



**South Gloucestershire and Stroud College**

## **Higher Education Assessment Policy 2024-27**

**If you would like this document in an alternate format**

**Please contact the Quality Department**

<b>Prepared by:</b>	Jo Kear
<b>Job Title/Role:</b>	Director of Higher Education
<b>Ref. No.:</b>  <b>Q/P 383</b>	<b>Date of this version:</b> 01/07/2024  <b>Review date:</b> 01/07/2027 (Subject to any legislative changes)  <b>Upload to College website?</b> Yes  <b>Upload to e-Campus?</b> Yes
<b>Approved by:</b>	Executive Team
<b>Date:</b>	26/07/2024

## MANDATORY INITIAL IMPACT SCREENING



I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee has been consulted?	✓
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓

Please list each College Strategic Priority that this policy is designed to address/implement:	
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### EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	Remove arbitrary age barriers to educational access and to the realisation of individual potential and success
Disability	Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities.
Faith or Belief	Respect, and as necessary, develop provision for the practice which supports the religious needs or belief of learners and staff.
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping
Race or Ethnicity	Ensure that staff and learners are equipped to recognise racial and ethnic diversity and to challenge racial and ethnic discrimination
Orientation	Treat the College's LGBTQIAAP community with equal dignity and fairness
Gender reassignment	Respect the rights of individuals and address the inequality of right for persons under the age of 18.
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful
Rural isolation	No appreciable impact
Marriage	No appreciable impact
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment
Carers & care leavers	Supporting staff and learners to recognise and challenge any inequality or discrimination associated with the status of being in care or a care leaver.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:	7
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:	7.6; 7.7

Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>		Click or tap to enter a date.

**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect:	Art. 2 Non-discrimination Art. 23 Disability protection Art. 28 Right to education
Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:	Art. 6 Right to a fair trial Art. 14 Prohibition of discrimination

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT		
Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If so, please list them:	Equality Act (2010)	
Will any aspects of this policy result in:		
Reduced miles travelled or provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced water consumption?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced instances of single use plastic?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced use of natural resources such as raw materials and energy to promote a circular economy?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will this policy improve green space or access to green space?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target an improved environment:		

Will any aspects of this policy result in:		
The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Greater employment opportunities for local people?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>Please list the sections of this policy which specifically target improved sustainability:</b>		

<b>What is the *estimated* carbon impact of this policy (in terms of tCO2e)</b>	<b>Increased (+tCO2e)</b> <input type="checkbox"/>	<b>Decreased (-tCO2e)</b> <input type="checkbox"/>	<b>Net Zero CO2</b> <input checked="" type="checkbox"/>
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<b>Mandatory initial impact screening completed by:</b>	Jo Kear
<b>Date</b>	19/06/2024
<b>Initial impact screening supported by (Please list each individual)</b>	

# HE Assessment Policy 2024-27

## 1. Policy Intent

- 1.1. Higher Education assessments are designed to appraise an individual's knowledge, understanding, skills and abilities. South Gloucestershire & Stroud College (SGS) is committed to providing a supportive learning environment, which recognises every student's right to the reliable and robust assessment of their work. We recognise that high quality assessment practices are an important element of the learning experience and that the outcomes of assessment can influence a student's long-term goals and career prospects.
- 1.2. This policy relates to all qualifications designated as Higher Education defined by the Department for Education (DfE), the Higher Education and Research Act (HERA) (2017) and regulated by the Office for Students (OfS).
- 1.3. Assessment types include coursework, exams, practical application of skills, presentations, competency of professional standards and alternative assessments.
- 1.4. SGS is committed to providing a high quality HE learning experience for students. Our approach to assessment is fully compliant with all ongoing quality-related [conditions of registration](#) (B1, B2, B3) with our regulator, the Office for Students (OfS) with particular regard to conditions B4 and B5. Internal and external systems of quality assurance, as set out in this Policy, ensure high standards of assessment practice.
- 1.5. This Policy and the information contained here does not undermine or conflict with the SGS Freedom of Speech and Expression Code of Practice. In the unlikely event of any case of conflict the SGS Freedom of Speech and Expression Code of Practice will take precedence.

## 2. Scope

- 2.1. The aim of this document is to set out the College's rules for handling students' work for assessment, including extenuating circumstances, breach of academic regulation, reassessments and the verification of assessment decisions.

## 3. Policy and Procedure Objective

- 3.1. The policy objectives are to:

- 3.1.1. provide guidance on the grading of student work;
- 3.1.2. provide a framework for managing the late or non-submission of student work;
- 3.1.3. describe the implications of students not providing work to the required standard;
- 3.1.4. describe the process for internal and external moderation, and external examination;
- 3.1.5. describe the internal quality assurance process for ensuring high standards of assessment practice are upheld;
- 3.1.6. describe the consequences if there is a breach of the academic regulations, including plagiarism, collusion, cheating or where use of AI is suspected;
- 3.1.7. describe the process for claiming Extenuating Circumstances (ECs);
- 3.1.8. describe the approach to reasonable adjustments.

#### **4. Responsibilities**

##### 4.1. Students must:

- 4.1.1. complete assignment activities to the best of their abilities within the specified time period.

##### 4.2. Lecturers/ Tutors must:

- 4.2.1. provide students with opportunities to present evidence of having met the stated grading criteria;
- 4.2.2. mark the work in a fair and unbiased manner;
- 4.2.3. provide timely feedback that assists the student in improving and developing their expertise;
- 4.2.4. ensure assignment briefs and module handbooks are fit for purpose;
- 4.2.5. ensure assessments are marked accurately and that no barrier exists to prevent students from accessing assessment;

4.2.6. confirm the assessment schedule and ensure that quality assurance processes are effective and robust;

4.3. External Examiners:

All internal assessment outcomes for Level 4, 5 and 6 are subject to an independent assessment review by an appointed External Examiner (EE), External Verifier (EV) or moderator appointed by the awarding body.

4.3.1. The External Examiner or moderator will confirm that the internal assessment meets the expected academic standards, make recommendations to improve the quality of assessment outcomes and allow for certification.

4.3.2. External Examiners and/ or moderators are appointed by the validating partner or awarding body and liaised with internally by Programme Leads.

## **5. Awarding Bodies affiliated with SGS College Higher Education**

5.1. Each awarding body has a set of quality assurance measures which SGS College must adhere to.

5.2. It is the responsibility of the Programme Lead, Subject Area Lead (where relevant) and Head of Department to ensure all expectations are met.

5.3. SGS will support all external quality assurance expectations through internal quality checks and end of year assessment boards to verify and record assessment decisions.

5.4. Affiliated External Bodies

SGS works with a number of different awarding bodies/professional organisations who accredit our courses. In addition to the details contained in this Policy, students may also be beholden to the regulations and procedures set out by the awarding body/professional organisation that accredits their course. These regulations will be signposted in student handbooks/DLE at the start of the course.

5.4.1. University of Gloucestershire, University Partner and Validating Institution.

5.4.2. Pearson

5.4.3. Chartered Institute of Personnel and Development (CIPD)

- 5.4.4. Chartered Institute of Procurement and Supply (CIPS)
- 5.4.5. British Association for Counselling and Psychotherapy (BACP)
- 5.4.6. Chartered Management Institute (CMI)
- 5.4.7. City and Guilds
- 5.4.8. Education and Training Foundation Diploma in Teaching (Further Education and Skills)
- 5.4.9. Society of Sports Therapists

## **6. Quality Assurance Procedure**

- 6.1. Assessment briefs for all programmes considered to be level 4 or above, must be internally verified (IV'ed). Assessment briefs must be signed off by the Programme Lead/Subject Area Lead and the Academic Link Tutor (in the case of UoG validated degrees).
- 6.2. For degree programmes validated by the University of Gloucestershire a centralised Assessment Scrutiny Panel (ASP) organised by the HE Curriculum, Quality and Standards (CSQ) team will audit sample assessment briefs in September and January of each academic year.
- 6.3. All other level 4 or above provision will be internally verified locally by the course team and a sample will be moderated by the awarding body.
- 6.4. The HE CSQ team will carry out regular audits of assessment feedback to ensure high standards are maintained.

## **7. Handling of Student Work**

### **7.1 Process for Handing in Work**

- 7.1.1. There must be a clear timetable for assessment made available to all students at the start of their study programme.
- 7.1.2. Students must be informed in writing when their work is to be handed in, and the agreed process for doing this, must be clearly set out in the programme handbook, Assessment Brief or Module Guide.
- 7.1.3. The precise consequences of not meeting the submission requirements must also be clearly stated.



7.1.4. Each Programme Lead must take responsibility for putting this process into action.

7.1.5. It is important that records of submission of work are rigorously maintained in case of future queries or appeals. Student records should be stored on Pro Solution, Pro Monitor and/ or MS Teams, as required. The Office for Students (OfS) requires work to be held for three years.

## 7.2. Grading Student Work

7.2.1. Student work must be graded using the grading criteria/marketing scheme provided by the Awarding Body or Validating Institution.

7.2.2. All grades awarded are provisional until the sample has been reviewed by the appropriate External Examiner and the marks have been ratified at the Module Board of Examiners, Assessment Board or data scrutiny meeting

7.2.3. Staff carrying out assessment decisions should refer to the assessment guidance provided by the appropriate awarding body or validating institution.

7.2.4. All student work must be returned, with clear feedback highlighting areas of strength and areas for improvement **within 20 working days**.

## 7.3. Submission Deadlines

7.3.1. Late submission of coursework without documented and approved extenuating circumstances in advance is penalised in accordance with the awarding body or validating institutions guidelines.

7.3.2. Where the awarding body or validating institution, guidelines refer back to the college's procedures, SGS operates a policy which states that work will be penalised when submitted late:

- Up to and including seven days late – maximum mark of 40% (Pass)
- More than seven days late – mark of 0% (Fail)

7.3.3. If a student anticipates difficulty in meeting a submission deadline, they must discuss this with the assessor and apply for Extenuating Circumstances via the EC Helpdesk.

7.3.4. Failure to obtain an authorised extension may result in an assessment decision of 'Fail'. Authorisation for extensions should be confirmed on

ProMonitor and communicated with students and staff via the student/ staff college email address.

- 7.3.5. Once an extension has been authorised, the grade awarded for the work will not be influenced by its date of submission, providing it is within the specified end date for marking.
- 7.3.6. All assessment decisions are ratified at the Module Board of Examiners or SGS Assessment Boards. If an extenuating circumstances request has meant work cannot be submitted in time for these boards' assessment decisions will be ratified at the next available board.

#### ***Procedure in the event of failure***

- 7.3.7. Each awarding body has detailed guidance around progression and achievement of their chosen qualification.
- 7.3.8. There is no fee charged for reassessments.
- 7.3.9. Fees will not be charged on agreed extenuating circumstances.
- 7.3.10. Fees will be payable for: modules taken beyond the expected completion date (e.g. trailed modules/units; failed modules/units; modules/units taken on a re-take/repeat basis).
- 7.3.11. Nothing in this section affects the right of the student to make a formal complaint or appeal an assessment decision.
- 7.3.12. A failed module/unit may not normally be retaken or repeated on no more than one occasion. However Awarding Body guidance may vary and must be adhered to in the first instance.

#### **7.4 Academic Offences and Suspected Breach of Academic Regulations**

- 7.4.1. A student's work, submitted for assessment, is expected to be their own. Students will be required to sign a declaration of authenticity for each assessment submission. Assessors may penalise any work that does not follow expected academic conventions for acknowledging sources, including the use of AI. Where the work is deemed not to be their own the work will be considered within the category of 'errors of attribution' or 'assessment offences'.
- 7.4.2. Errors of Attribution are minor irregularities of a technical nature which infringe academic conventions, but which would not normally mislead a

reader as to the source of the material being presented. Since they are minor irregularities of a technical nature, they do not come under the category of Assessment Offences. Errors of Attribution diminish the quality of the assessed work and will therefore result in the award of a lower mark.

7.4.3. Assessment offences shall be investigated by an appointed officer and the outcome of the investigation will be reported to the student(s) involved and summarised during the Module Board of Examiners or Assessment Board.

7.4.4. The penalties shall be:

- *First Offence*, logged on the student's record, with grade of SB recorded. The work will be marked according to the published assessment criteria, and the material deemed to have been presented in breach of this section will not be considered when arriving at the mark;
- *Second Offence*, logged on the student's record, with a loss of all marks for that unit/ module, a grade of 'Fail' recorded, and the unit/ module deemed to have been failed;
- *Third Offence*, with a loss of all marks for the unit/ module and a requirement to withdraw from the programme and from the College.

## 7.5 Accredited Prior Learning (APL) (recognition of prior achievement)

7.5.1. The procedures for claiming APL and the specified maximum allowances are documented in the individual Awarding Body or validating institution guidance.

7.5.2. Students may not re-use credits to collect several similar awards at the same or a lower level, and credit from a postgraduate programme cannot be counted towards an undergraduate or HN award.

## 7.6 Extenuating Circumstances (ECs)

7.6.1. It is not feasible to anticipate every possible circumstance that may lead to a student applying for an assessment extension.

7.6.2. Where a student is affected by circumstances affecting their ability to complete assessment to the normal schedule, and these circumstances are unpredictable and unavoidable, the student shall be entitled to an extension on their coursework deadlines and/ or a postponement of their

examinations. Once assessment is completed, marks will not be adjusted to take into account extenuating circumstances.

7.6.3. Procedures shall be applied consistently across the College so that students in a similar position follow the same procedural steps (set out below) and are offered comparable arrangements in response to their extenuating circumstances. Specific guidance provided by the Awarding Body or validating institution must be adhered to in the first instance.

7.6.4. A student may need to provide evidence of their extenuating circumstances, certified by a person of appropriate authority and independence. Evidence shall be provided as soon as possible once the circumstances have arisen, normally prior to the assessment submission deadline/ date of examination, and within published time limits, beyond which a claim will not be accepted.

7.6.5. A claim shall be assessed, and the outcome communicated to the student, as promptly as possible upon receipt. A student should normally know whether an extension is approved before the date of the submission deadline/ examination and should therefore not be expected to make a decision on submission/ presentation in a situation of uncertainty.

7.6.6. A claim for extenuating circumstances shall specify start and end dates. A new claim is required if circumstances extend beyond the end date. Approved arrangements shall specify a new coursework submission deadline proportional to the period affected by the extenuating circumstances / a new examination period.

7.6.7. *Criteria for Extenuating Circumstances*

7.6.8. **They are unforeseen.** Any difficulties which might have been predicted (such as the strain of a long commute, or the tiredness resulting from the combination of a job or raising a family with a course of study) do not constitute extenuating circumstances. Exceptions will be made where such stress results from circumstances necessitated by cost of living pressures unforeseen at the start of the course/year, as these are Unavoidable

7.6.9. **They are unavoidable.** A student is expected to prioritise their work over other commitments. For instance, being on vacation when an assessment is due (including during the reassessment period) does not constitute extenuating circumstances.

7.6.10. **They fall under one of the following categories:**

- Serious personal injury, such as a broken limb, or a medical condition requiring hospital attention or with an incapacitating effect.
- An acute illness (physical or mental), such that a reasonable person would have been unable to carry out the assessment task. (Note that alternative assessment arrangements on the basis of a disability are not covered by the extenuating circumstances procedure).
- Birth or adoption of a child.
- Being the victim of a serious crime during the period immediately preceding the assessment.
- The serious illness or death of a close relative, or attendance at a family funeral.
- Unforeseen and unavoidable work pressures sufficiently serious so as to interfere significantly with the ability to meet an assessment deadline or physically preventing you from sitting an examination.
- Transport difficulties of an unpredictable and uncontrollable nature, where alternative arrangements could not be made within reasonable time and where independent evidence (such as accident report) can be provided. Only applies to presentations or time-constrained assignments.
- Severe emotional upset.

7.6.11. **The claim is submitted on or before the coursework deadline** and the evidence is provided on that date or as soon as possible thereafter; evidence presented after the end of the relevant semester will not be accepted.

7.6.12. **They are evidenced** (except in the case of EC1). This must be one of the following, and must include contact details for verification:

- Medical certificate.
- Police report or similar professional report.
- Letter from third party confirming death of a relative, or death certificate.
- Letter from Students Support Services, a registered counsellor, or a Subject Area Lead.
- Letter from an employer (note that this must indicate how work pressures are unforeseen and unavoidable).
- Other—if the student cannot provide the above, they must have agreement on alternative form of evidence from the extenuating helpdesk.

7.6.13 *Types of Extenuating Circumstances*

7.6.14. A student cannot claim extenuating circumstances extension on the grounds of their disability. If their disability warrants an automatic extension, this must be arranged via the procedures for disabled students.

- 7.6.15. EC1 provides an automatic 5 working day extension with no evidence requirement. An EC1 can be used only once for each assessment submission.
- 7.6.16. In order to claim an EC1 students must confirm that the issue was unforeseen and unavoidable.
- 7.6.17. Any attempt to claim an extension when it is not necessary, or to attempt to deceive in relation to the unforeseen event can be deemed as an academic offence and penalised in accordance with the guidance in section 5.3.
- 7.6.18. EC1 requests cannot be made for presentations or group work assessments.
- 7.6.19. EC2 for extensions of up to 20 working days. Evidence will be required to support the claim.
- 7.6.20. WA3 – wellbeing support extension. This applies to students who are experiencing ongoing wellbeing or mental health concerns. WA3 requests will be referred to the wellbeing team and wellbeing mentors.
- 7.6.21. DA1 and DA3 – These are for students who have identified disabilities and should be processed by the Disability Support Coordinator.
- 7.6.22. The Extenuating Circumstances procedures are separate from the procedures for disabled students. For the purposes of this policy, the procedures for disability also apply to students with a specific learning difficulty such as dyslexia, dyspraxia or dyscalculia.
- 7.6.23. A disabled student may have (for instance) an automatic extension on written coursework to consider their disability; however, they could request a further extension as a result of (for instance) an illness which is unrelated to their disability.
- 7.6.24. SGS is fully committed to ensuring compliance with the Equality Act 2010 and will make reasonable adjustments where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled.

## 7.7 Disabled Students

- 7.7.1. The College's policy on inclusive assessment is compliant with the [SENDA legislation](#)
- 7.7.2. Where a student, through disability, is unable to be assessed through the normal processes, reasonable adjustments can be made, bearing in mind the need to assess the learner on equal terms.
- 7.7.3. The procedures for approving variations to assessment methods will be applied consistently across the institution,
- 7.7.4. The aim in approving variations to assessment methods will be to allow the same learning outcomes to be assessed to the same standard, while modifying the type of assessment or the conditions under which it is undertaken
- 7.7.5. Once an approved variation in assessment has been made, a student's work will be marked against the standard assessment criteria. No adjustments will be made to marks to 'take account' of a disability.
- 7.7.6. Disabled students wishing to be considered for alternative assessment arrangements must give notification to the HE Disability Services Manager (with evidence), as soon as possible and by week 6 of the semester (or 4 weeks prior to the assessment date, whichever falls soonest). Any student making a direct request to a Module Tutor or Programme Lead regarding the need for an alternative form of assessment should be referred to the HE Disability Service Manager. No alternative arrangements can be made by Module Tutor or Course Leader unless directed by the HE Disability Service Manager
- 7.7.7. The HE Disability Services Manager will record the arrangements made for assessment of disabled students. Module tutors will be made aware of any extensions agreed on coursework. The HE Disability Services Manager will also alert Programme Leads to any other assessment requirements required by the student. Typically, the adjustments approved by the HE Disability Services Manager will involve extra time to complete coursework assignments or examinations, or assistance from a scribe, or access to an assistive technology
- 7.7.8. From time to time, the HE Disability Service Manager may require the module tutor to develop a new assessment brief using a different assessment mode, for instance written rather than oral. The new

assessment brief must address the same learning outcomes as the original assessment.

- 7.7.9. Where possible SGS would like to make available alternative arrangements within the module/ unit assessment design to support a diverse range of student needs and divergent thinking, without the need to make additional assessment changes, under the principles of inclusive assessment design.
- 7.7.10. Where possible the modified assessment brief will be approved by the Assessment Scrutiny Panel (ASP) or the moderator via the awarding body but, if necessary, because of the timing, the Programme Lead will act on their behalf. However, in all instances the brief MUST be Internally Verified
- 7.7.11. Once the work resulting from an alternative assessment has been submitted it should be assessed against the published assessment criteria and marked to the same standard as any other student. For instance, once a student has been given extra time in recognition of a specific learning difficulty such as dyslexia, no further adjustment should be made to 'take account' of their dyslexia in the process of assessing the quality of their written communication skills during marking.
- 7.7.12. Some types of disability have effects that vary over time. Although such cases may appear similar to extenuating circumstances, they should be referred to the HE Disability Services Manager.

## 7.8 Distance and Distributed Learning

- 7.8.1. Students studying for a qualification at a distance, have the right to expect and will receive equal opportunities to access assessment as those learners who are campus based.
- 7.8.2. Common standards for assessment must be maintained regardless of the mode of study.

## 7.9 Verification of Assessment Decisions

- 7.9.1. SGS is committed to securing the validity of student assessment through a process of internal verification and will, in all instances, comply with Awarding Body and validating institution requirements.
- 7.9.2. As a minimum expectation, SGS commits that during the period between the qualification start and end date, we will internally verify every assessment, every assessor and every student at least once



- 7.9.3. Despite this, we do not anticipate the need to set a minimum tariff (unless specifically required to do so by an Awarding Body). The standard expectation is that a minimum of 6 students or 10% of the work is internally verified. In the case where the programme is in its first year it can be expected that all work is verified.
- 7.9.4. SGS accepts that new and inexperienced lecturing staff, developing provision and assessors/awards subject to Awarding Body censure or sanction represent a higher risk than experienced or mature provision
- 7.9.5. Additionally, it is the responsibility of the Programme Lead to work with the Awarding Bodies to ensure the College's continuing accreditation to make claims for certification
- 7.9.6. Assessment Briefs, Module Guides and assessment guidance will also be internally verified in line with the expectations of the awarding body or validating body requirements. This will be done prior to the students receiving the assessment document.

#### 7.10. Appeals

- 7.10.1. Students have a right to appeal assessment decisions based on process and procedure alone. The procedure for such an appeal is laid down on the [College website](#) and, where appropriate, in the Awarding Body or validating institution's guidance.
- 7.10.2. Students have the right to appeal directly to the [Office for the Independent Adjudicator](#) (OIA) upon receipt of a Completion of Procedures Letter after our internal complaints process has been followed.

#### 7.11 Sports Academies

- 7.11.1. Students studying with one of our sports academies will be viewed in the same light as any other student and need to be aware of their curriculum assessment responsibilities as academy duties cannot be considered for ECs (as neither unforeseen nor unavoidable).
- 7.11.2. Those seeking professional sporting contracts (which may necessitate time off from studies) will be required to apply through the formal process and have the request signed off by the Director of Higher Education and Curriculum Director of Personal and Social Development.

**8. Related Internal Policy Documents**

- HE Attendance and Engagement Policy
- HE Student Code of Conduct
- Fitness to Study Policy
- HE Students as Partners