

# Development for Clerks Programme Completion and Awards Protocol 2023

## Contents

Development for Clerks Programme Completion and Awards Protocol 2023 .....	1
1. Introduction .....	2
2. About assessment .....	3
2.1 How you are assessed .....	3
2.2 Participation – continuous assessment .....	4
2.3 Satisfactory completion of each element of the Programme .....	5
2.4 Satisfactory progress .....	6
2.5 Satisfactory attainment .....	6
2.6 Cut-off dates .....	6
2.7 Submitting your written assignments.....	7
3. Guidance on completion of elements .....	9
3.1 The written assignments (learning log, school-based project).....	9
3.2 The learning log .....	9
3.3 The school-based project .....	10
3.4 Mentoring.....	10
3.5 Diagnostics.....	11
3.6 Knowledge of governance.....	11
3.7 Units 2-5 multiple choice questions.....	12
3.8 Workshops.....	12
4. Academic appeals procedure: what to do if you wish to challenge an academic decision .....	13
4.1 General academic appeals procedure .....	13
4.2 The stages in the procedure.....	13
4.3. Appeals against an assignment assessment.....	15
Appendix 1.....	19
Appendix 2 .....	22
Appendix 3.....	23

# 1. Introduction

This protocol provides three kinds of information:

- the participation expected of you for satisfactory completion of the Programme
- an outline of how your participation and work on the Programme will be assessed, including deadlines and procedure
- details of the elements assessed and guidance on how they should be tackled
- general guidance on how to make the most of your participation and work.

We suggest you read through this guide quickly at an early stage in the Programme, to get an idea of the work that is expected of you in terms of participation and assessment and when you need to complete it. You are not, of course, expected to be ready to tackle some of the work at this stage, but it is best to familiarise yourself with the completion and assessment procedures earlier rather than later.

## 2. About assessment

### 2.1 How you are assessed

There are six types of work which will be taken into account in determining if you have completed the Programme and are eligible for the Level 3 Certificate:

1. Your participation in multiple choice questions completed online
2. Your participation in classroom-based learning activities
3. Your participation in self-evaluation at the start and end of the programme through 360 diagnostics and mentoring
4. Your school-based project focusing on the development of key competencies in practice in school
5. Your learning log recording your reflections on your own learning and development during the programme
6. Your progress towards meeting the competencies through the programme

Your participation in the Programme and its learning activities will be considered along with the progress you make during the Programme and the level of competency you achieve to determine if you have satisfactorily completed the Programme and are eligible for the Level 3 Award.

Your participation will be assessed in accordance with the table in Appendix 1 which shows the various elements of the Programme and how they contribute to your overall satisfactory completion of the Programme.

To be sure of passing the Programme, you would normally need to

- achieve a score of at least 80 for your participation
- and make satisfactory progress (see section 2.4 below)
- and meet minimum levels of attainment (see section 2.5 below)

If you do satisfy each of the three elements, then you will have completed the Programme and will be eligible for a Level 3 Certificate of Achievement.

If you satisfy the participation elements but fail to satisfy either or both of the progress and attainment components, then you will have completed the Programme and will be eligible for a Certificate of Attendance but not for the Level 3 award.

Please note that if your score in the participation element is less than 80 you will not be eligible for any award.

The assessment for the Programme has been designed with the following three aims.

1. To enable you to demonstrate the achievement of a range of knowledge, understanding and skills in keeping with both the Programme learning outcomes and the Clerking Competency Framework.
2. To support your work on the Programme, by providing a focus and structure for your studies, plus opportunities to put your learning into practice and to receive feedback that will help you to develop your understanding and skills.
3. To promote your development as an independent, reflective and critical learner and practitioner of clerking

## 2.2 Participation – continuous assessment

The continuous assessment consists of the elements shown in Appendix 1 covering the five units which make up the Programme. You must participate as shown in Appendix 1 and will need to participate satisfactorily in each element for your participation to count towards your overall performance and completion of the Programme.

Appendix 1 indicates how each element contributes towards the overall qualification and this protocol provides more detail as to how your performance in each element will be assessed.

Governance knowledge induction will consist of eight modules, each of which comprises an initial audit, knowledge section, scenario and online multiple-choice assessment of between 10 and 20 questions.

The school based project will consist of your completion of a written document using a standard template identifying the key competency areas in which you need to improve, the objectives of the school based project and the evidence to support achievement of the objectives.

The learning log will consist of your completion, throughout the Programme, of a written document using a standard template recording your areas for personal development and how participation in the Programme is addressing these.

Each diagnostic will consist of the completion of an online questionnaire by the participant and a minimum number of others with or for whom the participant works; the participant is responsible for ensuring the minimum number of others complete the questionnaire.

The workshops will enable you to demonstrate your understanding of your prior learning and other work, your ability to work and share knowledge, skills, ideas and experiences with fellow participants; they will also enable you to develop areas of learning which you are not so familiar with and to receive feedback and guidance from the facilitator, including steps for further development.

All elements will provide the opportunity to demonstrate your understanding of how to work with others and it is expected that you will take advantage of this opportunity.

The workshop elements have a substitution rule, which means that you can be given a substitution score provided you pass each set of multiple-choice questions with at least the pass mark shown.

However, this does mean that if you do miss more than two workshops you will be unable to complete the Programme.

Each of the Mentoring elements are to enable you to establish a dialogue with your mentor. They give you an opportunity to discuss your work as a practitioner, areas of strength and weakness in your practice, the information in your 360 diagnostic, learning log, school based project; to develop and evaluate ideas; analyse examples, and so on. Your mentor will provide comments on your school based project, your 360 Diagnostic reports, react to your ideas and views on your own competencies, judge the force of your arguments, identify particular strengths and make suggestions for developing your work. Your mentor may draw your attention to other areas and will give you general guidance about your practice. In addition, your mentor will assess if your contributions in relation to learning log and the school based project are satisfactory, but you should not regard this as the main reason for doing them.

If you are unhappy about how your mentor assesses your work, or you do not understand the comments fully, you should ask your mentor. If you are still not satisfied with the mentor's judgement, you may appeal by following the procedures which are contained in section 4 below.

Please note that occasionally we select participants' work for staff development exercises. If your work is selected for this purpose, it will be made anonymous, so that neither you nor any individual or agency can be identified. If you do not want your work used for this purpose, please include a note stating this with your assignment submission.

## 2.3 Satisfactory completion of each element of the Programme

Your performance in each element of the Programme will be assessed on a pass/fail basis.

In the multiple choice assessments, you will receive a mark/100%; a pass mark of 60% or above in an assessment will mean that you have passed that assessment.

Satisfactory performance in each of the other elements will be decided as shown in Appendix 1 and as explained in this protocol.

The facilitator will decide if participation in workshops is satisfactory based on the criteria set out in section 3 below.

The mentor will decide if participation in diagnostics and mentoring is satisfactory based on the criteria set out in section 3 below.

The mentor will decide if the learning log and school-based project satisfy the necessary criteria set out in section 3 below.

You should familiarise yourself with the criteria in section 3.

## 2.4 Satisfactory progress

Participants will be required to demonstrate progress in terms of improvement in their competencies by the end of the programme.

Scores in Diagnostic 2 will be compared with scores in Diagnostic 1 to see what improvement has been made.

Participants will make progress in different ways depending on their starting points. Some more experienced participants may already be able to demonstrate high levels of competency across many competencies and may have much less progress to make, if at all.

Appendix 2 provides some examples of the sort of progress that is to be expected but this is not intended to be an exhaustive list.

## 2.5 Satisfactory attainment

Participants will be required to demonstrate minimum levels of attainment in terms of the level reached in the competencies by the end of the programme.

Scores in Diagnostic 2 will provide evidence of the levels reached in each competency.

Levels of attainment will vary between participants, but a minimum level of attainment is expected to qualify for a Level 3 award.

Appendix 3 provides some examples of how minimum levels of attainment may be shown but this is not intended to be an exhaustive list.

## 2.6 Cut-off dates

It is important to be aware of the cut-off dates for completion of each element and to meet them. These are the dates by which you must complete and submit work.

The cut-off dates for different work will be supplied to you by NGA as the published submission deadline. If you submit any work after this date, you will not receive a mark and will fail the Programme and may also not receive a Certificate of Attendance.

You are advised to complete the elements at the times suggested in the Programme outline to support your later learning and to maximise your chances of success.

### Written assignments

The relevant cut-off dates are the dates by which your Mentor must receive your completed assignments namely the diagnostic reports, learning log and the school based project.

If you cannot submit an assignment by the original cut-off date, contact your mentor in advance. Your mentor can discuss the problem with you and may agree to authorise an extension.

In exceptional circumstances only, you may ask your Mentor for an extension up to NGA's final cut-off date for submission of your diagnostic report, learning log and school based project.

### **Multiple choice questions**

You must complete the online multiple choice question elements by the final cut-off date but to ensure effective engagement with the Programme you are advised to complete them by the time indicated in the schedule.

### **Mentoring sessions**

The relevant cut-off dates for each mentoring session are the dates by which you must have met with your mentor.

If you cannot meet with your mentor by the original cut-off date, contact your mentor in advance. Your mentor can discuss the problem with you and may agree to authorise an extension.

## **2.7 Submitting your written assignments**

You are expected to submit your diagnostic reports, learning log and the school-based project online using the templates and guidance provided. You will need to produce these using word processing software and submit them as instructed by NGA.

### **2.7.1 Completing multiple choice questions**

These consist of multiple choice and other types of questions which will assess your knowledge and understanding of the areas of practice covered in the Programme including knowledge, skills and good practice. Some or all of the questions may be based on a scenario, or they may be discrete questions.

For each set of multiple choice questions, you will have three attempts.

On completion of a set of multiple-choice questions you will immediately be notified of your score. Guidance will be available on accessing and completing the multiple-choice questions.

### **2.7.2 Completion deadlines for multiple choice questions**

You must ensure that you have completed your multiple-choice questions by the Programme cut-off date but you are advised to complete them as you progress through the Programme.



## 3. Guidance on completion of elements

This section contains guidance as to what is expected in relation to each element of the Programme and the criteria that will be used to assess your performance.

### 3.1 The written assignments (learning log, school-based project)

#### Using key sources

The assignments are designed to bring together your learning from the range of learning activities and materials that make up each unit.

#### Templates

Participants are required to use the templates for the learning log and school-based project. If a participant uses an alternative template, then the work will not be marked.

#### Word length

Participants are expected to comply with the word and content limits and the templates have been configured to prevent word limits being exceeded.

If requested to do so you must record the number of words you have used, excluding any reference list.

### 3.2 The learning log

Participants will be expected to maintain a reflective record of their learning during the Programme using a learning log in a standard template and submit this for review by their mentor. The log should also be used to support discussion with facilitator and mentor. The completed log should demonstrate the following.

- A record of priority areas and competencies for development
- Impact of the Programme on learning in development of competencies
- Impact of different learning activities on the development of competencies
- Impact of the diagnostics on the development of competencies
- Summary of mentoring sessions with any agreed outcomes
- Post Programme development actions

The template provides guidance as to what is expected in terms of content and size limits and the mentor will determine if the log meets the necessary standard.

## 3.3 The school-based project

Participants will be expected to create a project based in school which includes ambitious but realistic development objectives based on areas in which the participant needs to develop to improve their own practice and also improve the effectiveness of their governing board.

The participant will record their school based project using a standard template and submit this to their mentor for initial agreement and then submit it at the end of the Programme for review together with any relevant further evidence to support the meeting of objectives if requested by the mentor.

The school based project will also support discussion with facilitator and mentor during the Programme.

The school based project should demonstrate the following

- A short description of the school based project
- A set of realistic goals which focusses on improving the participant's practice in relation to a number of relevant priority competency areas
- Goals must be specific, measurable, achievable, realistic and timebound (SMART)
- A description of how the school based project improves the effectiveness of the participant's governing board
- How the participant will seek support, advice, and guidance from others to meet their objectives
- The planned actions to achieve the objectives
- A timeline for the planned actions
- A record of how actions have been implemented and any further necessary actions to achieve the objectives
- An evaluation of the extent to which each objective has been achieved
- A description of the evidence supporting claimed achievement of objective

The template provides guidance as to what is expected in terms of content and size limits and the mentor will determine if the record meets the necessary standard.

## 3.4 Mentoring

### 3.4.1 Mentoring 1

Participants will be expected to demonstrate genuine engagement with mentoring through their:

- Completion of preparation activities for the mentoring session
- Contribution to the mentoring session through discussion and sharing of informed questions and responses
- Punctual attendance at the session

If the participant does demonstrate satisfactory engagement, then this will be recorded as satisfactory. There are no graded marks although the mentor will provide feedback as to how the participant has engaged and suggestions as to how to improve their use of mentoring to develop.

## 3.4.2 Mentoring 2

Participants will be expected to demonstrate engagement with mentoring through their:

- Completion of preparation activities for the mentoring session
- Contribution to the mentoring session through discussion and sharing of informed questions and responses
- Punctual attendance at the session

If the participant does demonstrate satisfactory engagement, then this will be recorded as satisfactory. There are no graded marks although the mentor will provide feedback as to how the participant has engaged and suggestions as to how to improve their use of mentoring to develop.

## 3.5 Diagnostics

### 3.5.1 Diagnostic 1

Participants will be expected to demonstrate engagement by

- Recruiting a sufficient number of people who complete the diagnostic questionnaire
- Completing the questionnaire themselves in accordance with the guidance provided
- Completing the above by the relevant deadline
- Reviewing the report produced and recording reflections on it

If the participant does demonstrate satisfactory engagement, then this will be recorded as satisfactory. There are no graded marks although the mentor will provide feedback as to how the participant has engaged and suggestions as to how to improve their use of mentoring to develop.

### 3.5.2 Diagnostic 2

Participants will be expected to demonstrate engagement by

- Recruiting a sufficient number of people who complete the diagnostic questionnaire
- Completing the questionnaire themselves in accordance with the guidance provided
- Reviewing the report produced and recording their reflections as to the profile of progress shown by the comparison of diagnostics 1&2
- Completing the above by the relevant deadline

If the participant does demonstrate satisfactory engagement, then this will be recorded as satisfactory. There are no graded marks although the mentor will provide feedback as to how the participant has engaged and suggestions as to how to improve their use of mentoring to develop.

## 3.6 Knowledge of governance

### Completion of Introduction to governance e-learning

Participants will be expected to demonstrate engagement by:

- Completing the self-assessment questions for each of the Introduction to Governance modules

- Studying each of those modules from the Introduction to Governance suite of eight which their audit recommends that they study
- Passing the multiple-choice question test for each of the modules with a mark of at least 60%

For each module for which the participant achieves the pass mark the participant will be treated as engaging satisfactorily.

### 3.7 Units 2-5 multiple choice questions

The effectiveness of participation and the level of understanding will be determined by the scores achieved in the sets of multiple-choice questions.

The standard pass mark will be 60% for all sets of multiple-choice questions.

If a participant misses a workshop for Units 2 to 5 and passes the two sets of multiple-choice questions for the Unit with at least 80% then the participant will receive an additional participation score of 4 for that Unit.

Participants are permitted three attempts at each set of multiple-choice questions.

### 3.8 Workshops

Participants will be expected to demonstrate engagement with the learning activities in the workshops through their:

- Completion of preparation activities for the workshop
- Contribution to group activities in the workshop through discussion and sharing of learning activity tasks
- Contribution to group and whole group discussion through informed questions and responses
- Punctual attendance at the workshop

If the participant does demonstrate satisfactory engagement, then this will be recorded as satisfactory by the facilitator. There are no graded marks.

## 4. Academic appeals procedure: what to do if you wish to challenge an academic decision

### 4.1 General academic appeals procedure

This section applies to academic decisions concerning:

- entry requirements, registration and enrolment;
- reasonable adjustments for teaching and assessment of students with disabilities;
- academic misconduct (plagiarism);
- your participation in virtual and face to face sessions;
- your participation in mentoring;
- your participation in diagnostics;
- your participation in multiple choice tests;
- your submission of learning log and school based project;
- the discretionary extension of time limits for an assignment of a cut-off date or deadline;
- any other academic decision not referred to in section 4.3 below. Decisions about written assignment marks are dealt with in 4.3 below

### 4.2 The stages in the procedure

#### 4.2.1 Stage 1: querying the decision

If you have grounds to believe that an academic decision relating to your participation in or completion of any element of the Programme or the marking of an award is wrong, you should notify NGA as soon as possible and in any event within 21 days of the decision.

You cannot query an academic decision simply because you do not agree with it; you must make a case, with evidence to support it, that the decision was not made in accordance with NGA policies, procedures or regulations.

1. You should submit your complaint to the NGA with the title “Clerks academic query” at the following email address: [leading.governance@nga.org.uk](mailto:leading.governance@nga.org.uk) or you can call 0121 237 3780 (dial option 5) if you prefer to raise your concern over the telephone. You should set out the reason(s) why you believe the decision was not the correct decision, providing evidence where appropriate. If your query is received more than 21 days after the decision, it will be considered as out of time unless there are exceptional circumstances for extending the time limit.
2. If NGA is unable to offer you an outcome within five working days of the receipt of your query, they will advise you what action they are going to take, when you should expect to receive a response and by what means.
3. Within 10 working days of receipt of your query you will be issued with an Outcome Email which will contain a full response to your query or concern.

4. If the Outcome Email is not issued within the 10 working day time limit, and you have not received an explanation for the delay, you should contact the Leading Governance Manager on [leading.governance@nga.org.uk](mailto:leading.governance@nga.org.uk) with “Academic Appeal” as the email subject title to discuss escalation of the query to the formal appeal stage.

#### 4.2.2 Stage 2: making a formal academic appeal

If you consider that the decision in the Outcome Email you have received has not been reviewed in accordance with NGA’s policies, procedures and regulations, or if you have not received an Outcome Email within the time limit (or extended time limit) you may use the appeal stage of the Academic Appeals Procedure.

1. To do this you must:
  - a. Write to the Training and Consultancy Director at [leading.governance@nga.org.uk](mailto:leading.governance@nga.org.uk) with “Formal Academic Appeal” as the email subject title within 21 days of the date of the Outcome Email.
  - b. Explain why the outcome to your query has not resolved the issue.
  - c. Set out one or more of the following grounds on which you believe the NGA should review its decision:
    - i. that relevant evidence has not been taken into account
    - ii. that irrelevant evidence was taken into account
    - iii. that any relevant NGA regulations, policies or procedures have not been applied correctly
    - iv. that the reasons for the decision were not clearly communicated to you
    - v. that there was bias, or the likelihood of bias in making the decision
    - vi. that the procedure followed was not fair or adequate
    - vii. that the decision was not one which, in all the circumstances, it was reasonable for NGA to have made
  - d. submit any new or additional evidence which has not previously been submitted in support of your appeal. Failure to meet these requirements will result in your appeal not being accepted.
2. The Training and Consultancy Director will acknowledge receipt of your appeal within 5 working days. You will be advised whether your appeal meets the requirements in paragraph 1 above and has been accepted, and if not, why it has not.
3. If your appeal is accepted, it will be reviewed by the Training and Consultancy Director and you will be informed it has been referred and when a full response can be expected. In most cases this should be no more than 20 working days from the date of the acknowledgement; however, you will be advised if a time extension is required and the reasons why.
4. The Training and Consultancy Director will investigate your appeal. They will consider your grounds for appeal and any evidence you have submitted in support of your appeal, review your student record and refer to NGA policies, procedures and regulations as appropriate.
5. Once your appeal has been fully investigated you will be sent a Decision Email. The Decision Email will set out the grounds of your appeal, a timeline of events (where relevant), details of

the information or evidence which was taken into consideration, and the outcome of the appeal.

- a. If your appeal is not upheld, you will be informed of the reasons for its rejection.
  - b. If your appeal is upheld, or partly upheld, you will be informed of the actions being taken to implement the decision and, where appropriate, what NGA will do to prevent a recurrence of an incorrect decision in the future.
6. In the event of an appeal being upheld or partly upheld the Programme Appeals Panel may also make recommendations in respect of quality assurance procedures or policies. These recommendations will be reported to you, for information, to all relevant areas of NGA to ensure their implementation.

## 4.3. Appeals against an assignment assessment

### 4.2.3 Introduction

We hope that you will understand and agree with your mentor's assessment of your diagnostics, learning log and school-based project.

You are welcome to ask your mentor for clarification if you do not understand or to query the assessment when you think that it is wrong. Whilst there are requirements which must be met, assignments rarely have "right" or "wrong" answers and assessing them fairly depends on your mentor exercising their judgement, taking into account the guidance, to determine how well you have completed the assignment.

The assessment of assignments is closely monitored by NGA using statistical analysis to ensure fairness between all the different mentors for a module and by qualitative monitoring of a sample of work looking at the mentors' assessments and feedback.

Where appropriate these processes may result in the assessments of some assignments being adjusted or 'moderated' by NGA to ensure that the work of all participants is marked fairly and consistently.

If you feel, however, that your mentor has made a mistake in assessing your assignment or come to a judgement that is not a reasonable reflection of the standard of work you have submitted, you may submit a query or appeal by following the procedure set out below.

### 4.2.4 The procedure

There are two stages to the procedure:

Stage 1: An informal query, in which you ask your mentor to review some aspect of their assessment of your assignment.

Stage 2: A formal appeal, in which you ask for a second opinion on the assessment as a whole. You must always raise your concern as a query before you can proceed to an appeal.

Whatever the outcome, making a query or appeal will not be held against you.

### Continuing on the Programme

It is in your own interests to raise queries and appeals promptly and we in turn will endeavour to deal

with them efficiently to have minimum impact on your studies. While a query or appeal is pending you should continue with your studies and with any assignment; a pending query or appeal is not acceptable grounds for late submission of a subsequent assignment.

### Grounds for Query or Appeal

You may query or appeal the score given for any assignment on either or both of two grounds, which must be specified when you make a query:

- Administrative: If you believe that the mentor has omitted to assess some of your submission.
- Academic: If you believe that the judgement made does not reasonably reflect the academic merit of the work you submitted.

An assignment assessment query or appeal is limited to a consideration of the accuracy or reasonableness of the judgement made for the work that you have submitted when assessed against the criteria.

#### 4.2.4.1 Stage 1: Query your score with your mentor

If you think that there is an administrative error in the grading of your assignment or that it does not reasonably reflect the academic merit of the work you submitted, you should first contact the mentor directly, as soon as possible and within 14 days of receiving the mark:

- a. where you believe the administrative error has been made; and/or
- b. the grounds on which you believe that the assessment of your assignment is not reasonable.

The mentor will consider your query on the basis of the grounds you have given. Any reconsideration of your assignment by the mentor will be based solely on the text and content originally submitted. You cannot use a query to submit further material for assessment or to supplement any information, explanation or analysis included in your original assignment.

If an administrative error is found, the error will be corrected in full, an amended grade will be recorded, and new feedback given if necessary. If the mentor agrees that the original grading did not reasonably reflect the standard of your work, an amended grading will be recorded, and new feedback given if necessary. If the mentor decides that the original score should stand, they will explain this decision to you.

You should receive the mentor's decision in writing within 15 working days of the date on which you submitted your query.

If your mentor has changed since the mark was awarded, or is otherwise unavailable (for example through illness or because they no longer work for NGA) then you should contact NGA through [leading.governance@nga.org.uk](mailto:leading.governance@nga.org.uk), who will be able to arrange an alternative person to deal with your query. The time limit for dealing with your query will be 10 working days from the date it is passed to the alternative person. Our aim is to resolve most concerns informally at this stage.



#### 4.2.4.2 Stage 2: Appeal

1. If you have queried your grade and, following receipt of the mentor's decision on your query, you are not satisfied that an administrative error has been corrected or that the score given does not reasonably reflect the academic merit of the work you submitted then you may appeal your grade to the Training and Consultancy Director, who will be a member of staff with supervisory responsibility for the programme you are studying.
2. To make a Stage 2 appeal you should write to the Training and Consultancy Director on [leading.governance@nga.org.uk](mailto:leading.governance@nga.org.uk) with "Appeal" as the email subject title within 10 days of receiving the mentor's decision on your query, including:
  - a. The assignment which your appeal relates to;
  - b. Copies of the correspondence with the mentor at the query stage, including the grounds for your query and the mentor's decision following your query; and
  - c. An explanation of why you believe your grounds for query were not fully or appropriately considered.

Please note that you cannot introduce new grounds for appeal at this stage; the original mentor must have had the chance to respond to all the concerns you raise.

3. NGA will acknowledge receipt of your appeal within 5 working days. You will be advised whether your appeal meets the requirements in paragraph (2) above and has been accepted, and if not, why it has not. If your appeal has not been accepted, you will be given a further opportunity to resubmit your appeal within 10 working days of the acknowledgement of your request.
4. If your appeal is accepted, you will be advised when a full response can be expected. In most cases this should be no more than 10 working days from the date of the acknowledgement; however, you will be advised if a time extension is required and the reasons why.

If your appeal is on administrative grounds, the Training and Consultancy Director will examine your assignment to check that the first mentor has given credit for all work submitted. If a section has been missed, a mark will be given for that section, but no other marking will be carried out. The NGA will arrange for the new score to be recorded and inform you of the result.

If your appeal is on academic grounds, the Training and Consultancy Director will obtain an informed second opinion on the work you submitted. The method used will normally be a review of the original marking unless the Training and Consultancy Director considers that another method, such as blind second marking, will give a fairer result. If the second opinion confirms that your original grade was reasonable, that grade will remain unchanged. If the Training and Consultancy Director and second opinion agree that your original grade was not within a reasonable range, they will jointly agree a revised grade to be recorded.

If your appeal is on both academic and administrative grounds, both the above processes will be followed. Administrative issues will be considered first and resolved before academic reconsideration. Any administrative errors will be corrected in full, but a change on academic grounds will only be made where the original grade was not reasonable.

When your appeal has been determined, the Training and Consultancy Director will write to you with details of the outcome.

## Appendix 1

Required engagement – a participant must be able to show a total score of at least 80 for satisfactory completion.

Programme Element	Weighting/100	Satisfactory completion
Unit 1	12	
	1	Completion of audit for each module
	2	Completion of each module recommended to be studied by audit
	4	Passing of assessment for each module (pass mark 60%) - 0.5 per module
	(weighting below)	School based project agreed with Mentor
Diagnostic 1	5	Generation of report including feedback from at least 4 suitable reviewers
Mentoring 1	6	Satisfactory participation in mentoring
Unit 2	12	
Preparation	1	Completion of all e-learning multiple choice questions (pass mark 60%)
Workshop	10	Satisfactory engagement (reported by facilitator)
Consolidation	1	Completion of all e-learning multiple choice questions (pass mark 60%)
Substituted performance	5	Instead of 'Workshop' if 80% pass mark in both sets of e-learning questions (If class missed and 10 not obtainable this can be counted towards total score)
Unit 3	12	
Preparation	1	Completion of all e-learning multiple choice questions (pass mark 60%)
Workshop	10	Satisfactory engagement (reported by facilitator)
Consolidation	1	Completion of all e-learning multiple questions (pass mark 60%)

Substituted performance	5	Instead of 'Workshop' if 80% pass mark in both sets of e-learning questions (If class missed and 10 not obtainable this can be counted towards total score)
Unit 4	12	
Preparation	1	Completion of all e-learning multiple choice questions (pass mark 60%)
Workshop	10	Satisfactory engagement (reported by facilitator)
Consolidation	1	Completion of all e-learning multiple choice questions (pass mark 60%)
Substituted performance	5	Instead of 'Workshop' if 80% pass mark in both sets of e-learning questions (If class missed and 10 not obtainable this can be counted towards total score)
Unit 5	12	
Preparation	1	Completion of all e-learning multiple choice questions (pass mark 60%)
Workshop	10	Satisfactory engagement (reported by facilitator)
Consolidation	1	Completion of all multiple choice e-learning questions (pass mark 60%)
Substituted performance	5	Instead of 'Workshop' if 80% pass mark in both sets of e-learning questions (If class missed and 10 not obtainable this can be counted towards total score)
School Based Project Report	15	Submission by deadline in required format and satisfying the criteria
Learning Log	10	Submission by deadline in required format and satisfying the criteria
Diagnostic 2	3	Generation of report including feedback from at least 4 suitable reviewers
Mentoring 2	6	Satisfactory participation in mentoring
<b>Total</b>	<b>100</b>	



## Appendix 2

### Required Progress Criteria

Examples of the progress expected by participants during the programme:

An average improvement of at least 1.5 in 50% of competencies where average score for all competencies in Diagnostic 1 was 3.5 or below

or

Improvement of at least 1.0 in 70% of all competencies which were scored at 2 or 3 in Diagnostic 1

or

Improvement of at least 20% for the aggregate of all scores (where participant starts on average of at least 3.5 across all competencies in Diagnostic 1

## Appendix 3

### Examples of required attainment criteria

A score of at least 4 in 70% of all competencies and no competency score of less than 2 or

Average score for all competencies of at least 3.5 with no more than 10% of all competencies less than 2

or

A score of at least 3 in 60% of competency areas and an average score across all competency areas of 3.5.