

AWARD-WINNING EDUCATION

HOPWOOD HALL COLLEGE
**ASSESSMENT
POLICY &
PROCEDURE**
2024-2025



Policy Cover Sheet

Please fill in the following details:

Policy Name	Assessment Policy and Procedure 2024-2025
Version Number	V3
Policy Owner	Alison Loughnane
Release Date	05/09/2024
Policy valid for	1 year

Documents included:

Completed Checklist (below)	X
Policy text	X
Filled in EIA	X

All policies will be available via NetConsent. Does the policy need:

To be accepted on NetConsent by staff?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Made available on the website?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Policy Checklist

Have you completed the following tasks:

Used the Microsoft Accessibility Checker	X
Used formatted headings	X
Used Arial 12pt font	X
Included numbered paragraphs	X
Included page numbers	X
Included alternative text for all images which accurately describe what's in the picture	X
Checked for gender neutral language e.g. remove dinner ladies, workmen, he/she and replaced with servers, contractors, they.	X
Used the full phrase instead of the acronym at least the first time	X
Used the spelling and grammar check	X
Gained feedback from colleagues to ensure the policy is clear and accurate	X
Included any legal, social or organisational changes since the last policy review	X
Reviewed the connected policies to ensure they are still active	X
Filled in the change log	X
Listened to the policy using the accessible reader	X
Reviewed the policy flowchart	X
Informed the EDI Manager of upcoming policy deadlines	X

Sign Off: To be filled in by the named person only

	Name	Date
SLT	Liz Duncan	06/09/2024
Corporation (if required)		
Trade Union		
EIA	Adam Carney	06/09/2024

Change log:

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
N/A	Updated onto new template and updated key terms	N	Ashley Austin	Updated for 2022/23	26/09/2022	V1
V1	Updated timescales for Disciplinary Procedure, Appeals and Mitigation section and addition of Artificial Intelligence in malpractice section.	N	Ashley Austin	Updated for 2023/24	05/09/2023	V2
V2	Updated staff roles. Appeals and APL sections updated to meet AO requirements	N	Alison Loughnane	Updated for 2024/25	06/09/2024	V3

CONTENTS

1. INTRODUCTION.....	4
2. SCOPE	4
3. POLICY STATEMENT	5
4. ROLES AND RESPONSIBILITIES.....	5
5. PRINCIPLES OF ASSESSMENT.....	6
6. MONITORING AND EVALUATION.....	9
7. INTERNAL VERIFICATION AND MODERATION PROCEDURES.....	15
8. MALPRACTICE	19
9. PLAGIARISM	21
10. ACCREDITATION OF PRIOR LEARNING (APL)	30

1. INTRODUCTION

- 1.1. The purpose of this policy is to provide a framework for learner assessment and internal verification. Assessment encompasses all forms of activity that checks and validates a learner's work. It may be implemented through the systems required by examining or awarding organisations; or it may occur through observation of learner activities, marking written work, assignment or any other form of evidence presented by a learner or candidate such as on-line blogs, videos and audio work. Any task, activity, essay or project that contributes to a learner's final achievement in an academic subject, vocational area or functional skill will fall within the scope of this Policy.
- 1.2. Assessment is at the centre of the learner's experience. It provides a means of evaluating learner progress and achievement and must reflect individual learner achievement.
- 1.3. Staff must refer to their Awarding Organisation Standards to confirm the qualifications staff are required to have in order to carry out internal verification or moderation. Below is a guide for the key qualifications:
 - 1.3.1. **For BTEC: All Lead Internal Verifiers (LIV's)** must have completed the OSCA training linked to BTEC and a standardisation exercise must be undertaken with the teaching team.
 - 1.3.2. **For the Apprenticeship Standards: All Internal Verifiers (IV's)** should hold D32, D33 and D34, or A1, A2 and V1 qualifications.
 - 1.3.3. **For VRQ and T-Levels: Moderators** do not need an Internal Verification qualification however they must be competent in the area they are moderating.

2. SCOPE

- 2.1. This policy aims to contribute to the raising of learner achievement by:

- 2.1.1. Setting out college responsibilities
- 2.1.2. Outlining a framework for assessment
- 2.1.3. Outlining the monitoring of assessment
- 2.1.4. Providing guidance on the verification of assessment, (IV, IQA, EQA, EV, Moderators and BTEC LIVs)
- 2.1.5. Malpractice and Plagiarism

3. POLICY STATEMENT

- 3.1. This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race or ethnicity, sexual orientation, religion or belief, age, disability, inclusion need, gender identity, socio-economic status or any other protected characteristic.

4. ROLES AND RESPONSIBILITIES

- 4.1. All staff are responsible for understanding, implementing and monitoring this policy and procedure.
- 4.2. It is the responsibility of the Vice Principals, Head of Quality Assurance, Centre Directors/Assistant Principals and Programme Managers to ensure this policy is actively being implemented across all Centres. To maintain standards across Centres, audits will be carried out during the academic year.
- 4.3. Staff are responsible for keeping up to date with changes in qualifications and awarding organisation requirements. Updates will be sent via the awarding organisation and it is essential that these are received by the correct person and shared with the appropriate staff.
- 4.4. There is a dedicated Quality area on the Hub, all staff must use this to access guidance, policies, procedures and relevant documentation.
- 4.5. All staff can access the awarding organisation website for specific guidance and information.

- 4.6. Programme Manager/Lead IV must sign up to receive regular updates from the relevant awarding organisation. Any changes must be communicated to the Quality Team and the teaching/assessing staff.
- 4.7. Teaching staff, work-based tutors and assessors need to monitor curriculum and assessment developments with respective awarding organisation (City & Guilds, OCR, AQA, Edexcel etc.).
- 4.8. Teaching staff, work-based tutors and instructors are **not** to accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised.
- 4.9. Staff need to monitor and keep updated on respective coursework moderation guidelines and external deadlines.
- 4.10. Staff need to monitor training requirements with respective awarding organisations.
- 4.11. Meetings must be attended by relevant staff, these meetings will provide an opportunity to discuss awarding organisation updates, curriculum and assessment developments, moderation of assessments and training requirements.

5. PRINCIPLES OF ASSESSMENT

- 5.1. Regular assessment, constructive feedback to learners and employer involvement in the assessment process **ALL** contribute to the development of learning. A fair, consistent and standardised approach is pivotal in enabling learners to achieve their full potential.
- 5.2. Assessment for learning should be part of effective planning of teaching and learning.
- 5.3. Assessment for learning should be recognised as central to classroom practice.

- 5.4. Assessment can be formative or summative.
- 5.5. Assessment for learning is a key professional skill for teachers.
- 5.6. Assessment for learning should be sensitive and constructive.
- 5.7. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria on which learners are assessed.
- 5.8. Assessment for learning requires constructive guidance on how to improve.
- 5.9. Assessment for learning develops a learner's capacity for self-assessment and self-reflection.
- 5.10. Assessment for learning recognises what a learner has achieved.
- 5.11. Assessment processes should meet awarding organisation requirements and prepare learners for summative assessment.
- 5.12. Assessment for learners with learning difficulties and/or disabilities will make reasonable adjustment to enable them to be able to undertake the assessment as successfully as any other learner.
- 5.13. Plagiarised work is not counted for assessment purposes (see Plagiarism section). For Higher Education learners the standard university policy on unfair practice will be applied.
- 5.14. Assessment should:
 - 5.14.1. Help learners to achieve their full potential.
 - 5.14.2. Enable learners to achieve the standard required for the course, if not higher.
 - 5.14.3. Encourage learners to develop independent learning skills.
 - 5.14.4. Identify any further support required so that this can be provided for learners as appropriate.
 - 5.14.5. Inform the setting of targets which help the learner to improve.
 - 5.14.6. Enable teaching staff to analyse learning and progress and evaluate the way the courses are taught and managed, to aid continuous improvement.

- 5.14.7. Enable employers to evaluate the progress of their learners in relation to the goals of their organisation.
- 5.14.8. Formative assessment should identify the positive achievements of each learner and the areas of their work that need to be improved, in line with awarding organisation guidance.
- 5.14.9. Summative assessment should provide learners and teaching staff with an accurate view of the quality of learning outcomes and how these relate to standards set by the relevant awarding organisation.

5.15. **Assessment must be regular, appropriate, rigorous, accurate, fair and recorded**

5.16. It should therefore:

- 5.16.1. Assure academic standards are rigorous.
- 5.16.2. Motivate learners.
- 5.16.3. Provide effective and timely feedback which enables learners and teaching staff to improve performance, in line with awarding organisation guidance.
- 5.16.4. Provide information for progression and employment.
- 5.16.5. Provide feedback on strengths and areas for development.
- 5.16.6. Be recorded to inform all relevant parties of the learner progress.
- 5.16.7. Provide a framework that allows learners to take responsibility for their own work and underline the importance of meeting deadlines.
- 5.16.8. Fulfil awarding organisation requirements.
- 5.16.9. Ensure that the learners' work is free from plagiarism.
- 5.16.10. Ensure that where appropriate, materials and assessment methods are adapted to accommodate an individual learner's needs.
- 5.16.11. Ensure that employees meet and exceed the standards of performance stipulated by industry.

6. MONITORING AND EVALUATION

6.1. College Responsibilities

6.1.1. It requires active commitment from all staff – assessors, work-based tutors, Internal Verifiers, Lead IVs, teaching staff and any other members of the course team to ensure that:

6.1.1.1. Records of assessment are kept in a secure location and accessed by staff authorised to do so.

6.1.1.2. All activities are planned and adhere to the current procedures outlined by the college and the respective awarding organisations.

6.1.1.3. All evidence is assessed and recorded to awarding organisation requirements and/or guidelines.

6.1.1.4. Assessment is carried out by suitably qualified/experienced staff acceptable to the College and the awarding organisations. Changes to staff are reported to the Quality Team and the awarding organisation.

6.1.1.5. There are identified members of staff who will assess or mark the candidates/learners work for that particular programme.

6.1.1.6. Tutors attend standardisation meetings and engage with continuous professional development (CPD) as required by the College and awarding organisations.

6.1.1.7. All tutor's work is subject to quality assurance and monitored by the course internal moderator/quality assessor/verifier/Lead IV.

6.1.1.8. There is equitable access to assessment, appropriate initial assessment and appropriate support for learners with learning difficulties and disabilities, or other special assessment requirements.

6.1.1.9. Although learners may be given their work, they must ensure it is kept intact for 12 months after they complete the course. All Internal Verification, Moderation and Assessment records must be kept by the college **for at least 3 years** after the learner has completed.

6.2. Framework for Assessment

6.2.1. All learners are initially assessed for generic and subject-specific skills during their induction period.

6.2.2. Initial assessment results are used by the course team to adapt and plan their Scheme of Learning including their Topic Outline/Assessment Plan,

used to determine literacy and numeracy levels, where appropriate, made available to the Learning Support Team to inform the support provided for learners with High Needs.

- 6.2.3. Learners on all courses will, as part of their course/subject induction and at appropriate points throughout the course, be aware of the assessment requirements for the qualification(s) for which they are studying.
- 6.2.4. All learners will receive a **Topic Outline (TO)** detailing the assessment for the year. Learners should understand the purpose of assessment, how a piece of work will be assessed, the assessment criteria and the deadlines for submission.
- 6.2.5. Learners on all courses will, as part of their course/subject, complete formative assessments which will allow learners to monitor and track their own progress and identify their readiness to complete summative assessments. All formative assessments will be assessed and feedback provided to the learner on how to improve/prepare for summative assessments.
- 6.2.6. All 16-18 learners have Minimum Expected Grades (MEGs) which are based on their GCSE scores (and results of initial assessment, where appropriate). Learners should be advised of their MEG at the start of the year and understand how their unit assessment contributes to their overall attainment and future progression.
- 6.2.7. All adult learners agree their academic development targets during term one.
- 6.2.8. Assessment should be an integral part of the teaching and learning process and should contribute to raise learner achievement.
- 6.2.9. Learner's grades and MEGs are reviewed termly with teaching staff and Progress Tutors.

6.3. Marking of Learner Work

- 6.3.1. Work will be set at regular and appropriate intervals, though the nature of such work will vary according to subject/course and this will be highlighted in the course literature e.g. Topic Outline, course handbooks, guides and subject documents.
- 6.3.2. Marking of learner work must be conducted within **three weeks** of the submission of the work and learners receiving written feedback within this

timescale. (For resubmission of work refer to individual awarding organisation guidelines).

6.3.3. Submission of evidence:

6.3.3.1. Only **one submission** is allowed for each assignment (summative assessment). The tutor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

6.3.3.2. The tutor must:

6.3.3.2.1. Formally **record and confirm** the achievement of specific assessment criteria.

6.3.3.2.2. Complete a **confirmation** that the evidence they have assessed is authentic and is the learner's own work.

6.3.3.3. The tutor must not:

6.3.3.3.1. Provide feedback or guidance on how to improve the evidence to achieve higher grades.

6.3.3.4. The learner should submit:

6.3.3.4.1. Evidence towards the targeted assessment criteria.

6.3.3.4.2. A signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

6.3.3.4.3. Any resubmissions must be authorised by the Lead IV and follow the Edexcel guidelines (BTEC only).

6.4. Providing Feedback to Learners

6.4.1. The subject tutor must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which they will submit for assessment, **they must work independently** to produce and prepare evidence for assessment.

6.4.2. Preparing for assessment

6.4.2.1. Before starting an assessment, the tutor must ensure each learner understands the:

- 6.4.2.1.1. assessment requirements.
- 6.4.2.1.2. nature of the evidence they need to produce.
- 6.4.2.1.3. importance of time management and meeting deadlines.

6.4.3. Working on an assessment

6.4.3.1. Once the learner begins work for the assessment, the tutor must not:

- 6.4.3.1.1. Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment/marking.
- 6.4.3.1.2. Confirm achievement of specific assessment criteria until the assessment stage.
- 6.4.3.1.3. Following assessment, the tutor/assessor formally records their assessment decisions against individual assessment criteria on the assessment record. The assessment record provides a formal opportunity for the assessor to give feedback to support learner progression.

6.4.3.2. The tutor should:

- 6.4.3.2.1. **give feedback** on which criteria the learner has achieved – and not achieved – giving clear reasons why so the learner can learn and progress.
- 6.4.3.2.2. **avoid giving direct, specific instructions** on how the learner can improve the evidence to achieve a higher grade (should the Lead IV authorise a resubmission - BTEC only).

6.4.3.3. Each learner must submit:

- 6.4.3.3.1. An assignment for assessment which consists of evidence towards the targeted assessment criteria.

- 6.4.3.3.2. A **signed-and-dated declaration of authenticity** with each assignment which confirms they have produced the evidence themselves. This may be done in paper based or electronically (see Marking of Learner Work section above).

6.5. E-Learning and Assessment

- 6.5.1. In order to streamline assessment practice when marking learners work submitted via the itsLearning platform tutors must use the integrated marking tool in itsLearning. If a learner is submitting work such as blogs or e- Portfolios the tutor can use the relevant feedback comments box on itsLearning.
- 6.5.2. Providing feedback on the itsLearning platform is acceptable and needs to be replicated on the awarding organisations assessment record documentation.
- 6.5.3. When setting assessments on itsLearning, use the plagiarism checker and set "deadline on assessment tool to the assignment due date".
- 6.5.4. Alternative forms of assessment are encouraged to support learners. When using alternate methods to assess learners work such as (audio, video, photographic evidence, blogs and e- Portfolios) the tutor/assessor must adhere to the assessment protocols listed above.
- 6.5.5. When learners are submitting and uploading their work via the itsLearning platform the learner must declare the work is their own by attaching the assignment brief (to include their signature within the Learner Declaration section of the assignment brief).
- 6.5.6. When adding general comments to the overall feedback box on itsLearning the tutor must date them to ensure a clear record of submission is visible. Comments need to be replicated on the awarding organisations assessment record documentation.
- 6.5.7. IV/Moderation can be carried out via the itsLearning platform, but all documentation usually associated with the IV/IQA process must be included and accessible.

6.5.8. The itsLearning plagiarism tool will provide a % match result and staff will need to use their professional judgement as to whether the report supports a decision on plagiarism having taken place. The following should be taken into account:

% response rate	Plagiarism decision
0-20%	Response rate at this level is within the acceptable boundary and can be judged as plagiarism not having taken place.
20%+	<p>If the response rate is beyond the 20% threshold then the tutor must refer to the plagiarism report and use their judgement as to whether the rate is due to plagiarism having taken place or whether the rate has been generated by other factors (for example the use of a pro-forma document or template).</p> <p>If the tutor makes the judgement that plagiarism has taken place then the Submission status on the online submission will be set to Referred / Plagiarised.</p>

6.5.9. FOR TRAINING OR MORE INFORMATION ON HOW TO USE THE MARKING TOOLS IN ITSLEARNING PLEASE CONTACT VLE@HOPWOOD.AC.UK

6.6. Monitoring of Assessment – Tracking Progress

- 6.6.1. Programme Managers and teaching staff to ensure that homework/independent study is being regularly set and marked.
- 6.6.2. Programme Managers/Centre Directors/Assistant Principals will review assessment records on ProMonitor and will take an overall monitoring role to ensure timely completion of ProMonitor/Markbook ensuring that data uploads onto progress systems are accurate, up-to-date and valid.
- 6.6.3. Those learners who are under achieving will receive a variety of support as deemed appropriate, including: additional sessions, learning support, specialist subject support, LRC support.
- 6.6.4. The Quality Team will carry out audits across the academic year; these will include audits of marked work, Markbook set up, IV/Moderation and SV/EQA

reporting and feedback.

6.6.5. Learners will be asked to feedback regarding their experience of assessment through Learner Voice activities in curriculum, these include learner rep meetings, focus groups and learner surveys. The Quality Team will monitor the results and action accordingly.

6.6.6. Overall monitoring of assessment audits will be reported by the Vice Principals at SLT meetings.

7. INTERNAL VERIFICATION AND MODERATION PROCEDURES

7.1. Sampling Strategy

7.1.1. For all qualifications, this sampling is as a guide only, it will depend on the requirements for the awarding organisation and also, the experience of the assessor. **Please use this as a guide only and provide a brief rationale with your sampling plan.**

7.1.2. For all awarding organisation, any assignment task/brief being used as part of the assessment of the qualification will need to be internally verified before it is distributed to learners.

7.1.3. **BTEC:** When internally verifying BTEC qualifications, you must ensure that every assessor, every unit and work from every assignment is sampled. There is not a requirement that all learners must have been internally verified during the lifetime of a programme. There is no prescribed sample size but a well-constructed sample should consider: the full range of assessment decisions made, experience of the Assessor, new BTEC programmes, the size of the group of learners and known issues with internal verification: these may have been identified previously. The Lead IV will complete an Assessment/IV Plan – Staff Allocation document to outline the plan for the programme in terms of Internal Verification.

7.1.3.1. This must cover at least 20% of learners enrolled on the qualification (or a minimum of 3 learners if small group).

7.1.4. **Diploma:** When internally verifying diploma qualifications;

7.1.4.1. Sample planning based on the principles of **CAMERA - Candidates/Learners, Assessors, Methods of assessment, Evidence, Records Assessment sites** method of sampling-ensure that

every assessor, every unit, every type of learner and every method of assessment is sampled. This must be evident on the sampling plan.

7.1.4.2. Interim sampling.

7.1.4.3. Summative sampling.

7.1.4.4. Monitoring of assessor practice (including observation).

7.1.4.5. Standardisation activities.

7.1.5. Level 2/3 C&G Technicals: Prior to the moderation meeting tutors must authenticate all candidate evidence. To ensure authenticity, tutors must ensure that candidate work is completed under the specified supervised conditions and is securely stored between sessions. Tutors will need to sign the Declaration of Authenticity form for all candidates. The IQA is responsible for making sure that any feedback provided by the moderator during the visit is then used to ensure the production of high-quality evidence by all tutors/markers, which will support marking and moderation. Where practical sessions have already taken place, this may require the centre to review the evidence from earlier observations to ensure it meets the required standard.

7.1.6. VRQ:

<u>Group Size</u>	<u>Sample size per group</u>
Less than 10 learners	4 learners
10 – 15 learners	Minimum sample 4 learners
15 – 25 learners	Minimum sample 5 learners

7.1.7. T-Levels: For T Level qualifications moderation takes place at the end of the assessment window. During moderation, an external Moderator will review evidence submitted by the College and apply a mark for each student. The Moderator's mark will be compared to the mark awarded by the College and a final mark will be applied. If the College mark and the Moderator's mark are within tolerance, the College's marks will be applied to all students in the cohort. If the marks are outside of tolerance, the Awarding Organisation will apply a regressed mark to all student marks within the cohort.

7.1.7.1. T Level Sampling Sizes

<u>No. of students</u>	<u>Sample size</u>
Up to 5	All
6-10	All
11-15	All
16-100	15
101-200	20
Over 200	25

7.1.8. For sampling amounts within other qualifications, please refer to the awarding organisation guidelines. Also, this will need to be increased if the Assessor is inexperienced or new, please include a brief rationale within your sampling plan.

7.1.9. Newly qualified and/or recruited tutors will be more frequently sampled until the IV/IQA has confirmed effectiveness, reliability and quality of assessment decisions and practice. For BTEC programmes, this will be identified on the IV Plan – Staff Allocation.

7.1.10. For all unqualified tutors, each unit will be countersigned by a qualified assessor/tutor and the first judgement from each unit will be sampled by the IV/IQA. This will continue until TAQA award is achieved and assessment practice deemed sufficient and competent.

7.2. Key information about the verification process

7.2.1. Grading Disagreements

7.2.1.1. Any disagreement on grading between assessor and internal verifier should be referred to the Lead IV or Programme Manager. The Lead IV/Programme Manager can contact the relevant External Verifier for advice.

7.2.1.2. Learners / Candidates have the right to appeal against grading decisions through the College's Appeals Procedure (outlined in Plagiarism section).

7.2.2. Internal Verification/Moderation Audits

- 7.2.2.1. To check consistency of the internal verification/moderation process and to help with any problems.
- 7.2.2.2. All programmes will engage in an audit of IV/moderation materials as part of the Department Review process.

7.2.3. Evaluation of Internal Verification/Moderation Systems

- 7.2.3.1. Evaluation of internal verification / moderation takes place as part of the final departmental team meeting.
- 7.2.3.2. An internal verification / moderation meeting is held by the Quality Team at the end the academic year to evaluate internal and external reports and to ensure that national standards are being interpreted accurately.
- 7.2.3.3. The Quality Team reports, findings and outcomes from the evaluation of internal and external reports to the Assistant Principal.

7.2.4. Retaining IV/Moderation and Quality Records

- 7.2.4.1. Following learner certification, you must keep records of assessment decisions at criterion level for 12 months and the associated internal verification documentation for a minimum of three years.
- 7.2.4.2. You don't need to keep learner work or individual feedback documents to learners (learner work can be returned to the learners when qualification certificates are collected by the learner).
- 7.2.4.3. We are required by the awarding organisation to retain the IV/Moderation and Quality records for **a minimum of three years** after the programme has completed. These records must be archived in line with the college archiving procedure. Refer to the Data Protection and Data Retention Guidelines on the HUB for more information or access the policy within the Quality section of itsLearning/OneDrive.

7.3. Internal verification documentation

7.3.1. The documentation needed for internal verification / standards moderation is available in the Quality Area on the HUB.

7.3.2. As each awarding organisation requires different things from IV/moderation, it is recommended you use the IV/moderation paperwork provided by the awarding organisation (with the exception of BTEC documentation in which case the College standardised documents should be used). If this is not available, please use the updated college documentation provided on the HUB.

8. MALPRACTICE

8.1. Hopwood Hall College is committed to ensuring that all learners have access to fair assessment. In the event that malpractice is suspected or identified with regard to staff we will implement the following procedure.

8.2. Hopwood Hall College will:

8.2.1. Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Vice Principal - Quality and all personnel linked to the allegation. It will proceed through the stages as detailed in the College's Positive Behaviour Policy and Disciplinary Procedure.

8.2.2. Notify the awarding organisation of any suspected malpractice **immediately**, or as **soon as the alleged malpractice is discovered**.

8.2.3. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

8.2.4. Give the individual the opportunity to respond to the allegations made.

8.2.5. Inform the individual of the avenues for appealing against any judgment made.

8.2.6. Document all stages of any investigation.

8.3. Where malpractice is proven, Hopwood Hall College will apply penalties / interventions in line with the College's Positive Behaviour Policy and Disciplinary Procedure (learners) and Professional Guidelines (staff).

8.4. Definition of Malpractice by Centre Staff:

- 8.4.1. This list is not exhaustive and other instances of malpractice may be considered by Hopwood Hall College at its discretion:
- 8.4.2. Improper assistance to candidates.
- 8.4.3. Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- 8.4.4. Failure to keep candidate coursework/portfolios of evidence secure.
- 8.4.5. Fraudulent claims for certificates.
- 8.4.6. Inappropriate retention of certificates.
- 8.4.7. Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- 8.4.8. Producing falsified witness statements, for example for evidence the learner has not generated.
- 8.4.9. Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework (including any work produced by generative AI technologies).
- 8.4.10. Facilitating and allowing impersonation.
- 8.4.11. Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- 8.4.12. Falsifying records/certificates, for example by alteration, substitution, or by fraud.

8.4.13. Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

9. PLAGIARISM

9.1. The College is committed to encouraging academic excellence and integrity from learners and confidence among all who deal with the College, including parents, employers, awarding organisations and higher education institutions. To achieve this, the College will not tolerate plagiarism.

9.2. Plagiarism is a learner using another person's work (this includes materials produced through the use of AI technologies) or idea and presenting it as if it was their own. The work may be written work, music, computer program, dance, picture etc. The source of that work may be:

9.2.1. Published work e.g. book, magazine, play, photograph, painting, music etc.

9.2.2. Unpublished work e.g. teacher's notes, class handouts, another learner's work (used with or without permission) and material from the Internet.

9.3. Using any work produced by someone else in any of these ways without giving them credit is plagiarism and is academic misconduct.

Sometimes this plagiarism is done unintentionally due to poor research skills and a lack of understanding of referencing conventions.

Sometimes it is done deliberately. In either case plagiarism is not acceptable and should be addressed.

9.4. This section of the Policy will be applicable to all levels of learners (Entry Level through to HE) enrolled and studying vocational, academic and higher education qualifications and community-based programmes delivered by the college.

9.5. **Learners:** Tutors should inform learners via induction/handbooks that taking part in any of the above activities could result in learners being

found guilty of plagiarism and/or malpractice. In proven cases the work would not be graded and the College's Positive Behaviour Policy and Disciplinary Procedure would be followed. In some cases, learners may be able to submit the work again; however, in most cases this may not be permitted which could result in the learner not achieving their qualification.

9.6. The increase in Artificial Intelligence (AI) tools (e.g. ChatGPT, Google Bard) has led to the need for addition to the Assessment Policy & Procedure. AI-Assisted plagiarism is the use of AI generated text in assignments and assessments that are submitted towards achievement of qualifications. AI is a powerful tool that can have benefits, for example to help to overcome linguistic barriers, but when used to generate the bulk of an assignment or assessment, is a form of plagiarism and is subject to the same sanctions as standard plagiarism.

9.6.1. If any form of plagiarism (including AI-assisted) of assessments or assignments is suspected, you may be asked questions about the work you have submitted to check your understanding of the assignment / assessment subject(s). Where malpractice or plagiarism is proven, Hopwood Hall College will apply penalties / interventions in line with the College's Positive Behaviour Policy and Disciplinary Procedure (learners) and Professional Guidelines (staff).

9.7. This section of the Policy outlines the procedure which must be followed when malpractice/plagiarism is suspected (the Policy incorporates the rules and regulations of the awarding organisation).

9.8. For further information regarding **malpractice involving staff**, please see the Malpractice section of this Policy.

9.9. Procedure

9.9.1. This procedure should be followed whenever plagiarism is suspected:

9.9.1.1. Whoever suspects that a learner has committed an act of

plagiarism e.g. the tutor/assessor, should contact the relevant Programme Manager.

9.9.1.2. The Programme Manager will agree the severity of incident with the tutor/assessor and instruct them on a course of action based on the categories detailed below. This may result in the learner being interviewed by the Programme Manager and/or Centre Director/Assistant Principal.

9.9.2. If the learner maintains that they have not engaged in an act of plagiarism, then in conjunction with their tutor/assessor, the Programme Manager and/or Centre Director/Assistant Principal may require the learner to participate in:

9.9.2.1. Oral questioning on the work where plagiarism is suspected.

9.9.2.2. A 'blanks' test, under supervised conditions, where the learner is required to fill in every fifth word on their assignment which has been blanked out for this purpose by the Programme Manager.

9.9.2.3. The learner's work being submitted to the electronic plagiarism detection tool on itsLearning and administered by the Programme Manager.

9.9.2.4. Other procedures as deemed necessary by the Programme Manager.

9.9.3. If as a result of investigation, the tutor /assessor, in conjunction with the Programme Manager and/or Centre Director/Assistant Principal are satisfied that on the balance of probabilities the learner has committed an act of plagiarism then it will be categorised as one of the following: a **minor**, **intermediate** or **major** act of plagiarism and the appropriate **Disciplinary Intervention** will be applied following the college Disciplinary Procedure.

9.10. **Acts of plagiarism**

9.10.1. **Minor acts of plagiarism** can be dealt with by the tutor/assessor,

but need to be reported to the Programme Manager; these are considered to be:

9.10.1.1. Sloppy referencing.

9.10.1.2. Mixing up references.

9.10.1.3. Changing a few words from a copied passage of work, and passing it off as original work.

9.10.2. Although these offences may be described as minor, if an assignment has a significant percentage of this type of plagiarism, then the intervention issued to the learner should reflect this.

9.10.3. **Disciplinary Interventions for Minor acts of plagiarism** if:

9.10.3.1. The amount of plagiarism does not exceed 10% of the total assignment:

9.10.3.1.1. Intervention 1

9.10.3.1.1.1. The learner has committed a previous act(s) of plagiarism, or the plagiarism exceeds 10% of the total assignment:

9.10.3.1.2. Intervention 2, 3 or 4

9.10.3.1.2.1. The learner has committed numerous previous plagiarism offences over the period of their course of study:

9.10.3.1.3. Intervention 5, 6 or 7

9.10.4. **Intermediate acts of plagiarism** must be referred to and dealt with by the Programme Manager and/or Centre Director/Assistant Principal and reported to the Vice Principal - Quality; these are considered to be:

9.10.4.1. Two learners on the same course copying from each other.

9.10.4.2. A learner copying from a past learner on the same course.

9.10.4.3. Verbatim copying from a source(s) without acknowledgement i.e. cutting and pasting from the Internet.

9.10.5. For intermediate acts of plagiarism, an **Incident Report Form** will need to be completed and sent to the Head of Quality and cc'd to the Vice Principal - Quality to document any outcomes.

9.10.6. As with minor acts of plagiarism, the intervention given to the learner within this category may vary taking into account the percentage of copying/plagiarising involved. A learner who has copied a paragraph or two should not receive the same intervention as a learner who has copied/plagiarised the whole or a significant amount of work from another learner or from the Internet.

9.10.7. **Disciplinary Interventions for Intermediate acts of plagiarism** if:

9.10.7.1. The total amount of plagiarism does not exceed 10% of the total assignment, or the Programme Manager and/or Centre Director/Assistant Principal accepts that there are mitigating circumstances in relation to a particular learner:

9.10.7.1.1. Intervention 2, 3 or 4

9.10.7.1.1.1. The learner has committed a previous act(s) of plagiarism, or the plagiarism exceeds 10% of the total assignment:

9.10.7.1.2. Intervention 5, 6 or 7

9.10.7.1.2.1. The learner has been found guilty of numerous previous plagiarism offences over the period of their course of study:

9.10.7.1.3. Intervention 8 or 9

9.10.8. **Major acts of plagiarism** must be referred to and dealt with by the Head of Quality and reported to the Vice Principals - Curriculum and Quality; these are considered to be:

9.10.8.1. Recycling of assignments from essay banks on the Internet (whether paid for or not)

9.10.8.2. Purchasing 'custom-made assignments' from an Internet site or getting others (including parents) to write the assignment.

9.10.8.3. 'Stealing' an assignment from another learner without permission.

9.10.8.4. AI generated text in assignments and assessments that are not correctly referenced and presented as the learners' own work.

9.10.9. For major acts of plagiarism, an **Incident Report Form** will need to

be completed and sent to the Head of Quality and cc'd to the Vice Principal - Quality to document any outcomes.

9.10.10. **Disciplinary Interventions for Major acts of plagiarism** if:

9.10.10.1. The Vice Principals – Curriculum and Quality are satisfied that the learner has established mitigating circumstances in relation to this plagiarism:

9.10.10.1.1. Intervention 5, 6 or 7

9.10.10.2. There are no mitigating circumstances:

9.10.10.2.1. Intervention 8, 9 or 10

9.11. **Disciplinary Interventions**

9.11.1. The following interventions are prescribed to address plagiarism, subject to the **type** of plagiarism, the **severity** of the plagiarism and the consideration of any **mitigating** circumstances. These should be in line with the college disciplinary process and an Incident Report Form completed as soon as plagiarism is identified. Any actions are instigated after **full consultation** with the tutor/assessor, Head of Quality and/or Vice Principal - Quality.

9.11.2. **Intervention 1:** Discussion with the Programme Manager, course tutor/assessor and learner. Learner resubmits plagiarised work for full marks and no formal record is kept.

9.11.3. **Intervention 2:** Discussion with Programme Manager, course tutor/assessor and/or Centre Director/Assistant Principal and learner. Learner resubmits plagiarised work for full marks with a record being kept on the learners ILP following the College's disciplinary process.

9.11.4. **Intervention 3:** Resubmission of work for full marks using either a different task or new work. A record is to be kept on the learners ILP following the College's disciplinary process.

9.11.5. **Intervention 4:** Re-marking of the original plagiarised work with the plagiarised section removed and the marks reflecting the remaining work. A record is to be kept on the learners ILP following the College's disciplinary process.

9.11.6. **Intervention 5:** Resubmission of new work for a reduced mark. A

record is to be kept on the learners ILP following the College's disciplinary process.

9.11.7. **Intervention 6:** Resubmission of new work for a pass grade only. A record is to be kept on the on the learners ILP following the College's disciplinary process.

9.11.8. **Intervention 7:** Zero marks/fail grade for the piece of work with no resubmission. A record is to be kept on the on the learners ILP following the College's disciplinary process. The college may contact the appropriate examination board.

9.11.9. **Intervention 8:** Failure of the whole unit (where applicable). A record is to be kept on the on the learners ILP following the College's disciplinary process. The College may contact the appropriate examination board.

9.11.10. **Intervention 9:** Failure of the academic programme for that academic year. A record is to be kept on the on the learners ILP following the College's disciplinary process. The College may contact the appropriate examination board.

9.11.11. **Intervention 10:** Permanent removal from the academic programme and/or college. A record is to be kept on the on the learners ILP following the College's disciplinary process. The college may contact the appropriate examination board.

9.11.12. **Note:** With interventions 1 and 2 the learner will be required to undertake verbal questioning if the plagiarised section includes a key part of an assessment criteria, in order to ensure that they have a full understanding.

9.12. **Disciplinary Procedure, Appeals and Mitigation**

9.12.1. **Disciplinary Procedure:**

9.12.1.1. After an intervention is issued for plagiarism, it is at the discretion of the Centre Director/Assistant Principal or Vice Principal - Quality whether learner should receive a further intervention in the form of a formal verbal or written warning in accordance with the College's Positive Behaviour Policy and Disciplinary Procedure. A record of this will be kept on the learners ILP and a letter of the outcome sent home.

9.12.2. **Appeals:**

9.12.2.1. Appeals against the decision of the Programme Manager and/or Centre Director/Assistant Principal will be subject to an investigation by the Vice Principal - Quality. The Assistant Principal will undertake a review of the case and will make a final binding judgement within **5 days** of receipt of the appeal. This may involve seeking evidence from all the parties concerned.

9.12.2.2. Appeals against the decision of the Vice Principal – Quality will be subject to an investigation by the Vice Principal – Curriculum. The Vice Principal - Curriculum will undertake a review of the case and will make a final binding judgement within **5 days** of receipt of the appeal. This may involve seeking evidence from all the parties concerned.

9.12.3. **Internal assessment:**

9.12.3.1. Learners have the right to challenge the assessment decision made by an assessor (who is usually the unit or subject teacher), if they believe an error has been made.

9.12.3.2. Tutors should inform learners via induction/handbooks that if they are unhappy with the marks/grades they receive or feel that the work has not been assessed accurately then they should follow the Appeals procedure as outlined below.

9.12.3.2.1. **Stage 1** - *Approach the member of staff who marked your work and ask for further information about the assessment or other matters affecting your progress. This must be done within **7 days of the assessment being returned to you.***

9.12.3.2.2. **Stage 2** - *If you are not satisfied with the outcome, of discussing your assessment with the member of staff who marked your work, you should make a formal appeal in writing to the Internal Verifier/IQA on the course (you will be informed of who this is during induction). The appeal must state clearly the details and the grounds for your appeal. This should be done within **7 days of receiving the outcome of Stage 1.** The internal verifier will then meet with*

you to inform you of their decision.

9.12.3.2.3. **Stage 3** - *If your appeal is not resolved at Stage 2, please notify the Internal Verifier/IQA within **7 days of their decision**. The Internal Verifier/IQA will pass your appeal to the Centre Director/Assistant Principal. The Centre Director/Assistant Principal will prepare a report and arrange a meeting with a member of the Quality Team to present the report within **14 days of receiving the appeal**.*

9.12.3.2.4. **Stage 4** - *Your appeal will get a hearing by the Quality Panel. You will be given notice in writing **7 days before** the hearing of your case by the Quality Panel. You have the right to attend the hearing and state your case. A friend may accompany you.*

9.12.3.2.5. **Stage 5** - ***Within 7 working days of the hearing**, you will be informed of the final decision. The final authority rests with the Quality Panel.*

9.12.3.2.6. **Stage 6** - *If unresolved, you will need to follow the College complaints procedure which is outlined in the College's Compliments and Complaints Policy. The complaint will be reviewed by the Vice Principal – Quality. The Vice Principal – Quality will assess whether the relevant procedures were followed during stages 1 – 5 and whether the outcome was reasonable. Following a review, the Vice Principal will provide a decision in writing within **7 working days**. The decision will be whether the appeal is upheld or not upheld.*

9.12.3.2.7. **Stage 7** - *You can apply to the awarding organisation to hear your appeal and the Vice Principal - Quality will provide you with the contact details for the relevant awarding organisation.*

9.12.4. **External assessment:**

9.12.4.1. Where a learner wishes to appeal against a grading / decision made by an external awarding body, they must follow the procedures outlined in the awarding organisations regulations.

9.12.4.2. It is possible to submit appeals against:

9.12.4.2.1. Results (following the review of results)

9.12.4.2.2. Malpractice decisions

9.12.4.2.3. Decisions about access arrangements, reasonable adjustments and special consideration

9.12.4.3. Assistance in pursuing this will be available either from their Programme Manager or Centre Director/Assistant Principal.

9.12.4.4. The outcomes and records of all appeals will be dated and normally kept for 18 months. At all times, the interests of other learners will be considered and the integrity of the qualification will be protected.

9.12.5. **Mitigation:**

9.12.5.1. Mitigating circumstances are circumstances presented by the learner which may have contributed in some way to the learner's behaviour. These circumstances do not acquit the learner but allow the reduction of the disciplinary intervention issued. Mitigating circumstances may include things such as ill health, family problems, work problems etc. The list is not exhaustive, and the investigating manager may consider any factors he/she considers pertinent in relation to a particular case.

10. ACCREDITATION OF PRIOR LEARNING (APL)

10.1. APL is an assessment process which enables recognition of achievement from a range of activities using valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of APL is acceptable for accrediting part of a unit(s) or a qualification.

10.2. APL is sometimes referred to as Accreditation of Prior Experiential Learning (APEL), Accreditation of Prior Achievement (APA), Accreditation of Prior Learning and Achievement (APLA), Recognition of Prior Learning (RPL), or Crediting Current Competence (CCC).

10.3. When using APL staff need to refer to the awarding

organisations APL policy.

- 10.4. Achievement must be recognised before the learner starts the relevant qualification.
- 10.5. Evidence submitted for APL should be authentic, current, relevant and sufficient to meet the stipulated learning outcomes and assessment criteria and then achievement can be recorded in the normal way.
- 10.6. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome (s) for the whole unit.
- 10.7. The assessment strategy for each qualification must be adhered to.
- 10.8. The assessment process will be subject to the usual quality assurance procedures of the centre.
- 10.9. The APL process does not allow the recognition of any unit or qualification assessed by external assessment only.
- 10.10. Further guidelines are available from individual awarding organisation.
- 10.11. **Procedure for applying for APL:**
 - 10.11.1. **Step 1:** The student initiates the RPL process by formally notifying the College of their intent to apply for RPL at the application stage. As part of the initial advice and guidance stage or at interview applicants will be asked if they intend to use any previous qualifications or experiences as evidence of RPL. This notification should be submitted in writing prior to admission, enrolment, or as early as possible in the student's academic journey to the college's Student and College Services Team (SCS). Support for application

for RPL is available at the college again by contacting the SCS team via email (enquiries@hopwood.ac.uk) or phone (0161 643 7560).

- 10.11.2. **Step 2:** The student submits a comprehensive RPL application package to the SCS Team who will forward this on to the college's Quality Team for review. This should include relevant evidence such as certificates, transcripts, work portfolios, job descriptions, or any other documentation demonstrating prior learning. Submitted documentation should be scanned copies of the original documents.
- 10.11.3. **Step 3:** The College Quality Team plus the relevant Programme Manager assesses the submitted RPL application against the established criteria set by each individual examining board or validating partner, including alignment with learning outcomes, relevance, authenticity, and currency of prior learning. Additional assessments, such as interviews or examinations, may be conducted as needed. Advice and guidance is available prior to submitting an application to discuss the details of a student's particular situation and to ascertain how likely an RPL approval might be. Students should contact the SCS Team to request this.
- 10.11.4. **Step 4:** The College communicates the outcome of the RPL assessment to the student within 1 calendar month. If RPL is granted, the student is informed of the credits awarded and the units/modules for which RPL has been recognised. If RPL is not granted, the reasons for the decision are provided along with guidance on next steps, including appealing this decision.
- 10.11.5. **Step 5:** Upon successful RPL assessment, the awarded credits and units/modules are recorded accurately on the student's official transcript, providing transparent documentation of the RPL outcome.
- 10.11.6. **Step 6:** If a student's RPL application is not granted then a student can make an appeal to the college by following the

colleges [Compliments and Complaints Policy and Procedure](#) found on the website.