



## Beaumont College

### Quality Assurance Policy and Procedure

#### Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Julia Park 24 02 25
Date implemented:	September 2024
Version Number:	1.0
Date of the next review:	July 2025
Date of the next review:	July 2026

#### To be read in conjunction with:

- Curriculum Strategy
- Assessment Strategy
- Appropriate Awarding Body Guidance for accredited awards
- Observation of Teaching and Learning Policy
- Learning Walk Procedure
- Student Feedback Cycle (pending)
- Learner Voice Policy (Pending)
- Careers Strategy (coming July 2024)
- Work Placement Policy and Procedure (pending)
- Organisational Development Strategy (coming Sept 2024)
- Ambito Education and Care Quality Assurance Cycle
- Beaumont College Quality Assurance Cycle
- Capability Policy and Procedure
- Appraisal cycle
- Staff Disciplinary Policy

#### Purpose of the Policy and Procedure

To support the continued development of a college culture which is analytical, self-evaluative, transparent and responsive.

To maintain and continue to further develop quality systems and procedures which enable the college to rigorously to evaluate strengths and weaknesses and respond to improvement needs effectively.

To respond and be accountable to our stakeholders, including learners, employers, partners and the bodies which fund, validate or in other ways collaborate in the work of the college.

## **Ofsted**

The Ofsted Framework places self-evaluation and quality improvement at the heart of the work of leaders and managers; put simply, college must know itself. Quality assurance activities are vital in ensuring we have confidence in our view of the work that we do here at Beaumont College.

## **Introduction**

The aim of the quality assurance policy and procedure is to provide a framework for staff within the organisation to ensure that the college delivers on its stated aim of educating for excellence. The quality assurance structures enable all teams at all levels, departments and college locations to focus on continuous improvement and take responsibility for self-reflection and honest assessment of their work in relation to student progress and learner experience.

The Quality Assurance Policy reflects the college's commitment to ensuring every student reaches their full potential. Beaumont College shall do this by:

- Inspiring students to learn and develop through high quality teaching
- Providing a well- resourced college environment that drives and supports learning and actively seeks new learning opportunities and technologies
- Giving feedback, support and guidance to students in their educational development and personal development
- Promoting an inclusive culture that values every member of the college and prioritises their wellbeing
- Providing opportunities for learning that links to transition into adulthood and life-long learning
- Working closely with community providers, employers and other external stakeholders with a view to equipping students for their future progression aims and life journeys.

The annual cycle of quality assurance focuses on the quality of teaching, learning and assessment and assessor feedback to ensure parity of learner achievements from their assessed starting points.

Beaumont College is a specialist post-16 college. It is important to remember that feedback to learners must be in a format that is accessible to them and is effective in supporting learners to be able to respond to the feedback learners receive and that they can improve as a result. In some cases, in particular sensory pathways, quality assurance may also include monitoring of learners to establish the inculcation of the building block approach established to be effective in their learning.

## **College Governance**

College governance, the college senior leadership team and all staff are committed to, and supportive of, Quality Assurance in all aspects of college activity.

Governors are consulted and contribute to Quality Assurance procedures. All governor meetings have a quality focus with specific quality oversight given to the Finance, Health and Safety and Estates Committee and the Quality and Curriculum.

Governors and Senior Managers have a range of indicators and targets to both monitor quality and assess improvements. Clear measurable standards are set, and comparative benchmarking is undertaken.

### **College Leadership and Management**

The emphasis in all aspects of Curriculum Quality Assurance is on ensuring high standards in teaching, learning and progression and achievement and the overall quality of the student's experience including their personal development and progression to continuing quality of life provisions, further education, training and employment.

Performance management systems are in place for all staff and line managers use the performance management structures to support the quality improvement procedures of the college.

There is an effective system of appraisal for all staff, which is informed by performance management, staff development plans and quality improvement plans.

The system for reviewing and evaluating teaching and learning, personal development, pastoral and other aspects of college activity involve the views of students and results in quality improvement planning and action planning.

The Quality Assurance system and procedures are monitored, and assessments made of the strengths and weaknesses in the self-assessment process. The self-assessment process results in improvements to the quality of teaching, learning and assessment processes.

### **Responsibilities**

The reviewing, reporting and development of Quality Assurance processes are completed by all management teams across all college locations and each MDT departments. The overall management of the Quality Assurance system is the responsibility of the Assistant Principal (Curriculum and IT) who co-ordinates all aspects of curriculum Quality Assurance in conjunction with the Head of learning, Pathway Co-ordinators, Lead Tutors, Lead Therapists alongside college senior leaders and Directors of Faculty and SMT.

College support staff take responsibility for their own support quality assurance support functions in line with CQC and college compliance as described by Salutem quality assurance cycles, but this in turn contributes to and informs curriculum quality assurance.

Quality Assurance is intrinsic to the job description of all members of staff. Their role in maintaining and improving quality is an integral part of the appraisal and performance management systems.

### **Aims of Quality Assurance Processes**

- To engage all staff in a process of self-evaluation
- To evaluate the quality of the delivery of pathways skills and discrete subjects
- To use the knowledge gained from monitoring and evaluation effectively in the planning process
- To ensure high quality provision across the college
- To support and develop teachers/ assessors in their roles and responsibilities
- To support teachers/ assessors to review and observe peers and share best practice
- To observe teaching and encourage outstanding practice
- To ensure quality standards throughout the curriculum
- To ensure accuracy and consistency of assessment decisions by teachers/assessors
- To identify and address issues and trends that develop
- To ensure accountability for assessment decisions and quality standards, and that awarding body procedures and policies are maintained
- To ensure the correct and appropriate assessment strategies are used by teachers/assessors
- To ensure formative and summative sampling is undertaken and use information to inform curriculum and teacher development
- To identify and support CPD for all staff individually, as groups and in site specific locations

### **Monitoring and Quality Assurance Procedures**

All Quality Assurance procedures are linked to the planning cycle and the quality procedures of the college. Self-Assessment Reports (SARs) are the core of the Quality Assurance system, providing evaluative and rigorous judgements. The reports also form the basis for Quality Improvement Plans (QIPs) and strategic planning. Progress towards improvement actions is monitored carefully and evaluated in year, including a formal mid-cycle review, as well as at the end of each quality cycle.

### **Curriculum Development and Teacher development and training**

A rigorous scheme of session observation with a focus on teaching enhancement and improvement is in place. Observations link to self-evaluative processes using 'Teaching Continua' appraisal, staff development, curriculum self-assessment and the spreading of good practice within pathway and subject areas. Each teacher works collaborating with their line manager to establish their individual training and development needs.

Teaching, Learning and Assessment processes have distinctive Quality Assurance procedures, which have clearly defined standards, measurable targets and deadlines. These are reported by means of reports to, and summaries from the Assistant Principal (Curriculum and IT), Head of Learning, Pathway Co-ordinators, Lead Tutors and therapies. All the information is provided in Quality and

Development Files and on Teams SharePoint (Education Management Quality Assurance)

### **Quality Assurance Activity**

- Curriculum Review and Quality Improvement Planning
- Products of Assessment Review and sampling across subjects for all students and teachers at all locations
- Standardisation Reviews for externally accredited courses across all locations
- Observations of Teaching, Learning and Assessment
- Learning Walks
- Deep Dives
- Expected Outcome Audits – Data analysis of progress against EHCPs, Aims of Placement, Expected Audits and steps
- Attendance Data Audits
- Annual Progress Review Reporting
- Behaviour monitoring, recording and reporting
- Student Voice Surveys – baseline, end of first term, mid- year and end of year
- Parent Feedback Surveys
- Employer Feedback Surveys
- Staff Feedback Surveys

### **College Processes.**

#### **RARPA learning**

Beaumont College uses a RARPA framework to support the quality assurance of non-accredited learning and these processes are aligned to the college's 'Recognising and Recording Progress and Achievement (RARPA) process Policy

Appendix 1:

[Recognising and Recording Progress and Achievement Policy](#)

#### **Quality Calendar**

A quality calendar is published at the start of an academic year that includes the dates of cross college meetings, learning walks, quality processes to be undertaken and other deadlines and dates that are important to the College's quality assurance processes.

#### **Pre-entry assessment**

Sampling across all sites is used to inform, encourage and establish consistency, although Beaumont College remains committed to a personalised, individual assessment process.

Educational Managers undertake pre-entry assessments and the Assistant Principal, Education and the Head of Education sample pre-entry assessments in the pre-entry period.

#### **Induction Planning**

Induction plans are sampled prior to induction and checklists are used to ensure the induction process consistently supports learners to commence their college life

Educational Managers plan the Induction experience of all new entrants and the Assistant Principal, and the Head of Education will sample pre-entry assessments in the pre-entry period.

### **Aims of Placement and Academic Year Adopted/Intended Outcomes**

Aims of placement and in-year outcomes should be SMART. They should correlate with the most recent Educational Health and Care Plan. Quality processes should establish the consistency, suitability and currency of Beaumont College Aims and Outcomes. Where Aims of Placement are different to existing EHC Plan Outcomes, a clear numerical reference system should make the link explicit.

Educational Managers undertake this quality assurance. Lead Tutors will focus on sampling at Lancaster and Pathway Coordinators will complete this for day-colleges.

Clear outcomes linked to the residential experience will be quality assured by an Educational Manager and a Care / Support Manager.

Nursing, Health or Therapy Targets will be quality assured by an Educational Manager and Lead Therapist

Educational Managers will undertake this quality assurance. Lead Tutors will focus on sampling at Lancaster and Pathway Coordinators will complete this for day-colleges.

### **Baseline Assessment**

Baseline Assessments are personalised and correlate with the Intended Outcome for the academic year. They are written and used to determine learning starting points for everyone. This is appropriate for both for RARPA and accredited outcomes.

Baseline assessment should also include a review of accredited achievements prior to entry and establish that proposed goals support progress.

Baseline line assessment should include the reliance of a student on the staff supporting them and include self-confidence and levels of independence.

Sampling of the evidence of baseline will promote and encourage consistency.

### **In-Year Quality Monitoring**

Once the Baseline Starting Point is established, reassessment is used to monitor progress, over the expected duration of that measurement (a term, academic year etc.). Data is used to monitor learner progress.

Where students are making the progress expected of them, the evidence of progress will be reviewed on a sampling basis ensuring educational managers from day and main site review the work of other teams rather than their own.

Where students exceed the progress expected of them, are notably behind the quality assurance process will include a holistic overview of the learner's status, and

the aims or placement, reliable measures as part of the Specialist College experience.

### **Feedback on assessed work (all stages)**

Feedback to students is essential. It can be a combination of personal and individualised, group based, where there are themes and trends, written, recorded and/or visual to ensure the learner can access the feedback. Feedback should be evidence from both products of student work, and where students are being observed as an assessment method.

Feedback would ordinarily say what has been done well, what needs to be done to improve (and/or meet the expected standard) and offer stretch and challenge opportunity for those who would benefit.

Assessors should be named, know the student, be involved in the delivery of that learning and be different to the Quality Assurer.

Appendix 2:

[Sampling Products of Assessment and Assessor Feedback Policy](#)

### **End of Year Quality Assurance**

Deadlines to complete evidence-based assessment should plan for the opportunity for a student to respond to the feedback of the quality assurer. Should in-year QA be effective the risk to the completion should be minimal.

The named quality assurer should sample all units/topics, all students, to cover all years of study etc. Consideration should be given to sampling consistently across gender, ethnicity, disability disclosure etc.

Where the Units/Topics sampled by any given Assessor are a cause for concern (student work does not meet the standards required, feedback does not satisfy the importance of providing feedback in an accessible format that clearly states what has been achieved, what can be improved on (in this or future assessments and opportunity for stretch and challenge where appropriate), the Quality Assurer may extend the sample and review ALL assessed work.

QA Reports should make clear concerns about the level of student work, as distinct and separate to the quality of assessment. Work can and should be returned to the assessor and actions completed by to the QA ratifying that the expected standards are met.

### **A Risk Based Approach**

Experienced assessors will have a quality assurance sample at baseline and then at mid- and end-year. Assessors who are in teacher training, have recently qualified and/or are new to Beaumont College will have a termly sample, plus a sample of their application of baseline assessment.

## **Appeals and Complaints**

Candidates have the right to appeal decisions made by an assessor for externally accredited courses and following the college's 'Candidate Appeals Policy and Procedure'.

Appendix 3:

[Candidate Appeals Policy and Procedure](#)

and/or follow Awarding Body guidance.

## **Annual Self-Assessment and Improvement Priorities**

The Quality Manager, supported by the Assistant Principal (Curriculum and IT) and Head of Learning will undertake an annual review of the effectiveness of this policy and procedure. This will be succinctly summarised in the year-end Governance Report, supported by the College Self-Assessment. The Priorities for improvement will clearly articulate areas (sites, services) for improvement, the support they will provide, and the expected outcomes to those priorities in the QIP

## **Governance**

Members of the Curriculum, Therapy and Quality Governance will ratify the SAR and QIP and monitor progress against improvements a minimum of three times across the academic year.

## **Appendix 1:**

### **Recognising and Recording Progress and Achievement (RARPA) process Policy (Appendix 1 of the Quality Assurance Policy and Procedure.)**

#### **The purpose of the RARPA process**

Beaumont College is committed to providing high quality, learner focused teaching, learning and assessment processes within its curriculum provision and understands the benefits of an embedded RARPA process for learners, teachers and college provision.

Our mission is to provide a safe, positive and challenging learning environment in which the dignity, individual choices and aspirations of each learner are respected and celebrated. We strive to work collaboratively with learners, their families and external colleagues to develop an inclusive, equitable college provision in which healthy risk taking is encouraged, enjoyable experiences are offered and where trusted relationships placed at the heart of everything we do.

#### **What is RARPA?**

RARPA (Recognising and Recording Progress & Achievement) is a framework that supports the validation of personalised learning outcomes for programmes that do not result in the achievement of qualifications or accredited outcomes certified by awarding bodies.

RARPA is a staged approach that places the learner at the centre of their learning and the learner's personal goals are recognised and person-centred teaching and assessment used as a framework against which to measure the successes of their learning.

#### **Related Policies:**

- Assessment Policy



- Curriculum Strategy
- CEIAG Policy (Pending)
- Learner Voice Strategy
- PSHE and SRE Policy and Procedure
- Quality Assurance Policy and Procedure

### **The intent of RARPA**

This learner-centred, staged process aims to improve the learning process for each learner using a framework that enables the review and analysis of learning and learner progress at key points. Teachers have a key role in making the RARPA process engaging and beneficial for every learner and in ensuring that the methods used to record and recognise progress and achievement are appropriate and have value for the learner.

The criteria for RARPA applies to non-accredited learning which does not lead to any form of external accreditation or qualifications, irrespective of course duration.

### **The Five stages of the RARPA process:**

#### **Stage 1: 'Identifying Learning Aims & Objectives'**

Aims of Placement, Annual Objectives, steps to achievement and subject skills objectives are in place for every individual and these are made clear to the learners at a level that is appropriate to them. These identified aims are in place for all programmes appropriate to the pathway of study, individualised learning and group of learning. Individual learning programmes challenge learners to develop their independence and prepare them for their future.

The college intake assessment process includes the learner, parents/carers and wider professionals involved in a young person's life. It is a process that supports the learner, parents and carers to make an informed decision about whether they want to proceed with the referral process and is an opportunity for Beaumont College to make an informed decision as to whether it can best meet the young person's assessed needs.

A Person-Centred planning meeting takes place with the learner, their family and key personnel from the college, during which broad aims for the college placement are agreed. These are then completely individualised for each learner.

#### **Implementation:**

- Initial enquiry and informal visit made to college by the learner/ parent/ carer/ advocate
- Completion of intake assessment process and associated documentation
- Initial desktop assessment (in some cases)
- Home visits/ school visits/supported living visits
- Onsite face-to-face multi-disciplinary college-based assessment combined with a residential overnight assessment for residential applicants.
- Decision to place made by the college intake assessment team

#### **Stage 2: 'Using Initial Assessment processes to establish the learners' starting points'**

Initial Assessment processes are completed to establish what learners already know. The multi-disciplinary team identify learners' support and additional needs quickly using assessment formats that are appropriate to each pathway level and learners' assessed needs.

Baseline assessment takes place in the first six weeks of the academic year or the first six weeks from a mid-year start date. We assess learner's current skills set to make sure we have a solid foundation from which we can measure progress. We also assess against a learners' most up to date Education, Health and Care Plan (EHCP).

The baseline assessment uses a variety of frameworks that are appropriately matched to each pathway cognition level.

### **Implementation:**

The initial assessment process starts at the point of application and before the Person-Centred Planning meeting takes place. Assessment is carried out by a range of professionals (including Speech and Language Therapist, Physiotherapist, Occupational Therapist, Behaviour Specialist and Skills for Life Tutor) within college which allows for a more informed discussion during the Person-Centred Planning meeting. Assessment continues throughout the first half term to take in to account the complexity of the learners' needs.

Evidence of initial assessment includes:

- Intake report from Communication
- Assessment information
- LCB (learning/communication/behaviour) document detailing key information and support strategies about the learner.
- End of first term and annual review reports.

### **Stage 3: 'Identification of challenging Learning Outcomes'**

The setting of annual learning outcomes and their subsequent steps to achievement for individuals then emerge from the initial assessment process. This planned learning is sufficiently challenging to encourage effort but not so challenging that it de-motivates learners. Teaching, learning and assessment is tailored to enable all learners to make good progress and prepare them for their next steps.

Following the intake assessment and Person-Centred planning meeting, overarching Aims of Placement and first year annual outcomes are identified. The appropriateness of these is audited during the six- week baseline period in the first half term. Aims of Placement and annual outcomes could be changed at this point following their review. Named teachers and therapists are assigned responsibility for both setting outcomes, allocating outcomes and overseeing progress against these. The education/therapy team around a learner meets on an annual basis to review the Aims of Placement and to set annual objectives for the coming year.

### **Stage 4: 'Recognising and recording progress and achievement during the programme using formative assessment processes and frameworks'**

Formative assessment processes, used appropriately for each pathway level, provide feedback to learners and teachers alike about the 'distance travelled' and 'value added' of learning taking place. Teachers and the multi-disciplinary team assess learners' progress and ensure that assessments and reviews are timely, frequent, fair, informative and reliable. Formative assessment processes provide evidence of the impact that the learning has had on the learner.

Formative Assessment support learners to understand their strengths and areas for improvement and is a continuous process in the college.

### **Implementation:**

Formative assessment methods are applied appropriately to each pathway.

**Stage 5: 'End of Programme Assessment' (learners' self -assessment, teacher assessment, end of year review summative assessment)**

Summative assessment is assessment of learning. It is used to assess a learner's progress after a set period.

Summative assessment is the review of overall progress and achievement at the end of the programme and indicates the 'value added' and 'distance travelled' by learners during a course or programme. The appropriate recording of assessment will support to demonstrate what the impact of the course had on the learners' progress and development and provide suggestions for further progression. Summative assessment undertaken at the end of college placement demonstrates the skills that learners have gained that will enable them to become more independent in their everyday life and/or progress to positive destinations appropriate to their level of ability/ future choice.

**Using a whole team approach to recording progress using RARPA**

Assessment is a central component in establishing learning starting points, planning for learning, delivering learning, reviewing learning and in measuring the impact of learning on everyone's learning journey.

**Including each learner in the RARPA process**

Beaumont College believes young people should be included in their RARPA learning process and aims to ensure that this process is supported and delivered in a way that is meaningful and understandable to everyone.

Assessment processes and the subsequent feedback given to learners should include them and not be done 'to them' but 'with them' and be a model that ensures feedback is not made about them' but given 'to them'.

All staff have a responsibility for reporting on progress and achievement as learners could demonstrate their skills and learning throughout the college day and not just in formal teaching time. Teachers are responsible for ensuring progress is evidenced. This is completed using the college Management Information System (BCMIS). Learners have an annual review meeting each year. Parents and carers are involved in this process, as are other professionals involved in the young person's life.

**Essential support factors**

The following elements are essential in underpinning the RARPA process:

- Information, Advice and Guidance: as with regulated provision, IAG is critical at all stages of the process to support learners to make an informed choice about their future progression, whether in learning, employment or in the community
- Staff development and observation of teaching and learning: for tutors new to using RARPA, support and additional training may be needed in formative and final assessment. Many tutors will teach on both regulated and non-regulated programmes and observations of teaching and learning can be integrated into existing schedules of internal quality assurance and moderation

- Management Information: the same rigour in analysis and collation of achievements and outcomes is required for non-regulated provision as for regulated qualifications. Where appropriate this should include outcomes gathered from sample post course reviews. Stage one of the RARPA process integrates outcomes required to meet local needs and effective collation of achievements and supports reporting for the local commissioning processes. Local commissioners will expect to see robust evidence of this
- Curriculum review and management: non-regulated provision should be reviewed alongside regulated qualification bearing courses to ensure that both provide the best fit to address local priorities and individual needs

### **Quality Improvement and Assurance**

Fundamental to the quality assurance of the RARPA process is that it is **fit for purpose** and appropriate for the length, duration and type of course. It should provide a value for money means of ensuring the process is used effectively and the outcomes achieved can be verified.

### **Appendix 2:**

### **Sampling Products of Assessment and Feedback Given to Learners Policy (Appendix 2 of the Quality Assurance Policy and Procedure)**

#### **Introduction:**

Sampling the products of learning students complete and the analysis of the feedback assessors provide to them takes place throughout the full academic year. It is a key component in the college 's suite of processes that inform the overall improvement for both teacher and student performance and progress.

#### **Related Policies:**

- Assessment Policy
- Curriculum Strategy
- Learner Voice Strategy
- PSHE and SRE Policy and Procedure
- Quality Assurance Policy and Procedure

### **Products of Learning and Feedback Given to Learners Sampling**

The process provides a huge amount of information about:

- The quality and depth of the curriculum
- Any variations in the delivery of the curriculum
- Whether the curriculum is well -sequenced and provides a depth of knowledge that enables students to build up a coherent and deeper understanding of the subject/ skill over time
- Whether the curriculum is ambitious

#### **The intention of this cycle is to:**

- Monitor the impact that assessor assessment, feedback and, for some accredited courses, the impact marking has on student progress and learning over time
- Form an overview of quality of teaching over time, and to establish good practice and areas for development within subjects, pathways and college locations
- To use an evidence-based approach to support teacher development and curriculum development with all teachers across all subjects, pathways and locations
- To ensure all learning activity and the assessor feedback provided to students enables them to progress over time from their learning starting points
- To ensure all students have equal access to high quality assessor feedback, that is made meaningful to them, and is delivered through a series of standardised subjects and feedback strategies and equitably implemented across all college locations

Implementing a cycle of sampling is valuable quality assurance process central to our continuous review of the quality of education delivered across all assessors, in all subjects at all locations.

### **Sampling**

The annual sample covers all assessors, in all subjects across all locations.

Each sample includes a mix of gender, age/ year group, pathway group, prior and current attainment, ethnic group and college location.

Sampling is taken from RAPRA, accredited and work-based learning.

Each sample taken is 10% of the cohort accessing the session.

This cycle can also include deep dives into focus areas. Where this approach is used the focus is applied across all locations to establish a 'golden thread' of comparison and contribute to a whole college approach to quality improvement.

The cycle could focus on a pathway, location or teacher where there might be concerns.

### **Key activity focus areas for sampling include:**

- Analysing how prior learning is used to assess learners starting points during baseline
- Analysing the learning planned over time over time and evaluating how previous learning informs assessors' future planning
- Analysing the breadth and depth of the coverage of learning to establish if a learner can transfer skills across the curriculum
- Analysing achievement levels to establish if these are expected for the level of learner, year group or point in year
- Analysing if there is a climate of valuing finished outcomes and celebrating student successes

- Analysing the consistency and types of assessor feedback provided to learners and evaluating the impact of this on individual progress and learning achievements
- Analysing the level at which feedback is provided to learners and assessing the efficacy of this on learners' understanding of their own learning

## **Definitions**

**Learning** - a change in long- term memory; commitment to deeper learning

**Progress** -remembering and knowing more

## **Sampling team**

The team consists of the Assistant Principal (Curriculum) as lead, Technology and Quality Manager, Head of Education, Pathway Coordinators and Lead Tutors.

The annual tracking of products of assessment is planned for and monitored via an electronic system stored in Teams Education Quality Assurance section.

## **Notification of sampling**

Assessors in scope for sampling are notified one week in advance of the sample being scheduled to take place.

## **Gathering evidence of products of assessment**

As part of the sampling procedure, assessors are required to provide physical evidence of learner products of work and of assessor feedback given against this.

Evidence is stored in Teams files in Education Quality Assurance section.

## **Analysing the sample – key questions:**

- Are there physical pieces of evidence of learner work/ products of assessment in place to sample?
- Has the assessor put in place measures to help learners know exactly what they need to achieve and by when?
- Is there evidence of the assessor providing feedback to learners against their product of assessment?
- Does the assessor provide feedback in a format/ method that is appropriate to the literacy level of the individual learner?
- Does assessor feedback celebrate successes?
- Does assessor feedback include action planning to support next learning steps?
- Does assessor feedback show examples of marking/ correcting literacy and numeracy mistakes that support the development of functional skills?

## **Feedback to Assessors**

After taking each sample a feedback and action plan document is completed by the sampler and is shared with the assessor.

Feedback can be sent electronically but sessions/assessors/subjects that are found to be higher risk and 'inadequate' in providing feedback to learner's assessors and/

or subject managers will receive face to face feedback during a meeting with the sampling manager.

### **Feedback to Pathway and Location leads**

Key findings from the sampling of products of assessment and the feedback provided to learners is summarised and shared weekly with curriculum leads via the education managers meeting.

### **Feedback to College Senior Leadership Team/ Saludem Curriculum Strategy Group/ Governance**

Key findings and summary information are presented in data sets that allow CSLT and Saludem Governance to monitor and provide challenge through Curriculum Strategy meetings, college senior leadership meetings and college Governance meetings.

### **Quality Improvement and self-assessment**

Key findings are used to inform quality improvements through the self- assessment process

### **Appendix 3:**

#### **Candidate Complaints and Appeals Policy (Externally Awarded and Accredited Courses) (Appendix 3 of the Quality Assurance Policy and Procedure.)**

#### **Definition of student:**

Any staff member or student accessing an externally accredited course that is delivered by Beaumont College.

#### **Appeals**

Any student who is accessing an accredited course who disagrees or believes they have been negatively affected by an assessment strategy or assessment decision put in place or made by a Beaumont College assessor, is eligible to raise a complaint using the college's 'Accredited Courses – Candidate Complaints and Appeals Policy and Procedure'.

Appeals could be made in relation to:

- Relevance of course content in enabling candidates to achieve the qualification they have been registered for
- Assessor/s competence in supporting candidates to achieve the qualification they have been registered for
- Administration errors and timeliness of administering the awarding body processes and/or deadlines
- Assessment errors/judgements
- Perceived discrimination where the assessment method is perceived as not being fair or the assessor is perceived to be biased or prejudiced

- A failure to consider any special circumstances and/or reasonable adjustments
- Decisions relating to malpractice or misconduct of the assessor/s and/or the college practices

**NB:** This list is not exclusive.

Should candidates wish to appeal an assessment decision they are encouraged to do so and are supported to recognise they are entitled to pursue any enquiry, complaint or grievance.

Candidates should pursue this informally in the first instance by discussing matters with their relevant Pathway Co-ordinator or Lead Tutor. If the complaint or appeal is in relation to the assessor decision made by a Pathway Coordinator or Lead Tutor, the informal process will begin with discussion with the college's Head of Education.

If a resolution cannot be reached through this informal process, more formal systems can be followed. In this instance candidate must present their complaint or appeal in writing to the Assistant Principal (Curriculum)

A complaint can be made at any time during the completion of the course and on completion of the course if appealing the final grade outcome.

If the complaint or appeal cannot be resolved by the Beaumont College Centre, candidates have right to appeal directly to the relevant awarding body.

**AQA:**

<https://www.aqa.org.uk/exams-administration/after-results/post-results/appeals>

**Trinity College Arts Award:**

<https://www.artsaward.org.uk/site/?id=1423>

**Ascentis:**

[Awarding Organisation Body UK | Cutting Edge Qualifications Agency | Ascentis](#)

### **Summary of Complaints and Appeals Process**

- A complaint or appeal is raised by the candidate
- The complaint is recorded as part of the college complaints procedure
- Clarification of the original decision is established initially through informal dialogue that takes place between the candidate and a PWC/ LT or Head of Education to review the context and criteria of the assessment decision.
- A record of this informal dialogue should be written by the PWC/LT or Head of Education, and this should then be kept in the centre file for the relevant awarding body
- The PWC/LT or Head of Learning will then discuss the final assessment decision with the assessor whom the complaint or appeal has been raised with, to establish the



context and facts. As part of this process the PWC/LT or Head of Learning will either uphold or not uphold the assessment decision made by the assessor.

- A record of this informal discussion should be written by the PWC/LT or Head of Education, and this should then be kept in the centre file for the relevant awarding body.
- The candidate appellant is then informed of the appeal decision and of the subsequent actions.
- Where the assessment decision is not upheld by the centre the Head of Centre for the relevant awarding body will communicate the decision communication to the relevant awarding body via their appeals process.
- Where the assessment decision is upheld by the centre, the candidate/advocate/parent may refer their complaint or appeal directly to the relevant awarding body via their appeals process.

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### Conflict of Interest

All appeal decisions are to be taken by individuals who have no personal interest in the decisions being appealed.

### Appeal against a Beaumont College Centre decisions

Any complaints or appeals raised against Beaumont College and its' practice as a centre should be raised directly to the relevant awarding body following the processes set out by each respective awarding body via the links set out in the policy outlined above.

### Version Control:

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	

