

# Exams Policy

Version 5

**This policy includes:**

Non-Examined Assessment Policy  
Trust Escalation Process  
Refers the Trust Whistleblowing Policy  
Recognition of Prior Learning

**This policy applies to all Secondary and Post-16 NCLT institutions.**

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## **1.0 Purpose of the Policy**

The Trust is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- All aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to.
- The workforce is well informed and supported.
- All centre staff involved in the exams process clearly understand their roles and responsibilities.
- All exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times.
- Exam candidates understand the exams process and what is expected of them.

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

## **2.0 Roles and Responsibilities**

**The Head of Centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. It is the responsibility of the head of centre to ensure that all staff comply with the instructions in this policy. Failure to do so may constitute malpractice as defined in the JCQ publication *Suspected Malpractice: Policies and Procedures*.

**The Trust Examinations Manager** is the person appointed by the Trust to support the Head of Centre and the Examinations Officers in ensuring they can meet their roles and responsibilities.

**The Examinations Officer** is the person appointed by the Trust to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

**The Head of Centre may not appoint themselves as the Examinations Officer.** A Head of Centre and an Examinations Officer are two distinct and separate roles.

## **3.0 Examination Processes**

### **3.1 Opportunity, Equality and Diversity**

- 3.1.1 We aim to provide a variety of qualifications that provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.

3.1.2 We will endeavour to ensure that the examination processes are implemented in a way which is fair and non-discriminatory informed by the Trust equality and diversity policy.

### 3.2 **Access**

3.2.1 The policy is accessible on the NCLT website for student and public viewing. Teachers will be able to access the policy on Sharepoint.

### 3.3 **What Students Can Expect From Us**

3.3.1 We aim to ensure that all examination processes are carried out fairly and in keeping with the Awarding Body's requirements.

3.3.2 All centre assessed and non-examined assessments will be assessed fairly against the qualification standards and teachers involved will be fully trained.

3.3.3 Internal assessments will be carried out fairly and conducted in accordance with the Awarding Body's instructions.

3.3.4 Externally marked assessments and exams will be conducted according to the regulations set by the Joint Council for Qualifications and requirements of the Awarding Body.

### 3.4 **What We Expect from Students**

3.4.1 Students are expected to meet all deadlines for coursework and assignments.

3.4.2 Students are expected to achieve the assessment criteria within the given timescale.

3.4.3 All work submitted for assessment purposes must be the student's own. Any work submitted that is not completely their own, will be regarded as malpractice.

3.4.4 Submissions must not include any discriminatory or divisive language. Use of such language will result in failure of the assessment and the possibility of disciplinary action.

3.4.5 Submitted assignments remain the property of the Trust and will only be returned to the student at the discretion of the Trust and then only after the Awarding Body Enquiry About Results (EAR) period has ended.

3.4.6 Students are expected to follow all JCQ Regulations when undertaking written / computer based external assessments and conduct themselves in an appropriate manner. Where a candidate is being disruptive, they may be removed from the exam room and the awarding body informed.

### 3.5 **Malpractice and Plagiarism**

3.5.1 A fair assessment of student's work can only be made if the work is entirely the student's own. Therefore, students can expect an Awarding Body to be informed if:

- they are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- they use an unauthorised aid during an assessment or examination, including information written on their body
- they copy another student's answers during an assessment or examination
- they talk during an assessment or examination without permission from an invigilator.

3.5.2 All allegations of malpractice and plagiarism will lead to a full investigation which will follow the guidance of the relevant Awarding Body. If a student feels they have been wrongly accused of malpractice or plagiarism, they should be referred to the Complaints Policy. Further information on Malpractice is covered later in the policy.

#### **4.0 Controlled Assessments (including Practical Tasks)**

The aim of this section is to clarify the controlled assessments delivery within specifications to ensure security and uniformity of provision.

NCLT will ensure that those students following courses with controlled assessments as part of their learning will undertake their assessment under the correct rules, with the correct level of supervision and in a timely manner.

##### **4.1 Exams Senior Leadership Link**

- Accountable for the safe and secure conduct of controlled assessments.
- Facilitates the sharing of good practice through the Heads of Faculty/Curriculum Team Leaders.
- Hearing of Appeals related to NEA assessment.

##### **4.2 Trust Director of Quality and Standards**

- Updates the Internal Appeals Policy for non-examination assessments with the Trust Exams Manager for approval by the Trust Executive Team (TET).

##### **4.3 Trust Director of IT**

- To ensure an effective Trust Cyber Attack response plan is in place and actioned when required
- Will ensure that timed secure accounts are available for controlled assessment using ICT facilities.
- To provide technical support as and when required.

##### **4.4 SENDCo (Colleges)/ Director of Inclusion (Schools)**

- Ensures access arrangements have been applied for and processed in line with internal and JCQ deadlines
- The SENDCo will inform relevant staff which students require Access Arrangements within specified timeframes.
- Works with relevant staff to ensure requirements for support staff are met.

#### 4.5 Exams Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Distribute a copy of the JCQ Notice to Candidates (for controlled assessments) to all students at the start of the academic year.
- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format.
- To operate a signing in/out system for confidential material.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Exams Senior Leadership Link.
- Dispatch student assessments for moderation to appropriate Awarding Bodies.
- Act upon any recorded malpractice or loss of students work and report this to the Awarding Body without delay.

#### 4.6 Heads of Faculty/Curriculum Team Leaders

- Working with Heads of Faculty/Curriculum Team Leaders within the Trust (where appropriate), collectively decide on the Awarding Body and specification for a particular subject.
- Supply to the Trust Exams Manager with details of all unit codes for controlled assessments in June before the next academic year.
- Establishes roles and responsibilities relating to controlled assessment and provides appropriate support and training.
- At the start of the academic year, begins coordinating subject exam entries with the Trust Examinations Manager and Exams Senior Leadership Link to schedule controlled assessments. Plans ahead to ensure assessments are scheduled appropriately in the academic year considering resources and room availability.
- Ensures assessments comply with the general guidelines, contained in the JCQ publications Instructions for Conducting Controlled Assessments & Non Exam Assessments and Awarding Bodies' subject-specific instructions, including the appropriate levels of supervision and the differences in the management of these assessments.
- Understands the instructions that may be given to candidates regarding assessed tasks; no other information must be given either directly or indirectly to candidates relating to the content of the assessment or the marking.
- Keep a subject log that supports the organisation of additional sessions to allow students to complete controlled assessment they have missed through absence.
- Obtain confidential materials/tasks set by Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times. A signing in/out system is in operation for all secure materials.
- Submit marks via Awarding Body(s) secure websites or Exams Office by specified deadlines. Keeping a record of the marks awarded.
- Post-completion, retaining candidates work securely until all Enquiries about Results outcomes are complete. Any piece of controlled assessment created by a student remains under the ownership of the Trust. Further to this, subjects must retain work until all resit opportunities have been exhausted.
- Report immediately to their Exams Officer if suspected malpractice or loss of students work occurs.

- Provide requested samples of students work by the Awarding Body deadlines.

#### 4.7 Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publications Instructions for Conducting Controlled Assessments and Non Exam Assessments.
- Understand and comply with the Awarding Body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that the proper conditions are in place for the assessment to take place within the facility and all correct signage is displayed.
- Ensure that students and supervising teachers sign authentication or declaration forms on completion of an assessment.
- Must ensure that candidates are clear about the assessment criteria which they are expected to meet in their Controlled Assessments and will provide a thorough explanation or interpretation of such criteria. This explanation or interpretation must be general and not specific to a candidate's work or mark scheme.
- Mark internally assessed components using the mark schemes provided by the Awarding Body.
- Take sensible precautions regarding the security of students' work taken home to mark.
- Report immediately to their Head of Faculty/Curriculum Team Leader if suspected malpractice or loss of students work occurs.
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

#### 5.0 **Non-examination Assessments (including Practical Skills Endorsements and Spoken Language Endorsements)**

The aim of this section is to clarify the non-examinations assessments delivery within specifications to ensure security and uniformity of provision.

The Trust will ensure that those students following courses containing non-examination assessment as as part of their learning will undertake their assessment under the correct rules, with the correct level of supervision and in a timely manner.

##### 5.1 Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update for all appropriate qualifications, stating that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities/spoken language endorsement.

##### 5.2 Trust Director of Quality and Standards (Colleges)/Senior Exams Link (Academy)

- Ensures that the centre's non-examination assessments policy is fit for purpose, working collaboratively with Trust Principals to ensure appropriate consistency.
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.
- Ensures new Heads of Faculty/Curriculum Team Leaders undertake the required training provided by the awarding body on the implementation of the practical endorsement.
- Ensures Heads of Faculty/Curriculum Team Leaders have appropriate procedures in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Accountable for the safe and secure conduct of non-examination assessments.
- Updates the Internal Appeals Policy for non-examination assessments with the Trust Exams Manager for approval by the Trust Executive Team (TET).

### 5.3 Trust IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Will ensure that timed secure accounts are available for non-examination assessments using IT facilities.
- Ensures that steps are taken to protect electronically stored work from corruption and have a backup procedure in place.
- To provide technical support as and when required.
- Ensures any Audio/Visual Recordings are stored electronically in a secure area on the Centre's network and transferred in the format requested by the Head of Faculty/Curriculum Team Leader.
- To ensure an effective Trust cyber attack response plan is in place and actioned when required

### 5.4 SENDCo (Colleges)/ Director of Inclusion (School)

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*.
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to formal assessments taking place.
- Makes subject teachers and other relevant staff aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- Applies for an exemption for a practical endorsement where a candidate cannot access it due to a substantial impairment.
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.



## 5.5 Exams Officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff.
- Enter candidates for individual units (where appropriate) before the Awarding Body deadline
- Ensures copies of all relevant JCQ notices for candidates are made available to all candidates via email and/or SharePoint at the start of the academic year.
- Carries out tasks where these may be applicable to the role in supporting the administration/management and moderation of non-examination assessment.
- Despatches the requested samples of candidates work to the awarding body moderator by the external deadline.
- Confirms with subject teachers that marks have been submitted to the awarding body deadline.
- Ensures any sample returned after moderation is logged and returned to the Head of Faculty/Curriculum Team Leader for secure storage and required retention.
- Accesses or signposts moderator reports to relevant staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure portal or JCQ form 10 to the prescribed timescale.
- Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice.
- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services, Information and guidance for centres.
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure portal to deadline.

## 5.6 Heads of Faculty/Curriculum Team Leaders

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process and provide training if necessary.
- Ensures NEA is delivered using JCQ and awarding body subject specific instructions which include task choice and design.
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- Liaises with the Trust IT Manager to ensure any Audio/Visual Recordings are stored electronically in a secure area on the Centre's network and transferred to in the format stipulated by the Awarding Body
- Ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- To liaise fully with the SENDCo and subject teachers when planning for non-examination assessments to ensure that the needs (e.g. extra time, reader, scribe, etc.) of individual students are met.
- Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.

- Liaises with the visiting examiner where this may be applicable to any externally assessed component.
- Provides the moderation sample (keeping a record of the work submitted) to the Exams Officer to the internal deadline.
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- Retains all marked candidates' work, under secure conditions until all Enquiries about Results outcomes are complete.
- Liaises with the Exams Officer to ensure relevant JCQ/CCA forms are submitted to the awarding body for each exam series affected.
- Ensures accurate internal standardisation
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.
- Supports the Exams Officer in collecting candidate consent where required.
- Report immediately to their Exams Officer if suspected malpractice or loss of students work occurs.

### 5.7 Subject Teachers

- Ensures NEA is delivered using JCQ and awarding body subject specific instructions which include task choice and design
- Attends awarding body training as required to ensure familiarity with the mark scheme/marking process.
- Communicates date(s) when tasks will be taken to all candidates.
- Works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments. Ensures required evidence is forwarded to the SENDCo.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Inform candidates of the criteria used to assess their work.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- Ensures candidates take tasks under the required conditions and supervision arrangements as outlined by the awarding body.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensure all appropriate declaration forms are signed by students and staff as required by the awarding body
- Keeps signed candidate declarations secure until all Enquiries about Results outcomes are complete.
- Report immediately to their Head of Faculty/Curriculum Team Leader if suspected malpractice or loss of students work occurs.
- Takes sensible precautions when work is taken home for marking.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.

- Liaises with the Trust IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks (which could be subject to change by the awarding body moderation process) by internal deadlines, to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.
- Inputs and submits marks via the awarding body secure portals, keeping a record of the marks awarded
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

## **6.0 Academic Appeals**

This procedure sets out the Trust's systems for dealing with student appeals against either the outcomes of external assessments by Awarding Bodies (Examination Boards) or academic decisions made internally by Trust staff.

### **6.1 External Assessments**

If there is a concern about a grade/result following the publication of results, the Trust can submit an application for an Enquiry About Results (EARs) to the relevant Awarding Body. The Trust advises students to discuss their concerns with a subject teacher or Head of Faculty/Curriculum Team Leader in the first instance before considering action.

If the student wishes to proceed, the Trust must submit the application for an EAR within the short enquiry period immediately following the publication of results. It is not possible to make an enquiry about a grade/result in a previous series.

Below is a list of the main services offered by the Awarding Bodies:

#### **6.1.1 Access To Scripts (ATS)**

Access to marked scripts following examinations. There are two types of services on offer:

- Priority Copy Exam Script (GCE only)
- Non-Priority Exam Script

The Trust advises students to obtain a priority copy of their script as non-priority ones cannot be reviewed. The script can then be viewed and considered and there is time to request a standard review. If a UCAS place is pending, it is advisable to go straight to a Priority Review of Marking.

### 6.1.2 Review of Marking (RoM)

This service offers a review of the original marking to ensure that the marks have been totalled correctly and the relevant mark scheme has been applied correctly. A priority review of marking can be requested for students whose place in Further/Higher Education depends upon the outcome. There is a short window of opportunity following results day for requests. A photocopy of the reviewed script may also be requested.

A Review of Marking can only be requested for examined/externally assessed units. A coursework unit cannot be reviewed for individual students.

There are three possible outcomes of a RoM:

- The original mark is lowered, so the final grade may be lower than the original grade received
- The original mark is confirmed as correct, and there is no change to the grade
- The original mark is raised, so the final grade may be higher than the original grade received

Even if marks are raised or lowered, this may not affect the overall original grade if it does not move across the grade boundaries.

Each Awarding Body has different costs for these services and information of fees and deadlines will be provided on results day. In certain circumstances the Trust will pay for a review of marking but this will be on a qualification-by-qualification basis supported by historical reviews of marking analysis where available

Written consent from the candidate **MUST** be obtained in all cases before review of marking can be submitted. Consent from the parent cannot be accepted. Purely parental requests for EARs cannot be processed, as the result belongs to the candidate. Individual students or parents cannot deal directly with Awarding Bodies.

The outcome of the review will be emailed to the student on the email address provided and also copied to the Head of Faculty/Curriculum Team Leader.

If teaching staff require access to scripts for teaching and learning purposes, they are able to request these before the deadlines. The candidate's written consent must be obtained prior to submitting the request to the Exams Office. The candidate's identity, such as name and candidate number, must be redacted.

### 6.1.3 Internal Appeals Procedure for Post Results Services

All candidates have the opportunity to apply for a post results service, irrespective of whether or not this is supported by the College/Academy.

If, following the outcome of a Review of Marking, the candidate wishes to appeal the awarding body decision, they should initially raise any concerns with the Head of Faculty/Curriculum Team Leader within ten calendar days of the awarding body issuing the outcome of the review, giving clear and concise grounds for wishing to appeal.

The Head of Faculty/Curriculum Team Leader will consult with the head of centre and the Exams Officer and a written statement will be obtained from the candidate.

Appeals can only be submitted by the head of centre if they consider that either

- a marking or moderation (or a review of marking/moderation) error has occurred; or
- the awarding body did not apply its procedures consistently, properly or fairly

Appeals to the Awarding Body will be made, by the head of centre, within 30 calendar days of the awarding body issuing the outcome of the review.

When notification of the outcome of appeal is received from the awarding body, this will be communicated to the candidate within 7 working days.

## 6.2 Internal Assessments

### 6.2.1 Internal Appeals Procedure (including NEA)

**A student has the right of appeal to the College/Academy against the marking/assessment process in the internal assessment, but not against the actual mark or grade submitted by the College/Academy for moderation by the Awarding Body.**

All students are able to gain access to:

- the marks awarded to them by the centre for an internal assessment
- all comments recorded by the centre relating to their internally assessed work
- any correspondence between the centre and the Awarding Body relating to their internally assessed work
- information, if available, as to whether their work was sampled by the Awarding Body
- the moderated mark given to the work by the Awarding Body, if known
- relevant Awarding Body procedures for the conduct of internal assessments.

#### Stage 1

Students should initially raise any concerns about their internally assessed marks with the subject teacher who has marked the work. The subject teacher can give the student a full explanation of the methods used, the marks awarded and the comments made about his/her work.

#### Stage 2

Where this does not satisfactorily address the concern (Stage 1), the matter should be drawn to the attention of the Head of Faculty/Curriculum Team Leader, who will consult with the Exams Senior Leadership Link.

If the concern is still not resolved to the satisfaction of the student, a written request can be made (Stage 3) by the student for the matter to move to a formal appeal.

#### Stage 3 – Written Appeals Procedure

This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will be used only in exceptional circumstances.

An appeal can be made to the College/School concerning an internal assessment.

- Appeals may be made to the College/School regarding the procedures used in internal assessment, rather than the actual marks or grades submitted by the College/Academy for moderation by the Awarding Body.
- A student wishing to appeal against the procedures used in the internal assessments, such as coursework, should contact the Exams Senior Leadership Link as soon as possible to discuss the appeal. In addition, a written appeal (stating details of the complaint and reasons for the appeal) must be submitted to the Principal for the series in which the work is assessed.
- Upon receipt of a written appeal, the Exams Senior Leadership Link, together with another member of the College/Academy's Senior Management Team, will conduct an enquiry into the internal assessment provided that neither member of staff has played a part in the original assessment process. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.
- The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and any of the steps taken to protect the interests of the student further.
- If, at any time, the appellant is unhappy about the response in writing, she/he can ask for a personal hearing where a panel will consist of two people not previously involved.

#### 6.2.2 Moderation

After work has been assessed internally, it is moderated by the Awarding Body to ensure consistency in marking between centres. This moderation can change the marks awarded for internally assessed work. Review of moderation cannot be undertaken upon the work of an individual candidate. This process is outside the control of the Trust and is not covered by this procedure.

**Note:** Each Awarding Body specifies detailed criteria for the internal assessment of work. In addition, the Awarding Body must moderate the assessment and the final judgment on marks awarded is that of the Awarding Body. Appeals against matters outside the Trust's control will not be considered in the Trust's Appeals Procedure.

### 6.3 Appeals regarding centre decisions relating to access arrangements and special consideration

6.3.1 This procedure confirms NCLT's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3z) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding centre decisions relating to access arrangements and special consideration

NCLT will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**

- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

### 6.3.2 Access arrangements and reasonable adjustments

In accordance with the regulations, NCLT:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates AARA (Importance of these regulations)

### 6.3.3 Special consideration

Where NCLT can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

### 6.3.4 Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include NCLT's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where NCLT makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted within 5 working days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 5 working days of the appeal being received and logged by the centre.

If the appeal is upheld, NCLT will proceed to implement the necessary arrangements/submit the necessary application.

## **6.4 Appeals regarding centre decisions relating to other administrative issues**

6.4.1 Circumstances may arise that cause NCLT to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where NCLT may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- An Internal appeals form should be completed and submitted within 5 working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 5 working days of the appeal being received and logged by the centre.

## **7.0 Access Arrangements**

### **7.1 Definition**

Access Arrangements are pre-exam adjustments made for individual students, based on evidence of need and the student's normal way of working. These are agreed before the assessment stage and help reduce the effect of a disability or difficulty, which places the student at a substantial disadvantage.

There are wide varieties of disabilities that may affect study in a College/Academy. These range from obvious, severe physical limitations and sensory impairments to the more subtle effects of specific learning difficulties (e.g. dyslexia or dyspraxia), mental health issues and brain injuries.

Therefore, it is impossible to state requirements that would apply to all Access Arrangement students.

Some examples are (but not limited to):

- Modifying assessment materials such as large print question papers
- Providing assistance during the assessment such as a scribe, a reader and/or a prompt
- Practical assistant or a sign interpreter



- Re-organising the student's physical environment
- Alternative ways of presenting responses such as a word processor
- Allowing extra time for an examination or for the completion of coursework
- Supervised rest breaks.

Any students using a wheelchair will be able to use the slopes around site, the lifts and if taking exams in the sports hall, this is situated on the ground floor. Early access into the exam room can be given for wheelchair users or those using crutches, before other students arrive.

It is the responsibility of the SENDCo (Colleges) (Director of Inclusion in the Academy) to identify students who may be in need of Access Arrangements. This is done via a variety of sources: college application forms, tutor/teacher referrals, parents and student self-referrals.

Assessments are carried out by an assessor(s) appointed by the Head of Centre. The assessor(s) are appropriately qualified as required by JCQ regulations in Access Arrangements section 7.3.

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in Access Arrangements by the SENDCo. This process is carried out prior to the assessor undertaking any assessment of a candidate.

The SENDCo is responsible for assessing appropriate reasonable adjustments based on the student's needs or arranging for such assessments to be made by a suitably qualified person. Assessments are made on a subject-by-subject basis. All access arrangements will be applied for/implemented at the discretion of the SENDCo, will be assessed on an individual basis and in accordance with the JCQ regulations.

Any assessments or tests used in support of the application must show a strong correlation between the assessment or test and specific access arrangement sought.

In other circumstances, such as medical, physical or psychological requirements, a medical consultant, SENDCo, CAMHS Specialist or other suitability-qualified person must provide appropriate written evidence of need.

The SENDCo prepares a file for each student and includes the Data Protection Notice (DPN Form) which has been signed by the student. The DPN is signed prior to applying for any AAs online, as consent to share information on the secure AAOL website.

Access arrangements must then be approved, by Awarding Body or Centre, according to the JCQ regulations (who comply with the *Equality Act 2010*) set forth in the document Access Arrangements & Reasonable Adjustments and set in place prior to the commencement of the assessment. Each application for access arrangements is considered on its own merit and on the evidence presented.

The SENDCo, processes each access arrangement application as follows:

- Applies on-line for Awarding Body(s) approvals using their secure website
- Liaises regarding responses to rejected applications

- The SENDCo/Study Support Team will update Cedar and the individual student files
- The SENDCo will update the Exams Officer with any new or changed Access Arrangements following JCQ approval and/or any Centre Delegated Access Arrangements for each exam series by pre-defined deadlines.
- The Exams Officer will input the AA codes into Unit E – which will feed through to the seating arrangements
- The SENDCo prepares an individual file for each student that is held securely as an electronic file with a copy of the signed data protection notification form and Awarding Body Approval.
- The SENDCo ensures files are available for inspectors and Awarding Bodies as required
- The Exams Officer (with assistance of the SENDCo) implements the access arrangement for every applicable exam series
- Both departments work within the JCQ and internal deadlines set for each exam series
- All information is treated confidentially and released on a 'need-to-know basis'.

Rooming, invigilation and support for the access arrangement candidates will be organised by the Exams Officer in consultation with the SENDCo.

Wherever possible students eligible for access arrangements will not usually be seated in the main examination hall with the main cohort (unless requested). They will be seated elsewhere and must remain seated until the end of the normal duration of the exam. They can decide to take none, some or all of their extra time (if eligible). This will be noted on their AA Record form by the invigilator as evidence.

The SENDCo ensures all information is handled sensitively and made available to staff via the internal Cedar system. The SENDCo then contacts the parent/guardian and the student, informing them of the approved access arrangement and when it will be implemented.

Evidence required for eligibility for access arrangements is detailed within the SEND Policy.

Applications should be processed prior to the dates published in the JCQ Access Arrangements publication, released annually.

The Exams Department must be informed by the SENDCo of the individual access arrangements, JCQ approved and centre delegated for each student. The Trust Exams Manager will agree internal deadlines with the Trust SEND Manager in September. This will allow enough time for preparation for each exam series and completion of the seating arrangements.

Any access arrangement requested or information submitted to the Exams Department after these deadlines, may not be implemented in time for the forthcoming exam series. The SENDCo should inform the student if this is the case.

Access arrangements do not have to be used by the student for every exam, but should be implemented should they be required. Details of which access arrangements are used for each exam are recorded by the invigilator for every exam and these record sheets are passed to study support for candidate files as evidence.

## **7.2 Emergency Access Arrangements**

Emergency access arrangements are put in place as a result or consequence of an accident or an emergency where a candidate has temporarily been impaired at the time of their exam, test or assessment.

For example, if a student breaks his/her arm, we may be able to provide a scribe for written work. The Exams Office deals with these on an individual basis, in liaison with the SENDCo.

## **7.3 Use of Word Processor (spell check and grammar check disabled) in exams**

Use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

The Trust must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties.

Candidates who may be granted the use of a word processor are those with:

- A learning disability which has a substantial and long-term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisation problems when writing by hand
- Poor or illegible handwriting

Use of a word processor will be granted providing the candidate meets at least one of the above criteria and is their normal way of working. Evidence for this could include an example of the candidate's written work, a completed evidence form from a tutor, a referral from a teacher highlighting concerns, information collated from the previous school or results from a test of speed in a free writing test.

Use of a word processor will be granted on a subject by subject basis. Use of a word processor may not be required for every subject taken by the candidate.

For students who are granted the use of a scribe or word processor, it is not usually recommended that they receive this provision for exams in Mathematics, unless specifically requested by the candidate. This will be determined by the SENDCo if granted for Maths and the exams staff will be informed.

If the candidate never uses the word processor for exams, Study Support will consider withdrawing the exam arrangement.

## **7.4 Smaller Room Policy for Exams**

Any student indicated by the SENDCo to have a 'smaller room' would mean that they are not seated in the main examination hall with the main cohort, but there is no limit to how many students are in the smaller room, depending on the capacity. The access arrangement would be determined by the SENDCo in line with JCQ guidance.

## **7.5 Separate Room Policy for Exams**

Separate invigilation is determined by the SENDCo, in conjunction with relevant teaching staff and Exam Officer. JCQ are clear in that the decision to offer separate invigilation to candidates is the responsibility of the SENDCo. Its decision is based on whether the candidate has a substantial and long term impairment which has an adverse effect and the candidate's normal way of working within the centre.

Separate invigilation is no different to other access arrangements; such as prompters, supervised rest breaks etc. Progress tutors, teachers, Safeguarding and the SENDCo with pastoral responsibilities will know precisely those students with established and long term health conditions and whether separate invigilation is warranted. Working with the SENDCo and Exams Office, who may highlight issues such as room availability and the need for additional invigilation, a centre-based decision is made on the need for separate invigilation.

Medical evidence must be provided from a consultant or specialist (not a GP) in advance, to support a separate room access arrangement and then be approved by the SENDCo.

## **7.6 Other Access Arrangements**

Where a student has an appropriate access arrangement and the use of resources printed on coloured paper is their normal way of working in lessons, exams will be printed on coloured paper. This will be determined by the SENDCo. The use of coloured overlays in exams for use with printed reading material will be encouraged, but in some circumstances that reading material may need to be printed on coloured paper. This will also be determined by the SENDCo. The SENDCo will provide the Exams Officer with full details of the exact colour of paper required by each student.

Students requiring the use of a reader will be encouraged to use a reading pen rather than a human reader, unless absolutely necessary. This will be determined by the SENDCo.

Where a student is eligible for a scribe, the candidate will be encouraged to use a word processor (depending on typing skills/speed) unless a scribe is deemed absolutely necessary and is the normal way of working. This will be determined by the SENDCo.

## **8.0 Verifying Identity**

8.1 Invigilators must establish the identity of all candidates sitting examinations.

8.2 A private, external or transferred candidate who is not on roll at the college/school must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. External candidates are identified on the seating plan to the invigilators.

8.3 In cases where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. This includes checking for ear phones underneath head veils where the ears are covered. Centres must inform candidates of this procedure in advance of their first examination.

- 8.4 Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.
- 8.5 All candidates must wear their individual college photo ID card lanyard at all times whilst on Trust premises. All candidates are informed that they must bring their ID card for all exams. They are asked to place their photo ID badge on the desk so it is visible to the invigilators throughout the exam. The invigilators perform a thorough ID check against the seating plan as soon as the exam starts. In the academy the invigilators are provided with candidates photographs.
- 8.6 Should a candidate forget their ID badge, they should have obtained a temporary ID badge from reception before entering the exam room and there are photobooks in the main exam venue for the invigilators to check. If in doubt, the Exams Officer can check identity on Cedar.

## **9.0 Emergency Evacuation Procedure**

- 9.1 The exam announcement will be read out before commencing each exam. The exam announcement explains what the students should do and where they should go in the event of a fire alarm or another alert and if evacuation is necessary.

### **The safety of the students is paramount.**

- 9.2 Invigilators at NCLT have been informed that they must take the following action (in accordance with JCQ Instructions for Conducting Examinations (ICE) regulations.

- Stop the candidates from writing and close their exam papers. Make a note of the time.
- For the **SPORTS HALL** – the Lead Invigilator(s) should await instructions from either the Exams Team or Senior Management as to whether it should be evacuated, unless the fire can be seen or smelt, in which case the room should be evacuated as per the procedure below. Students should stop writing and close their exam papers. The exam is temporarily stopped and restarted when the alarm has stopped, the students should be given the full-time duration.
- In all other venues (other than the Sports Hall) – students should evacuate on the sounding of the alarm and follow the procedures which will be explained at the start of the examination

- 9.3 Announce the following to all students if the room needs to be evacuated:

- Use the nearest fire exit door(s) and stay with the invigilators, congregate within the relevant fire assembly point, away from non-exam students
- You must leave all your exam materials on the desk
- Do not collect your coats and/or personal belongings
- You must remain under exam conditions and stay silent
- Now listen to my instructions on how we will evacuate the building.

- 9.4 The Lead Invigilator must evacuate the room quickly, quietly and orderly. They **must** collect the **Attendance Register**, ensure all students have evacuated the exam room, close/lock the exam room door and move the group calmly to the relevant Fire Assembly Point for exam students.

- Once at the Exams Designated Fire Assembly Point – check all students are accounted for using your Attendance Register. If anyone is missing, this must be reported to the evacuation official and Exams Officer immediately.
- Students should be reminded not to talk at any time as they are still under exam conditions and the evacuation will need to be reported to the relevant exam board(s) by the Exams Officer as soon as possible.
- Supervise students as closely as possible while they are out of the exam room to make sure there is no discussion about the exam or other signs of misconduct. Students should remain in one place under the supervision of the invigilator(s).
- When instructed, supervise the return of students to the exam room.
- Make a note of the time of the interruption and how long it lasted.
- A member of the Exams Team and/or the Lead Invigilator will announce that the exam will restart and they will be given the full remaining time allotted for their exam and the Awarding Body(s) will be informed of the incident.
- The Lead Invigilator must complete an Incident Report Form and this must be given to the Exams Officer so they can produce a full report of the incident and of the action taken to be forwarded to the relevant Awarding Body(s).
- A special consideration application will be submitted at the end of the series by the Exams Officer for all candidates affected.

9.5 In addition to the actions required by JCQ ICE regulation above, invigilators are also informed of the following centre-specific actions or information.

- The exam room must be evacuated by the nearest fire exit.
- Ensure aid is provided for anyone who needs assistance to leave the exam room/building.
- On returning to the exam room, ensure students are in their correct seat, allow them time to settle down and remind them they are still under exam conditions.
- Restart the exam and allow students the full working time set for the examination.
- Make relevant changes to the displayed finish time.
- All information regarding the evacuation must be recorded on the Incident Report Form.
- The Exams Officer must submit a written report to the relevant awarding body for all of the exams affected.
- The Exams Officer must submit any necessary applications for special consideration for all candidates affected.

## **10.0 Lockdown Procedure (please refer to NCLT Lockdown/Evacuation Procedure)**

10.1 The lockdown procedure as detailed in the Lockdown policy will be followed when students are taking examinations. On hearing the lockdown alarm staff, students and visitors will:

Run – Move quickly and calmly to the nearest safest point  
 Hide – Take reasonable steps to hide from a potential threat  
 Tell – Inform others of the threat

## **11.0 Examination Timetables & Clashes**

- 11.1 For each exam series, individual student exam timetables will appear on Cedar shortly before the first exam. Students and Progress Tutors will be notified when it is available to be viewed.
- 11.2 **Candidates are asked to check their personal details (full legal name, spelling and date of birth) and their exams very carefully via tutorials – if there are any discrepancies they should inform Students Services and the Exams Officer immediately and follow the procedure to verify and change the information.** If there are any errors/omissions/queries or their exam timetable is not on Cedar, they are advised to contact the **Exams Office** immediately.
- 11.3 Start times for exams at NCLT colleges are 9.00am and 1.15pm. The school start times are 9.00am and 1 pm. The JCQ published start times are 9.00am and 1.30pm therefore ALL students MUST be supervised until 10.00am and 2.30pm (1 hour after the JCQ published start time) to maintain the security and integrity of the exam papers. Any student leaving the exam unsupervised before this time will be reported to JCQ and will be at risk of disqualification.
- 11.4 All students are expected to stay until the end of the normal exam duration.
- 11.5 Candidates with exam clashes of three hours or less in total per session (AM or PM) will sit their exams consecutively. Their exam timetable on Cedar will be amended and they are asked to continuously check for changes.
- 11.6 Candidates with exam clashes totalling **more than** three hours in one session, may have an exam moved to an earlier or later session on the same day. However, there are strict JCQ regulations that students are made aware of and must adhere to. They will be kept under supervision by allocated members of the invigilation team from the start of the first exam until the end of the last exam that day. They must bring their own lunch/drinks and revision materials at the start of the first exam. They will not be allowed to leave the room unsupervised at any time. Cigarette breaks or buying food from the canteen will not be permitted.
- 11.7 Where a candidate has a timetable clash involving an AS Further Mathematics, AS Mathematics, A-Level Further Mathematics or A-Level Mathematics examination, these examinations **cannot** be moved to the morning session, as per JCQ Regulations.

## **12.0 Overnight Supervision**

- 12.1 Any students with the exam duration of **more than** six hours in one day (for GCE and Level 3 qualifications) or **more than** five hours and 30 minutes in one day (for GCSE and Level 2 qualifications), including approved extra time allowances and/or supervised rest breaks, may be offered overnight supervision, this must be in adherence with JCQ regulations. Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted. The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout.

- 12.2 If a student takes exams in excess of the above durations, special consideration will be applied for the last exam of the day. If overnight supervision is agreed instead, special consideration will not be applied. The candidate must be under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and the centre must ensure there is no contact with other candidates. The supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff. The centre must determine a method of supervision which ensures the candidate's well-being.
- 12.3 The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone (both landline and mobile), e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations.
- 12.4 This is arranged by the Exams Officer in advance and in agreement with the students/parents/carers/staff supervisor following a formal meeting with the Principal. It is explained in writing and verbally that any infringement of the conditions may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties as detailed in the JCQ publication Suspected Malpractice: Policy and Procedures. The JCQ Overnight Supervision Declaration forms are signed by all parties and held in the exams office available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

### **13.0 Severe Weather on Exam Days**

- 13.1 Exam Boards make no allowances for severe weather. External public exams cannot be rescheduled for any reason, and it is our intention that these exams will still take place even if a college/academy has had to close for normal lessons.
- 13.2 All students should do all they can to get into college/academy to sit their exams and arrive no later than 15 minutes before their scheduled start time. Therefore, students are advised to plan ahead with travel arrangements.
- 13.3 Students who would normally travel to college/academy by bus and are unable to get safely to college for an exam are advised to contact the college as soon as possible and it should be before the scheduled start time of the exam.

### **14.0 Exam Equipment & Unauthorised Items**

- 14.1 Candidates are informed that it is their own responsibility to bring their own equipment for every exam, including calculators where permitted.
- 14.2 Candidates are notified of the type of equipment required by their class teachers. Candidates are also informed of the unauthorised items which are not allowed in the exam room. In Colleges no food is permitted, unless for medical reasons and the



Exams Officer should be aware of this prior to the exam. In schools food is allowed at the Head Teachers discretion. Only clear plastic bottles containing clear still water are permitted but all labels must be removed before entering the exam room.

## **15.0 Malpractice**

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

NCLT does not tolerate actions (or attempted actions) of malpractice by students or staff. This policy informs you of the action the Trust will take in suspected cases.

Awarding Bodies may impose penalties and/or sanctions on students or centres where incidents (or attempted incidents) of malpractice have been proven.

### **15.1 Student Malpractice**

Attempting to or actually carrying out any malpractice activity is not permitted by the Awarding Bodies. The following are examples of malpractice by students; this list is not exhaustive and other instances of malpractice may be considered by Awarding Bodies at their discretion.

- Plagiarism by copying and passing off, as the student's own, the whole or part(s) of another person's work, including artwork, images, words, computer-generated work (including Internet sources and artificial intelligence), thoughts, inventions and/or discoveries, whether published or not, with or without the originator's permission and without appropriately acknowledging the source.
- Collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination.
- Fabrication or Alteration of results and/or evidence.
- Failing to abide by the instructions or advice of an assessor, a teacher, an Exams Officer, an invigilator, or Awarding Bodies' conditions in relation to the assessment/examination rules, regulations and security.
- Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination conditions, for example: notes (including writing ink on hands/body); study guides; calculators; dictionaries (when prohibited); an iPod, MP3/4 player, AirPods, earphones/earbuds, all watches, mobile phones and other similar electronic or data storage devices.
- Attempting to gain an unfair advantage - obtaining, receiving, exchanging or passing on information which could be assessment/examination related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination conditions.
- Allowing work to be copied, e.g. posting work on social networking sites prior to an examination/assessment
- Leaving an examination room, unaccompanied, prior to the end of an assessment/examination

## 15.2 Centre Staff Malpractice

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by Awarding Bodies at their discretion.

- Failing to keep any awarding body mark schemes secure or the alteration of any awarding body mark schemes or assessment and grading criteria.
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the student.
- Producing falsified witness statements, for example for evidence that the student has not generated.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Failing to keep students' computer files secure.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.
- Failing to keep assessment/examination papers secure prior to the assessment or examination.
- Failing to dispatch students' scripts/controlled assessments/coursework to the Awarding Bodies/examiners/moderators in a timely way.
- Failing to report an instance of suspected malpractice in examinations or assessments to the appropriate Awarding Body as soon as possible after such an instance occurs or is discovered.

## 15.3 Identifying Malpractice

Cases of malpractice can be identified in a number of ways. They may be reported by:

- The Trust (e.g. Via a report from an invigilator, student, teacher or examinations administrator)
- An examiner or assessor, who may identify shared answers in an exam script or identical wording in a coursework assignment
- A moderator, who may identify identical work in coursework assignments.

## 15.4 Reporting Malpractice

If malpractice is discovered or reported, the Trust must report this allegation to the relevant Awarding Body.

The individual(s) involved will be made fully aware in writing at the earliest opportunity of the nature of the alleged malpractice and possible consequences should malpractice be proven.

The individual(s) involved will be given the opportunity to respond in writing to the allegation having been given full and complete details.

The Awarding Body will then conduct an investigation appropriate to the nature of the allegation. Awarding Bodies reserve the right to access any documents held by the Trust in relation to alleged malpractice.

## 15.5 Outcomes of Malpractice

Where malpractice is proven, the sanctions and/or penalties imposed are solely up to the Awarding Body affected and the individual(s) involved will be informed in writing.

NCLT may take internal disciplinary action in-line with Trust policy and procedures should the malpractice be proven. This action will be commensurate with the seriousness of the malpractice.

The individual(s) will be informed of avenues for appealing should a judgment be made against them.

## 16.0 People Present in the Exam Room

*JCQ Instructions for Conducting Examinations* provides clarity on who may be present in the examination room. The head of centre has a duty to maintain the integrity of the examination and to ensure that fully trained invigilators are in place for examinations and on-screen tests. Senior members of centre staff are not routinely expected or required to attend exams, and if they do so it must only be for the purposes set out in the JCQ guidance.

Invigilators must have been trained to undertake their duties as outlined in JCQ guidance.

### 16.1 Rules relating to centre staff other than exams officers and invigilators

Senior members of centre staff approved by the head of centre, who have not taught the subject being examined, may be present at the start of the examination(s). When entering an examination room, the senior member of centre staff must identify themselves and their purpose for being there to the senior invigilator and/or exams officer.

Senior members of centre staff have a very clear role. Principally:

- To assist with the identification of candidates
- To deal with any disciplinary matters
- To check that candidates have been issued with the correct question paper for the day, date, time, subject, unit/component and tier of entry if appropriate
- To check that candidates have the appropriate equipment and materials for the examination
- In the absence of the exams officer / senior invigilator, to commence the examination.

Under no circumstances may members of centre staff:

- Be present at the start of the examination and then sit and read the examination question paper before leaving the examination room
- Enter the examination room with the intention of accessing the examination question paper
- Have access to the examination question paper unless this is specifically requested by either the exams officer or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the exams officer

needs this verified by the relevant subject teacher before reporting the issue to the awarding body

- Give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content
- Communicate with candidates, (except in timed art tests or where maintaining discipline in the examination room). This constraint extends to coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer
- Enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement.
- Enter the examination room and read candidates' scripts.

Support and encouragement may be offered at any point up until the time that candidates enter the examination room. From that moment onwards they are under formal examination conditions and the strict protocols must be adhered to.

Copies of exam papers will be made available by the exams team approximately 24 hours after candidates have sat the paper. Some papers such as Functional Skills and University Admissions Tests cannot be passed on and must be confidentially destroyed at the end of the exam.

### **17.0 Applied General resits**

For some courses such as BTEC, Cambridge Technicals, Cambridge Nationals and Criminology, there are opportunities to 'resit' units in January and/or Summer. The Trust will routinely pay the registration fees which includes one sitting of each required unit. Should a student wish to, or be required to resit a unit again, they will be expected to pay the resit fee as agreed by the Trust.

### **18.0 Claiming Lower Awards**

Students are generally enrolled on two-year courses. Therefore if a student leaves before the end of the two years, and/or fails to achieve the qualification they are enrolled on to, it is not guaranteed that they would be eligible to claim for any lower qualifications.

### **19.0 Leavers Exam Resits – (Private/External Candidates)**

- 19.1 We do not accept private/external candidates in the School. Former students of any of the Colleges may be accepted.
- 19.2 We only accept former students for one year after leaving College. We do not advise or encourage students to re-sit subjects, even though we would offer this provision. The chances of improving their grades are greatly reduced by the fact that they will no longer be receiving tuition with the appropriate practice and support. They should also be advised to check with their chosen university whether 'resit' grades will be accepted.
- 19.3 If a student still wishes to re-sit as a private candidate, then NCLT cannot accept responsibility for the ultimate grade achieved. They should register their interest in the first half term. This is by email to [exams@nclt.ac.uk](mailto:exams@nclt.ac.uk) stating the subject(s) they would like to re-sit. An email will be sent to them explaining the process, fees and

deadlines for information and payment to be received. The following guidelines must be followed.

- The student must supply the required information, such as the subject(s) they wish to resit, an alternative email address and contact number and agree to pay any fees by the given deadline. An administrative fee will be applicable in addition to the Awarding Body entry cost for each series. All fees are non-refundable and must be paid upon submission of the application.
- The candidate will be informed that additional costs may be incurred for invigilation. They will be notified at least one week before the exam(s) if this is applicable and will be responsible for covering this cost.
- This service is only extended to students one year after their departure from NCLT and is **only available for written exams**. It must be possible to carry-forward any NEA or practical endorsements, otherwise it may not be possible to 'resit' – the Exams Team can advise whether this is possible at the time of registering interest.
- Leavers retaking linear specifications, must be made aware that they are required to sit ALL of the written components again. Only NEA marks can be carried forward and they cannot retake NEA components or practical endorsements again within the Trust, as a private candidate, only written exams can be retaken.
- External candidates can only resit qualifications which are still valid and currently being offered by the Trust.
- Any previous access arrangements granted, even if not yet expired, will not be implemented, due to being unable to evidence the student's 'normal way of working' as they are no longer on roll at NCLT.
- The college has the right to refuse a leaver re-sit request.

## **20.0 Re-sitting GCSE Maths/English**

- 20.1 Any student on roll with the College who has not achieved a Grade 4 in GCSE English/Maths will automatically be enrolled onto the relevant course and must attend lessons. They will be entered for November and/or Summer depending on the decision by the subject department. Some students, may be entered for Functional Skills Level 1 or 2 and will sit these tests throughout the year – this decision is made by the Head of Faculty/Curriculum Team Leader.
- 20.2 Students who have already achieved grade 4 in GCSE maths or English sometimes request to complete a resit to try to improve their grade further. Such requests for entries will be considered on an individual basis, taking into consideration the student's rationale and progression plans. Students that have achieved grade 4 and for whom a resit has been agreed may be enrolled into a resit class where their timetable permits. However, as GCSE resit classes are aimed primarily at students with grade 3 or below, students that wish to complete a resit having already achieved grade 5 or above will need to prepare independently and will not be added to a GCSE resit class. The student may still be entered as a 'private candidate', but will be required to pay the entry fee but the administration fee would be waived.

## **21.0 NEA/Coursework**

- 21.1 NEA (non-examined assessment)/Coursework will be a feature of all applied general qualifications and usually takes the form of assignments set throughout the year.
- 21.2 The Awarding Bodies determine the rules for coursework submission for applied general qualifications, not the Trust. It is therefore critically important that students work hard to ensure that coursework for each first submission deadline is completed fully, on time and to the highest standard possible. If they do not meet a first submission deadline then the exam board rules for most courses mean that you also lose the opportunity to complete a resubmission if their work is not of a suitable standard, making it harder for them to achieve the grades of which they are capable.
- 21.3 For most courses there are no opportunities to submit coursework beyond a formal resubmission deadline. This means that if students fail to meet deadlines or produce poor quality work for mandatory units they will fail that course outright and their place at College will then be at risk.

## **22.0 Special Consideration**

- 22.1 Special Consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition **at the time of the examination/assessment**, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.
- 22.2 The guidelines for this are set out in the JCQ document: *A Guide To The Special Consideration Process*.
- 22.3 It is available for:
- Students who are present for the assessment but disadvantaged.
  - Students who are absent for a timetabled component/unit for acceptable reasons.
- 22.4 The student must:
- inform the Exams Officer **before** the assessment takes place
  - complete a Special Consideration Application and **include supporting evidence**. All information is treated confidentially and released on a 'need-to-know basis'
  - return the application **within 5 days** of the date of the assessment affected
  - failure to do any of the above will result in the application being rejected.

The application is then submitted by the Exams Officer to the relevant Awarding Body(s) and each case is judged on its own merits. The Awarding Body will then, while marking the assessment, take into consideration how the circumstance may have affected the performance of the candidate.

The final decision is made by the Awarding Body(s) as to the amount of adjustment given. The maximum allowance available is 5% of the total raw marks for the component concerned. No feedback of the adjustment received from the Awarding Body(s) is ever provided to the Trust or the candidate.

### **23.0 Absence from Exams (Including written, on-screen, orals, practicals, controlled assessments, and submission of NEA/coursework.)**

- 23.1 It is made clear to students that holidays **must not** be taken during term time, including the examination period, and that attendance at all examinations for which students have been entered is compulsory. This compulsion extends to resits; once a student has submitted a resit form they are required by the Trust to sit that examination.
- 23.2 All students are informed of the JCQ Contingency Days, and must be available up to and including the date of the final Contingency Day.
- 23.3 The impact of students failing to attend examinations is clear.
- Students risk failing courses or severely compromising their performance, undermining the overall results of the Trust and the future academic and employment opportunities of students.
  - Loss of entry fees paid by the Trust.
  - Staff time is wasted as teachers, Heads of Faculty/Curriculum Team Leaders and the Examinations Team investigate reasons for absence.
  - The effort and resources of staff and students in preparing students for examinations are wasted.
- 23.4 The Trust has adopted a zero-tolerance approach to failure to attend examinations where there is not a clear, legitimate, and approved reason. This policy intends to set out the actions which follow a student's failure to attend an examination with the objective of preventing, or at least minimising, non-attendance at examinations.
- 23.5 All possible attempts must be made to take all examinations as public exams cannot be rearranged to suit individuals, the Trust or any other reason.
- 23.6 There are some legitimate reasons why a student may not be able to attend, such as emergency hospital admittance, genuine illness with supporting medical evidence proving they are medically unfit to sit the exam or a sudden close family bereavement. The Exams Officer should be informed at the earliest possibility so that they can offer advice and whether the student might be eligible for special consideration as an absent candidate.
- 23.7 An overall grade can only be issued if the candidate has a genuine absence, has completed the full course and has met Awarding Body criteria
- 23.8 In the event of a student missing an examination and the Exams Officer is not informed and/or there is an unacceptable reason, there might potentially be no further opportunity to sit the examination and this might mean that completion of the course and/or continued study at the college becomes unviable. In such situations, the college reserves the right to withdraw a student from a qualification or withdraw their place at college.
- 23.9 In the event of a student missing an examination and the Exams Officer is not informed and/or there is an unacceptable reason, the college may take appropriate disciplinary action via the college's formal intervention procedures / contracts. Where

there are already serious concerns the college reserves the right to withdraw a student's place at college.

- 23.10 In the event of a student missing an examination and the Exams Officer is not informed and/or there is an unacceptable reason, the student may be required to pay a fee to cover reasonable costs associated with examination entry fees and costs associated with the administering and invigilating of examinations, in accordance with the Trust's Fees Policy. If a student fails to pay the required fee in full by the given deadline, a student may not be permitted to enter any further examinations at the college and the college therefore reserves the right to withdraw a student's place from a qualification or withdraw their place at college.
- 23.11 Colleges may also take appropriate disciplinary action if students fail to attend other significant internal examinations such as formal mock exams or formal progression exams and may similarly require appropriate evidence, such as medical evidence, to verify a legitimate absence. In some circumstances, where there are already significant concerns, students that fail to attend progression exams in Year 12 may not be permitted to progress into Year 13, or their places at college may be withdrawn.

#### **24.0 Exam Late Arrivals**

- 24.1 In the event of a student arriving late for an exam their admittance into the examination room is entirely at the discretion of the College/Academy.
- 24.2 If the candidate has arrived within one hour of the published start time, the candidate will be allowed entry and given the full-time allowance (where possible). All time taken by late candidates is recorded by the invigilators. The student is given a verbal warning about the importance of arriving on time for examinations.
- 24.3 If the candidate arrives more than one hour after the published start time but the exam is still in progress, the candidate is made aware that the awarding body may not accept their paper for marking, but they are given the opportunity to sit the exam with the full time allowance wherever possible. Supervision should be organised. The candidate will be asked to provide a written statement immediately after the exam to the Exams Officer, providing a full explanation in their own words as to why they arrived late. If they do not provide this, then the report will be submitted without their statement, based on their verbal explanation. It is unlikely that an exam paper is accepted for marking due to the awarding bodies being unable to guarantee the security and integrity of the paper if they have arrived more than one hour after the published start times.
- 24.4 The candidate's written statement will be submitted along with a report by the Exams Officer to the relevant awarding body within 5 days of the exam date.
- 24.5 If the candidate arrives after the exam has ended and the students have been allowed to leave the venue, the late candidate will not be allowed to sit the exam. The candidate will be asked to provide a written statement giving the reasons why they were unable to arrive on time for the exam.



## **25.0 Procedure Following Examination Absence**

- 25.1 The candidates absence is recorded on an Exams Tracking spreadsheet with the reason for absence being noted if provided
- 25.2 The Exams Senior Leadership Link reviews the reason for absence and students will be charged in line with the Trust's Fees Policy if they fail to attend without good reason

## **26.0 Disciplinary Action for Unauthorised Absence**

- 26.1 The expectation of the Trust is that when a student fails to attend an examination and the Exams Senior Leadership Link deems the absence to be unauthorised, relevant sanctions will normally be made in line with the Student Behaviour and Attendance Policy (Colleges) or the Student Attendance and Punctuality Policy (Schools).
- 26.2 In complex cases, or in cases where there is disagreement, the Principal will have the final decision.

## **27.0 Exam Results**

- 27.1 Candidates are notified about times and dates when their results will be available for collection. Information for obtaining results will also be displayed on the College/School websites. College students should bring their Student ID card with them when collecting results. Results cannot be given over the telephone or sent by email. Results belong to the students and will not be given to a third party without the candidate's written authorisation.
- 27.2 In the event of a traditional 'Results Day' being cancelled (where students cannot visit college to collect their results in person), arrangements will be made for students to access their results.
- 27.3 Results can be posted out on the official release date to the postal address showing on Cedar if requested in writing by the student. They should leave an SAE with the Exams Office prior to the results day.
- 27.4 No results will be divulged to any third party, this includes parents/carers, without written consent from the student.

## **28.0 Certificates**

For students who attended either NCB, NCD or NCP, certificates are available to collect, in the January following the year you left College for any results achieved in the previous academic year.

Former students may collect their certificates from the main reception. Photo ID is required to collect in all cases. A notice on the College websites will remind students of when and how to collect their certificates.

No certificates will be released to any third party, this includes parents/carers, without written consent from the student.

For students who attended WFA, there will be a Certificate Presentation Evening in the December of the year they left School.

If students are unable to attend the Certificate Presentation Evening, they may collect them from the main reception after that event has taken place. Photo ID is required to collect in all cases. A notice on the Academy website will remind students of when and how to collect their certificates.

No certificates will be released to any third party, this includes parents/carers, without written consent from the student.

### **28.1 Proxy In-Person Collection**

Candidates are required to sign to confirm that they have received certificates and that they are correct. Any candidate unable to collect them in person, needs to give written authorisation for someone else to collect and check them on their behalf. This may be a letter addressed to the Exams Office or an email to [exams@nclt.ac.uk](mailto:exams@nclt.ac.uk) (for Colleges) or [WFA-exams@nclt.ac.uk](mailto:WFA-exams@nclt.ac.uk) (for WFA). The letter/email should state the candidate's full name, date of birth, contact number and the name of who will collect them. The person collecting them must show some form of their own self-identification (photo ID).

No certificates will be released to any third party, this includes parents/carers, without written consent from the student.

### **28.2 Certificates to be Posted**

Certificates can be sent out via recorded delivery as a last resort. Written authorisation must be provided to the Exams Office with the student reference number, candidate's full name, date of birth, address, contact number and a cheque made payable to "NCLT" for the appropriate amount to cover postage and administration (£7 UK, £10 Europe, £12 rest of world – all non-refundable). Alternatively this can be requested by email at [exams@nclt.ac.uk](mailto:exams@nclt.ac.uk) (for Colleges) or [WFA-exams@nclt.ac.uk](mailto:WFA-exams@nclt.ac.uk) (for WFA). and payment can be taken over the phone by debit/credit card via the Finance Department.

No certificates will be released to any third party, this includes parents/carers, without written consent from the student.

### **28.3 Uncollected / Replacement Certificates**

All candidates are advised to collect their certificates, as the Trust is only required to keep certificates for twelve months . Certificates would then have to be replaced/re-issued by a student's direct application to the applicable Awarding Bodies at a substantial fee (approximately £45.00 each).

Receipts for collected certificates will be retained for 5 years. A record of any certificates confidentially disposed of will be retained for 5 years from the date of disposal.

## **29.0 Contingency Plans**

A contingency plan will be in place on all sites which will cover all aspects of examination administration. This will allow members of the Trust Senior Leadership Team to act immediately in the event of an emergency or staff absence. The examination contingency plan will reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

### **29.1 Exams Officer Absence**

In the event of an exam officer's absence the Trust Examinations Manager will oversee the duties at the site referencing the contingency plan.

### **29.2 Trust Examinations Manager Absence**

In the event of the Trust Examinations Manager's absence the Trust Director with responsibility for exams will cover ~~take~~ the role.

## **30.0 Purpose of the Trust Escalation process**

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

### **30.1 Before examinations (Planning)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to the Trust Exams Manager.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Third Party arrangements
- Centre status

- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- JCQ Centre Inspection Service Changes
- Policies available for inspection

Specific JCQ publications for reference:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

### 30.2 **Before examinations (Entries and Pre-exams)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to the Trust Exams Manager.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements
- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

### **30.3 During examinations (Exam time)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to the Trust Exams Manager.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

### 30.4 **After examinations (Results and Post-Results)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to the Trust Exams Manager.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice
- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

### 31.0 **Whistleblowing**

Whistleblowing at the colleges/academies is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations. This process involved is detailed in the Trust Whistleblowing policy.

### 32.0 **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

The colleges/academy recognises the RPL enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable.

### 32.1 **Scope**

This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and credit Framework (QCF) and other national frameworks, self-regulated qualifications and the Quality Assurance Agency (QAA) for Higher Education. However, where learning is evidenced only through a national examination, the learner is required to sit the examination, e.g. General Qualifications such as GCSEs or GCE are not within the scope of this policy.

### 32.2 **Responsibilities**

All staff have a responsibility to give full and active support for the policy by ensuring: The policy is known, understood and implemented.

### 32.3 **Principles to Implement and Develop Policy**

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

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

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

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

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

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The evidence must be authentic, current, relevant and sufficient.

The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.

The assessment and award of credit must take into account the relevant validating or awarding body regulations pertaining to RPL.

The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.

A student should have the right to appeal when an application for credit is unsuccessful.

#### **32.4 Student Entitlements**

All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.

A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.

A student may appeal against the credit points awarded but only on the grounds of non- observance of agreed procedures and/or improper application of those procedures.

#### **32.5 Student Responsibilities**

The student must complete a credit claim form, and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered.

The student must consult with the agreed subject specialist in the preparation of his/her evidence.

Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.

Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

#### **32.6 Teaching staff's responsibilities**

To provide support and encouragement to all students wishing to claim credit for prior learning.

Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.

The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.

The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.



Ensure that the student claiming credit is enrolled with the Centre for a specific award/qualification.

To notify MIS of any student claiming credits by RPL or using units gained from one qualification towards the next level of achievement.

### **32.7 Management responsibilities**

Senior Leadership Teams at all Colleges/Schools should ensure that:

- All staff are fully conversant with this policy and the demands it places on them.
- All appropriate staff are competent to undertake their roles and responsibilities in the procedures for verification and recognition of prior learning.
- Staff development is made available to those staff not conversant with or competent to undertake the procedures for RPL.

### **33.0 Conflicts of Interest**

The Head of Centre should ensure that conflicts of interest are managed by informing the awarding bodies, before the published deadline for entries for each examination series, of any members of centre staff who:

- Are taking qualifications at their own centre which include internally assessed components/units
- Are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. Son/daughter) for qualifications which include internally assessed components/units
- Are taking qualifications at their own centre which do not include internally assessed components/units
- Are taking qualifications at other centres

And of exams office staff who:

- Have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. Son/daughter) being entered for examinations and assessments either at the centre itself or other centres

A declaration of interest form is sent to all staff via an online form in September. Submitted data is returned to the Trust Exams Manager before the published deadline for entries. A conflicts of interest log is maintained, and any potential conflict declared by NCLT staff is centrally recorded on the log. The relevant awarding body(ies) are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process. The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

### Policy Status

<b>Policy Lead (Title)</b>	Trust Exams Manager	<b>Review Period</b>	Annually
<b>Reviewed By</b>	Trust Executive Team	<b>Equality Impact Assessment Completed (Y/N)</b>	Y

### POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1	24/11/2020			NCLT College Staff, students and parents.	Moodle NCLT Website
Version 2	09/11/2021		See HR for historical copies		Moodle NCLT Website
Version 3 Updated by Brendon Fletcher/ Andy Woodcock/ Georgina Lawrence	26/04/2022		See HR for historical copies		Moodle NCLT Website
Version 4 Updated by Andy Woodcock/ Georgina Lawrence	18/11/2022		This now includes: the Trust NEA Policy, Trust Escalation Process Refers the Trust Whistleblowing policy. Recognition of Prior Learning	NCLT Secondary School and College staff, students and parents.	SharePoint and NCLT website
Version 5 Updated by Andy Woodcock/ Georgina Lawrence	20/09/2023			NCLT Secondary School and College staff, students and parents.	SharePoint and NCLT website