

ASSESSMENT & APL/RPL PROCEDURE



PURPOSE OF THE POLICY

To promote learning and achievement by providing access to assessment and accreditation services within Yeovil College that ensure equality of opportunity for all learners within a clear framework of assessment, internal verification, moderation and standardisation.

SCOPE

This policy applies to all assessment activities and procedures that are within the control of the College. It does not cover external examinations

INTRODUCTION

Assessment is at the core of the student experience and acts as a focus for the planning of teaching and learning. Regular assessment provides a means for monitoring the effectiveness of the teaching and learning strategies being used to deliver the curriculum. For teaching staff, assessment of work is a diagnostic tool, which should be used to establish whether or not learning objectives have been met, and to determine future teaching strategies and objectives.

Assessment should promote a dialogue between staff, students, parents and employers. It should be positive and encouraging, informing what needs to be done in order to improve or progress.

Assessments will be devised to ensure that they are:

- Valid: test what is required to be tested; i.e. be based on learners competence in relation to clearly specified criteria and learning objectives
- Reliable: differentiate by performance on key criteria only
- Planned: are part of a published assessment schedule or agreed in advance by the student concerned
- Relevant: to the taught content of the course, to the skills that have been developed and in method to the way the course has been delivered
- Marked: only against set published criteria that the student is aware of
- Designed to:
 - provide equality of opportunity regardless of ethnicity, gender, social difference or physical or learning disability
 - give appropriate credit for what learners know, understand and can do
 - provide the opportunity for all learners to access marks
 - not disadvantage or exclude any learners

The reasons for assessment include the need to:

- Diagnose skills or attributes that suggest a particular learning pathway and or learning support requirements
- Assure academic standards
- Improve learning
- Motivate learning

- Provide feedback (for learners and staff) to lead to an improvement in performance
- Identify strengths
- Correct errors
- Consolidate learning
- Provide information for progression
- Record achievement

Teaching and learning activities should mirror assessment requirements. For example, before students are required to give an oral presentation as part of an assessment task, they should be taught how to give presentations.

GENERAL REQUIREMENTS

Courses need to follow the requirements of the appropriate awarding body but as a minimum all courses will provide the following:

ASSESSMENT STRATEGY

An assessment strategy needs to address the following:

- Why, in the context of the programmes aims and outcomes, that range of assessment methods was selected. For example, why is a case study or a practical exercise or a test considered to be suitable for assessing particular outcomes?
- How the pattern of assessment supports the development of learners and of learning. For example, are earlier assessments more formative, do assessments become progressively more demanding?
- The relationship of the assessment methods to the objectives/outcomes of the course. For example, a table showing which outcomes or objectives are met by each assessment.
- The teaching and learning strategy prepares learners to cope with assessment. For example, if presentations are used, the learners need to develop the skills to make presentations.

In most cases, the assessment strategy will be evidenced through schemes of work, learning plans and assessment schedules

ASSESSMENT SCHEDULE

An assessment schedule must be prepared for the start of a course and learners must have a copy of the schedule. The schedule should show:

- How many assessments are in each unit/module
- Where appropriate the weighting of each assessment
- The learning outcomes covered by each assessment
- Start and submission dates
- A manageable workload for students
- The nature and purpose of each assessment.

Note: The assessment strategy and schedule should be discussed, agreed and complied with by the course team involved. Assessment practice must be consistent across a subject or unit and not vary according to who is delivering it. In modular courses the strategy and schedule must be considered for the course as a whole and agreed by the whole team. Assessment schedules, once published, should not be varied without the agreement of all affected students.

ASSESSMENT/ASSIGNMENT BRIEFS

The assessment/assignment brief must contain or make appropriate reference to all the information required by a learner to understand what they are required to do and how they will be assessed.

Briefs must include the following:

- Course, Unit and Assignment titles
- Clearly defined tasks using appropriate language for the learners concerned
- Where appropriate, identify the learning outcomes covered by each task
- Contextualised assessment/grading/marketing criteria. Generic criteria should not be used.
- Start and submission dates.

Note: All assessment briefs must be internally moderated or verified as being appropriate for the outcomes/objectives involved before they are issued to learners. Evidence of moderation must be recorded on College or awarding body standard documentation. Assignments should be presented to the internal verifier at least two weeks prior to the planned issue date to allow sufficient time to approve/amend as required.

ASSESSMENT FEEDBACK

Marking and where applicable, second marking must be completed and returned promptly in order to give timely feedback to students. A maximum turnaround time of 3 weeks should not be exceeded.

Assessment must only be against the criteria specified on the brief. In some courses, for example National Qualification Framework Certificates and Diplomas, the grading criteria are explicitly stated by the awarding body and no other criteria must be applied.

Feedback must be developmental and encouraging, including written comments/annotation of student work where applicable, in order to inform the student how to improve. Grades/assessment outcomes must be recorded for all courses; for many courses, the feedback will be recorded/summarised on pro-forma feedback sheets with copies going to the student and tutor/course manager or recorded via Moodle 'Gradebook'.

Written work should be checked and clearly corrected for spelling, grammar and clarity. For weaker students, close marking of all errors may be limited to the first or a designated page, provided this is made clear within the feedback. Separate feedback rather than annotation of the student work itself may be more appropriate in some instances.

It is acceptable, **on occasions**, for students to mark their own or other students' work in order to provide instant feedback, although the balance should be carefully managed to ensure that:

- (a) curriculum delivery time is not lost
- (b) the lecturer verifies/confirms any marks or grades awarded

FREQUENCY OF ASSESSMENT

This will vary according to the programme but must be in accordance with the published schedule. As a general principle, a minimum of one substantial piece of work per half term should be formally assessed/graded, with written feedback to the student. Students' Individual Learning Plans (ILP), where required, must be updated with targets, concerns, recognitions and subject reports.

For programmes assessed via coursework and assignments, students should be given the opportunity early in their programme/before first formal assessment, to have feedback on the standards achieved against criteria/standards expected. For example, induction or formative

assessments may be used, the results of which may not contribute towards a student's formal grade profile.

Deadlines should be staggered in order to support students in their efforts to produce work punctually. Students must be made aware of assessment deadlines at the start of the course or module and of the penalties for late/non submission.

ASSESSMENT METHODS

Assessment methods must be appropriate to the unit/module/course objectives and capable of testing the learning outcomes. The following issues should be considered in devising an assessment strategy:

- Assessment needs to take account of different learning styles.
- Assessment must take account of learners with disabilities. Special arrangements for assessment may be appropriate in some cases and the awarding body requirements must be identified and followed. Any special arrangements must not give the learner an unfair advantage or compromise the integrity of assessment.
- Assessment should offer a mix across the whole programme, not just individual units/modules.
- Learners should have the opportunity to demonstrate the full range of abilities and skills.
- Assessment design and methodology should minimise the risk/opportunity of plagiarism.

ASSESSMENT REGULATIONS

Learners have the right to know what the assessment regulations are and the responsibility to abide by them. Any regulations must be clearly described in the course/subject handbook.

The awarding body regulations must be identified and followed for each course.

In extenuating circumstances, tutors may mark late submitted work without penalties, providing a submission extension has been agreed. The awarding body requirements must, however, be followed. A request for and a decision on extenuating circumstances must be recorded in the course file. Extensions will not normally exceed two weeks beyond the normal submission date.

The College has rules on and a procedure for dealing with academic misconduct. Learners must be made aware of the requirements on academic misconduct at the start of their course. In short, the following are dishonest and therefore unacceptable and not allowed by the college:

- Taking someone else's work, images or ideas and passing it off as your own (plagiarism).
- Using the computer, either the internet, or information stored on a hard or floppy disk which belongs to someone else, and passing it off as your own (plagiarism).
- Cheating: acting unfairly or dishonestly to gain an advantage.
- Secretly agreeing with others to cheat or deceive (this is known as collusion).

The College Academic Misconduct Procedure provides further detail. For HE programmes, the awarding institution's academic misconduct procedures must be followed.

ASSESSMENT APPEALS

If a learner is dissatisfied with an assessment decision they may appeal using the Academic Appeals Procedure (see separate procedure). A summary of the main points is provided below. Note that HE students are unable to appeal academic decisions other than for maladministration and will need to follow the awarding institution's procedures.

INTERNAL VERIFICATION AND MODERATION

For details see the Internal Verification Procedure.

ASSESSMENT/EXAM BOARDS

Each course/programme that awards final achievement grades should hold an assessment/exam board. For details of higher education exam boards, see the Higher Education Exam Board Procedure.

For non HE programmes, the assessment board should be held at the end of a course to approve and record learner achievement. For two year courses the board should meet at the end of the first year to approve progression to the second year. The meetings should be minuted and kept in the course file.

ACCREDITATION OF PRIOR LEARNING (APL)/PRIOR EXPERIENTIAL LEARNING (APEL)/PRIOR CERTIFICATED LEARNING (APCL)

The purpose of accreditation of prior experience and learning is to enable students to make best use of prior experience and learning in undertaking study at College. Where appropriate, APL will enable students to achieve progression in less time than would otherwise be possible and will avoid unnecessary duplication in study. APL is the generic term to describe two different processes

APCL means that the learner has previously studied a course in an approved programme, in this college or elsewhere, and passed the unit or qualification at an acceptable level.

APEL means that the learner has acquired the necessary learning outcomes for the course or unit by virtue of their professional experience in the recent past.

APL will be used wherever its application is possible, appropriate to a programme of study, and approved, where necessary, by the appropriate external validating body, applying that bodies APL/APEL/APCL procedures as appropriate. It may apply to students on any programmes, subject to the restrictions above. General advice and guidance should be provided, free of charge, pre enrolment. Where APL requires specialist advice and/or involves specialist collection of evidence, testing, interviewing, assessing, action planning etc., an economic fee may be agreed and charged on an individual basis.

The two categories of APL are defined as follows:

- i **Individual Unit Exemption** relates to students who are exempt from a unit or collection of units based on prior learning (APCL or APEL) undertaken outside of the receiving programme. The application for Individual Unit Exemption may be made as part of the admission process or up to one month after the start of the unit for which credit is sought. Requests for Individual Unit Exemption come directly from the student and require the completion of an Exemption Form (provided in Appendix B) so the student record can be updated.
- ii **Direct Entry** relates to students who are exempt from whole level(s) of an undergraduate degree on the basis of prior learning outside of the receiving programme. Direct Entry can be to Level 5 or 6. Direct Entry is often based wholly on prior certificated learning from another Higher Education Institution (HEI) but may also be on the basis of a combination of APCL and APEL. The application for exemption based on Direct Entry is always made as part of the admissions process. In all cases an Exemption Form (provided in Appendix C) must be completed.

Definitions

The minimum volume of credit that can be awarded on the basis of APL is a single unit so students should not be exempt from part units. Applications for APL may be based on APCL or APEL, or a blend of the two. The maximum volumes of credit for all APL transactions are determined by the awarding bodies.

Exemption

'The facility for a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.'

Exemption is the recognition of certificated, non-QCF achievement; for example, certificated NQF achievement. Exemptions are not usually recognised by awarding bodies with the award of credit and therefore may appear on certificates without a credit value.

For HE APL does result in credit being awarded otherwise they won't be able to obtain the qualification.

Text below is from Edexcel website RPL Policy Jan 2011:

Principle 1

RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.

Principle 2

RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

Principle 3

RPL is a learner-centred, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

Principle 4

The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

Principle 5

Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

Equivalent Unit(s)/Equivalency

'A unit/units from a different qualification or submitted by another recognised organisation that is/are deemed to be of equivalent value and so can count towards a qualification in place of designated mandatory or optional units from it.'

Equivalency is the transfer of credit from a unit, or units, from within QCF. To be counted as an equivalency a unit must have the same credit value (or greater) and be at the same level (or higher) than the unit, or units, to be claimed. Equivalencies are not usually recognised by awarding bodies with the award of credit and therefore may appear on certificates without a credit value.

Acceptable exemptions and equivalencies will be included in the rules of combination of a qualification.

Recognition of Prior Learning (RPL)

RPL is defined by the regulatory arrangements for the Qualifications and Credit Framework August 2008, Glossary pages 38-43 as '*A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.*'

The purpose of recognising prior experience and learning is to enable students to make best use of prior experience and learning in undertaking study at Yeovil College. Where appropriate, RPL will enable students to achieve progression in less time than would otherwise be possible and will avoid unnecessary duplication in study.

Yeovil College seeks to enable learners to avoid duplication of learning and assessment for the purposes of awarding credit. There are three ways that this can be managed; exemption, equivalency and recognition of prior learning.

The RPL process must be negotiated with the College and must be claimed as part of a course or award. The College is responsible for assessment and claiming credit. There is no difference between achievement of the required standards by RPL and achievement through a formal programme of study; therefore RPL appears on certificates as credit-bearing.

There are three ways of recognising prior learning which may be open to the learner:

Route 1: Submit a portfolio of evidence based on previous relevant knowledge, skills and competences which must be assessed against the assessment criteria of the unit(s) for which RPL is being sought to ensure that all learning outcomes have been achieved.

Route 2: Undertake the same assessments as learners following a formal course of learning and assessment that lead to award of the unit or qualification. The assessments may be undertaken without attending teaching sessions.

Route 3: Assessment through a summative assessment against a unit or full qualification.

It is important to note that RPL is an alternative route to achievement and not an easy option or shortcut. Evidence must be produced for RPL which is subject to the same assessment and quality assurance requirements as applied to evidence produced as part of a course.

Currency

Prior learning and achievement must be current to be used by the learner. Students who have left the College and subsequently wish to re-join after their registration period has lapsed may be allowed to re-enrol on the programme if their prior learning is deemed current and appropriate. Where only some of the prior learning is deemed equivalent, the Programme Leader will assess the application and make a judgement about which level(s)/stage(s)/unit(s) may be carried forward. Where returning students are required to undertake additional learning and assessments, they may be expected to complete these successfully before they enrol on the programme. In all cases, the Programme Leader must inform the student of the timescales involved. Depending on the scale of additional learning required, the Programme Leader should make an academic judgement as to whether it will be more appropriate to treat such cases as APL.

Restrictions on Recognition

To ensure that certificates and awards are meaningful and valuable for learners and other stakeholders, awarding bodies may apply restrictions on the proportion of a qualification that can be achieved through exemption or equivalency, setting a minimum requirement for credit that should be gained through new learning.

RPL can normally be used to claim full units and qualifications. However, awarding bodies may reserve the right to exclude the use of RPL for some certificates and awards, for example, in cases such as:

- licence to practice
- health and safety requirements
- regulated professions
- work placements.

Additionally, awarding bodies may restrict or exclude RPL where units and qualifications are subject to external assessment.

Procedure for RPL

The College applies the QCDA six-stage procedure for RPL as set out below. The process of RPL involves learners from the moment they consider making a claim and supports them through to the result of the assessment. The College is required to notify awarding bodies of claims for credit through RPL and is required to keep records of RPL for three years post certification of the new award.

Stage 1: General awareness about claiming credit – information, advice and guidance

Once individuals have made a decision to reflect on their learning they will need to know about:

- the process of claiming credit through RPL
- the sources of professional support and guidance available to individuals and employers
- the administrative processes for RPL applications
- timelines, appeals processes and any fees and subsidies.

Stage 2: Pre-assessment – gathering evidence and giving information

An individual may decide to make his or her learning visible and to claim credit. This stage is vital to ensure that the learner is fully informed of the RPL process and has sufficient support to make a viable claim and to make decisions about evidence collection and presentation for assessment. During this stage the learner will carry out the evidence collection and develop an assessment plan. The evidence required for the award of credit will depend on the purpose, learning outcomes and assessment criteria for the relevant unit(s) within the QCF.

Stage 3: Assessment/documentation of evidence

Assessment as part of RPL and within the QCF is a structured process for gathering and reviewing evidence and making judgments about a learner's prior learning and experience in relation to unit standards.

Assessment must be valid and reliable to ensure the integrity of units and qualifications and the RPL system as a whole. The assessment process for RPL must be subject to the same quality assurance processes of awarding organisations as any other part of the assessment process.

Stage 4: Awarding credit

The awarding body is responsible for awarding credit and issuing certificates. The procedure is the same as for other forms of assessment.

Stage 5: Feedback

After the assessment the assessor will need to give feedback to the learner, discussing the results and giving support and guidance on the options available to the learner, which may include, for example, further learning and development.

Stage 6: Appeal

If learners wish to appeal against a decision made about their claim for credit they would need to follow the standard College academic appeals procedure.

Procedure for Exemptions and Equivalencies

Exemptions and equivalencies are included in the rules of combination for a qualification, and centres must register learners against the appropriate exemption and/or equivalency unit(s). Claims for credit are made through the relevant awarding bodies usual award of credit process.

The College is required to keep records of valid claims through exemptions and equivalencies for three years post certification of the new award.

The exemption process

Advice to students

Enquiries regarding Individual Unit Exemption(s) may be received during the admissions process or after the student has already commenced his/her studies. Those wishing to apply for Direct Entry should always apply through the admissions process.

Potential applicants should be advised on the character of the evidence required to assess certificated and experiential learning; the time required to produce and/or provide the appropriate evidence and the process of assessing credit-worthiness. The responsibilities of the applicant to assemble the evidence should be made clear at an early stage in discussion. Advice and guidance should be given on methods of presenting evidence to meet the specified unit ILOs. This advice may be independent of the assessment of the evidence of their prior learning. No fee will be charged for applications.

The relevant Programme Leader will be able to provide initial advice about the unit(s) and possible level(s) for which exemptions might be considered.

Application process

Applications for Individual Unit Exemption(s) should be made in writing to the College during the admissions process or within one month of the start of the unit for which credit is sought. The appropriate evidence of any certificated or experiential learning should be attached to the application.

Applications for Direct Entry for HE students are made using the normal UCAS application form (full-time applicants) or Direct Application Form (part-time HE and all FE applicants) submitted by students through the normal admissions process and accompanied by supporting evidence where required.

Evidence provided by the student

Applications for Individual Unit Exemptions or Direct Entry should be accompanied by supporting evidence to enable assessment. The collation and presentation of evidence is always the responsibility of the student. All submitted evidence from the student and a full record of the assessment decision-making process, should be held within the College on the student file.

The primary evidence for **APCL applications** will take the form of an original certificate and appropriate supporting documentation. Sufficiently detailed documentation of the certified award must be obtained so the range and level of learning and attainment can be analysed, assessed and mapped against the exemptions sought. This may include programme handbooks and/or programme/unit specifications, to indicate the scope and level of the qualification for which credit is sought.

If a number of Direct Entry applicants apply from the same institution, or hold the same qualification (e.g. Edexcel HND), then this information may be obtained once, held on file and referred to in all future identical cases. The file must be updated as appropriate to ensure currency of the information.

In most instances, evidence for **APEL applications** will take the form of a portfolio of evidence. The evidence must clearly identify where the ILOs of unit(s) or level(s) have been met and demonstrated in order to claim credit. In addition, evidence must be presented to demonstrate the learning that has taken place, and not simply the experience that has been acquired by the applicant.

Where exemptions from the work experience component of a programme are sought, acceptable evidence may include:

- A logbook maintained as part of a programme, company training scheme or for a professional body.
- Job descriptions.
- Supervisors' or employers' reports.
- A portfolio of work done in a training position including the learning from this work.

The evidence submitted by the student may need to be augmented by, or substituted by, other forms of assessment such as a formally sat examination, viva voce examination, project, performance, written assignment, artefact or interview. As the minimum volume of credit awarded through APL is a single unit, any additional assessments must be carried out successfully before the student can be exempt from the unit(s). Assessment methods must be valid for the nature of the evidence and where possible, should follow the same process as that of assessment for the units for which exemption is sought.

Assessment of the application

The assessment of the evidence for APL is based on academic judgement and will normally be made by the Programme Leader in liaison with another appropriate senior member staff (e.g. Director of HE, faculty Director).

HE Students who apply for Individual Unit Exemption(s) will be assessed in relation to the ILOs of the specific unit(s) for which they require exemption. The Framework for Higher Education Qualifications (FHEQ) qualification descriptors are a key point of reference. Evidence of learning will be assessed on the basis of a threshold judgment, that is, whether the applicant has met (or not met) the ILOs of the specified unit(s) or level(s). The assessment will therefore be made on a pass/fail basis and will not contribute to the classification of the award.

Informing the student

Students applying for exemptions, either prior to, or during a programme, should be informed in writing of the decision at the earliest opportunity.

Completing an Exemption Form/ Records

A completed Individual Unit Exemption Form must be sent to and retained by the HE Administrators at the College. For FE programmes, records of exemption/RPL must be retained with the assessment/IV records for at least 3 years post certification. See appendix 1 and 2 for examples of forms to use.

STAFF ASSESSMENT MALPRACTICE

The following are examples of potential staff assessment malpractice. The list is not exhaustive and other instances of malpractice may be considered by the College at its discretion:

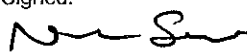
- failing to keep mark schemes secure
- unauthorised alteration of mark schemes
- unauthorised alteration of awarding body assessment and grading criteria
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- failing to keep learner computer files secure
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test
- failing to report a conflict of interest to their line manager (e.g. assessing work of a family member or close friend)

Staff assessment malpractice will be recorded and treated as misconduct / gross misconduct under the terms of the College Disciplinary Procedure. Any malpractice or attempted acts of malpractice, which have influenced the assessment outcomes, must be reported by the College to the awarding body in accordance with their requirements.

RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

This policy is supported by:

Academic Misconduct Procedure
Academic Appeals Procedure
Internal Verification Procedure
Disciplinary Policy (staff)

Policy Review				
Author/Owner	Position	Approved by SMT	Approval date	Review date
Derrick Goddard	Head of Quality Assurance, Teaching, Learning & Assessment	Signed: 	08.11.16	November 2018

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Recommend to SED Y/N
Derrick Goddard	Minor amendment to name of a document	05.09.16	-	Yes

Initial Equality Impact Screening			
Have you consulted on this policy, service, strategy, procedure or function? Yes Details: VP Curriculum & Quality			
What evidence has been used for this assessment?			
Could a particular group be affected differently in either a negative or positive way? Indicate Y where applicable			
Group	Negative impact	Positive impact	Evidence
Age Disability Gender (incl. Transgender) Race (incl. Gypsy & Traveller) Religion or belief Sex Sexual orientation Marriage & civil partnership Pregnancy & maternity Other groups (see guidance)			
Please give details:			
If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? If yes, please detail below:			
Should the procedure proceed to a full Equality Impact Assessment? No If no, please give reasons: no negative impacts identified			
Declaration We are satisfied that an initial screening has been carried out on this procedure and a full Equality Impact Assessment is not required. We understand that the Equality Impact Assessment is required by the College and that we take responsibility for the completion and quality of this assessment			
Completed by Author: Derrick Goddard		Position: Head of QA, TL&A	Date: 05.09.16
Reviewed by Safeguarding, Equality & Diversity Group:			Date: 02.11.16
Comments from Safeguarding, Equality & Diversity Group Review:			