

Policy Title **HE Assessment Of Students And The Recognition Of Prior Learning For HNC/D Programmes At Kendal College**

Author/Responsible Manager	Quality Manager
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Risk Assessment (please note here any identified risks of non-compliance with the policy)	Failure to recognise prior learning when assessing students leading to learner complaints

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Equality Impact Assessment				
Characteristic	No impact	Positive impact	Negative impact	Evidence
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion/belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage & civil partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carried out by: T Breeze				

Actions required:

Action	Date	Reviewed by	Date
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This policy should be read in conjunction with the KC HE learning teaching and assessment Policy:

Policy

Assessment, recognition of prior learning, internal moderation and external processes and procedures should meet Awarding Body and Kendal College requirements and comply with the assessment section of the UK Quality Code (2018)

Kendal College understands the importance of clear assessment procedures in relation to ensuring that students meet the required learning outcomes at the standard required and that all HE students receive a fair and equitable assessment experience. Best practice from our partner universities and the QAA UK Quality Code for Higher Education underpin Kendal College assessment practice across all HE programmes. This policy ensures that fairness and rigour are applied equally to Pearson HNC/D programmes. It must be read in conjunction with the current Pearson BTEC guidance (please check the year carefully):

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>

Procedure for Assessment

THE ASSESSMENT AND MODERATION PROCESS

Students submit work and meet published deadlines for submission. Late work will be limited to a pass grade without agreed extenuating circumstances or an extension.
The first marker assesses work against the learning outcomes for the unit.



The first marker provides feedback to learners within 15 working days.
(using appropriate forms) Formative assessment is an integral part of the BTEC assessment process, involving both the Lecturer and the student in a two-way conversation about their progress. It takes place prior to summative assessment and does not confirm achievement of grades, but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback to enable the student to make improvements to consolidate a Pass, or attain a higher grade.



Summative assessment is the final consideration by a lecturer of a student's assignment, agreeing which assessment criteria the student has met in the assignment and recording those decisions. However, students should be aware that summative assessment is subject to confirmation by the Assessment Board, and thus is provisional and can be overridden by the Assessment Board.

The Assessor records details of assessment outcomes for tracking.
(on appropriate forms)



The Internal Verifier *(or delegated person) moderates work in accordance with Awarding Organisation Policy and requirements and provides feedback to the assessor



Provisional results are given to learners along with feedback



An Assessment Board is held at the College at the end of each semester and must be attended by:

The teaching team, the relevant Head of Department, the Quality Manager and if possible external representative from a partner college

Results are recorded and confirmed by the College

Minutes of the board are shared with the External Examiner (EE)

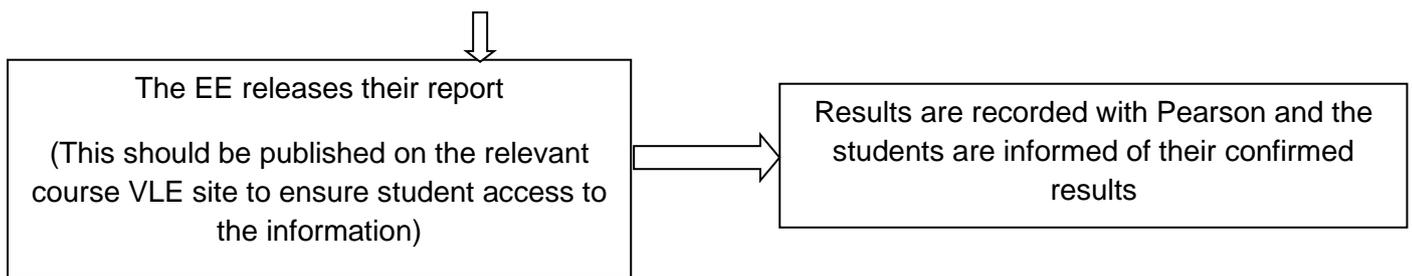
All results are still provisional until confirmed by Pearson's EE



Students are informed of assessment decisions and are encouraged to record their own progress



Learner work is sampled by a Pearson External Examiner (EE) who reviews the quality of the assessment, planning, the validity of the assessment decisions and the consistency of the assessment and internal verification processes



* N.B. where there is a single specialist practitioner delivering a programme, arrangements must be made for their assignments and assessment decisions to be internally verified by someone with appropriate experience.

Extenuating Circumstances

If a student is unable to complete the assessment work within the given timeframes for legitimate reasons they can apply for an extension of 10 days in agreement with their tutor or for a longer extension they may be eligible to apply for extenuating circumstances, see Appendix 1.

Extenuating Circumstances include situations where the student has experienced:

- Significant illness or injury
- The death of, or critical/significant illness of, a close family member/dependent
- Family crisis or major financial problems leading to acute stress
- Absence for jury service or maternity, paternity or adoption leave
- A criminal act where you have been a victim
- In exceptional cases absences caused by work commitments will be considered.

Authentication of Work

Kendal College can only accept work that is authentic, i.e. that is the student's own and that can be judged fully to see whether it meets the assessment criteria.

Authenticity should be considered when setting assignments. For example, ensuring that each student has a different focus for research to reduce opportunities for copying or collaboration.

Students must authenticate the evidence that they provide for assessment, this by signing the HNC/D submission declaration stating that it is their own work when they submit it. For practical or performance tasks observed by the Lecturer this is not necessary.

Lecturers should only assess student evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice procedures as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets etc.

Plagiarism

All students submitting work to Kendal College are required to confirm that each piece of work they submit is their own; and that references and quotations that have been used have been fully identified and properly acknowledged using the Harvard Referencing system

Kendal College will identify Plagiarism as:

- The inappropriate use of published and unpublished text, images or other media, where no academic reference is evident, or where the source is not acknowledged.
- Unauthorised levels of collaboration between learners.
- Where plagiarism has been identified disciplinary action may be taken and could result in the student being unable to achieve the award

The Awarding Body Pearson support Kendal College's definition:

Plagiarism is a form of academic misconduct. It is much more than simple copying from another student, or from books, or from the internet. For example, it includes paraphrasing, sub-contracting the work to someone else, and submitting the same piece of work for two different purposes.

Why is plagiarism wrong?

- It is fundamentally dishonest
- Students who commit plagiarism are seeking an unfair advantage over other students
- Students who commit plagiarism are devaluing the value of the qualification they seek
- It is disrespectful to their Lecturers, and a betrayal of their trust.

Examples of plagiarism:

- Downloading music, video clips, lyrics, tab notation etc. for inclusion within an assessment without appreciating that these must be referenced.
- Directly copying a sentence, phrase or paragraph from another source, whether published or unpublished, without quotation marks and referencing.
- Paraphrasing another source by simply changing a few words without an appropriate reference
- Copying directly from other students
- Submitting work completed by somebody else (or subcontracted)

- Using another person’s ideas and claiming them as your own, including: another student’s assignment, textbooks, material purchased from essay banks etc., a newspaper or magazine article, an extract from a television or radio programme, a piece of music or other type of media, web pages.
- Resubmitting your own work, which has previously been submitted for assessment, either at Kendal College or elsewhere, without acknowledging that the work has previously contributed to an award being made.

The consequences of plagiarism include:

- A student learning far less than would be expected for the level of the programme
- Assessment procedures being compromised if work submitted is not your own, meaning that assessors are unable to form correct decisions on your progress.
- Possible legal action due to infringement of copyright laws
- **Where plagiarism has been identified, disciplinary action may be taken, which could result in the student being unable to achieve the award.** Where plagiarism has been identified disciplinary action may be taken both under the Kendal College and relevant University procedures and could result in the student being unable to achieve the award. The use of plagiarism detection software (such as “Turnitin”) can be used where there is an identified risk and tutors should refer to the Universities for support in accessing the software.
- **If plagiarism is identified it must be reported to the course leader and to the Quality Manager who will organise a plagiarism panel.** The panel will consist of the Course Leader, the Quality Manager and the Student. The Student may also bring a representative. At the panel the work is presented and the evidence for plagiarism presented. The panel’s decision will be reported to the Director of Curriculum and Quality. The panel will make a decision whether there is:
 - No case
 - Plagiarism has occurred and thus disciplinary action will be taken.

Recognition of Prior Learning

The availability of RPL to prospective/current students should be advertised via the College website, including course specific web pages; subject area HE publicity, course level publicity documentation.

RPL may be used for:

1. Gaining entry, at the initial point of entry, to a programme of study validated by internal validation, then Pearson.
2. Gaining entry, at a point subsequent to the initial entry point, to a programme of study validated by internal validation, then Pearson.
3. Recognising previously accumulated credit which can then count towards an award by Pearson.

4. A claim for RPL credit may be made at any time before or after a student has enrolled on a programme of study, providing Pearson approve. 'It is learning which is accredited not just the experience of doing', i.e. acceptable evidence of achieved learning must be provided in a form which allows a judgement to be made about the equivalence of that learning to a given set of learning outcomes.
5. Decisions on an application for RPL credit will be based on academic judgement of the equivalence of the learning outcomes of previous study or experience to the stated learning outcomes of a module/unit validated by Pearson. Even if there is judged to be equivalence in this respect it may be that the award of credit would disadvantage the applicant in terms of their level of achievement in the award for which they are registered, due to the fact that credit awarded through RPL procedures is not normally graded (see 16 below).
6. An award of general credit through the RPL procedures does not necessarily mean that all that credit may be used to exempt the applicant from specific modules. The amount of specific credit is likely to be less, since this is related to the degree of relevance of the prior learning to the modules for which the applicant is seeking exemption.
7. A credit value of 1 relates to 10 notional learning hours.
8. Credit gained through RPL procedures can be awarded at all levels of study.
9. Credit gained through RPL procedures can be awarded in respect of any module / unit but not for any module / unit which comprises a major project, or a module /unit that requires currency in knowledge or application.
10. The minimum amount of credit which may be claimed is the amount allocated to the smallest credit-rated module / unit within a programme. RPL cannot be used to gain exemption from part of a module / unit. However, programme teams may, in certain cases, suggest that an applicant undertakes specific self-directed study to complete the outstanding learning outcomes for a module for which they are seeking RPL credit.
11. The maximum amount of credit which may be claimed is outlined in the specification for each qualification.
12. Credit for prior learning for which an award has previously been achieved may be counted towards a subsequent award requiring further credits at the same and/or higher level(s) where it can be established to the satisfaction of the College and Pearson that this is educationally desirable and consistent with the approved aims, intended learning outcomes and curriculum of the award.
 - Credit will not normally be transferable in this way where the previous and subsequent award titles are effectively the same, as per the QAA Framework for Higher Education Qualifications (FHEQ).
 - Credit will not normally be transferable in this way if it is considered not to be educationally desirable to do so by the College and Pearson because of the similarity of the aims, the intended learning outcomes or curricula of the programmes leading to the two award titles.
 - Outside these circumstances, the double counting of credit for RPL purposes is not normally permitted.
13. Credits for previous certificated study awarded by a recognised body are equivalent to those awarded for study at the College and Pearson.

14. RPL cannot be considered towards an award and programme title where the requirements of a professional, statutory or regulatory body for that award or programme title are not met.
15. During the RPL process, due regard must be given to professional, statutory and regulatory body specifications and requirements. Where the maximum credit permitted under the regulations of the professional or statutory body is less than that allowed by Pearson RPL Policy and procedures, the regulations of the professional, statutory or regulatory body will supersede those of the College and Pearson if the award is to be recognised by that body.
16. Credits awarded via Pearson's RPL procedures will not normally be graded. Calculation of the classification of an award (where appropriate) is done only on the basis of the marks achieved for modules studied at the College.
17. The evidence submitted in support of a claim for RPL credit must have:
 - Detail (appropriate to the amount of credit applied for),
 - Acceptability (in terms of the type of evidence being submitted),
 - Sufficiency (in terms of the level of credit applied for and should include evidence of reflection on the learning that has been achieved),
 - Authenticity (in terms of the evidence relating to the applicant's own work),
 - Currency (should normally relate to learning which has taken place within the last five years. This time may be reduced in subject areas where the content is changing rapidly or may be increased where the applicant can provide evidence of substantial and continual up-dating since a recognised qualification was awarded).
18. The evaluation of this evidence should normally include an assessment of the learning needs of the applicant.
19. All claims for RPL, together with the evidence supporting these claims, must be submitted in English. Where evidence in the form of certificates, testimonials, or references is in a language other than English it is the responsibility of the applicant to provide an accurate translation.
20. Various forms of assessment may be used in the assessment of claims for RPL. For example, portfolio, interview or *viva*, applicant's performance, artefact(s), certificates, completion of written work (which may be an item or items of assessment normally used within the module or programme for which credit is being claimed). In addition, a reflective account or diary demonstrating the learning achieved may be required.
 - The precise form(s) of assessment to be used will be identified and agreed by the applicant and members of staff responsible for RPL in the School at the start of the process, with reference to the learning outcomes of the module/programme for which the applicant is seeking credit.
 - The production of a portfolio of evidence is one of the most used forms of assessment for RPL purposes and guidance will be provided by the member(s) of staff responsible for RPL in the School on its contents, preparation and production.
21. The outcome of a claim for RPL will be one of:
 - The claim for credit is successful.
 - The evidence is incomplete. (Insufficient information has been provided in order to allow the assessor(s) to arrive at a decision. The assessor(s) will decide if the applicant is allowed to re-work and resubmit their evidence).

- The claim for credit is not successful. (The claim for credit is not successful because the level and/or volume of learning are/is insufficient).
22. The outcome of the assessment process is subject to the approval of the Head of Department and Pearson. Documents relating to any claims should be made available to the Pearson External Examiner for the programme.
23. Each subject area should identify named members of staff as having responsibility for the RPL process within that subject area, usually the programme leader.
- All members of staff responsible for RPL within the subject area should have received appropriate staff development and be given time for carrying out their responsibilities and for up-dating.
 - It is the responsibility of these named members of staff to provide applicants with appropriate guidance during all stages of the RPL process (For example, initial guidance, on the form of the evidence to be presented, how the assessment of evidence will be carried out etc.) and with effective, timely and accurate feedback.
24. Details of all cases involving RPL applications and procedures will be fully documented by subject areas, and copies sent to the HE Co-ordinator. This documentation should normally include:
- Correspondence between the applicant and the member(s) of staff responsible for RPL in the subject area;
 - Evidence submitted by the applicant in support of their claim for RPL ;
 - A record of the decisions taken by the member(s) of staff responsible for RPL in relation to the claim;
 - A record of the verification of the claim by the Assessment / Standardisation Meeting and the external verifier /examiner for the programme;
 - A record of the agreed outcome to be passed to the responsible part of the College for entry onto the student's official record and transcript. A record must also be sent to the HE Co-ordinator.
 - Applicants who have been through the RPL procedures should be asked by the subject area to provide written feedback on their experience of the process.
 - The subject area is responsible for reporting annually on RPL applications for consideration at the Assessment / Standardisation Meeting.
25. Applicants may request a review of the decisions of the RPL assessment under the College Appeal Procedures if it is believed the following grounds may apply:
- There was some material irregularity in the conduct of handling the claim for RPL.
 - An applicant's performance in any assessment associated with their claim for RPL was affected by mitigating circumstances.

Please Note:

- Decisions based on academic judgement cannot form the basis of an appeal.
- Submission of an appeal is only possible once the decision on a claim for RPL has been ratified by the Assessment / Standardisation Meeting.

Conflict of Interest

Assessment staff may encounter a potential conflict of interest in their work. Examples of these may include: a close relation, spouse or partner within the centre who is either a

student or another member of staff, a close relation, spouse or partner acting as an External Examiner (EE) or other external quality assurance role.

Where a lecturer/assessor has a conflict of interest they must discuss this with their line manager, who will make arrangements to assess and minimise the conflict of interest. This may include arranging for another assessor to mark work. A formal log of potential and actual conflicts of interest must be made and forwarded to the Quality Manager.

Academic Appeals

An Academic Appeal enables students (where there are grounds) to request that the Assessment Board reconsiders a decision on their academic achievement or progress.

If a student is unhappy with their results or an academic penalty that has been received, they may be eligible to submit an appeal. However, they cannot use an appeal to challenge academic judgement* or appeal because they disagree with the marks given. Robust mechanisms exist within the College to ensure that standards are fair and appropriate. Marking is conducted carefully and is subject to internal moderation and samples are checked by External Examiners who oversee the assessment process.

A request for an appeal against an Assessment Board decision shall be valid only if it is based on one or more of the following grounds:

1. That an Assessment Board has given insufficient weight to extenuating circumstances;
2. That the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. That there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. That the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

Appeals can be made to the Assistant Principal of Curriculum and Standards within 14 days of the publication of results. A response will be made to the student within 10 working days of receipt of this appeal. If the student is still dissatisfied they can pursue their appeal with Pearson following their guidance.

* This is an opinion that can only be given by an academic expert. For example, a judgement about assessment, fitness to practise, research methodology or course content/outcomes will normally be academic judgement. You are not able to appeal against academic judgement.

Reference to other Policies

HE learning teaching and assessment Policy

Reference to other Publications

QAA UK Quality Code for Higher Education

[Pearson Documentation](#)

Recognition of Prior Learning Policy

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf

EXTENUATING CIRCUMSTANCES FORM



Section 1 – to be completed by the student.

Student name: _____

Module/Unit tutor: _____

Personal tutor: _____

Unit number: _____ Assignment title: _____

Official deadline: _____

“I apply for an extension to the submission date for the above assignment.”

Reason for extension request:

(Medical circumstances should be accompanied by a Doctor’s note)

Section 2 – to be completed by the Personal Tutor and Head of School

I do / do not support the proposed extension *(delete as appropriate)*

I recommended the extension date of: _____

Personal Tutor Signature: _____ Date: _____

Appendix 2

**STUDENT APPEAL AGAINST
ASSESSMENT DECISIONS TO THE DIRECTOR OF CURRICULUM AND QUALITY**

Name of Student:	
Programme:	
Qualification Title:	
Unit/Module Title:	
Name of First Marker:	
Name of Internal Moderator if applicable:	
Date Appeal was Made:	
Student's reasons for appeal: [please give details]	
Students Signature:	Date:
Date of reply and result of appeal:	
Signature Director of Curriculum and Quality:	