



# The Internal Quality Assurance and Appeals Policies

<b>Date established:</b>	May 2001
<b>Updated:</b>	Reviewed 2021
<b>Reviewed:</b>	Annually
<b>Purpose:</b>	This policy aims to set out MITSkills position regarding the Appeals Policy, Internal Quality Assurance Policy, Fair Assessment Policy, <b>Recognition of Prior Learning Policy</b> , Registration & Certification Policy, , Late Submission of Work Policy & End Point Assessment Policy

## Appeals Policy (Assessment)

**Aim:**

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the Work Based Trainer at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner’s ultimate right of appeal to the awarding organisation where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

**In order to do this, the centre will:**

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal.
- Forward the appeal to the awarding organisation when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- No candidate will be discriminated against because of gender, race, religion or sexual preference.

**Appeals Process:**

- Where practical, the candidate should discuss his/her objection to the assessment decision with the Work Based Trainer prior to making a formal appeal. The Work Based Trainer



should be open-minded to the points raised by the candidate, discuss the matter with his/her Internal Quality Assurer and a solution sought which makes an appeal unnecessary. If this cannot be achieved the candidate must be advised of his/her right to appeal.

- Appeals must be made in writing by the candidate, to the Centre Co-ordinator, within 14 days of the candidate being notified of the assessment decision against which the appeal is being made.
- The written appeal must be copied by the Centre Co-ordinator to the Work Based Trainer who made the decision and to the Internal Quality Assurer responsible for the Work Based Trainer.
- The Centre Co-ordinator must identify a member of his/her programme team to evaluate the evidence and give a judgement. (the 'Appeals adjudicator').
- This adjudicator must hold D32, D33, A1 or TAQA plus evidence of continuing professional development (CPD), be technically competent in the skills area being assessed and be knowledgeable of the awarding body systems and procedures.
- The Centre Co-ordinator must ensure that the organisational structure of the centre is not a barrier to an objective judgement of the appeal. If necessary the centre should access independent resource to achieve this.

### Appeals Process Conclusion:

- The adjudicator's judgement must be communicated to the candidate by the Centre Co-ordinator in writing within 21 days of the written appeal being received.
- This communication must be copied to the Work Based Trainer against whom the appeal was raised, his/her Internal Quality Assurer and the Appeals adjudicator.
- The Centre Co-ordinator must retain full details of the appeal within the Centre records for a period not less than 5 years.
- If the appeal is successful the Centre Co-ordinator must identify the specific failure in the Centre's assessment regime and implement corrective actions.
- The Centre Co-ordinator is at liberty to seek guidance from the External Quality Assurer (EQA) on any aspect of the appeals process.
- A successful appeal is not a reversal of the original assessment outcome. To establish this, the candidate may need to be re-assessed.
- The timescales quoted in these procedures are normal maximums. In extreme cases the timescales may need to be longer in which case the reasons for the longer timescales are to be documented.

## INTERNAL QUALITY ASSURANCE POLICY

### Aim:

- To ensure that the IQA is valid, reliable and covers all Work Based Trainers, End Point Assessors (EPA's) and programme activity.
- To ensure that the IQA procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IQA decisions.

In order to do this, the centre will:



- Ensure Work Based Trainers, End Point Assessors (EPA's) exceed the minimum requirement over and above the end point assessment criteria. and Internal Quality Assurers are competent.
- Ensure that all Centre assessment instruments are verified as fit for purpose
- Verify an appropriately structured sample of Work Based Trainer work from all programmes, sites and teams, in line with the MITSkills Internal Quality Assurance Strategy. Ensure centre programmes conform to the awarding organisation standards, and external verification requirements. In the case of Apprenticeships Standards ensure delivery and delivery plans conform to the IFA approved Apprenticeship Standard and meet the requirements of individual End Point Assessment for the appropriate standard.
- Plan an internal quality assurance schedule, linked to assignment roles and in line with the MITSkills Internal Quality Assurance Strategy.
- Define, maintain and support effective internal quality assurance roles.
- Ensure that identified staff will maintain secure records of all internal quality assurance activity.
- Brief and train staff of the requirements for current internal quality assurance procedures.
- Promote internal quality assurance as a development process between staff.
- Provide standardised IQA documentation
- Use the outcome of internal quality assurance to enhance future assessment practice.
- Work Based Trainers and Internal Quality Assurers are regularly monitored in line with the MITSkills Internal Quality Assurance Strategy.
- Special assessment needs are identified, and assessment procedures are adjusted to suit the identified needs.
- Ensure all Candidates, Work Based Trainers and Internal Quality Assurers understand the appeals procedures.
- No candidate will be discriminated against because of gender, race, religion or sexual preference.

#### **Conflict of Interest**

- **MITSkills has a conflict of interest policy which is covered in our Company Rules this integral to our Internal Quality Assurance and this policy requires compliance with that document this covers all staff, contractors ,agency workers, and freelance staff.**

## **RECOGNITION OF PRIOR LEARNING POLICY**

### **POLICY STATEMENT**

The purpose of this policy is to set out the process and guidance for MITSkills Staff and learners. Our process is guided by the appropriate awarding bodies guidance and aims to provide accurate recognition and evidencing of knowledge, understanding and skills that have previously been achieved and/or certificated. The policy will support those who are directly involved with planning, advising and delivering learning. Not all learners have access to formal learning. The main principles behind RPL are that an individual's prior achievements can be recognised



and that a learner is not disadvantaged by unnecessarily having to repeat a course of learning.

### REGULATORY REQUIREMENT

This policy is written in accordance with regulatory requirements including,

- Ofqual General Conditions of Recognition June 2016 - Condition: E10

**RECOGNITION PRIOR LEARNING (RPL)** Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit or qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. The use of RPL has been developed over time, which has led to the use of a number of terms to describe the process.

Among the most common are: • Accreditation of Prior Learning (APL) • Accreditation of Prior Experiential Learning (APEL) • Accreditation of Prior Achievement (APA) • Accreditation of Prior Learning and Achievement (APLA) These terms broadly describe the same process; MITSkills uses the term Recognition of Prior Learning (RPL). RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be VACS:

- Valid – the work is relevant to the assessment criteria
- Authentic or Attributable – the work has been produced solely by the learner
- Current – the work is still relevant at the time of assessment
- Sufficient – the work covers all the assessment criteria RPL focuses on assessment and awarding of credit for prior learning which may count as evidence towards:
  - A unit accumulated towards a full qualification
  - A full qualification
  - This also can include functional skills qualifications; where elements of the qualification but not the full qualification have been achieved prior.

MITSkills will follow process guidance of the relevant Awarding Body for the qualification concerned. Where RPL is permitted for a qualification (this must be checked with the appropriate awarding body prior to any RPL exercise), then MITSkills staff with valid qualification experience must agree with the appropriate



delivery lead and IQA prior to any RPL mapping exercise. (and agree any cost with the learner and or employer).

On agreeing a mapping qualified staff will identify and evaluate whether the learner's previous evidence provided, satisfies current assessment criteria and a decision made whether the evidence provided partly or fully maps against the qualification or unit being claimed. MITSkills may charge for this service as this is currently not fundable by the ESFA and will require the learner to be registered. Charges will reflect the degree of mapping and support required to evidence the qualification or unit.

MITSkills will use the Guidance and Process including any appeals process outlined by the relevant awarding body for examples see below.

### EAL

<https://eal.org.uk/support/document-library/centre-support/policies-and-important-documents/97-recognition-of-prior-learning-policy/file>

### NCFE

<https://www.qualhub.co.uk/media/1400/recognition-of-prior-learning-rpl-credit-accumulation-and-transfer-cat-policy.pdf>

## REGISTRATION & CERTIFICATION POLICY

### Aim:

- To register individual learners to the correct programme within the agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner
- Registration and certification claims can be tracked to the certificate which is issued for each learner.

### In order to do this, the centre will:

- Register each learner within the awarding organisation requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding organisation of withdrawals, transfers or changes to learner as required by the awarding organisation.
- Ensure that certificate claims are timely and based solely on internally quality assured records or claim forms.
- Provide unit certification claims for learners where appropriate.
- Audit certificate claims made to the awarding organisation.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for a period required by the awarding body.



## FAIR ACCESS TO ASSESSMENT POLICY

### Aims:

- MITSkills aims to ensure that assessment methodology and access to assessment, is valid, reliable, fair and does not disadvantage or advantage any group of learners or individuals.
- MITSkills aims to give Equal opportunities including fair access to assessment to all our learners.
- We aim to ensure that the assessment procedure is open, fair and free from bias and to national standards.
- This is underpinned by our aim to ensure that equality of opportunity is promoted in all areas of our products and services and that unlawful or unfair discrimination, whether direct or indirect, is eliminated.
- MITSkills policy is staff and centres are to deliver accurate and detailed recording of assessment decisions. They are to ensure assessment procedure is open, fair and free from bias and consistent. All assessment is to use the codes of practice (2006) as guidance and adhere to regulations laid down by the relevant awarding and validation bodies, as well as current equality legislation.

### **The role of the IQA**

In order to do this, we task our lead IQA's in leading procedures to deliver this policy and ensure that all Workbased Teachers, teaching staff, and invigilators are conforming to Fair Access to Assessment (including other relevant policies) , the aims stated above and the following principles and responsibilities.

### **All employees**

All employees and MITSkills centers are to follow the aims of this policy and the associated relevant policies and MITSkills principles listed below.

MITSkills recognises that the following policies are relevant to Fair Access to Assessment.

- Equality and Diversity Statement and Policy
- Reasonable Adjustment and Special Consideration (Assessment) Policy
- Learners Charter



- We conform to the JCQ (**Joint Council for Qualifications**) guidance for invigilation and any specific procedures required by specific awarding bodies, the lead IQA is responsible for assuring the training of invigilators to the required standard. <https://www.jcq.org.uk/> including the **JCQ Instructions for Conducting Examinations**.

MITSkills will expect the following Principles to be applied for all learners by relevant staff, lead by the relevant IQA

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Ensure Workbased Trainers and teachers are competent and qualified.
- Ensure Workbased Trainers and teachers are regularly monitored.
- The candidate is made fully aware of the assessment process.
- Workbased Trainers and Teachers and candidate's complete assessment plans which are reviewed against progress.
- The candidate has access to their Workbased Trainer, and they know how to make contact when needed.
- Any learner specific assessment needs are identified recorded and assessment procedures are adjusted as far as is reasonably possible even, if this is to delay an assessment, (all adjustments should be advised and agreed with the IQA).
- R.P.L.(Recognition of Prior Learning) MITSkills will evaluate any prior learning or certification achieved by a learner; ensuring where appropriate that the evidence presented/recorded is mapped to their current learning aim.
- Through unavoidable circumstances on either side, should a learner not be able to fully complete their main aim, MITSkills will unit accredit where appropriate.
- Workbased Trainers and Teachers assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid, reliable, current and sufficient.
- **Not arbitrarily reduce** or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal quality assurance procedure.
- Provide samples for external verification, as required by the awarding organisation.
- Monitor external quality assurance reports and undertake any remedial action required.
- Share good assessment practice between all awarding organisation programme teams.
- Ensure that awarding organisation's assessment methodology and the role of the Workbased trainer are understood by all awarding organisation's staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Provide resources to ensure that assessment is performed on all units before delivering to candidates.
- Ensure that the relevant awarding organisation procedures and process for Reasonable Adjustment and or Special Consideration are adhered to where required on behalf of a learner, by flagging to the relevant IQA who is then responsible for following up the request with the awarding body .



**Learners.**

- Where a learner believes they have an access to fair assessment issue that has not been addressed by the relevant staff they can raise a formal complaint via MITSkills Client and Learner Complaints policy.

## LATE SUBMISSION OF ASSESSED WORK POLICY

This document provides the principles and regulations governing the deadlines for the submission of assessed work and the penalties applied for the late submission of assessed work, the penalties applied for the late submission of assessed work and the mitigation of such penalties.

### General Principles

MITSkills seeks to ensure that the assessment of students is conducted in a fair and secure way so that students are not advantaged by their late submission of assessed work and staff may provide timely developmental feedback to students on their assessments.

MITSkills has determined that students shall not be permitted to submit assessed work later than 14 days after the published deadline for submission and has agreed a tariff of penalties for the late submission of assessed work up to 14 days after the submission deadline.

Where a student has valid reasons for submitting work late, the penalty applied for late submission may be removed through submission by the tutor to the departmental manager.

### Regulations (Submission of Assessed Work)

Tutors shall provide learners with information relating to the assessment/assignment which shall contain as a minimum the following: assessment details, dates of deadlines for submission of coursework or any other assessment requirements.

Learner performance in coursework shall normally be assessed and recorded as a mark. All marks shall be in the form of a percentage (i.e. out of 100%).

No changes or additions may be made to work after it has been submitted and receipted.

### Regulations (Penalties for Late Submission)

Where coursework is submitted late the following penalties for late work shall be applied to the mark or grade for that work:

#### Criterion based assignments/assessments

For criterion-based assignment(s)/assessment(s) the grade may be reduced to a Pass if late submissions are not previously agreed with the course tutor.



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Marks based assignments/assessments

If the work is up to 14 calendar days late without prior arrangement with the course tutor then 10 marks shall be deducted but if the work would otherwise pass then the mark for the work shall be reduced to no lower than the pass mark for the module.

<b>Date Reviewed</b>	13/04/21
<b>Reviewed</b>	Annually
<b>Version Status</b>	Approved
<b>Approved By:</b>	  Company Director: <span style="float: right;">Date 130421</span>



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