

## STUDENT APPEALS PROCEDURE FOR EUROPEAN COMPUTER DRIVING LICENCE (ECDL)

- Students who are unhappy with any aspect of the assessment and/or award process should first discuss the problem with the ECDL test Centre Manager within 5 days of receiving their result.
- The reasons must be made clear by the Student at this time.
- The test Centre will keep a dated record of the discussion together with the outcome.
- Appeals will only be accepted if made in writing (not e-mail) to the Centre Manager within 10 days of receiving their result, outlining clearly the circumstance of the appeal
- Assessments are undertaken using automated testing software approved by the ECDL Foundation. In the event of a Student raising a complaint, the assessment report produced by the system will be fully discussed with the Student.
- An action plan will be agreed between the test Centre and the Student and a further assessment date scheduled. In some circumstances the Student may be offered a free re-test (e.g. if hardware or software problems had arisen during the test).
- If a Student is not able to resolve an appeal at the approved Centre then he/she has the right to appeal to the British Computer Society (BCS). This may be conducted via the Centre Manager or directly, in writing to the BCS Quality Assurance Team. Student appeals must be made to BCS as per the BCS Student Appeals Policy within 20 days of the assessment.
- During any stage of the Appeals Procedure the Student is entitled to be represented or accompanied, should they wish.
- Appeals panel decisions are final and will be issued in writing to both the Centre Manager and the Student.

## REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY FOR ECDL

The College is committed to making any reasonable adjustment that reduces the impact of a disability or difficulty that places the Student at a disadvantage in an assessment situation. It is applied to assessments for qualifications and should enable a disadvantaged Student to demonstrate his or her knowledge, skills and understanding. The adjustment will not affect the integrity of the assessment and may involve:

- Changing usual assessment arrangements, e.g. allowing a Student extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.
- Providing assistance during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner.
- Changing the assessment method, for example from a written assessment to a spoken assessment.
- Using assistive technology, such as screen reading or voice activated software.
- Providing the mechanism to have different colour backgrounds to screens for onscreen assessments or providing different coloured paper for paper-based assessments.
- Providing different coloured transparencies with which to view assessment papers.

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the Student access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a Student's work.

The College is required by law to do what is 'reasonable' in terms of giving access. This will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

The following principles are used when making decisions about a Student's need for adjustments to assessment. The adjustments made:

- Should not invalidate the assessment requirements of the qualification
- Should not give the Students an unfair advantage
- Should reflect the Student's normal way of working
- Should be based on the individual need of the Student

## DEFINITION OF SPECIAL CONSIDERATION

Special consideration may be applied after an assessment if it transpires that the Student was disadvantaged during the assessment, e.g. a Student who has temporarily experienced:

- an illness or injury
- some other event outside of their control

And which has had, or is likely to have had, a material effect on that Student's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the Student an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a Student's achievements. The Student's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the Student. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the Student.

The College will take into account circumstances where it may not be possible to apply special consideration. For example, where an assessment requires the Student to:

- demonstrate practical competence, or
- where criteria have to be met fully, or
- in the case of qualifications that confer a Licence to Practice.

Also that in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the Student an opportunity to take the assessment at a later date.

## MALPRACTICE & MALADMINISTRATION POLICY FOR ECDL

The College will co-operate fully with any Awarding Organisation or regulatory investigation and supply timely, accurate and full information regarding to malpractice and maladministration.

The Centre Manager, all staff involved in the assessment and quality assurance of ECDL and the Students are fully aware of the contents of the policy and that arrangements are in place to prevent and investigate instances of malpractice and maladministration.

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification
- The validity of a result or certificate
- The reputation and credibility of BCS
- The qualification or the wider qualifications community.

Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of Students.

Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration (e.g. within a centre, inappropriate Student records).

## PROCESS FOR REPORTING AN EVENT OF MALPRACTICE OR MALADMINISTRATION

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify BCS.

If a Centre has conducted an initial investigation prior to formally notifying BCS, the Centre should ensure that staff involved in the initial investigation are competent and have no personal interest in the outcome of the investigation. However, it is important to note that in all instances the Centre must immediately notify BCS if malpractice is suspected or maladministration has occurred as BCS have a responsibility to the regulatory authorities to ensure that all investigations are carried out rigorously and effectively.

In all cases of suspected malpractice and maladministration reported, BCS will protect the identity of the 'informant' in accordance with our duty of confidentiality and/or any other legal duty.