Teaching, Learning and Assessment Policy and Procedures

Version 1.5

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1. Introduction

The Institute for Education is committed to providing high quality teaching, learning and assessment to enable all course participants to achieve their full potential. This will be achieved through; equal learning opportunities, rigorous assessment and feedback and the sharing of good practice.

This policy is applicable to all the Institute for Education staff engaged in facilitating, supporting and managing learning. It applies to all learning programmes offered through the Institute for Education irrespective of; type of activity, place of delivery, learning environment, level or the duration of the course.

Aims and Objectives

The Teaching, Learning and Assessment Policy and Procedures is intended to achieve the following objectives:

- Improve the progress course participants make on their learning programme to increase their knowledge, skills, competencies and progression opportunities;
- Improve rates of course participant satisfaction;
- Achieve high standards of teaching, learning and assessment;
- Encourage widespread adoption of flexible approaches to teaching, learning and assessment and study modes that meet the differentiated needs of ALL course participants and foster an environment for course participant-centred learning;
- Promote effective course participant-focused support and guidance across all programmes;
- Provide a managed approach to eLearning and blended learning across all programmes of study;
- Structure a robust approach to teaching and learning excellence which will lead toward formal recognition from the National Quality Assurance Agency: NCFHE through the External Quality Assurance Audit.
Key principles

The IfE’s key principles for all course participants are:

1. **Engagement**

   Course participants need motivation. They should have a significant reason for engaging in the learning process and positive feelings about involvement. Course participants are often self-motivating; they are desperate to find out, know and understand. Learning brings its own emotional and/or intellectual reward. As educators - often through personal example - we foster a love for learning by nurturing self-motivation. Educators should also motivate by inspiring, challenging and praising. The IfE should show that it values all course participants, by creating an ethos of achievement and organising tasks which will bring rewards that matter from the course participant’s point of view.

2. **Participation**

   Course participants of the IfE are encouraged to participate in the learning process. They should be active and take as much responsibility as possible for their own learning. Course participants should lead the learning process whenever possible, They make informed choices about what, where and how they learn; and they self and peer assess. The IfE makes use of various sessions where course participants give feedback to each other, discuss different topics as encouraged during the lectures and use online mechanisms such as forums and Collaborate to enhance participation. Through these learning approaches they become conscious of their own preferred styles of learning. The IfE is committed towards creating educators who are themselves lifelong learners - a mind-frame which should inform their professional practice, development and their own wider learning.

3. **Dialogue**

   Course participants need to communicate through verbal and/or multi-sensory dialogue. Research and empirical evidence demonstrate that real understanding takes place when learners work through with someone else what is to be learned and how far they have been successful in their learning. Course participants of the IfE are encouraged total through their learning regularly with their educators, their peers, and others. They are expected to question, answer, explain, challenge assertions, support propositions, offer alternatives, suggest solutions and peer assess. The educators at the IfE are advised to set standards in their questioning and provision of feedback to create the conditions in which communication and dialogue can thrive, where self-confidence and respect for others underpin all interaction, where achievement is celebrated and error welcomed as a stepping-stone to success.
4. **Thinking**

The IfE fosters amongst its learners a mode of thinking which is critical and creative, robust and flexible. Course participants are positively critical: questioning, investigating, seeking after the truth about themselves, others and the world in which they live. They are creative: imagining, expressing, exploring the boundaries of the possible so that there are no limits to ambition. All educators at the IfE are thinkers: reflective professionals who promote self-awareness, are systematically evaluative and are focused on their own improvement. Educators at the IfE ask the questions that matter, enable and empower course participants to ask those questions, so that they and those who respond may make their thinking explicit.

5. **Assessment is for Learning**

The IfE employs effective assessment that informs and supports the learning and teaching process, which ultimately helps to raise attainment and achievement. All involved understand and take appropriate account of the three main types of assessment:

**Assessment for learning (AfL)** is essentially formative. It is the process of seeking and interpreting evidence so that learners and educators can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there. The main assessment *for* learning strategies identified by Wiliam and Thompson (2007) are the following:

1. clarifying, understanding and sharing learning intentions and criteria for success;
2. engineering effective classroom discussions, questions, activities that elicit evidence of learning;
3. providing feedback that moves learners forward;
4. activating learners as learning resources for one another;
5. activating learners as owners of their own learning.

These strategies suggest practical activities, which promote assessment *for* learning that can take place in the classroom, thus making it more possible for educators to visualize and therefore enhance teaching and learning. Educators at the IfE have a very clear view of how AfL can be practised in the classroom. AfL is not just an attitude; it is also a series of techniques that need to be practised regularly so that educators can build up confidence in these new strategies.
Assessment as learning is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

Assessment of learning is essentially summative. It is about measuring, analysing and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

Learning Outcomes and Assessment

Educators at the IfE are encouraged to use a variety of assessment strategies and assessment tasks to allow a range of different learning outcomes to be assessed. IfE’s programmes’ learning outcomes are designed to promote the need of more learner autonomy. They specify the use of self and peer-assessment to increase learners’ metacognitive abilities so that learners can take control and manage their own learning. The IfE has taken into account the diverse needs of its course participants thus educators and all academic staff are advised to differentiate assessment strategies and tasks to identify learning needs and use them to cater for their specific needs. This corroborates with Standard 4 and Standard 7 of the National Quality Assurance Framework for Further and Higher Education (NCFHE, 2015). The assessment methods and tasks to be used are varied, allowing different perspectives of learning to be facilitated. Basically, educators at the IfE are always advised to use the information obtained to adapt teaching to the needs of the course participants and to change the traditional form of assessment to a more learner-centred and formative one.

Grading Course Participants’ performance

1. Final course grades indicate demonstrated achievement at the end of the course, through an accumulation of appropriate evidence from course work.
2. Grades for individual pieces of assessment are be awarded only on the basis of demonstrated achievement in the task being assessed.
3. Course participants’ achievement in an assessment task are judged on its own merits (standards-based) rather than judged normatively (i.e. by ranking students’ achievement). Such standards are published on the IfE portal so that they are transparent and readily accessible for course Participants’.
4. The conversion of marks to letter grades follow the IfE’s grading scheme as published on the IfE’s website.

Adjustment of marks and grades may occur through moderation and scaling processes.
Quality Feedback

The IfE encourages the provision of quality feedback as it gives the opportunity to course participants to improve in their learning. Feedback can improve course participants’ confidence, self-awareness and enthusiasm for learning. The IfE firmly believes that when course participants are provided with quality feedback and are given the opportunity to act upon it, learning is enhanced and assessment performance is improved.

Lecturers are given recommendations to use formative feedback by giving comments (verbal and written) on quality and advice course participants on improvements to be made. The IfE seeks three main elements that all formative feedback should contain:

1. Evidence on where the course participants is now (this is their success as it relates to the agreed criteria);
2. A definition of the desired goal; and
3. Practical strategies to close the gap.

The IfE believes that this advice on how to improve is critical, as to be truly formative, the feedback must inform the next steps in the learning process. The IfE also believes that formative feedback needs to point the course participants towards ways to realise the improvement and reach the goal.

Feedback on Course Work

If course participants are to gain maximum benefit, they need formative feedback on each assessment. As highlighted earlier, this should be timely, sufficiently detailed and constructive and it should generate suggestions for improving future work.

As per the IfE’s requirements, all course assessed work is to be returned to course participants in a timely way, normally within four weeks of the assessment’s due date. The procedures to be followed for the timely correction of assessments is outlined as follows:

- Assessed work must be returned to course participants before the next assessed task takes place, or other end-of-course assessment is submitted. This will ensure that course participants can benefit from the feedback received before undertaking any further assessment tasks. This is particularly important when the assessment builds on a previous assessment.
- In addition to a mark or grade, course participants should receive feedback on the strengths and weaknesses of their work and guidance about how to improve the quality of future work. This could take the form of: oral or written feedback and student-specific comments. Lecturers are urged to provide criteria and rubrics together with the for course participants that clearly demonstrate different levels of achievement.
Ensuring reliability of Assessment

Even when the intended learning outcomes and assessment tasks are clear and closely aligned, it is important to also set a rubric and disseminate to the course participants in order to identify whether a learning outcome has been achieved, and to what level it has been achieved. Rubrics are also helpful for course participants to be able to access the marking criteria so they know what the lecturer is looking for.

Rubrics are essential for the IfE for its internal verification of assignments as it ensures consistency, both between markers and even with the same marker as the criteria provide a clear indication of what assessors should be looking for. Lecturers are advised to stick to the marking criteria when marking each assessment, regardless of their personal opinion of the criteria.

The Institute adopts a process of Internal Verification, which ensures consistency among markers through meeting to discuss how they have approached assessments. Approaches used include:

- **Sampled Second Marking** which involves a selection of assessments that are looked at by an internal verifier to ensure they are consistent. The selection, which is determined by the Academic Board, usually includes assessments marked at the top, middle and bottom of the grade range. The internal verifier can see both the marks awarded and the comments made by the first marker (lecturer). The sample selected is usually a minimum of 10% or five (5) course participants’ work, whichever is larger. For new qualifications, a higher level of sampling is carried out to reduce any quality assurance risks. The two markers mark the piece of work and agree on a final mark (or marks).

- **Double Blind marking** which involves the first marker (generally the lecturer) and an internal verifier. The first marker’s marks/grades and feedback are not available to the internal verifier and vice-versa. The first marker(s) and internal verifier then discuss any discrepancies between their marks and agree a final single mark. The marker(s) and internal verifier can average their own marks to assist them to agree a single final mark. Where no agreement can be reached, a second internal verifier is appointed as a third marker by the Academic Board. The second Internal Verifier would not be required to mark the work ‘blind’ although he/she might choose to do so i.e. prior to looking at the marks and feedback from the first two markers. Having reviewed all available evidence, the Academic Board determines the final mark to be awarded.
Internal Verification is particularly important when an assignment is judged to be borderline between two grades, especially if the result may cause a course participant to fail that assessment.

Assessment Procedures

Introduction

During a course offered by the Institute for Education, course participants will be asked to submit a number of different formats of assignments which may include; essays, portfolios, reflective journals, projects or other types of coursework.

General notes in preparation of submission of coursework

1. All programmes generally require course participants to submit an electronic copy of their coursework on Turnitin™ plagiarism prevention software, where this is applicable to the task.
2. All submitted work should be prefaced by a completed assessment cover sheet. Academic staff have the right to refuse to accept work not prefaced by this form or by an incomplete form. Coursework should not be accepted by email.
3. All course participants are able to access Turnitin™ plagiarism prevention software (available through the Institute’s web portal) in advance of the submission date for all text-based assignments. The Institute recommends that as a guidance the similarity percentage should not exceed 21%. However, plagiarised content shall be reviewed by the assessor as per the Academic Dishonesty and Plagiarism Policy and Procedures.
4. Course participants should retain a copy of submitted work as, in very exceptional cases, assignments may be lost or damaged.
5. Written assignments can be submitted in English unless the assignment is in a language other than English or specifically requested otherwise by the IfE. Where a course participant’s first language is British Sign Language, as a reasonable adjustment, course participants may submit in British/ Sign Language, to be transcribed into English/ by a qualified person. The course participant is expected within this to use the appropriate subject terminology.
6. Course participants should be aware of self-plagiarism which occurs when the same piece of work (or a significant part thereof) is submitted for formal assessment twice (refer to the Academic Dishonesty and Plagiarism Policy and Procedures).
7. Course participants should ensure that confidentiality is maintained and should be aware of procedures regarding breaches, including Information Technology Acceptable Use Policy.
Submission of coursework

1. All work must be submitted in the format specified by the dates as determined by the IfE and notified to course participants at the start of the course/session. Deadlines for modules in which the 3rd term ends, will have their assignment deadlines adjusted to ensure that the lecturer has at least 3 weeks to correct and submit results to IfE.

2. Where there is a network failure and the Institute’s web portal, Turnitin™ or the IfE network is not accessible at the time of submission or in the 12 hour period before that time, the submission deadline will be amended to the next working day on which the Institute’s web portal, Turnitin™ or the network becomes available.

3. All assignments shall be handed in before 6.00p.m. on the due date.

4. The course co-ordinator receiving assignments shall understand that the safekeeping of course participants’ work in their possession is paramount.

5. It is in the interest of the course co-ordinator to keep records of submissions which evidence good practice in this regard.

6. Work submitted beyond the submission date but within three (3) working days (i.e. excluding weekends and public holidays) will be accepted as an unauthorised late submission. The maximum mark that can be awarded will be the pass mark (45%).

7. Unauthorised late submission applies only to the first assessment of coursework, and not to authorised extensions, deferred assessment or reassessment. It also does not apply to timed assessments such as presentations, group work, exhibitions or performances, which have the status of examinations.

8. Work submitted beyond three (3) working days (i.e. excluding weekends and public holidays) after the submission date will be deemed as non-submission and graded with a zero. In this case the course participant fails the module and will normally be given the opportunity to resit the component(s). The module mark will be capped at the pass mark (45%/D). The course participant does not need to re-attend the module, or to resit / re-submit components of assessment that she/he has already passed.

9. Authorised extensions to submission may be agreed by the Academic Board for valid reasons and on application by the course participant through the relevant IfE form.

10. No penalty will be applied to the mark, provided the work is submitted to the renegotiated deadline. It is important that any extension agreed should still permit the assessment item to be marked and presented to the IfE.

11. Assignments shall normally be marked by the lecturer within four weeks of the published submission date. All assignment results are to be submitted by the lecturer by not later than the 10th August of the respective year. Only the results of the Internship module within the Bachelor of Education are submitted after this date.

12. Grades are always subject to internal verification.

13. The lecturer’s feedback shall state what has been achieved or not achieved and possible areas for development.
Word limits for assignments

1. It is expected that all course participants can demonstrate achievement of the learning outcomes for an assessment within the defined word limit. The upper limit specified may be exceeded by up to 10% without penalty. There is no lower limit but failure to include demonstration of the requisite learning outcomes will lead to a fail.

2. These guidelines on wordage for written assessment/length of presentations exist both to enable the course participant to see the scale of the item and to establish an upper parameter within which it should be completed.

3. Word limit requirements
   i. Essays, reports, reflective journals and dissertations: The word count includes the body of the work:
      - the main text,
      - in-text quotations which should not normally be more than three lines of text, and are included in the wordage.
   ii. The word limit excludes:
       - Reference lists/ Bibliographies
       - Tables and the title of tables (any variation will be set out explicitly in module guides)
       - Graphs
       - Appendices Note: Appendices should only be included where necessary and should not be used as an alternative location for the demonstration of learning outcomes, as the main body of the work should stand alone.
   iii. Portfolios: The same principles apply as for essays, reports and dissertations, except that evidence supporting the portfolio is not included in the word count. However, the course co-ordinators should give advice to course participants on the nature and length (if possible/appropriate) of the evidence to be provided, along with an indication of the broad number of items which may be appropriate.
   iv. Presentations: The length of the delivery of the presentations should be proportionate to the number and complexity of learning outcomes which need to be demonstrated.
   v. Other forms of assessment: It is acknowledged that other forms of assessment exist that may not fall within these guiding principles but which are defined as an equivalence in course documents. These guidelines only apply where time/wordage/volume limits are given.
4. Application of the guidelines
   i. Where the assignment has a defined word count, notification must be given to course participants at the outset of the module. Course participants should be advised clearly of the consequences of breaching specified limits (see 5 below).

5. Penalties
   i. Where the word count exceeds 10%, the full assignment will be marked following which the appropriate penalty will be applied (see below). Where the word count exceeds the limit, the penalties detailed below will be applied:

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<tr>
<th>Word count exceeded by</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>0% - 10%</td>
<td>No penalty</td>
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<tr>
<td>Over 10% - 30%</td>
<td>10 marks deducted or pass mark awarded (whichever is higher)</td>
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<tr>
<td>Over 30% +</td>
<td>Mark capped at pass mark</td>
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Referencing

When course participants write an assignment at the IfE, they are required to substantiate statements with reference to the work of academic authors. Each time this is done, it is necessary to identify their work by making reference to it- both in the text of your assignment and in a list at the end of an assignment. This practice of acknowledging authors is known as referencing. References must be provided whenever someone else’s opinions, theories, data or organisation of material is used. Information from books, articles, videos, computers, other print or electronic sources, and personal communications need to be referenced.

A reference is required if a course participant:

- quotes (uses someone else’s exact words)
- copies (uses figures, tables or structure)
- paraphrases (converts someone else’s ideas into your own words)
- summarises (uses a brief account of someone else’s ideas).

The Harvard and APA system

There are a number of different referencing systems used in academic writing. The IfE acknowledges:
- author-date systems commonly known as Harvard and APA (American Psychological Association)
- footnoting or endnoting systems.

It is important that the referencing system required by the lecturer for an assignment is used and consistency in using that system is maintained.

**Group work and Collaborative Assessment**

An assessment task in any unit may require group and/or collaborative work. Any such work will be undertaken in accordance with the requirements set out in the course outline. Any course participant who considers him/herself disadvantaged by the actions of other group members, over which he/she has no control, should notify the lecturer in a timely manner and provide substantiating documentation of any problems in relation to such group or collaborative work.

**Examinations**

1. An examination is defined as a formal, timed assessment of any duration that is subject to continuous invigilation.
2. Examination timetables giving dates, times and venues will be published by on the VLE and made available on the IfE website in good time.
3. Attendance at examinations is compulsory and no alternative dates can be arranged. Course participants are responsible for presenting for examination in accordance with the published timetable. Failure to attend without good reason is counted as a sit and attracts the mark of zero (F).
4. Attendance at examinations implies fitness to take the assessment. Course participants unable to attend through known extenuating circumstances or those in attendance who subsequently realise extenuating circumstances have affected their performance, should submit a claim with supporting evidence for consideration by the Extenuating Circumstances Board.
5. For any course participant who cannot sit for an examination at the relevant centre, requests may be considered to sit the examination at another IfE approved centre.

**Preparation of examination question papers**

1. Module lecturers will be responsible for preparing draft question papers and rubrics and for having them approved by the Senior Manager Programme Development
before publication. The length and type of examination paper should be set in accordance with the assessment scheme for the module approved by the NCFHE.

2. The IfE academic staff will be responsible for final production, printing, duplication and secure storage.

3. The content of question papers is both restricted and confidential (ie not to be disclosed to, or discussed with, course participants or staff outside of the IfE.

4. The font should be Andika size 13 (unless an alternative has been agreed as a reasonable adjustment) and the format of the paper shall include:

   i. Name of the awarding body (Institute for Education and the Ministry for Education and Employment, DSS etc.);
   ii. Partner institution if appropriate Module code and title;
   iii. IfE Centre at which the examination will be held;
   iv. Length of the examination;
   v. Date and time of the examination;
   vi. Marking Scheme;
   vii. Information in the case of specific arrangements e.g. open book, permitted materials etc.

**Conduct of examinations: Course participants**

1. Course participants must know their session number.

2. When instructed to enter the examination room, course participants must do so in a quiet and orderly manner.

3. No form of refreshment may be taken into the examination room. (At the discretion of the coordinator/invigilator)

4. Course participants are allowed into the examination room during the first 30 minutes after the start of an examination. The arrival time of the course participant will be recorded by the coordinator/invigilator. No additional time will be allowed for the examination.

5. After the first 30 minutes course participants will not be allowed into the examination, nor will they be permitted to take the examination at a rescheduled time.

6. In cases of emergency, at the discretion of the coordinator/invigilator, a course participant may be allowed to leave the examination room and return. The temporary absence of a course participant will be recorded by the coordinator/invigilator.

7. During a temporary absence the course participant must not take any material out of the examination room, have access to material during the absence, or return with any material.
8. During the examination, and at other times specified by the coordinator/invigilator, a course participant must not communicate with any other course participant. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the coordinator/invigilator.

9. All work completed during an examination and then submitted for assessment, must be the authentic work of the course participant. Any collusion, plagiarism, reference to unauthorized material, or communication between course participants may constitute malpractice, resulting in appropriate action by the coordinator/invigilator. The impersonation of another course participant will be treated as a breach of regulations.

10. If a course participant finds that he/she has accidentally taken unauthorized material into an examination, this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the course participant.

11. Course participants will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, course participants will not be allowed to leave during the examination.

12. If a course participant leaves the examination before the scheduled finishing time, the course participant will not be allowed to return.

13. It is the responsibility of the course participant to ensure that the front page of their examination cover sheet is correctly completed prior to departure from the examination room.

14. Course participants must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment.)

15. Course participants must leave the examination room in a quiet and orderly manner.

Conduct of examinations: Coordinators/invigilators

1. All coordinators/invigilators should reach to respective IfE Centre before 15 minutes of the examination schedule time.

2. Question papers will be made available by the respective question paper setter / faculty in each examination hall before 10 minutes of the examination time schedule.

3. All coordinators/lecturers must maintain silence in the room.

4. Mobile phones have to be in silent mode and they should not be used during an examination.

5. The signature of the course participants should be taken on the attendance sheet.
6. Coordinators/Lecturers must watch the course participants continuously and should be vigilant.
7. Course participants should not leave the room during examination period. In case of urgency, course participants may be allowed for maximum 15 minutes with permission from the coordinator/lecturer in charge.
8. Other invigilators are not allowed to enter into other examination rooms without consent of concerned coordinator/lecturer.
9. Once an examination is completed, answer books will be collected by concerned coordinator/lecturer.
10. Coordinators/Lecturers must be vigilant, prevent unfair means and will report unfair means cases if any, without any discrimination.

Resits

1. If a course participant fails a module (i.e. obtains an overall module mark below the pass mark) due to not meeting the academic requirements, submitting late, not submitting all the assessment components or not attending an exam, he/she will normally be given the opportunity to resit the component(s) (subject to clause 3 below) and the module mark will be capped at the pass mark (45%/D). The course participant does not need to re-attend the module, or to resit / resubmit components of assessment that she/he has already achieved.

2. A candidate sitting for a resit is normally reassessed in the failed elements of assessment and by the same methods as the first attempt (unless a different method of reassessment is specifically stated in the module description or an alternative form of assessment is approved due to Extenuating Circumstances).

3. Course participants who fail more than 20% of the total number of ECTS (including the resits) of a programme’s academic year will be required to repeat the academic year subject to space availability on the course and subject to same units being delivered in the following cohort. The course participant is encouraged to seek advice from the respective course co-ordinator. A course participant may not resit more than 40% of the total number of ECTS per academic year. In such cases the course participant would have failed to achieve the qualification.

4. If a course participant following a stand-alone or short course fails a resit, he/she would have to re-apply for the whole course so as to be admitted into the next available cohort.

Revision of Paper
1. Within five (5) days of being notified of the result of an assessment, a course participant who wishes to contest the academic decision must seek an appointment with the lecturer in charge, in an endeavour to resolve the matter satisfactorily and amicably.

2. If, following the meeting with the lecturer, the course participant feels that the outcome is not justified; he/she may wish to apply for a revision of paper. For such purposes, the course participant will fill in the Application for Revision of Paper and if necessary send an email with the relevant documentation to the Institute on ife.courses@ilearn.edu.mt within ten (10) days.

3. The charge for revision of paper applies. For further information on course charges, course participants have to refer to the charges section on the Institute’s website. In the case of any queries, the respective course coordinator has to be contacted.

**Academic Appeals**

An academic appeal is a procedure which allows the individuals to ask for a final and irrevocable review of a decision relating to their academic assessment, progression and awards following the exhaustion of all other mitigation measures as outlined in the relevant policies and procedures of the Institute.

Individuals have the right to appeal to the Appeals Committee against the following decisions of the relevant academic body charged with making decisions on assessment, progression and awards:

- Assessment process (e.g. assessment result);
- Individual (e.g. academic standing, progression or exclusion);
- Enrolment (e.g. return to study);
- Research misconduct;
- Academic integrity (e.g. cheating, plagiarism, breaching copyright).

Further information can be found in the Appeals Policy and Procedures.

**References**


**Version history**

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<td>1.1</td>
<td>19/08/2019</td>
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<td>15/07/2020</td>
<td>Updated the following sections: Introduction, Aims and Objectives, Key Principles, Learning Outcomes and Assessment, Ensuring Reliability of Assessment and Academic Appeals. Removed section with roles and responsibilities. Included section on revision of paper.</td>
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