



HIGHER EDUCATION

Chichester College Group Assessment Policy 2017-2020



Quality Code Part B Assuring and Enhancing Academic Quality, ESG Standards (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9), Office for the Independent Adjudicator (OIA) good practice framework as at June 2017.

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Higher Education Assessment Policy 2017

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1 Introduction

- 1.1 The aim of this policy is to set clear and consistent standards for the creation and submission, assessment and feedback of academic coursework. The policy also sets clear guidelines for the operation of academic appeals. All aspects of this policy are operated in compliance with awarding body regulations and the Quality Assurance Agency (QAA) Quality Code Chapters B6: Assessment of Students (2013) and B9: Academic Appeals (2013) as well as the Office for the Independent Adjudicator (OIA) good practice framework (Dec 2016) with due reference to ESG. The policy applies to Pearson BTEC higher education qualifications delivered by Chichester College Group. This policy should be read in conjunction with the separate guidelines for the conduct of Boards of Examiners.

2 Scope of this policy

- 2.1 This policy applies to all Edexcel higher education courses delivered by Chichester College Group except those validated by a University.
- 2.2 Objective 1: Assessment schemes and tasks are designed to enable students to robustly demonstrate the achievement of all learning outcomes for their programme of study
- 2.3 Objective 2: There are clear arrangements to ensure that all coursework is completed and assessed fairly
- 2.4 Objective 3: There is a clear procedure for submission of work by students
- 2.5 Objective 4: There is a clear procedure for students to request extended deadlines after demonstrating genuine extenuating circumstances
- 2.6 Objective 5: There is clear guidance on the assessment and moderation of assessed work
- 2.7 Objective 6: Students can expect a consistent, useful and timely standard of feedback
- 2.8 Objective 7: Students have clear guidance on standards of conduct expected in the preparation of coursework and the consequences of academic malpractice
- 2.9 Objective 8: Students have clear guidance to a simple and transparent system for appeals against academic decisions
- 2.10 The expected impact is that all students have clear, consistent and fair standards governing the creation, submission and assessment of academic coursework.

3 Monitoring arrangements

- 3.1 The operation of the policy, including academic appeals will be monitored through the Higher Education Committee and evaluated by the Higher Education Board.

3.2 Where amendments to the policy are required a paper will be submitted to the Higher Education Board for consideration before the beginning of the following academic year.

4 Communication (Quality Code B6 2013 Indicator 2)

4.1 The policy will be circulated to all course leaders for inclusion in their student handbooks and on the course Chi On-line pages.

4.2 The policy will also be available in the HE Quality Manual on the college intranet

4.3 All students will be informed that the policy exists and will discuss it with their course leaders during induction.

5 Design and implementation of assessment strategy (Quality Code Chapter B6 2013 Indicators 1,2,3,5,6 & 7)

5.1 All assessments will be designed to promote active learning, using clear language and tasks which are accessible to all students. Higher grades should be contextualised in line with the awarding body guidelines. Assessment feedback should make use of feedback to help students improve their performance in subsequent assessments.

5.2 Course teams are required to devise an assessment strategy which ensures that all learning outcomes from the programme are met using methodologies that ensure all students are able to successfully demonstrate their learning. Assessment may be revised to meet the needs of students with specific needs. All such revisions must be reviewed through the internal verification procedure and a record of the decision placed in the course files. Any revisions to be discussed at the following Board of Examiners.

5.3 The course leader has responsibility to ensure that all assessors are competent to assess the work in line with awarding body guidelines.

5.4 Course teams are required to devise and implement an internal verification strategy which must follow the awarding body requirements. Internal verification must be planned to ensure that all students have an assessment grade verified by another member of staff at least once across each academic year. A minimum of 20% of submissions for each assessment must be internally verified using second markers. Blind marking is recommended.

5.5 Assessments are to be reviewed at the end of each academic year by teaching teams and students and the results used to revise the assessment strategy for the following academic year.

5.6 Students will be given an outline scheme of assessment in their course handbook or on Chichester On-line indicating the assignments to be submitted for each module. They

will receive a detailed plan giving precise details of course work assignments, submission and return arrangements and the role of exam boards at the beginning of each module.

- 5.7 For QCF BTEC Higher Nationals only, every assessment for each unit will include the following contextualised Merit criteria:

Grade	Descriptor	Indicative characteristic	Contextualisation
Merit	Identify and apply strategies to find appropriate solutions	An effective approach to study and research has been applied	The completed assignment has been submitted by the deadline.

6 Coursework submission (Quality Code Chapter B6 2013 indicators 5, 8 & 11)

- 6.1 Students are required to submit course work which covers all of the assessment specifications by the specified deadline on the assignment brief. Course work is deemed to have been submitted once it is lodged in the designated office or submitted through Chi Online.
- 6.2 Students will be required to submit some or all assessments through plagiarism detection software. The software will detect plagiarism. If evidence of plagiarism is detected then the course leader will initiate the process described in section 10.
- 6.3 Meeting deadlines is a critical part of workplace preparedness. Any student who has failed to meet a submission deadline will be required to attend a progress meeting with the course leader.
- 6.4 For Pearson BTEC Higher Nationals (QCF) only: any course work assignment submitted after the deadline, without an agreed extended deadline cannot meet all of the Merit criteria and the student will be able to achieve a maximum Pass grade for the relevant module.
- 6.5 Any student may request an extension to a course work deadline which will be considered by the course management team (if an extension of up to 48 hours is requested) or the Director of Higher Education (if an extension of over 48 hours is requested). If a student wishes to request an extension, they must complete an Extenuating Circumstances Form (appendix A) available from their departmental office or from Chi On-line. The purpose of offering Extenuating Circumstances is to ensure that students who have been hit by unexpected and severe problems can be assessed fairly. The form requires the student to explain the grounds for seeking an extension and supply evidence deemed necessary such

as medical certification, for more information see appendix A. The completed form must be submitted to the departmental administrator or online to the course leader allowing five working days for a decision. If an extension is allowed, a revised date for the submission of the piece of course work will be confirmed. Extensions will not normally be granted beyond the date of the next examination board for the programme.

- 6.6 If the student disputes the decision made, they must state their case in writing to the Quality Manager who will consult the course team and discuss the outcome with the student. The Quality Manager's decision will be final.
- 6.7 Students may apply for leave in order to attend to an urgent personal or work related issue. Students wishing to take leave must complete an Extenuating Circumstances Form available from their departmental administrator or from Chi Online. The completed form must be submitted to the departmental administrator. Students must allow 5 working days for a response. If the leave is approved the course leader will agree dates for submission of coursework which may be after the main assessment boards. In the latter case the decision will be confirmed by the Exam Board. Should the student dispute the decision, they must state their case in writing to the Quality Manager, whose decision will be final.
- 6.8 Resubmissions. Students who have successfully completed all pass assessment criteria will not normally be allowed to re-submit work in order to improve their grade. In order to resubmit the student will need to demonstrate an extenuating circumstance using the process described in Appendix A of this document. Students who have not met all the pass criteria will be allowed to re-submit once per module within an agreed deadline of 2 weeks, where the awarding body regulations permit.

7 Assessment and moderation of coursework (Quality Code Chapter B6 2013 indicator 13)

- 7.1 The process of assessing and moderating assignments must be explained clearly to learners so that they understand the procedure and the timescale.
- 7.2 Assessors must show how they have reached their decisions using the published assessment criteria and recording the results in a format for use by Boards of Examiners and to communicate individual results to learners.

When a learner has completed an assignment, the assessment team will give a grade for each unit. This given according to the highest level for which the learner is judged to have met all of the criteria. Therefore:

To achieve a **Pass**, the learner must have satisfied all the pass criteria for the learning aims, showing coverage of unit content and attainment of the appropriate level on the

national framework;

To achieve a **Merit**, the learner must have satisfied all of the pass criteria and all of the merit criteria through high performance in each learning outcome;

To achieve a **Distinction**, a student must have satisfied all of the pass and merit criteria as well as all of the distinction criteria through outstanding performance.

7.3 The assessment team

The **Course Leader** has overall responsibility for the programme, its assessment and internal verification to meet awarding body requirements, record keeping and liaison with the External Examiner. It is essential that the Course Leader has full knowledge of the awarding body's assessment and verification requirements and processes. For Pearson BTEC qualifications the teaching team's Lead Internal Verifier (IV) registers with Pearson annually, is updated on Pearson assessment requirements and is able to support the team through training and mentoring.

Internal Verifiers (IVs) oversee all assessment activity, liaising with the Lead IV (where required). They check all that assignments and assessment decisions are valid and meet awarding body requirements. The activities of IVs will be standardised through working with the Lead IV. Normally IVs are assessors, but they do not verify their own assessments.

Assessors set or use assignments to assess students to national standards. Before taking assessment decisions, assessors participate in standardisation activities led by the Lead IV (where required).

The **External Examiner** will sample student work across assessors. The External Examiner will also review evidence of internal verification and assess decisions.

7.4 Process

7.4.1 An assignment brief must be internally verified before being issued.

The assignment must be assessed, internally verified (according to the plan) before being returned to the learner.

7.4.2 Feedback must follow the awarding body's regulations. Pearson BTEC RQF requires that the learner must be shown how the grading decision has been reached, may show why attainment against criteria has not been demonstrated, may give guidance on how to improve in the future but must not provide feedback on how to improve the evidence provided.

7.4.3 Where a learner has not met the pass criteria the awarding body's current policy on re-assessment opportunities must be followed. For example, the Pearson BTEC RQF policy allows for one opportunity to be re-assessed, which will involve reworking the original task. The re-assessed work can only achieve a pass.

7.4.4 The learner must be informed that the grade awarded is provisional until it has

been confirmed by the appropriate Board of Examiners. See the Board of Examiners policy for more information.

8 Feedback of coursework assignments (Quality Code Chapter B6 2013 indicator 6 & 9)

- 8.1 Assessed work will be returned to students in accordance with the arrangements on the assignment brief. Feedback should be provided as soon as is possible after the submission date, under normal circumstances a student can expect written feedback within two working weeks for any formative assessment, and within 4 working weeks for any summative assessment. In all cases students should be clear when they will receive assessed work and feedback and the assessment should communicate revised deadlines if these are unavoidable.
- 8.2 The written feedback will consist of judgements against individual grading criteria and a detailed assessment of the strengths as well as areas for improvement in each student's work. Each student should also receive verbal feedback to help them improve future submissions.
- 8.3 Students may appeal against their grading or feedback using the college's appeals procedure see section 9.

9 Appeals against assessment decisions (Quality Code Chapter B9 2013 and OIA Good Practice Framework 2016)

- 9.1 The College is committed to open and fair assessment. Students should be involved in the process of assessment. The purpose of the assessment and what is required to achieve a particular grade or level of competence should be clearly explained to the students. Similarly, constructive feedback should be provided, which clearly explains why a particular mark / grade has been awarded and what the student needs to do to improve the standard of his/her work. There may occasionally be times when the students and assessor have differing views about an assessment decision. The process described below covers such situations. This procedure should be completed before the final Board of Examiners for the academic year, if there are appeals against the decisions reached in the final Board of Examiners they must be lodged within 5 working days of the results being issued.

The Quality Manager and college staff will make every effort to ensure that meetings are arranged at the student's convenience. Appropriate technologies such as Skype or telephone meetings should be used especially for learners who are unable to get into college easily.

9.2 Grounds for appeals against assessment decisions

The only grounds on which an appeal may be based are as follows:

1. That there exist circumstances affecting the performance of the candidate which the assessor or internal verifier were unaware of
 2. That there were procedural irregularities in the conduct of the assessment (including administrative error)
 3. That there is positive evidence of prejudice, bias or inadequate assessment
- Students wishing to appeal must provide a clear explanation of the nature of the appeal and the grounds on which they are appealing.

9.3 Stage One

If a student disagrees with an assessment decision, the Student Appeal Form (appendix B) should be completed and submitted to the HE dropbox HE@chichester.ac.uk. The appeal will be logged by the Quality Co-ordinator and passed to the Quality Manager who will oversee the process. Stage 1 will be facilitated by the Quality Manager.

The student will be invited to explain the reasons for concern, and to re-examine the work / evidence with the assessor. The assessor should explain fully the reasons for the grade and listen carefully to the points made by the student, taking due account of them in his/her consideration of whether there is a case for changing the grade. It is expected that most appeals will proceed no further than this. Where a student has claimed prejudice, bias or inadequate assessment the appeal will proceed directly to stage 2.

9.4 Stage Two

If the student is still unhappy about an assessment decision after stage one has been carried out, he/she should complete the Student Appeal Form (appendix B). This should be submitted with the student work or evidence and any explanation the student may wish to include, to HE@chichester.ac.uk within five working days of the stage 1 decision. The internal verifier will reconsider the decision and inform the student of his/her decision within five working days. If the assignment has already been internally verified, the course leader will ask another colleague to blind double mark it. The decision will also be entered on the Student Appeal Form. The Quality Manager will oversee Stage 2 appeals.

In the event that the student is unhappy about the reconsidered assessment the appeal will move to stage three

9.5 Stage Three

At this stage the Student Appeal Form and relevant evidence will be sent to an Appeal Panel, which will include the student, a friend (if the student so wishes), the original assessor, the internal verifier (from Stage Two) and two independent members appointed by the Assistant Principal Quality, one of whom will be appointed as Chair. The Panel will

meet at a time convenient to the student.

- 9.6 In exceptional cases, the External Examiner may be requested to investigate the appeal.
- 9.7 The Panel will reach a decision within ten working days of the meeting of the Panel and will make recommendations to the Assistant Principal Quality in writing.
- 9.8 The Assistant Principal Quality will make the final decision on the appeal. This decision will be final and will be communicated to the student in a Completion of Procedures letter. This letter will advise the student of their right to submit a complaint to the OIA for review, the time limit for doing so (12 months) and where and how to access advice and support.
- 9.9 A summary report of all appeals against assessment decisions will be considered by the Higher Education Board to inform policy and procedure and to enhance student achievement.

10 Academic Malpractice (Quality Code Chapter B6 2013 indicator 14)

- 10.1 All assessable items must be the candidate's own work; where this is not so the Board of Examiners will deal with case as one of academic malpractice.
- 10.2 Academic malpractice is cheating: it is when a person (or people) trick, defraud or deceive others. It includes the following:
 - 10.2.1 Collusion: where a student works in a fraudulent manner with another (or others) being assessed independently (either wholly or in part) in the same module.
 - 10.2.2 Plagiarism: to 'take and use another person's thoughts, writings, inventions as one's own' (Oxford English Dictionary). All quotations must use the Harvard APA referencing system.
 - 10.2.3 Commissioning: getting another person(s) to complete work which is subsequently claimed as the student's own work.
 - 10.2.4 Impersonation: where somebody undertakes an examination or assessment posing as another person.
 - 10.2.5 Syndication: the submission of substantially similar piece(s) of work by two or more students, either in the same institution or in a number of institutions, either at the same time, or at different times.
 - 10.2.6 Falsification of data: where data has been invented, altered, copied or obtained by unfair means.
 - 10.2.7 Aiding and abetting: where a student assists another student in any form of dishonest academic practice.
 - 10.2.8 Professional misconduct: where, in the course of their assessed work, students on professional courses act in a manner which breaches the relevant professional

Code of Conduct.

10.3 In all cases of academic malpractice or any other form of attempting to secure unfair advantage, Chichester College Group confirms:

10.3.1 the right of the Board of Examiners to delay reaching a decision on a candidate's results until the facts have been established;

10.3.2 the ability of the Board of Examiners to judge the seriousness of the academic misdemeanour and to exercise its discretion;

10.3.3 the ability to re-open a matter when evidence becomes available after a Board of Examiners has reached its decisions.

10.4 Action to be taken following a case of Academic Misconduct

10.4.1 A Minor Case: E.g. Presenting a short extract from a piece of work produced by another as one's own and not crediting the source.

- The case will be discussed with the student in a private tutorial with the subject teacher, course leader and Head of Learning
- The student will be given a warning about future action
- Minor plagiarism fails to meet the Merit grade criteria so the highest grade possible will be a Pass grade for the relevant module. If this is a repeat offence the student will go straight to a second stage interview
- If the student is working towards an exam, the relevant awarding body will be told what has happened in accordance with the awarding body's policy
- The External Examiner will be informed in accordance with the awarding body's policy

10.4.2 A Moderate Case: E.g. Presenting a substantial extract from a piece of work produced by another as one's own and not crediting the source. Fabricating data and using this within a piece of work which requires the collection of valid data. A repeat of an offence constituting minor misconduct

- The case will be discussed with the student in a private tutorial with the subject teacher, course leader and the Academic Standards Manager
- The mark or assessment grade will be reduced or the student will be awarded zero, depending on the seriousness of the case
- The student may not be allowed to take the unit/exam/test again
- The relevant examining body will be informed in accordance with the awarding body's policy
- The External Examiner will be informed in accordance with the awarding body's policy

10.4.3 A Serious Case: E.g. Obtaining work done by another and presenting it as one's own. Arranging for another to sit an examination in one's place. Fabrication or

falsification of research to support an analysis. A repeat of an offence constituting moderate misconduct

- The case will be discussed with the student in a private tutorial with the subject teacher, course leader and Assistant Principal for the curriculum area
- A penalty will be awarded. This will be decided by the college staff interviewing the student and will depend on the seriousness of the offence. Any of the following may be given -
- A zero grade in the exam/test/module is given or the assessed work is not awarded a grade
- The student is disqualified from the course
- The student is expelled from the college
- The relevant awarding body will be informed in accordance with the awarding body's policy
- The External Examiners will also be informed in accordance with the awarding body policy

10.4.4 In all cases, a note will be made on the student's file of the allegation, the outcome and any penalty awarded. This information may be used by the college when it is asked to provide a reference.

10.4.5 Appeal Procedure

The student has the right of appeal to the next level of review at each stage in the procedure. In the event of an appeal s/he may choose to be accompanied by a friend or a responsible adult. An appeal should be submitted within 5 working days of the outcome being notified to the student and should be heard within 5 working days after the appeal is received. The appeal must state the grounds upon which there is disagreement with the college's decision. An appeal against the outcome of an offence considered as serious misconduct will be heard by the Deputy Principal.

11 Recognition of Prior Learning

Learners may wish to claim prior learning towards the qualification they are currently following. Where successful RPL means that the learner does not have to repeat assessments for evidence they have already achieved in the chosen subject area and at the correct level. This process should be completed BEFORE a learner begins their qualification. Teachers should use the Prior Learning guidance available on ChiDrive with the learner. Both documents guide the candidate and assessor through the process of identifying evidence that is valid, sufficient and current to enable a successful claim. For

Pearson BTEC Higher National use the Pearson RPL guidance provided on ChiDrive.

12 Status of this policy

- 12.1 The policy was approved by the Higher Education Board and supersedes all previous documentation.
- 12.2 The operation of this policy will be kept under review by the Quality Manager Higher Education
- 12.3 It may be reviewed and varied from time to time by the Higher Education Board.
- 12.4 This policy has been impact assessed to ensure that it does not adversely affect staff on the grounds of their disability, gender or race.

**Appendix A CONFIDENTIAL
EXTENUATING CIRCUMSTANCES FORM (ECF) TO REQUEST AN EXTENDED
DEADLINE FOR AN ASSESSMENT**

Write in **BLOCK CAPITALS** your name and the address to which you wish the outcome to be sent

Student registration number	
Family Name	
Forename(s)	
Course	
Contact email address	
Contact Telephone Number	
Course Leader	

Circumstance - for guidance on extenuating circumstances please read page 2 of this form

Criteria	Date From	Date To

Evidence

Description	Evidence	Date

List here all the documents attached

Please note your case cannot be considered unless all of the columns above are completed.

**Submit this document to your directorate administrator
Staff use only**

Unit affected	Assignment	Due date	Request upheld/denied	Reason(s)	New submission date

Please allow five working days for a decision.

Do I have extenuating circumstances?

The circumstances you are seeking to mitigate must be unforeseeable or unpreventable and you must be able to demonstrate how these circumstances could have a significant impact upon your ability to meet the assessment deadline.

Common examples include:

- Significant personal illness or injury (where a Doctor certifies that you should not work or study)
- The critical illness or death of a close family member/dependent
- Unexpected significant family crises or severe financial problems leading to acute stress
- Absence for public service (e.g. Jury Service or active service if an armed forces reservist)

Circumstances not normally considered:

- Events that were planned or reasonably foreseen (e.g. booked holiday) - arrangements should be agreed in advance with the course leader once known
- Failure, loss or theft of a computer, printer or storage medium
- Non-diagnosed illness (e.g. exam stress)
- Inadequate time management/planning
- Paid employment or volunteering commitments - arrangements should be agreed in advance with the course leader

Appendix B

STUDENT APPEAL AGAINST ASSESSMENT DECISIONS FORM CONFIDENTIAL
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Name of Student	
Programme Title	
Email address	
Telephone number	

Name of Assessor	
Name of Internal Verifier	

Unit Assessed	
Nature/Title of Assessment	
Date of Assessment	

Appeals will be considered for the following reasons

1. That there exist circumstances affecting the performance of the candidate which the assessor or internal verifier were unaware of (for examples please see page 2 of this form)
2. That there were procedural irregularities in the conduct of the assessment (including administrative error)
3. That there is positive evidence of prejudice, bias or inadequate assessment

Student's reasons for appeal			
▪ Please summarise below the reasons for your appeal			
Signature		Date	

Stage 1

Assessor's comments			
Assessor should present a brief response / comment on the student's stated reasons for appeal			
Signature		Date	
Student's response			
Student to comment on assessor's decision.			
Agree	Disagree	Signature	Date

Stage 2

Internal verifier's comments and decision			
▪ IV should briefly comment on the student's appeal and record his/her decision			

Date appeal received		Date of reply	
IV signature		Date	
Student's response			
Student to comment on internal verifier's decision.			
Agree	Disagree	Signature	Date

Appeal panel's comments and decision			
<ul style="list-style-type: none"> ▪ Chair of appeal panel should briefly comment on the student's appeal and record the panel's decision 			
Date appeal received		Date of reply	
Signature		Date	

Please submit your completed appeal form to HE@chichester.ac.uk

Do I have mitigating circumstances?

The circumstances you are seeking to mitigate must be unforeseeable or unpreventable and you must be able to demonstrate how these circumstances could have a significant impact upon your academic performance. For the purposes of appeal you must show that the assessor was not aware of these problems.

Common examples include:

- Significant personal illness or injury (where a Doctor certifies that you should not work or study)
- The critical illness or death of a close family member/dependent
- Significant family crises or financial problems leading to acute stress
- Absence for public service (e.g. Jury Service)

Circumstances not normally considered:

- Events that were planned in advance or could reasonably be foreseen (e.g. booked holiday) - arrangements should be agreed in advance with the course leader once known
- Failure, loss or theft of a computer, printer or storage medium
- Non-diagnosed illness (e.g. exam stress)
- Inadequate time management/planning
- Paid employment or volunteering commitments- arrangements should be agreed in advance with the course leader

Appendix C

Summary: Higher Education Policy - Assessment

1. Students will be given a detailed plan for all assessments at the beginning of each module giving dates assessments are set, due to be submitted and returned. Students should also be made familiar with this policy and be able to access a copy of it.
2. All assessments will be carefully devised to maximise student achievement, making use of contextualised grading criteria.
3. It is the course leader's responsibility to ensure that assessors are appropriately qualified and experienced to assess.
4. Assessment results should not be communicated to students until the work has been internally verified.
5. Feedback to students should help them to improve their performance in subsequent coursework.
6. Students may request extra time to complete an assessment using the ECF (Extenuating Circumstances Form) form, at least 5 working days before the work is due (unless there is a genuine last minute emergency). It is the course leader's responsibility to assess the request and to decide whether to approve it.
7. Students who do not submit work on time and have not had a request for extra time approved will be unable to achieve grades higher than a pass.
8. Students may appeal against assessment decisions. Any appeals should be resolved between the student and assessor wherever possible. Students who wish to appeal should do so by completing the Student Appeal Form (appendix B) and submitting it with evidence to HE@chichester.ac.uk. The Quality Manager will facilitate the first two stages assessor, then internal verifier or course leader. The third stage will be overseen by the Assistant Principal Quality. The decision of the Appeals Panel will be final. The Higher Education Board will consider all appeals against assessment decisions for each academic year and agree appropriate actions.

Appendix D

HE Assessment Policy - Student Summary

Students should:

- Be given access to and be familiar with the HE Assessment Policy
- Be given an assessment plan covering the modules or academic year. The plan will detail assessments, submission or exam dates and return of assessed work or issue of results dates.
- Students must be aware of the requirements to submit assessments that are complete, are the student's own work and are submitted on time.
- Students must submit work covering all required tasks by the date/time specified.
- Students may appeal assessment decisions using the Student Appeal form which should be completed and submitted to HE@chichester.ac.uk

Appeal against assessment decisions process

Stage 1

Student completes Student Appeal Form and submits to HE@chichester.ac.uk

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Appeal is logged by Quality Co-ordinator and Quality Manager assigns appeal to assessor to discuss with student.

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Student happy with outcome?

← No



Stage 2

Quality Co-ordinator logs stage 2 appeal. Quality Manager briefs internal verifier or course leader to review assessment.



Student happy with outcome?

← No



Stage 3

Quality Co-ordinator logs stage 3 appeal. Assistant Principal Quality appoints two independent members of college staff to hear from student, student representative, original assessor (stage 1), internal verifier (stage 2) to review evidence. One of the independent members will be assigned to chair appeal. Appeals panel reaches decision and makes recommendation to Assistant Principal Quality.

Assistant Principal's decision is final.

Procedure ends.