for Waterloo)

Chelsea Centre for Creative Industries:

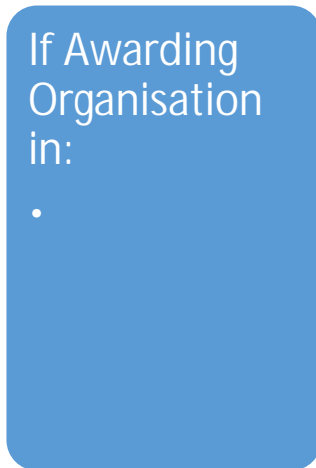
- Benjamin Chapman (Exams Officer; *named Exams Officer for Centre*)
- Robyn Hodby (Team Leader – Assessments and Examinations)
- Rosabel Johnston (Exams Officer)
- Will Johnson (Head of Information Services)
- Jon Cole (Chief Planning and Data Officer)
- James Ward (Centre Principal for Chelsea)

North Kensington Centre for Skills:

Appendix 3: Registration Procedures

The College is partnered with a wide array of awarding organisations in order to deliver a varied and high-quality curriculum offer to our students. Due to this, there are different approaches taken to registrations, however for the majority of qualifications the Examinations (Exams) team is responsible for managing registration processes.

Awarding Organisations with fixed registration dates:



For awarding organisations with fixed registration deadlines, such as AQA, OCN (Access to HE), UAL, and Pearson (GCSE and BTEC), the Exams team send registration forms to Programme Area Managers (PAMs) or Heads of School, who work with their curriculum teams to confirm the data is correct. The Exams team then register students in a timely manner as required by each awarding organisation's individual rules

Awarding Organisations with on-demand assessment:

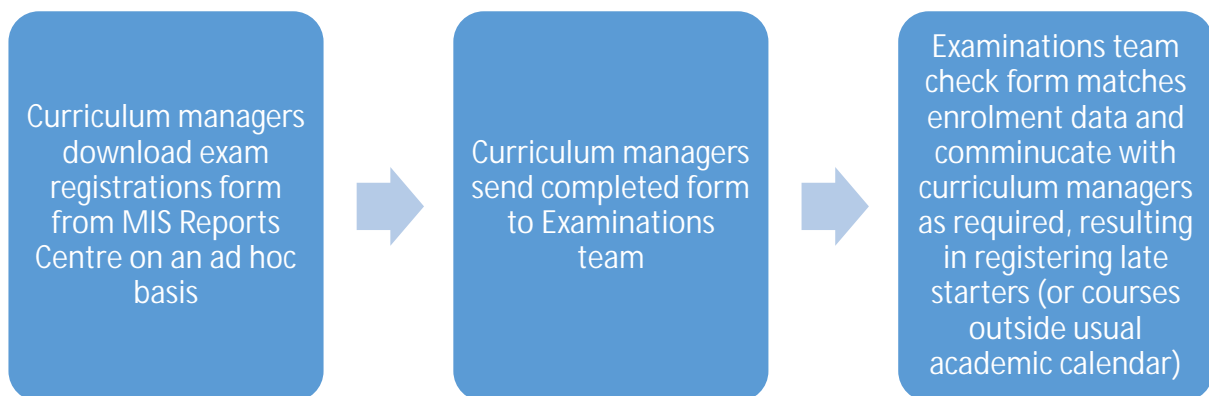
For Functional Skills (Pearson), ESOL (C&G), Essential Digital Skills (Pearson), NCFE, and Gateway qualifications where assessment is on-demand and where there is **not** a fixed registration deadline set by the awarding organisation, the Exams team will automatically

register all students with Current status, prior to the awarding bodies prescribed deadline (usually 6 weeks after the start date of the course).

Exceptional registrations process:

Applicable in situations where:

- courses are set up in-year (i.e. roll-on roll-off provision in Community Learning);
- students start a course late, as late starters (e.g. after the first half term); or
- courses are scheduled to start after the qualifying period (6 weeks after the first half term).



The Exams Team aim to register these starters through the use of enhanced reporting tools, **however it remains the responsibility of the PAM and/or Head of School** to notify the Exams team (exams.team@morleycollege.ac.uk) of these starters and to request that they be registered in line with awarding organisation rules.

The exams registration [form](#) is available on the MIS Reports Centre. This applies specifically to NCFE, and non-Access OCN provision, and all on demand Essential Skills provision (Pearson, and City and Guilds).

Curriculum teams are able to view exam information about their courses and students using enhanced reporting tools: [Exams Data – Course Search](#) and [Exams Data – Student Search](#).

Appendix 4: Academic Malpractice Report Form

Academic Malpractice Investigation

Student under investigation:

Course:

Tutors:

Alleged Misconduct

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.

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; t(k)-2 ()0.7 (ap4.2)2 T

Appendix 5A: IQA Checklist And Timeline



Appendix 5B: 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

Appendix 6: 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 6A](#)) 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

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 6B](#))

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 6C](#)). Access to the

Appendix 6A: 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 **extensionw [ex]10.5 (t)-6 (en (I)2 1.04 -0 0 11.04 2.9 .02 0.388**

Appendix 6B: 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

Reason for requesting extenuating circumstances	Acceptable grounds	Examples of evidence required	Non-acceptable grounds
	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	

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Appendix 6C: Example Extenuating Circumstances Log

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

