



BALLYCASTLE HIGH SCHOOL

NIL SINE LABORE

Examinations Policy

- *Approval by the Board of Governors: **JUNE 2022***
- *The implementation of this policy will be monitored by: Senior Leadership Team*
- *This policy will be reviewed annually*

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(A) THE EXAM POLICY

Members of Staff Responsible: Mr I Williamson, Principal / Mr J McPeak, SENCO / Mrs L Donovan, Examinations Officer

The Policy Purpose

The purpose of this examinations policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The examinations policy will be reviewed by the Head of Centre, SLT, and the Examinations Officer.

(B) EXAM RESPONSIBILITIES

Examinations Officer

Manages the administration of public and internal exams:

- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies
- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with Head of Centre and teaching staff to ensure that necessary coursework / controlled assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts

- Administers access arrangements and makes applications for special consideration using the JCQ guidance access arrangements, reasonable adjustments, and special consideration
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges.
- Provides training / Insets for staff.
- Line manages the exam invigilators, organising the recruitment, training, and monitoring of exams invigilators responsible for the conduct of exams
- Checks with subject teachers that candidates' coursework marks are submitted to deadlines, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Head of Centre, any appeals / re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course)
- Completion of relevant exam documentation
- Submission of candidates' names to heads of department/school/curriculum.
- Informing Examination Officer of a change in syllabus/ unit
- Submitting their candidates' coursework / controlled assessment marks, ensuring samples are given to the EO ready for dispatch to the awarding bodies deadline.

The SEN Coordinator (SENCO) is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- Liaise with EO and agree candidates' specific requirements for exams.

Invigilators are responsible for:

- Collection of exam papers and other material from the exams' office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exam office in preparation for postage.
- Undertake any other exam duties outlined by the school.

Candidates are responsible for:

- Confirming that they understand and will abide by JCQ rules and regulations, signing a declaration annually.
- Confirmation and signing of entries.
- Payment responsibilities.
- Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.

Office staff are responsible for:

- Receiving and logging exam materials, transferring to the exams' office as soon as possible, securely.
- Payment of exam costs and assisting with the collection of student costs.

Caretaker is responsible for:

- Maintaining examination rooms.

(C) QUALIFICATIONS

The qualifications offered at this centre are decided by the Heads of Department.

The qualifications offered are GCSE, GCE, BTEC, CTEC and OCN certificates.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams officer must be informed by 1st September and is the responsibility of the Teachers-in-Charge/ Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, subject teachers and where required SENCO and Head of Year.

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

(D) EXAM SEASONS AND TIMETABLE

Exam Seasons

Internal exams are scheduled in line with the schools Assessment Policy (normally January/February and May/June for Year 8 – 11 and January/February for Year 11-14)

Five continuous assessments are completed throughout the year using Sims Tracking. External exams and assessments are scheduled in January, March, May, and June. All Internal exams are held under external exam conditions. The HoD makes all decisions on the exam series to be used.

Timetable

Once confirmed, the Vice Principal will circulate the exam timetable for Internal exams and the exams officer will circulate the timetable for external exams. The school website has been developed to include an Examinations section to assist with exam details for parents/guardians.

(E) ENTRIES, ENTRY DETAILS AND LATE ENTRIES

Candidates are selected for their exam entries by their subject teachers and this process should involve consultation with the students.

Teachers will sign the agreed entry to confirm its details.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Department via notice board and email.

Late entries are authorised by The Examinations Officer.

Retake decisions will be made in consultation with candidates and Heads of Department.

(F) EXAM FEES

Payment of examination fees will be administered by the school office and checked by the Examinations Officer.

The centre will pay all normal fees on behalf of candidates.

Late entry or amendment fees are paid by students.

Re-sit fees are paid by students.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

(G) CONTROLLED ASSESSMENT

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject specific instructions.
 - At the start of the academic year, begin coordinating with Heads of Department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).

- Map overall resource management requirements for the year.

As part of this resolve:

- Clashes/ problems over the timing or operation of controlled assessments.
- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff and parents involved have a calendar of events and notice about the controlled assessments.
- Create, publish, and update an internal appeals policy for controlled assessments.
- Notify staff about locations to ensure noise or other issues arise.

Heads of Department / Teacher in Charge

- Decide on the awarding body and specification for a particular GCSE/GCE, or equivalent qualifications.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions in accordance with JCQ instructions for conducting nonexamination assessments.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Special Educational Needs Co-ordinator/additional learning support

- Work with teaching staff to ensure requirements for SEN pupils are met.

Teaching Staff

- Understand and comply with the guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.

Instructions for Conducting Controlled Assessments

- 1.** It is the responsibility of each Head of Department to obtain the controlled assessment task details from the exam boards. Assessment tasks change each year.
- 2.** The teacher in consultation with the Head of Department should choose the most appropriate time for the controlled assessment to take place and inform the Vice Principal of the date(s) as early as possible in the academic year.
- 3.** The Vice-Principal will produce a calendar of Controlled Assessments and circulate to all staff to avoid clashes with school trips or other activities. This will also be made available to parents.
- 4.** The Controlled Assessment may take place during timetabled class time and should contain a seating plan that should be kept after the examination.
- 5.** Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Examinations Officer should be notified when high level-controlled assessment is taking place.
- 6.** Relevant display materials must be removed or covered up.
- 7.** All staff must be aware of the relevant level of control permitted (high, medium, or low) as this will determine the level of permitted supervision e.g., high control means that students are under exam conditions.
- 8.** Each student may keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
- 9.** All assessment materials must be locked in a suitable secure cabinet at the end of each session, marking away from school is permitted taking precautions to ensure the security of work is maintained and following GDPR guidelines.
- 10.** Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.

11. If a student is absent:

Illness

If a candidate is ill and misses any element of the Controlled Assessment, the HOD will arrange at least **ONE** catch-up session after school, or at another agreed time, within the deadlines set by the controlled assessment regulations at which attendance will be

compulsory; any subsequent session (including to execute any final task will be held during class time and supervision will be arranged by the HOD as required and cover provided by the school as required).

Unauthorised absence

It is the responsibility of the candidate and the candidate's parents/guardians to inform the Principal, their teacher and the HOD if they know that they will be absent for any part of the Controlled Assessment process; any alternative arrangements that are made to accommodate individual candidates in these circumstances will be at the discretion of the HOD and will not be optional.

Every effort will be made to allocate the same amount of time to such candidates as was afforded to those who were in class but, due to time constraints and teachers' other duties and commitments, this may not always be possible; candidates who were absent without authorisation will be expected to work within these time constraints.

Candidates who do not attend specially reorganised Controlled Assessment sessions may forfeit the associated marks for their GCSE.

All Controlled Assessment sessions will take priority over other extra-curricular (including sporting) fixtures and commitments (exceptional circumstances will be considered).

- 12.** For illness, bereavement and long absences, special consideration should be applied for.
- 13.** Entries for controlled assessment must be made at the appropriate time, as instructed by the Examinations Officer.
- 14.** Attendance records from assessment sessions should be kept by the class teacher.
- 15.** Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- 16.** Where the specification permits students to work with others, e.g., during collection of data, any descriptions of the joint work must be in each candidate's own words.
- 17.** Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- 18.** If suspected malpractice occurs, the Examinations Officer and the Principal must be informed.
- 19.** If a student's work is lost within the school, this must be reported to the Examinations Officer.

20. Authentication forms must be signed by teachers and candidates in accordance with the awarding body rules.
21. Access arrangements do apply to internal assessments, adjustments must be recorded on the relevant **JCQ Form** and held on file for inspection purposes. Credit must only be given for skills demonstrated by the candidate working independently.
22. The assessment marks must be submitted to the exam board by the appropriate date.
23. Candidates' work must be securely stored as in 9 above until all results have been verified.
24. Re-sits of controlled assessment may be allowed in the next exam session.
25. After the results are published it may be possible to request a re-moderation of the work, upon agreement of all members of the class.

OUTLINE FOR LEVELS OF CONTROL

Awarding bodies specifications must be checked for details when each level of control is applicable, (risk assessments templates should be utilised by each department).

Formal Supervision (High Level of Control)

- With this level of control, candidates' work must be completed under direct supervision. This might be the candidates' teacher or another person nominated by the centre.
- For most specifications, candidates do not have to complete their work in one sitting, unlike an external examination.
- Formal supervision usually happens during the final stages of the work when candidates write up the results of preparatory work or research and present the outcome for assessment. When this takes place over a number of sessions, candidates' work should be collected, stored securely and redistributed as necessary.

Informal Supervision (Medium Level of Control)

- With this level of control, candidates can work on their own with some guidance by the teacher. In some subjects, for example **art and design**, and **music**, it may be necessary for candidates to complete part of the assessment outside the classroom.
- Whatever arrangements are made the teacher or supervisor must be able to state that what each candidate has presented for assessment is the candidate's own work. This can be assured by close supervision of portfolio work which may have been:
 - started in class and completed in the candidate's own time, or

- started outside the classroom and completed by the candidate in class.

In either case, the amount of work carried out during class time should be sufficient for the teacher or supervisor to determine each candidate's capability in relation to what is presented for assessment. An analytical discussion with the candidate about his/her work would be one method of ensuring authenticity.

Limited Supervision (Low Level of Control)

- With this level of control, candidates undertake work without teacher supervision.
- Candidates may undertake research and preparatory work which will inform, but should not be included in, the final piece of work presented for assessment.

(H) SERIES OF EVENTS AND REGULATIONS EXAMINATIONS

- 1) Base data for each examination board is downloaded and checked against the exam specifications that are being delivered for each subject. Subject specifications are checked against the two-year duration of each course for each year group.
- 2) Teacher/class/student number spread sheet is completed.
- 3) Exam class students confirmed against Sims.net records. Any changes to classes in Yrs. 11, 12, 13 and 14 must be notified to SLT (Mr Rafferty).
- 4) Marksheets are generated. Marksheets are the means through Sims.net by which students' entries are made by teachers.
- 5) There may be more than one external examination session in a school year, for example, January, and May/June. Teachers must be aware of the final date of exam entries for each of these sessions.
- 6) Teachers will be given adequate notice of deadlines to complete entries.
- 7) All teachers' checklists must be returned to the teachers for final checking.
- 8) Any amendments must be made by notifying the examinations officer.
- 9) Final teacher checklist must be generated, copy for teacher and signed copy returned to examinations officer to be retained for reference. These will be stored until the end of the exam series.

10) Teachers are to make all entries via Sims. Re-sits must be entered by pupils completing the relevant form and returning it with payment to the examination's officer with payment.

11) Charging Policy:

It is the policy of Ballycastle High School that the school will pay for the first time any authorised examination is taken by a student.

It is the policy that a student will pay for any further occasion that an examination is repeated. The student will pay in full the cost of the examination before an entry is made. If a student does not pay for the entry, then the school will either withdraw the student from that module in advance of the entry deadline or will not make the entry for that module.

Any subsequent withdrawal from an exam by a student without good reason will be paid for by that student.

The students must pay for their private entries by the due date.

The school may in exceptional circumstances waive the private entry fee. This is viewed on an individual basis and involves a discussion between the Examinations Officer and the Principal.

Any Y13 students who would otherwise be Y14 and are therefore repeating the whole year are not expected to pay for their modules. It is expected that they will be completing all their modules to raise their grade.

12) Any communications from the exam boards will be passed directly to the relevant students by the Exam's officer/Registration teacher/Year Head. The candidates must retain all information from the Exams Officer and the exams board but must also be aware that the most recent communication will be the most accurate. The information must be dispatched as soon as is practicable. (S)he must also ensure that the information is given directly to the student concerned, not to another student.

The Exams Officer will produce 'in-house' information that is an amalgamation of all the exam entry or timetable information for each of the examination boards.

Any queries about any aspect of the examinations must be made to the Examinations Officer immediately.

13) During the course of the examination series students will be given:

a) Statement of entry: which states the exams/modules the student is entered for.

b) Individual candidate timetable. It will reflect mainly the normal start/end time of the exams but will also show any amendments that may have been arranged for the individual candidate due to clash exams or due to extra time being allowed.

14) Clash Exams.

a) A clash on an examination timetable is when two exams are scheduled to begin at the same time. This is a consequence of the exam boards constructing this timetable in a particular way and is beyond the control of the school. The school resolves clashing by following the exam boards / JCQ directions and by rescheduling the start time of one of the clash exams so that it can start either before or after the exam it clashes with.

b) It is the policy of Ballycastle High School that candidates with clashes are talked to by the Examinations Officer individually and/or in groups so they know what the procedures are that have to be followed. The security of the examination is the primary concern for the school in resolving any clashes of exams.

c) If a candidate has not been talked to about clash arrangements and is aware that (s)he has a clash of examinations (s)he must make him/herself and the clash issue known to the Examinations Officer. d) Any student with a clash will:

- 1) know the procedures to be followed during a clash examination session
- 2) will inform their parents/guardians about the clash procedures
- 3) be supervised either by a teacher or invigilator in the intervening period between exams
- 4) Inform any invigilator/supervisor of the arrangements for their clash exam if they are given contrary instructions.
- 5) will not be allowed and will not attempt to communicate with any other student outside the exam room or while supervised
- 6) surrender to the supervisor any mobile phone or other electronic device
- 7) bring a packed lunch
- 8) use the bathroom facilities closest to the supervised area
- 9) ensure they have a means of travelling home following the clash if the clash results in their leaving school after the last school bus home has departed
- 10) ensure that they do not compromise the examination for themselves or anyone else by following all appropriate regulations

d) Teachers may be requested to supervise clash candidates over lunchtime. They must be aware of the procedures to be followed in such circumstances (as outlined above).

15) Extra Time

a) Extra time is allowed according to the JCQ Access Arrangement regulations. The SENCO has responsibility for determining the allocation of extra time for students who present a specific need and who are entitled to an allocation of extra time. The SENCO along with the Exams Officer should maintain the electronic data base for candidates who

have an allocation of extra time entitlement accessed from the JCQ Centre Admin Portal via exam board Online Access Arrangements app.

- b) Any candidate entitled to extra time shall be notified about this by the SENCO.
- c) Any candidate entitled to extra time shall have the 'special arrangements' section ticked on the examination module of Sims.net. The examinations officer will ensure that invigilators are aware of candidates entitled to extra time by identifying the candidates on examination entry lists, seating plans and examination registers.
- d) The Examinations Officer and the SENCO will ensure the necessary administrative arrangements are in place to deal with access arrangements at the beginning of the school year or as soon as new issues arise throughout the course of the school year.

16) Invigilators shall follow the regulations for conducting examinations as outlined in the JCQ regulations and the individual examination regulations for each of the exam boards.

Invigilators need to be aware of the following points and complete this checklist at the beginning of each examination session:

- 1) clocks are working and reading the same time if there is more than one clock in the examination room
- 2) relevant and current notices are displayed inside and outside the exam room warning to candidates, notice to candidates, no mobile phones
- 3) centre number is displayed
- 4) each exam has an individual start and end time displayed
- 5) no unauthorised material is introduced (particular check with material brought into exam room as allowed by examination board i.e., copies of textbooks in Music and English)
- 6) any absent candidates immediately notified to office
- 7) office shall contact Exams Officer, then parent / home / candidate
- 8) exam registers completed at the beginning of each exam
- 9) exam registers are checked for possible amendments
- 10) seating plan recorded
- 11) arrangements in place for any clash candidates
- 12) arrangements in place for any candidates entitled to extra time
- 13) appropriate invigilator levels 1: 30 ratio
- 14) candidates' physical environment acceptable – correct temp. etc.
- 15) seating arrangements as required
- 16) arrangements in place for candidates leaving exam room temporarily.

17) Collection and storage of exam materials.

- a) materials shall be delivered to the main office and recorded in the examinations parcel logbook.
- b) office staff to inform examinations officer ASAP
- c) exams officer shall verify materials for delivery to secure storage as soon as possible (or by Head of Centre if EO is not available)
- d) exams officer shall check in all exams against delivery note and requirements

- e) copy of delivery note retained and copy forwarded to exam board as required (CCEA)
 - f) exams stored in date order in exam store
 - g) exams are checked off against skeleton timetable.
- 18) Invigilators
- a) Exams involving clash candidates are identified
 - b) Exams involving extra time are identified
 - c) Exams involving erratum notices are identified
 - d) Stationary, envelopes, address labels and registers are included for each exam
 - e) The box file for exam labels, dispatch notes, registers, amendments are maintained up to date
 - f) Any amendments to the exam room file which includes:
 - 1) candidate list
 - 2) skeleton timetable
 - 3) centre timetable
 - 4) exam registers
 - 5) exam seating plan
 - 6) special arrangements

(I) Disability Discrimination Legislation

All exam centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the SENCO.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SENCO. Making access arrangements for candidates to take exams is the responsibility of both the SENCO and Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO.

Rooming for access arrangement candidates will be arranged by the SENCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Officer.

(J) Access Arrangements

External invigilators will be used for external exams.

Recruitment of invigilators is the responsibility of the Office Staff and Exams Officer.

Training of invigilators is the responsibility of the Exams Officer

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Office Staff.

Invigilators are timetabled and briefed by the Exams Officer.

(K) Contingency Planning

Contingency planning for exams administration is the responsibility of the Exams Officer, Head of Centre, and SLT. See appendix 1 for details.

(L) Estimated Grades

Heads of department are responsible for submitting estimated grades to the exams officer when requested by the Exams Officer.

(M) Managing Invigilators

External invigilators will be used for exam supervision for all external exams, school staff will be used for invigilation of pupils with access arrangements, as agreed by the SENCO.

For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor. The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

In the event of a school evacuation (i.e. a fire) the invigilator must ensure students are safely escorted to the relevant meeting point. Exam rooms must be secured if an exam is in progress. See appendix 1 for emergency evacuation procedures.

(N) Exam Days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The Examinations Officer/ Invigilator will start all exams in accordance with JCQ guidelines.

Those members of staff who have been authorised by the Principal to be present in the examination room for identification purposes of candidates must leave the room after administration tasks have been completed, prior to the exam starting. Exam papers must not be read by any personnel in the exam room at any time, except by those who are conducting the role as a 'reader' for candidates with this access arrangement. In practical exams subject teachers may be on hand in case of any technical difficulties and to identify candidates.

Exam papers must not be removed from the exam room before the end of the exam session. Papers will be distributed to Heads of Department as stipulated by Exam Boards regulations by the Examinations Officer at the end of the exam session or when exam clashes have finished, or at the end of the period as instructed by Exam boards. All papers will be kept securely by the EO until this time.

A relevant subject teacher may be available to read out any subject-specific instructions if required.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently. Attempts will be made to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

(O) CANDIDATES

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Candidates must find their allocated seat in good time ready to start the exam at least 5 minutes before the start time.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates may only leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and making necessary arrangements for Clash candidates and candidates with specific access arrangements.

(P) Coursework/ Controlled Assessment

It is the duty of Heads of Department/ Teachers-in-Charge to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Candidates who have to prepare coursework should do so by the end of the course. Marks for all internally assessed work must be completed **2 weeks before the exam boards submission deadline** to allow for reviews of marking that may be required. Marks must be submitted by teachers to the exam boards deadline, any issues must be reported to the examinations officer as soon as possible to enable an extension to be sought if no other alternative is available. Estimated grades are provided to the examinations officers by the Heads of Department/ Teachers in Charge as instructed.

The process for managing appeals against internal assessments is detailed in a separate appeals policy, see appendix 2.

Coursework is the property of the centre until dispatched. Any concerns over lost or damaged coursework should be reported to the examinations officer.

(Q) Appeals Against Internal Assessments (Review of marking)

- Appeals will only be entertained if they apply to the process leading to an assessment.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing 5 days before the deadline date of submission of marks to the Principal (or other nominee) who will decide whether the process used conformed to the necessary requirements.
- The Principal's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

(R) Candidates Results

Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses the day after due to the 8am results embargo. Exam results are also available online with some exam boards.

Protocol for results:

- Letters distributed to students outlining times of results
- Arrange for Careers Advice in consultation with Head of Careers
- Arrange interviews with students

(S) Enquiries Against Results – EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested.

If a candidate requests an EAR they will be charged the exam board fee.

Outline Enquiries About Results has two main services Service 1

Clerical recheck of your marks

Service 2

A remark of a component (single paper) which includes a clerical recheck – a photocopy of the script can also be available on request for an additional fee *There are three possible outcomes of Service 2:*

1. Your original mark is lowered, so your final grade may be lower than the original grade you received
2. Your original mark is confirmed as correct and there is no change to your grade 3. Your original mark is raised, so your final grade may be higher than the original grade you received

(T) Access to Scripts - ATS

After the release of results, candidates may ask the Examinations Officer to request the return of papers, within the exam boards specified time scale and for a fee, to allow scrutiny of the script before a decision is made to proceed with a remark.

Outline for Access to scripts (original or photocopy)

1. Photocopy of your original script with a mark scheme before getting a remark 2.
Photocopy of the original script after a remark, must be ordered at the same time as the remark
3. The return of your original script (once this has been requested you cannot get a remark)
Centre staff may also request scripts for investigation or for teaching purposes. In all cases, **the consent of candidates must be obtained.**

Re-marks cannot be applied for once a script has been returned.

(U) Certificates

Certificates are Presented in person or posted (recorded delivery) after checking by the examinations officer.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

Replacement certificates are only available by request to the exam board by individuals for a fee.

The centre retains uncollected or returned certificates for one year, after which they are securely destroyed.

Appendices

Appendix 1

Ballycastle High School

Nominated personnel:

Head of Centre – Mr Ian Williamson

Vice Principal – Mrs Carol Stewart

Examinations Officer – Mrs Linda Donovan
SENCO – Mr James McPeak
Chief Invigilator – Mrs Mary McAlinden Invigilators – ,

Emergency Evacuation Procedures during an Examination and Contingency Plan

- On hearing the evacuation alarm, the lead invigilator in the room will immediately stop the examination and make a note of the time.
- The chief invigilator will remind candidates that they are still under exam conditions and that no talking or communication should take place between candidates. However, candidates may speak to an invigilator at any time.
- All question papers and scripts must be closed and left behind in the examination room.
- Candidates will be allocated to groups of no more than 30 and an invigilator assigned to each group. The groups will then be escorted separately from the room to the assembly point by their allocated invigilator.
- The chief invigilator in each room must bring the examination register on which the attendance is recorded.
- Do not lock rooms and do not use the lifts.
- Invigilators and their groups must leave the building by the nearest fire exit and proceed to the assembly point on the All Weather Pitch, far side away from the remainder of the school community.
- Each invigilator must keep their group separate from the other examination groups.
- Invigilators should remind pupils to remain quiet and must note any incidents of potential malpractice during the evacuation. Candidates must be supervised closely while they are out of the examination room to ensure there is no discussion about the examination. Invigilators should remain with their group at all times.
- Mrs Donovan will check the attendance of the invigilators and ensure that attendance lists are circulated to each group for checking.

- Ms McAfee (Office) will check that Mrs Donovan is present. If Mrs Donovan is absent on this day, then Mrs Stewart or Mr McPeak should be used as a replacement with guidance from the chief invigilator.
- Only when the Headmaster announces the 'all clear', candidates can be escorted back into the examination room. Each group should be brought in separately and making sure that the group is kept apart from the other members of the school community.
- Pupils must retake their seats and the examination should be restarted only when all candidates have returned to the exam room.
- The chief invigilator will make a note of the time when the examination has resumed and will ensure the candidates receive the full working time set for the examination. The finish time must be amended accordingly on the whiteboard at the front of the examination room.
- Each invigilator must refer any incidents to the chief invigilator in the exam room. The chief invigilator will write a report of the evacuation (one report per exam room) including any action taken. This report must be forwarded it to the Examinations Officer on completion of the examination.

Contingency Plan

- In the event of Mrs Donovan's (Exams Officer) absence, Mrs Stewart or Mr McPeak and Mrs Rafferty (Chief Invigilator) will ensure exams continue as normal without any disruption to candidates under the supervision of SLT.
- In the event of no access to the main school for any reason, pupils will initially be accommodated at Cross and Passion College in liaison with their Exams Officer Ms Donnelly and SLT.
- If required, the local Presbyterian and Church of Ireland church hall will be accessed.
- Where accommodation is limited, students will be prioritised on whose progression will be severely delayed if they do not take their exams when planned.
- Parents, carers and students will be informed of any changes to the exam timetable and where appropriate, advise students to sit exams in the next available series.
- After any disruption or changes to the exam timetable, consideration will be made whether students are eligible for special consideration.

- Candidates who arrive late but within the hour of the start of the exam will be permitted to sit the exam and given the full allocated time.
- Candidates who arrive after an hour of the start of the exam will be offered the opportunity to sit the exam but will be advised the Awarding Organisation may not accept their script.
- If contact is made with the candidate while the exam is still secure, advice will be given on how exam security can be maintained and to arrive to school as soon as possible. The full time allocated will be given, the EO will inform AO of the circumstances and how the security of the exam for the candidate has been maintained. In all cases the candidate will be informed it is the AO decision to accept the candidates script for marking.
- In all circumstances the Examinations Officer will complete Special Consideration request to the AO, if appropriate.
- Scripts will be stored securely at all times and spare papers will not distributed to teaching staff until 24 hours after the start of the exam. Scripts will be returned to the awarding organisations in line with their instructions.

Appendix 2

Policy for Internal Appeals into Examination Coursework and Units of Assessment

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Ballycastle High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Ballycastle High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

The first course of action students will attempt to resolve the issue with the relevant teacher. In the event of the matter not being resolved the following will apply;

1. Ballycastle High School will ensure that candidates are informed of their centre assessed marks at least 2 weeks prior to the submission deadline, so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Ballycastle High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Ballycastle High School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Ballycastle High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing to the Principal, at least one week before the submission of marks to the awarding body.
6. Ballycastle High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, **all before the awarding body's deadline.**
7. Ballycastle High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Ballycastle High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Ballycastle High School and is not covered by this procedure.

Appendix 3

Policy for the use of ICT in examinations and assessments

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments and ICE to JCQ Instructions booklet for conducting examinations.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

Ballycastle High School complies with AA adjustments '**Managing the needs of candidates and principles for centres**' for candidates with disabilities and learning difficulties regulations and guidance as follows:

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis
- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom; or
- working in small groups for reading and/or writing; or o literacy support lessons; or o literacy intervention strategies; and/or o in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

Ballycastle High School complies with AA access arrangements as follows:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
 - Only grants the use of a word processor to a candidate where it is their normal way of working within the centre
 - Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- (The above also extends to the use of electronic brailers and tablets)
- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification
 - Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
 - Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen
 - In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
 - Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
 - Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

- Ballycastle High School complies with ICE word processors instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

- Ballycastle High School further complies with ICE instructions by ensuring:
- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination

- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own **Accommodating word processors in examinations**

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Where possible students using word processors will be housed in the main exam hall at the rear of the room so they cannot be overlooked by other candidates.
- If this is not possible then they will be housed together in a smaller room within the school.

Invigilation arrangements relating to the use of word processors include the following:

- When housed within the main exam hall invigilators will be made aware of students using word processors and will be informed of the processes involved. ICT Technicians will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to handover to the Lead Invigilator to send off to the exam board with the rest of the cohorts completed papers.
- When housed in a separate exam room from the main cohort the invigilator will be informed of the processes involved. ICT Technician will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to handover to the Lead Invigilator to send off to the exam board with the rest of the cohorts completed papers.

Other arrangements relating to the use of word processors include:

- A JCQ Form 4 will be handed over to the invigilator at the beginning of each exam for each student using a word processor, see appendix A.

Appendix A

	JCQ/WP Form 4
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Word Processor cover sheet

Examination series			
Centre No			
Candidate No		Candidate name	
Examination for which a word processor was used			
Awarding body	Specification title	Specification ent code	Unit/ com onent
Comments (if appropriate):			
Some questions were answered in the answer booklet. (Please select the appropriate response)			
			Yes No
Number of typed pages produced by the candidate			
The above named candidate produced their work during the examination in accordance with section 8.8 of the JCQ publication Instructions for conducting examinations.			
Invigilator			Date
Name (Please print)			
Signature			
Head of centre/Exams officer			Date
Name (Please print)			
Signature			
To be completed by the examiner			
I have read the word processor cover sheet. I have marked the script in accordance with the instructions given.			

Please read the attached notes before completing this form.

Comments (if appropriate) for awarding body attention

Examiner/ Moderator	Date
Name (Please print)	
Signature	

Page 1 of 2

Notes on the completion of the Word Processor cover sheet Centre:

- Examination scripts: Please refer to the relevant awarding body's instructions when completing this form.
- The script must be produced in accordance with the regulations in Chapter 8, section 8.8, of the JCQ publication Instructions for conducting examinations Failure to comply may constitute malpractice which could lead to the disqualification of the candidate.
- The information required in the boxes on the form must be correct and complete.
- In the box marked Comments please indicate whether any problems were experienced with the production of the script which should be drawn to the attention of the examiner.
- The form must be signed by the invigilator and countersigned by the head of centre/examinations officer in order for the script to be accepted.

SECTION 5: Assessment in BTEC / CTEC Qualifications

Aim:

- *To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.*
- *To ensure that the assessment procedure is open, fair and free from bias and to national standards.*
- *To ensure that there is accurate and detailed recording of assessment decisions.*

In order to do this, the centre will:

- *ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.*
- *assess learner's evidence using only the published assessment and grading criteria.*
- *ensure that assessment decisions are impartial, valid and reliable.*
- *develop assessment procedures that will minimise the opportunity for malpractice.*
- *maintain accurate and detailed records of assessment decisions.*

- *maintain a robust and rigorous internal verification procedure.*
- *provide samples for external verification, as required by the awarding body.*
- *monitor standards verifier reports and undertake any remedial action required.*
- *share good assessment practice between all BTEC / CTEC programme teams.*
- *ensure that BTEC / CTEC assessment methodology and the role of the assessor are understood by all BTEC / CTEC staff.*
- *provide resources to ensure that assessment can be performed accurately and appropriately.*

1. Assessment rules

1.1 Providing feedback to learners.

The teacher must decide when the learner is fully prepared to undertake the assessment.

Once learners are working on assignments which will be submitted for assessment, they must work independently to produce and prepare evidence for assessment.

Before starting an assessment, the tutor must ensure each learner understands the:

- *assessment requirements*
- *nature of the evidence they need to produce*
- *importance of time management and meeting deadlines.*

Once the learner begins work for the assessment, the teacher must not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the assessment stage.

1.2 Submission of evidence.

Only one submission is allowed for each assignment. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner must submit:

- an assignment for assessment which consists of evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor must:

- formally record and confirm the achievement of specific assessment criteria
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

The assessor must not:

- provide feedback or guidance on how to improve the evidence to achieve higher grades.

1.3 Opportunities for resubmission.

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the tutor judges that the learner will be able to provide improved evidence without further guidance
- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.

If a learner has not met the conditions listed above, the Lead Internal Verifier must not authorise a resubmission.

1.4 Procedure for resubmission

If the Lead Verifier does authorise a submission, it must be:

- recorded on the assessment form
- given a deadline for resubmission within 10 working days* of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

* 10 working days must be within term time, in the same academic year as the original submission.

Our Standards Verifiers will require you to include evidence of resubmitted work in sampling, including:

- evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated
- the initial assessment record
- the resubmitted learner evidence, accompanied by a signed and dated declaration of authenticity by the learner
- the resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions
- confirmation from the assessor that the resubmitted evidence is authentic and is the learner's own work.

These rules, and further information, can be found at:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

<https://ocr.org.uk/administration/cambridge-technicals/assessment/>

2. Retakes

Retakes are available for the following qualifications:

- BTEC 2010 Firsts and L2 and L3 Technicals
- Nationals (Legacy)
- 2016/17 Level 3 Nationals
- 2016 Introductory Suite
- Tech Awards

Retakes are not available on the following qualifications:

- 2012 BTEC Firsts and Nationals

2.1 Conditions for retaking a new assignment.

If a learner has met all of the conditions listed in 1.3 Opportunities for resubmission but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.

- The assessor cannot award a merit or distinction grade for a retake.
- The assessor must agree and record a clear deadline before the learner starts a retake.
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions.
- The learner will not be allowed any further resubmissions or retakes.
- Standards Verifiers will require you to include evidence of any retakes in sampling.

SECTION 6: Assessment and Appeals in OCN NI Qualifications

Access to Fair Assessment Statement

This document sets out our policy for ensuring access to fair assessment for all learners on accredited training programmes. Assessment practice will be open and consistent with the code of practice and regulations laid down by the OCN NI.

Commitment

We are committed to supporting equality of opportunity in education and learning and will ensure that all assessments are conducted rigorously and accurately.

We will;

- Promote practice and procedures that support equal opportunities for all individuals, regardless of their culture, sex, ability, disability, age, ethnic background, nationality, religion, sexual orientation (sexuality), marital status, employment status or social class
- Work towards removing all practice and procedures that discriminate unfairly (directly or indirectly)

To meet this commitment, we will:

1. Develop materials and documentation that are easily understood, and reflective of a diverse society and differing needs and abilities of learners
2. Develop quality assurance processes that are fair
3. Provide advice that is sensitive to the widest possible range of learners' needs
4. Use assessments that are based on award requirements only and do not discriminate against anyone

Putting this policy into practice

To put this policy into practice successfully we will:

- issue a copy of this policy to all staff, trainers and verifiers and ensure they are familiar with it
- make it readily available to learners upon request
- monitor and review the effectiveness of the policy and make improvements where appropriate.

Learning support

As part of the induction process all learners will be asked if they have any learning support needs that may require additional mechanisms to be put in place.

Internal assessment

Internal assessment will be conducted by the tutor/assessor. Assessment will be internally verified in accordance with the Internal Verification Policy and the OCN NI's verification/moderation procedures.

Feedback will be given to learners as soon as possible after assessment. Feedback will be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what actions the learner might take to improve on their performance.

Arrangements for learners with special assessment requirements.

Assessment will be available to all those who have the potential to achieve standards required for a particular qualification or course. However, some learners may need access to alternative means of providing evidence and/or additional support. We will take care to ensure that any proposed assessment methods are of equal quality and rigour to those being used for all learners in order to demonstrate that the learner with special assessment requirements has achieved the standard expected.

Learners may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language. This means that they will need appropriate support in their development to help them meet the required standard such as;

- Help with communication and number skills
- Adapted equipment and physical environment
- Special information technology
- Confidence building

Assessment Appeals

All learners will be informed of the assessment appeals procedure at the beginning of the programme.

Appeals Procedure for Learners

In the event that an individual Learner disagrees with an assessment decision they are entitled to appeal against it using the procedure outlined below. The aim is to resolve the issue within 14 working days after it has been raised or as soon as is reasonably practical.

Stage 1

- If a learner does not agree with an assessment decision s/he should raise the issue with the assessor concerned as soon as possible and within 5 working days of the assessment decision being taken.
- The assessor should consider the learner's objection, review their decision and provide clear feedback to the learner about their reviewed decision.

Stage 2

- If a learner is dissatisfied with this outcome and the learner feels unable to discuss this with the assessor concerned, they should submit an appeal in writing, setting out the grounds upon which they disagree with the assessment decision.
- This appeal documentation should be forwarded to the internal verifier.
- The internal verifier should review all relevant documentation including the appeal, the assessed work, the assessment decision and course specifications. If necessary, the internal verifier should discuss the issue with the assessor and the learner.
- The internal verifier should reply in writing within 5 working days of receiving the written appeal stating the outcome of the appeal.

Stage 3

- If the learner is still dissatisfied at this stage, the learner may submit a written request to the quality manager to review the decision of the internal verifier. In this instance the quality manager will invite an independent reviewer to review all the documentation and meet with those involved to discuss the issue at the earliest opportunity.
- The decision reached by the independent review will be final. A record will be kept and copied to all parties concerned.

Policy Date:

Review Date:

Ratified Date:

Signed: _____ (Chair of Board of Governors)

Date: _____