



Centre Policy – Harlow College

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy (Harlow College) for determining Teacher Assessment and Centre Assessed Grades – Summer 2021:

Background

Our policy takes into account the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

It includes:

- A statement of intent
- Roles and responsibilities
- Training, support and guidance
- Use of appropriate evidence
- Determining teacher assessed grades
- Internal quality assurance to determine a Centre Assessed Grade
- Comparison of teacher assessed grades to results for previous cohorts
- Access Arrangements and Special Considerations
- Addressing disruption/differential lost learning (DLL)
- Objectivity
- Recording decisions and retention of evidence and data
- Authenticating evidence
- Confidentiality, malpractice and conflicts of interest
- External Quality Assurance
- Results
- Appeals
- Annex A – A Student Guide to How Grades will be Calculated in 2021

Centre Policy for determining Teacher Assessment and Centre Assessed Grades – Summer 2021: Harlow College (including Stansted Airport College)

Statement of intent

Statement of Intent

The purpose of this policy is:

- *To ensure that our teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across College teams, to determine a centre assessed grade.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher and centre assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of our centre assessed grades.*
- *To support our centre in meeting its obligations in relation to equalities legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

Roles and responsibilities

Roles and Responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Head of Centre

- *Our Head of Centre, Karen Spencer, Principal & CEO, will be responsible for approving our policy for determining Teacher and Centre Assessed Grades.*
- *Our Head of Centre has overall responsibility for Harlow College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that Teacher Assessed Grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by Awarding Organisations to determine a Centre Assessed Grade.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced, followed and signed-off in advance of results being submitted.*

Vice-Principals

- *the VPs will oversee the work of the Quality Team and Heads of Academy in arriving at a Teacher Assessed Grade.*
- *they will ensure that Teacher Assessed Grades are moderated using historic data, value added and progress data to ensure robust and objective centre assessed grades are determined.*

Quality Team and Heads of Academy

Quality Team and Heads of Academy will:

- *provide training and support to our relevant staff teams, alongside our College Quality Team.*
- *support the Head of Centre in the quality assurance of the Teacher Assessed Grades and determining the Centre Assessed Grade.*
- *ensure an effective approach within and across teams and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their team make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Quality Assurance Checklist is completed for each qualification that they are submitting.*

Teachers/ Additional Learning Support Team

Our teachers and additional learning support team will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide Teacher Assessed Grades for each student they have entered for a qualification.*
- *ensure that the Teacher Assessed Grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used (including indicative content covered, relative size of the content, timing within the course), the level of control for assessments considered (e.g. internal coursework, non-examined assessment, homework, mock assessments, controlled assessments), and any other evidence that explains the determination of the final Teacher Assessed Grades. Any necessary variations for individual students will also be recorded, including where a student has either access arrangements/special consideration or DLL.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Management Information Services Team

- *provide historic centre data, value added and progress data to assist the appropriate decision making in respect of Teacher and Centre Assessed Grades.*

Examinations Officer and Examinations Team

Our Examinations Officer and Examinations Team will:

- *be responsible for the administration of our final Centre Assessed Grades and for managing the post-results services.*

Training, support and guidance

Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *Managers involved in the oversight and awarding of teacher and centre assessed grade will be trained on awarding organisation and College processes and procedures.*
- *Teachers involved in determining grades in our centre will be trained on College processes and procedures.*
- *Teachers will attend any centre-based training and moderation activity to help achieve consistency and fairness for all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Teachers and teachers less familiar with assessment

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *The team manager will ensure there is mentoring from experienced teachers to new teachers and teachers less familiar with assessment.*
- *Teacher Assessed grades will be moderated by the Team, as well as, subject to internal quality assurance.*

Use of appropriate evidence

A. Use of evidence

This section gives details in relation to our use of evidence and gives due regard to the JCQ guidance entitled: *Guidance on grading for teachers.*

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine Teacher and Centre Assessed Grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*

- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects Awarding Organisation mark schemes.*
- *We will use substantial classwork or homework (including work that took place during remote learning).*
- *We will use internal tests taken by students.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study.*
- *We will seek, as far as possible, to ensure that assessment evidence used to determine grades is consistent within a class cohort.*
- *Where assessment evidence is missing, we will identify appropriate alternative evidence or additional assessment materials to ensure students are provided with the best opportunity to demonstrate what they know.*
- *Where students are resitting a qualification, we will take into account their prior attainment as assessment evidence, and a student will not be able to obtain a lower grade than already formally awarded.*

We will provide further detail in the following areas:

Additional Assessment Materials

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence or evidence progress over time.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that has not been taught.*

Our Centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college or under supervision online.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
- *We will consider the timing of the assessment, for example, whether it was undertaken towards the start or the end of the course of study.*

Determining teacher assessed grades

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Team Manager and Head of Academy. Any necessary variations for individual students will also be shared.*
- *The Assessment record will include access arrangements, special considerations and how any DLL has been considered to make variations for individual students.*

Internal quality assurance to determine Centre Assessed Grade

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject teams.

- *We will ensure that all teachers involved in determining Teacher Assessed Grades read and understand this Centre Policy document.*

- *In subjects where there is more than one teacher and/or class in the Team, we will ensure that our centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at Teacher Assessed Grades*
 - *Marking of evidence*
 - *Reaching an holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal moderation across all grades and all teachers for each subject.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of Teacher Assessed Grades.*
- *We will use historic data, value added and/or progress data (MIS data) to undertake internal standardisation across all grades to arrive at a Centre Assessed Grade.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our Awarding Organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation. Our MIS data will be used 'blind' to standardise our teacher assessed grades and arrive at a centre grading decision.*

Comparison of teacher assessed grades to results for previous cohorts

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in the past June series in which exams took place in 2017 - 2019. As well as, the November series exams for GCSEs in Mathematics and English for 2020.*
- *We will consider value added and/or progress data where applicable for both current and prior cohorts, comparing the prior attainment profile of the different year cohorts to ensure parity/equity.*
- *We will consider the size and composition of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade, value added and/or progress outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will include grades from November GCSEs because we have previously offered these.*
- *We will bring together other data sources, including for example the current cohort profile compared to previous cohorts, to help to quality assure the grades we intend to award in 2021.*

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- *We will omit subjects that we no longer offer from the historical data.*
- *We will consider changes in size of the cohort e.g. substantial growth or decline.*
- *The prior attainment profiles of different cohorts to ensure fair and valid judgements based on prior academic profile.*

Access Arrangements and Special Considerations

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration)

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has already taken place, we will ask teachers to consider how reasonable adjustments or access arrangements have been considered and to include this consideration in their grading for the Assessment Record.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in their assessment(s).*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*
- *Where students have missing assessment evidence, due to for example self-isolation, we will replace this with suitable alternative piece of evidence, or an average grade from other components or an alternative assessment. This will be recorded on the Assessment Record.*

Objectivity

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

The Executive Team, Heads of Academy and the Head of Centre will consider:

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);*
- *how to minimise bias in questions and marking and hidden forms of bias; and*
- *bias in Teacher Assessed Grades.*

To ensure objectivity, all staff involved in determining Teacher Assessed Grades will be made aware that:

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *Teacher Assessed Grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed, therefore careful production and scrutiny of the Assessment record is required*

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

- *our MIS data will be used to standardise our judgements for Centre Assessed Grades and ensure unfairness is minimised*

Recording decisions and retention of evidence and data

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teaching Teams and Heads of Academy maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which are detailed in the [FE/HE Academic Misconduct Policy](#) are in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by Awarding Organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of both teacher and centre assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made for teacher and centre assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

External Quality Assurance

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the Awarding Organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades, has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the Awarding Organisations, including the withholding of results.*

Results

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days.*

- Update the link in the policy for appeals to the TAG appeal policy on the website
- Change results collection for A-Levels to be emailed out on the day

Appeals

A. Appeals

This section details our approach to managing Appeals, including Centre Reviews, and subsequent Appeals to Awarding Organisations.

- *All staff involved have been made aware of the arrangements for, and the requirements of, Appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews and will be available to ensure their prompt and efficient handling.*
- *Leaners have been appropriately guided as to the necessary stages of Appeal.*

- *Arrangements will be in place for the timely submission of Appeals to Awarding Organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of Appeals, and to record their awareness that grades may go down as well as up on Appeal.*
- *Appropriate information on the Appeals process will be provided to parents/carers.*
- *See additional 2021 Appeals Policy here [Harlow College Appeals Policy](#)*

Annex A

How Grades will be calculated in 2021 – A Student Guide

Assessments	<p>Your teacher will provide you with details of which assessments will be used as evidence to determine an initial grade.</p> <p>These can include substantial homework tasks, internal assessments and tasks, mock examinations, coursework components and additional assessment materials where appropriate. These will be loaded onto a Portfolio of evidence on Showbie.</p> <p>Consideration will be given for access arrangements, special consideration (e.g. illness) and/or lost learning.</p> <p>Your teacher cannot provide you with a Teacher Assessed Grade, as grades remain confidential until results days.</p>
Assessment Record	<p>Your assessment evidence will be compiled into an Assessment Record which also details any consideration of individual circumstances.</p> <p>This Assessment record is used by the College to calculate your Teacher Assessed Grade.</p>
Team Quality Assurance	<p>The grades awarded on your Assessment Record will be standardised by your teaching team and Head of Academy. This is to ensure fairness across the cohort of students.</p> <p>This standardisation will include moderating work across different grades to ensure work is of the same standard and marked accurately.</p>
Internal Quality Assurance Review	<p>In addition to Team Quality Assurance, members of the Executive will review Teacher Assessed Grades against data produced from our management information system to ensure that judgements are fair and robust.</p> <p>Where the Internal Review identifies significant disparities in judgements, an additional panel will be held to review evidence and agree a Centre Grade.</p>
Centre Assessment Grade	<p>The Teacher Assessed Grade plus the Internal Quality Assurance Review provides an agreed Centre Assessed Grade which will be submitted to the Awarding Organisation.</p>
External Quality Assurance	<p>Your Assessment Record and portfolio of evidence will be available for external quality assurance by Awarding Organisations.</p>

Results	<p>Results days for 2021 are:</p> <ul style="list-style-type: none"> • 10 August – A level • 12 August - GCSE <p>The College will send a communication with details on when and how to access your results.</p> <p>10th August – A Level results to be emailed out on the day 10th August – VTQ exam results to be emailed out on the day. 12th August – GCSE results to be emailed out on the day.</p>
Appeals	<p>Teacher Assessed Grades You have the right to Appeal your Teacher Assessed Grade. Details of how to do this can be found here - Teacher Assessed Grades Appeals Summer 2021</p> <p>Grades that are not Teacher Assessed Grades You have the right to Appeal your grade. Details of how to do this can be found here - Harlow College Appeals Policy</p> <p>Appeals must be submitted by:</p> <p>10 August to 7 September: priority Appeals window 10 August to 16 August: student requests Centre Review 10 August to 20 August: centre conducts Centre Review 11 August to 23 August: centre submits Appeal to awarding organisation 10 August to end October: majority of non-priority Appeals take place 10 August to 3 September: student requests Centre Review 10 August to 10 September: centre conducts Centre Review 11 August to 17 September: centre submits Appeal to Awarding Organisation</p>