Assessment Policy

Audience	STUDENT
Requirement	ESSENTIAL
Policy Owner	HEAD OF TEACHING & QUALITY
1st Delegation	SLT
Last Delegation	TSCQ
Review Cycle	EVERY 2 YEARS
Last Review	Aug 20
Due for Review	Dec 21

Contents

Information

The Assessment Policy contains important information to ensure that all staff comply with the College's requirements regarding the Assessing & Internal Verification of qualifications.

1.0 INTRODUCTION

- Fareham College aims to provide fair access to assessment for all learners on all programmes.
- Assessment practice will be open and consistent with the codes of practice and regulations laid down by the relevant awarding and validation bodies including the institute for apprenticeships and end point assessment organisations.
- Higher Education is covered separately in the Higher Education Assessment Regulations.

2.0 AIMS

The aim of this policy and its related procedures is to:

- ensure that learners receive accurate and useful information about their progress and attainment;
- ensure that staff receive clear and effective advice on managing the assessment process;
- ensure compliance with awarding body regulations and apprenticeship technical funding rules;
- support improvements in teaching effectiveness, learner achievement and progression.

3.0 SCOPE

The policy applies to:

- all Level 3 qualifications offered by the College and its partners.
- All apprenticeship programmes delivered by the college and it's sub-contractors; any College staff with teaching, learning or assessment responsibilities.

4.0 PRINCIPLES

Course teams are expected to ensure that:

- assessment is conducted with rigour, fairness and in accordance with current awarding body regulations (see 22.0) or apprenticeship standards;
- evidence for assessment meets the VACSR test in that it is valid (it genuinely tests the skills being assessed), authentic (actually the learner's original work), current (sufficiently recent and up to date), sufficient (it meets the requirements of the assessment tool or awarding body) and reliable (if the assessment were to be repeated, the results would be similar); ☐ formative assessment is used to measure learners' progress, challenge learners to achieve high standards and prepare them for summative assessment.
- The lead moderator ensures all gateway activity meets the requirements set by the apprenticeship standards and all mock end point assessment processes are followed in line with end point assessment plans
- appropriate feedback is provided to learners on assessed work which promotes learning and facilitates improvement (this must adhere to awarding body regulations where strict feedback rules apply, as with Pearson);
- assessment decisions are recorded and documented accurately and systematically, and in accordance with the requirements of awarding bodies or apprenticeship standards;
- there is a robust system for standardising and internally verifying assessment

decisions and grades;

- the role of Lead Internal Verifier is appointed and succession planned for all qualifications and the Course Leader or appointed colleague co-ordinates the IV process for all other qualifications;
- assessment is co-ordinated between lecturers and other course teams to ensure that learner workloads are staggered and manageable;
- assessment and internal verification records are kept securely for the period stipulated by the awarding body;
- learner work is kept securely for the period stipulated by the awarding body;
  - ☐ the Malpractice and Maladministration Policy is referred to when necessary.

ASSESSMENT SCHEDULES

5.0

The assessment schedule is part of the College Scheme of Work and/or Apprenticeship Delivery Model and should be made available to learners during Induction in hard or soft copy. Where awarding bodies have their preferred template (as with Pearson), this may be used instead of section two of the SoW. Assessment schedules should include all internal and external assessment dates for each learner. Personal Tutors and professional coaches should ensure that learners are aware of dates for each part of the Study Programme or Apprenticeship for example Mathematics and English.

Rolling apprenticeship programmes will be carried out in accordance with individual delivery models and assessment plans. Further details can be found in the guide to outstanding teaching, learning and assessment of apprentice knowledge, skills and behaviours as well as the apprenticeship quality process.

6.0 ASSESSMENT CALENDAR- Study Programmes and College Based Apprenticeships

September – October	• Course Leaders and Professional Coaches ensure all initial assessments are completed • Course Leaders and Professional Coaches ensure correct registration lists are forwarded to Exams • Assessment schedules issued to learners • Lead Internal Verifiers registered or re-registered for Pearson QCF and NQF courses • Internal verification schedules for all courses completed detailing samples, assessors and internal verifiers • Standardisation exercises carried out by course teams and minuted in course files • All assignment briefs internally verified before being issued to learners • Head of Teaching and Quality confirms EV contact details with teaching teams • Where awarding bodies require qualified assessors and IVs, Faculty Director and the apprenticeship operational manager to ensure compliance within course team and arrange training where necessary • Faculty Director hold Assessment Boards at the end of September with all courses
October - December	• Where sampling is required units and learners are agreed • Learner achievement tracking is maintained • Records of assignment and learner work IV are maintained • Learners informed of visit dates & preparation requirements (if relevant) • Group Profiles are updated • Faculty Directors and The Operational Manager ensure teachers attend sufficient awarding body training to maintain currency • EV visits begin • EV reports are evaluated in CSARs and actions and recommendations added to QIPs
January - May	• Learner achievement tracking is maintained • Records of assignment and learner work IV are maintained • EV visits continue • EV reports are evaluated in CSARs and actions and recommendations added to QIPs
May - July	• Learners with extenuating circumstances offered final deadlines • SRFs & other awarding body forms completed and checked by course teams before submission to Exams by end of June

7.0 SETTING ASSIGNMENTS

- CLs and PCs should ensure that SoWs contain details of all assignment deadlines and external test dates during Induction. This should also include target dates for the completion of practical work.
- Course teams should work together to agree assessment schedules that are staggered across the year and provide learners with an even spread of work. SoWs should be checked by Faculty Director and the Operational Manager.
- A copy of the first three sections of the scheme of work must be provided to the learners at the start of their course.
- CLs and PCs should ensure that learners understand the assignment grading criteria at the start of their course (e.g. the difference between a Pass, Merit and Distinction). ☐ All assignments should be issued with a top sheet which meets awarding body requirements (most provide templates).
- Any formative assessment deadlines should be set sufficiently in advance of the summative deadlines to enable the learners to benefit from the feedback.
- Staff are not advised to change assessment dates unless it absolutely essential. Where changes are necessary, learners should be given plenty of advanced notice, and some awarding bodies will need to be informed.
- All assignment briefs must be internally verified before being issued to learners.
- CLs are expected to ensure that lecturers set clear guidelines on how work should be submitted and exactly what evidence is required.

8.0 RECEIPT OF ASSIGNMENTS

- The CL and PC is expected to set up a tracking system for recording learner submission dates via Pro-monitor or Onefile. Learners should have this system explained to them at the beginning of the course to avoid any misunderstanding and the processes for submitting work must be consistent with awarding body guidelines.
- Pearson has specific guidelines about the meeting of initial deadlines if a learner is to be eligible for a re-submission, and these must be rigorously adhered to.

9.0 LATE SUBMISSIONS

- Late submission is defined as receipt of an assignment after the final submission time/date. An assignment that is due by noon, for example, is considered late if it is submitted at 17.00 on the same day.
- Actions taken by course teams to address late submission must always be in accordance with award body regulations (Appendix 5).
- Learners may request an extension in accordance with the procedure in Appendix 4.

10.0   FORMATIVE ASSESSMENT

- Formative assessment is proven by research to be one of the key activities that improves learner achievement and lecturers should plan opportunities to feedback in class and on draft submissions that are sufficient to prepare learners for summative assessment or end point assessment in the case of apprentice standards.

- Course teams and professional coaches must ensure that their approach to formative assessment meets the awarding body regulations where, for example, Pearson stipulate that no formative assessment or feedback can take place once a summative assignment has begun.

- Formative feedback should be constructive, focussed on improvement, criterion referenced where relevant and designed to develop English, maths and employability skills in addition to the subject.

- Formative assessment of apprenticeships is outlined in the guide to outstanding teaching, learning and assessment of Knowledge, Skills and Behaviours.

11.0   ASSESSMENT GRADING

- The marking of assessments must comply with the requirements of the assessment criteria laid down by awarding bodies.

- Summative feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance (with the exception of Level 2 and 3 Pearson courses for which strict guidelines pertain to summative feedback and resubmissions).

- Where an assignment is based on group work, learners must receive an individual grade which reflects their personal contribution; evidence of individual work must be clearly delineated and demonstrate that all learners have met the criteria targeted.

- Allowances may need to be made for learners with additional support needs. Please liaise with the Learning Support team for information on an individual case; they will need to liaise with Exams where arrangements need to be put in place;

- Assessment grades must be internally verified in accordance with the sampling plan before being returned to the learners; where actions are necessary, feedback to the assessor must
  be acted upon by the assessor and signed off by the verifier before the final assessment decision is returned to the learner.

- All course teams are strongly encouraged to attend awarding body standardisation events and relevant training courses to remain current and share best practice in assessment and grading.

12.0   RETURN OF WORK

- Learner written work should be marked and returned, with feedback, within three working weeks; assessors should leave adequate time to act on any feedback from the internal verification process within this period.
- Delaying feedback can have a hugely deleterious impact on learning and future assignments and should be avoided wherever possible.
- If it becomes clear that work is unlikely to be returned within three weeks, the Faculty Director/ must be informed, and learners given a clear indication of when they can expect feedback.

13.0   EXTENSIONS

- In exceptional cases (e.g. ill-health) an extension may be authorised by the lecturer where appropriate evidence (e.g. a medical certificate) has been provided.
- Lecturers should ensure that learners are aware of the procedures governing extensions at the start of their course.
- Learners, or their parents or guardians, must apply for an extension in writing outlining the reasons for their request.
- Learners should apply for an extension using the Extension Form in Appendix 4

14.0 INTERNAL VERIFICATION AND MODERATION

Principles:
- All programmes are subject to an internal verification procedure in order to assure standards and consistency. Assessment will be internally verified in line with the principles of assessment set out in this policy and in accordance with awarding body regulations.

Procedure:
- The College's Internal Verification procedure is set out under Appendix 1. Feedback:

- It is vital that, having completed internal verification, the internal verifier gives personal feedback to the assessor (which may be to affirm good practice as well as to address problems), and that this feedback is recorded. It is this discussion that forms the basis for the IV system and provides the opportunity to review practice.

Disagreements:
- It can be a delicate process commenting on a colleague's marking and assessment, and it needs to be handled with sensitivity and tact. In the event of a disagreement over grades awarded or decisions reached, it is important to try and reach a consensus. If, after discussion, an agreement cannot be reached, it should be referred to the Faculty Director and then to the Head of Teaching and Quality. If agreement cannot be reached at this stage, the Head of Teaching and Quality will seek guidance from the awarding body.

15.0   EXTERNAL VERIFICATION AND MODERATION

- All programmes are subject to some form of external verification, standardisation or moderation, and Course Leaders are responsible for ensuring that awarding body regulations are followed.
- The Head of Teaching and Quality must be sent copies of all external reports.
- Course Leaders must ensure that all actions and recommendations from reports are included in course QIPs so that progress can be recorded and reviewed.

16.0   SPECIAL CONSIDERATIONS AND REASONABLE ADJUSTMENTS

- Examination performance can be impaired due to circumstances out of a students control. Special consideration adjustments can be made post-examination where temporary illness or conditions have impacted upon the students ability to perform to their ability. Individual awarding body processes must be followed in these circumstances. Further advice can be sought through the Teaching and Quality team who will be able to advise on specific awarding body guidelines in these circumstances.
- Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification.
- Where reasonable adjustments need to be made to accommodate learners with particular needs, care must be taken to ensure that they are fair and compliant with awarding body expectations. This applies to learners where a disability or difficulty may be at a disadvantage in an assessment and applies to vocational qualifications.
- Support must be agreed at the pre-assessment planning stage, examples may be appropriate in a variety of ways including:

    - help with communication and number skills;
    - adapted equipment and physical environment; extended assessment time; ssistive technology.

- Awarding body protocols must be adhered to. The teaching and quality team can advise on awarding body guidelines to ensure compliance.
- For external examinations and tests, the lecturer must consult with the Learning Support Manager.

17.0   MALPRACTICE

- All incidences of academic misconduct, such as cheating and plagiarism, must be dealt with according to the College's Malpractice and Maladministration Policy.
- Learners must be informed of this policy during Induction and given careful guidance about what constitutes malpractice and the study skills required to avoid it.
- The College has already adopted the use of Turnitin for Higher Education courses.

18.0   APPEALS

- Learners who have concerns about the outcome of an assessment should, in the first instance, discuss the matter with their subject lecturer or assessor. If they wish to take the matter further they should do so through the College's Appeals Procedure in Appendix 2.
- The Assessment Appeals Process should be explained to all learners at the start of their course.

19.0 GATEWAY AND END POINT ASSESSMENT FOR APPRENTICESHIP STANDARDS

- End Point Assessment (EPA) is the final assessment for an apprentice to ensure that they can do the job they have been training for within their apprenticeship standard. EPA is separate from any qualifications or other assessment that the apprentice may undertake during their on-programme learning and is conducted by a registered End Point Assessment Organisation (EPAO)

- The purpose of EPA is to measure that the appropriate knowledge, skills and behaviours have been attained. EPA plans will vary by standard but common assessments include portfolio showcases, interviews, professional discussions, presentations and knowledge based tests.

- Prior to EPA, all apprentices must pass their 'Gateway' which is individual to each standard. The Gateway outlines the requirements that need to be met in order for the employer to put forward their apprentice for EPA. The key elements of the Gateway will include mandatory qualification stipulated within the standard, maths and English and signed declaration by employer, provider and apprentice agreeing competence both within the standard and job role.

- The role of the Lead Moderator is to support all staff in the criteria set by the EPA assessment plan, and ensure that all apprentices have met all requirements of the standard prior to Gateway. The Lead Moderator will track and monitor the progress made within EPA, and feedback any retake requirements and successful completions. A process flowchart can be found as an apprendix to this document.

20.0   CONFLICT OF INTEREST

- The college ensures that any conflict of interest by staff members directly or indirectly involved in assessment is managed as per the Conflict of Interest policy in Appendix 3

21.0   ACCOUNTABILITY

- All course teams are expected to refer to this policy and the relevant awarding body guidance when they plan their assessment strategy.
- Assessment guidance should be an integrated feature of learner and subject Inductions, and should be included in Course Handbooks.
- Course teams are expected to evaluate their assessment strategy at the end of each academic year as part of the course self-assessment process.
- The Faculty Director is ultimately responsible for the management of assessment practices for courses in their charge, and for the implementation of actions arising from the internal and external verification processes.
- Should a withdrawal of qualification take place in year, Fareham College will be committed to ensuring the learners registered to the qualification are not disadvantaged

22.0 DEFINITIONS

Assignment	This term is used to denote a SUMMATIVE assessment
Summative Assessment	A form of assessment that contributes to the learner's final mark/award for the course
Formative Assessment	A form of assessment designed to give the learner feedback on how to improve their work before summative assessment begins
Final submission date	The final cut-off date for submission
Internal Verification	A process that ensures that assignments are written, marked and recorded in line with awarding body regulations and criteria
External Verification	A process whereby an external specialist reviews the performance, standards and quality assurance processes of the course in line with awarding body regulations
Course Leader	A nominated staff member who monitors the progress of assessment, IV and EV processes for a given course, and evaluates the process annually.

23.0 LINKS TO KEY AWARDING ORGANISATION DOCUMENTS

Pearson
http://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-qualityassurance- handbook.html

City & Guilds
https://www.cityandguilds.com/delivering-our-qualifications/centre-developm ent/qualityassurance/quality- assurance-documents

NCFE
https://www.ncfe.org.uk/resources/ncfe-resources/support-guides/

VTCT
https://www.vtct.org.uk/become-a-centre/centre-handbook_v8-february-2018/

• Further information regarding how EPA is regulated can be found in the following hyperlink:https://assets.publishing.service.gov.uk/government/uploads/system/uplo ads/att achment_data/file/683560/Regulating_Apprenticeship_End_Point_Assessments.p df.

APPENDIX 1

INTERNAL VERIFICATION PROCEDURE

Internal Verification of Assignments

1. The CL or LIV allocates an IV for each assignment.
2. All assignments go through IV even if they are repeated from previous years to ensure dates and any new guidance or industrial practices have been taken into account.
3. The assessor submits the assignment to the IV in good time to make any necessary amendments before the planned hand-out date.
4. The IV follows awarding body protocols and uses any templates or checklists provided to assess the assignment.
5. Checks are likely to include, but are not limited to:
    a. correct course codes and titles;
    b. correct unit/module codes and titles;
    c. reasonable time for completion between hand-out and submission dates;
    d. a clear scenario giving an employment context to the assignment;
    e. correct spelling, punctuation and grammar;
    f. language suitable for the learners, level and subject;
    g. accurate linkage of criteria to tasks;
    h. tasks likely to enable learners to produce evidence that meets the criteria at all grades available;
    i. guidance about how the evidence should be presented by the learner;
    j. tasks which provide adequate coverage of course content;
    k. tasks which adhere to assessment guidance in the specification.
6. If the assignment is fit for purpose, the IV includes feedback about good practice and signs and dates the IV form; a copy of the IV form and assignment are kept in the IV file and the assignment can be issued to learners.
7. If the assignment is not fit for purpose, the IV completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time to make amendments before the issue date.
8. The assessor makes the necessary amendments and hands back the new assignment and the IV form to the IV.
9. The IV checks the assignment again to ensure it is now fit for purpose. If so, the IV signs and dates the form to agree that the actions have been met; a copy of the IV form and assignment are kept in the IV file and the assignment can be issued to learners.
10. If the assignment is still not fit for purpose, the IV should repeat the cycle or alert the Faculty Director if they require further support. It is vital that any issues are resolved in good time to hand out the assignment in accordance with the assessment schedule.

Internal Verification of Assessments

1. The CL or LIV completes an IV sampling planner which ensures coverage of all units, assessors, students and sites.
2. The number of pieces of work sampled in each unit must adhere to the awarding

body guidelines – some stipulate a percentage or minimum while others are risk-based.

3. There may be reasons for increasing the number of samples in a particular unit if the risk of safeguarding academic standards is increased by factors such as a new teacher, a new unit or a unit which was blocked in the previous year. The CL or LIV decides the number and incorporates it in the plan.

4. When the work has been submitted, the assessor marks the work and hands the submissions identified on the sampling planner to the nominated IV.

5. The IV checks the assessment decisions and feedback using the awarding body template where provided.

6. Checks are likely to include, but are not limited to:
   a. VACSR (see Principles on page 3);
   b. Whether the criteria awarded have been met;
   c. Whether differentiated grades have been interpreted and awarded correctly;
   d. Where a unit grade has been awarded, whether the grade has been calculated correctly;
   e. Whether the awarding of grades is consistent between submissions;
   f. Whether feedback is constructive and criterion referenced;
   g. Whether opportunities have been taken to mark SPAG;
   h. Whether specific guidelines for giving feedback have been adhered to (as with Pearson).

7. If the assessment is agreed, the IV includes feedback about good practice and signs and dates the IV form; a copy of the IV form and assessment top sheet are kept in the IV file and the assessment can be returned to learners.

8. If the assessment is not agreed, the IV completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time for them to make amendments within the three-week assessment window.

9. The assessor makes the necessary amendments and hands back the submission, the new assessment sheet and the IV form to the IV.

10. The IV checks the assessment again to ensure it is now fit for purpose. If so, the IV signs and dates the form to agree that the actions have been met; a copy of the IV form and assignment and assessment top sheet are kept in the IV file and the assignment can be issued to learners.

11. If the assessment is still not fit for purpose, the IV should repeat the cycle or alert the Faculty Director/ if they require further support. It is vital that any issues are resolved in good time to hand the submission back within the three-week window.

12. Copies of sampling should be kept for three years following certification including:
    a. the assignment and assignment IV sheet;
    b. the learner work;
    c. the assessment top and IV sheet;
    d. any associated witness statements, observation records, videos, photos etc.;
    e. learner and staff authentication declarations and permissions where required by the awarding body.;
    f. the sampling plan;
    g. tracking documents at criterion level.

13. Awarding bodies stipulate how long all learner work must be kept e.g. 12 weeks following certification for Pearson; until the next EV visit for C&G.

APPENDIX 2

APPEALS PROCEDURE
In the first instance learners who have concerns about the outcome of an assessment procedure or the procedure itself should discuss the matter fully with the assessor. If they continue to have concerns, then they must follow this appeals procedure.

Stage One
- Learners wishing to appeal must do so in writing, using this form within **five working days** of the receipt of their assessment.
- The investigation should be completed and detailed response given to the learner within **five working days** of the receipt of appeal.

Stage Two
- Should the learner not be satisfied with the result of the appeal, The Head of Teaching, Learning and Quality will review the case and make the final decision to refer to the external awarding organisation.

Guidance Notes
- Where an appeal may lead to changes on an external awarding organisation's formal learner assessment record (e.g. a Pearson SRF) then the Examinations Officer should be informed immediately by the CL, both about the lodging of the appeal and its ultimate outcome.
- This policy complements any external validating organisation's assessment appeals procedures as appropriate.

APPENDIX 3

CONFLICT OF INTEREST POLICY

Fareham College is committed to ensuring that individuals undertaking a course, programme of learning, training or any other activity provided by the company do so confidentially, honestly, fairly and with integrity and objectivity.

A conflict of interest is defined as, a situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity.

In relation to assessment this could be, a person in a number of different capacities within the organisation, and include the following staff/activity (This list is not exhaustive);

- Assessments of candidates
- Invigilation of candidates
- Certification of candidates
- Internal management functions
- Internal Staff training
- Engagement with suppliers

In order to minimise any instances of a conflict of interest within the organisation, relating to assessment, the College has a number of responsibilities that should be adhered to;

- Any Fareham College staff member involved in assessment should immediately disclose a conflict of interest to their line manager, when this is brought to their attention. The line manager than decides if the disclosure adequately addresses the conflict.
- In instances where the manager may feel they need to seek further clarification regarding the staff members conflict of interest they must seek this from the Head of Teaching and Quality
- The organisation on declaration of the conflict of interest, may decide to minimise the level of conflict, by making the following adjustments; o Disclosure to other interested parties, this may include awarding Bodies, funding agencies and/or others
  - Restricting access to particular information
  - Reallocating responsibilities to avoid further conflict, e.g. assigning a new assessor
  - Removing the staff member from delivery, in specific instances.
- In most cases a declaration of interest and undertaking by the affected person to relevant parties to prioritise the interests of Fareham College will be sufficient.
- Where a conflict of interest had arisen and is reported after the event, the relevant Awarding Body will be contacted if certification has been compromised.

GUIDANCE ON ASSIGNMENT EXTENSIONS

All extension requests by learners should be made in writing on an applications basis and must be formally approved and signed off by the assessor.

Granting an extension means that the learner must normally submit their assignment no later than **three working weeks** after the original summative assessment deadline; variations to this contract are agreed by exception.

Authorised Extensions

The following represent legitimate requests for an authorised extension to an assessment deadline:

- certified illness;
- bereavement or personal trauma
- accident that necessitates time-off from College or prevents the learner from completing the assessment;   jury service;
- serious illness of a family member that requires the person to take time-off;
- other notified personal reasons that prevent the learner from attending college and/or submitting their work by the assessment deadline
- diagnosed learning disability or difficulty.

It is the responsibility of the individual learner to inform their lecturer that they require an authorised extension prior to the summative assessment deadline. The learner must present appropriate evidence to justify their request – this is detailed on the Extension Application Form.

Grounds to Reject an Application:

Lecturers are entitled to reject an application for extension where one or more of the following criteria apply:

- uncertified illness;
- the learner missed work because they were on holiday;
- the submitted work has been lost due to a problem with a PC, printer or any other hardware/software used in its publication;
- the learner claims they didn't know the assessment deadlines and/or procedure;   any other reason where there is insufficient evidence to support the request.

Learners should use the Extension Application Form to apply for an extension.

EXTENSION APPLICATION FORM

Please complete this form if you need an extension to complete your assignment.

(Please note: only complete this form if your assignment counts towards your final grade)

Name:		Date:

Course Title:

Course Tutor:

Assignment Title:

Unit:	Date of Submission:

EX01	Certified illness	
EX02	Bereavement or personal trauma	
EX03	Accident that necessitates time-off from College or prevents the learner from completing the assessment	
EX04	Jury service	
EX05	Serious illness of a family member that requires the person to take time- off College	
EX06	Other notified personal reasons that prevent the learner from attending college and/or meeting the deadline	
EX07	Diagnosed learning disability or difficulty	

I have attached appropriate evidence to support my application

Additional Comments

I confirm that the information I have given is accurate and ocmplate/

Signature of learner:

Date:

College Use Only

This extension is ACCEPTED/REJECTED (please delete as necessary)
Reason:

New Submission Date:

Signature of Staff Member: