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Assessment Policy

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2. Learner entitlement
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Assessment Policy

1. Introduction

Assessment is a vital part of the learning and teaching process. Assessment can be of a learner's knowledge, understanding, abilities or skills. This policy aims to ensure the highest quality in assessment which meets the needs of all learners in all settings and includes work-based assessments.

The policy recognises the importance of giving constructive feedback that is appropriate, timely, adequate and shared with the learner, enabling them to be fully involved in their learning. The policy outlines the assessment entitlement, identifies and offers guidelines for assessment malpractice and identifies roles and responsibilities of suitably qualified staff in the process of implementing assessment. It also outlines the procedure for appeals against internal assessment of work for external qualifications.

The college uses three types of assessment, as detailed below.

Initial and Diagnostic Assessment – determine the preparedness of a learner to achieve the learning outcomes of a course or module.

Formative Assessment – formal or informal, measures a learner's progress towards achieving the learning outcomes of a course or module.

Summative Assessment – measures the degree to which a learner has achieved the learning outcomes of a course or module.

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2. Learner entitlement

It is essential that assessment is:

- fair and ensures parity of treatment – including recognition of equality and diversity – and also ensures comparable assessment demands in subjects of equal level and credit
- reliable, ensuring ensuring that assessment decisions are made consistently throughout the College and conducted by staff who have appropriate knowledge, understanding and skills, and are trained in the activity. Where a set of work is divided between staff, internal moderation and standardisation ensure consistency
- valid, by ensuring that each assessment relates to the intended outcomes of the subject(s) studied
- transparent, in that it is clear to students, staff and external auditors the criteria and methods by which students' work is being judged
- carried out in accordance with awarding body requirements and the instructions issued by the JCQ (Joint Council for Qualifications) when appropriate

RHACC is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject.

The RHACC Appeals Procedure must be followed in cases where a learner disagrees with the outcome of an assessment and is detailed in the separate Assessment Procedures document.

Details of the application process and forms for a re-sit are available from the Exams Officer.

3. Assessment Malpractice

Malpractice relates to those acts which undermine the integrity and validity of assessment and the certification of qualifications.

The term *malpractice* is intended to encompass other similar terms such as *non-compliance*, *maladministration* and *professional misconduct*.

In cases of malpractice by centre staff, Staff Disciplinary procedures will be followed. Learner malpractice will be dealt with through RHACC Student disciplinary procedures.

RHACC will contact Awarding Bodies promptly in case of malpractice, according to the Awarding Bodies' requirements and will submit a report to the relevant Awarding Body in line with their procedures. Where assessment malpractice is proven, awarding bodies may also impose penalties or sanctions.

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3.1 Centre Staff Malpractice

The following are examples of malpractice by College staff. Other instances of malpractice may be considered by the College or relevant awarding body.

- Failure to keep assessment papers secure prior to assessment
- Obtaining unauthorised access to assessment material prior to assessment
- Failure to keep learner, computer or other files secure
- Assisting or prompting learners with the production of answers
- Failure to abide by the conditions of supervision designed to ensure the security of assessment
- Fraudulent certificate claims (claiming a certificate prior to the learner completing all the requirements of assessment)
- Falsifying records/certificates (by alteration, substitution or by fraud)
- Misusing the conditions for special learner requirements
- Allowing evidence which is known not to be the learner's own work to be included in a learner's assignment/task/portfolio/coursework

3.2 Learner Malpractice

The following are examples of malpractice by learners. Other instances of malpractice may be considered by the College or relevant awarding body.

- **Plagiarism** by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), 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 learners, or other third party, to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners
- **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/test
- **Fabrication** of results and/or evidence
- **Failure** to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment/ examination/test rules, regulations and security
- **Misuse** of assessment/examination material

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- **Introduction and/or use** of unauthorised material contrary to the requirements of supervised assessment/examination/test conditions, for example: smart devices, notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- **Obtaining**, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- **Behaving** in such a way as to undermine the integrity of the assessment/ examination/test
- **The alteration** of any results document, including certificates

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Assessment Procedures

It is essential that assessment is carried out in accordance with Awarding Body requirements. Refer to documentation under the relevant Awarding Organisations (eg, OCN London for Access to HE,) for information on conducting Formative and Summative assessments.

1.1 Initial assessment at entry

Learners on Government-funded skills and vocational provision will have assessment of prior qualifications and/ or initial assessment to check their level of English and mathematics at entry, where applicable to certain qualifications.

- **Purpose** – informs signposting and referral to appropriate learning, training or employment opportunities, and ensures that the learner has the skills to match what they want to do
- **Undertaken by** – any full-time learners, part-time learners, 16-18 year olds and workplace learners (as part of the employees’ individual Training Needs Analysis) where applicable to the requirements of that qualification and its awarding body.
- **Responsibility** – Carried out by Learning Resource Centre staff under the direction of the Programme Manager. Initial assessment can include the use of a specific paper or online assessment tool.

1.2 Interview

Holistic process to identify the learner’s previous learning experience, achievements, skills, interests, goals and learning needs.

- **Purpose** – to ensure the learner is placed on the appropriate learning programme
- **Undertaken by** – all full-time and part-time learners on funded skills and vocational provision
- **Responsibility** – tutor / assessor pre-enrolment or in the classroom or workplace

1.3 Diagnostic Assessment

Detailed diagnostic assessment of specific skills required for the course. This can include a diagnostic assessment of the underpinning skills of English and mathematics, linked to the Initial Assessment.

- **Purpose** – to identify specific learning strengths and needs, including referral for Additional Learning Support (ALS), and to determine learning targets and appropriate teaching and learning strategies to achieve them. Informs the learner’s Individual Learning Plan (ILP)
- **Undertaken by** – all learners at the beginning of a learning programme and subsequently when the need arises
- **Responsibility** – tutor / assessor, ALS Manager

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1.4 Formative assessment

Ongoing assessment of progress and constructive feedback and analysis of assessment outcomes

- **Purpose** – to inform learners of their progress and help course tutors/assessors and learners to adapt teaching and learning strategies to improve performance. Update ILPs
- **Undertaken by** – all learners throughout the course or programme through a range of approaches: teacher-led assessment, self-assessment, peer assessment, written and verbal feedback and as part of review, target setting and action planning
- **Responsibility** – course tutor/assessor and learner. All assessment, review and Health and Safety documentation must be kept in the learner file, in a secure electronic or physical format, and be made available for monitoring and audit purposes

1.5 Summative assessment

Takes place at the end of each learning episode, establishing the level of competence reached and the progress made and giving feedback to learners on their learning achievements

- **Purpose** – to enable tutor/assessor/learner to know how the quality of work relates to required standards, including those of external awarding bodies and to help learners set targets and inform ILPs.
- **Undertaken by** – all learners through a range of approaches: ongoing assessment from written and oral tasks, marked and graded coursework, mock exams and end of year assessments/ exams/ controlled assessments/portfolios
- **Responsibility** – course tutors / assessors. Assessment internally verified and moderated according to the College’s Internal Verification Policy and Procedures.

External assessment will be administered strictly in accordance with instructions issues by relevant awarding bodies

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1.6 Controlled Assessments (CAs)/Non-Examination Assessments (NEAs)

The Programme Manager /tutor/assessor:

- It is the responsibility of the PM to inform Exams at the start of the Academic year (no later than 15 October) of controlled assessments/non-examination assessments taking place and the tutors involved. The PM obtains the controlled assessment/non-examination assessment task details from the exam boards and the Course Leader and tutor plan when and how the assessments will take place
- The PM informs the Exams Officer of the dates of any high-level controlled assessments/non-exam assessments and of any learners needing special arrangements
- The tutor schedules the assessments into the Scheme of Work
- The tutor carries out the assessment according to the instructions for conducting controlled assessment/non-examination assessment (JCQ)
- Learners are expected to complete the controlled assessment/non-examination assessment on the planned dates. A second date will only be offered in exceptional circumstances and at the discretion of the college
- When all assessments are complete, and within the relevant deadline, the CL should submit the marks via the awarding body portal. Immediately following mark submission, all assessment materials, completed assignments and signed declarations of authentication must be returned to Exams for secure storage
- If suspected malpractice occurs, the tutor must inform the Head of School and the Exams Officer

Exams:

It is the responsibility of the Exams Officer to inform PMs and Members of the Curriculum Quality Management Team (CQMT) at the start of the academic year (September) of the regulations for conducting controlled assessments/non-examination assessments. The PMs/HoSs will then disseminate the information to tutors involved in controlled assessments/non-examination assessments.

- Exams maintains a diary of controlled assessments/non-examination assessments and students needing special arrangements.
- Exam conducts and keeps a record of risk assessments following the standard JCQ procedure for controlled assessment/non-examination assessment risk assessment.
- Exams receives all completed assessment materials for secure storage and delivers to the relevant exams board.

All non-regulated courses at RHACC should be using the RARPA procedure, which is detailed on Page 21, as part of the assessment procedure.

Details of RHACC’s IV processes can be found in the Internal Verification Policy and Procedures.

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2. Marking learner work and correction of Spelling, Punctuation and Grammatical [SPaG] errors and inaccuracies

It is essential that marking, including error analysis, includes:

- regular, accurate and consistent feedback to learners
- the correction of spelling, punctuation and grammatical errors
- written guidance on what learners have to do to improve their skills and knowledge
- clear written feedback that is understood by learners
- regular checks and reviews on progress and improvement of skills

The preferred approach to marking learner work is the “error analysis” approach as it is an effective way of developing learners’ self-correction skills. It also helps learners identify their errors, focus on specific difficulties and structure their work.

A marking code understood by learners is used to indicate the error and to identify what type it is. Examples may be Sp for spelling, P for punctuation, T for tense, WO for word order, G for grammar.

Strategies to improve SPaG will be incorporated in the delivery of teaching, learning and assessment. Learners will also be encouraged to develop these skills independently with their peers and to proofread their written work.

Students who have been assessed by the Additional Learning Support (ALS) team and require additional support can access a range of access arrangements for exams and assessments. Tutors can also refer learners to the ALS team if they have any concerns prior to assessment. Where possible, reasonable adjustments will be made for learners with learning difficulties or disabilities, while ensuring that such adjustments do not give unfair advantage or disadvantage to other learners.

3. Appeals against Internal Assessment of Work for External Qualifications

If a learner disagrees with the outcome of an assessment which has been assessed internally, he/she may make use of the following appeals procedure:

- Appeals may only be made against the process which led to the internal assessment decision and not against the mark or grade submitted by the centre
- Appeals should be made in writing by the candidate to the Exams Officer, as early as possible and within 2 weeks of the student receiving the assessment decision. Please note that if the assessment result has already been sent to the Awarding Body it may not be possible to change it
- The appeal will be passed to the Complaints coordinator, who will log it as a complaint and request an investigation by the appropriate manager, provided they have played no part in the original internal assessment process.
- The purpose of the investigation will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding organisation and the examinations code of practice of the Joint Council for Qualifications (JCQ)

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3. Appeals against Internal Assessment of Work for External Qualifications (contd)

- The investigating officer will inform the candidate in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment. The outcome will also be passed to the complaints coordinator to be logged.

4. Enquiries about results (Re-marks)

Where a candidate disagrees with the mark for a particular written exam unit that has been assessed externally, he/she may request a review of marking via the Exams Officer. This must take place within the timeframe specified by the awarding body. The candidate will be required to acknowledge in writing that the grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request.

This procedure is available from the Exams Officer and each GCSE/GCE candidate receives a copy with their results slip.

5. Conflicts of Interest

These are situations in which an individual or organisation has conflicting interests or loyalties. Failure to declare a conflict between personal, professional or business interests that could impact upon assessment activity is deemed malpractice.

Examples of potential conflict of interest situations in relation to assessment activity are:

- When a member of staff has a position in one organisation which conflicts with his or her interests in another organisation
- When a member of staff has personal interests that conflict with his or her professional position
- When a member of staff involved in college teaching or learning activity is involved in any way with the development of secure assessments for either internal or national use
- When a member of staff has friends or relatives involved in receiving teaching, training or assessment from the college
- When a member of staff is asked to assess, invigilate or internally verify the work of an enrolled student who is a family member or close friend
- When the appointment of assessors, invigilators, internal verifiers and assessment-related administrators is not made against published criteria and on a transparent and objective basis

Each member of staff is responsible for ensuring that they are familiar with the above and that they disclose any potential conflict of interest. It is an individual's responsibility to raise any concern relating to a potential conflict of interest with their line manager, in the first instance.

Where there is a potential or actual conflict of interest, the Exams Officer is responsible for ensuring that this is documented. A member of staff must not undertake any activities that could be deemed to compete or conflict with college activities.

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Internal Verification Policy and Procedures

1. Introduction

Through its internal verification (IV) policy, RHACC is committed to ensuring that learner assessment is carried out fairly and consistently and meets national regulatory (QCA) and awarding body standards.

The policy aims to ensure that:

- Assessment and grading is consistent and timely across the programme
- Assignments are fit for purpose (they enable the learner to produce evidence which meets the grading criteria)
- Assessment decisions accurately judge learner work (evidence) against the unit grading criteria
- Assessment practice continues to improve and be of high quality

For the purposes of this document the term 'verifier' will be taken to include 'moderator'

2. Roles and responsibilities

2.1. The Coordinator of Internal Verification (Lead IV role to be fulfilled by RHACC Programme Manager /Director of School/Quality Manager)

The Manager/Lead IV coordinates the planning of the IV schedule for designated courses in their area at the beginning of each academic year.

This involves:

- Identifying members of staff who will carry out internal verification
- Ensuring that members of staff involved with internal verification are trained in the IV process (through internal CPD) and understand the relevant awarding body requirements
- Ensuring that all assignment briefs are internally verified before being issued to learners
- Compiling a schedule of IV (Appendix 1) before the start of the course, informing (and reminding) tutors, internal verifiers and the Quality Team of the schedules
- Checking that learners are aware of the Appeals procedure, corrective actions following IV have taken place and timely feedback provided
- Ensuring that the outcome of internal verification enhances future assessment practice
- Arranging regular meetings of internal verifiers to ensure standardisation of procedures

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2.2 The Internal Verifier:

- Checks the quality of assignments before distribution to learners, ensuring that assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
- Ensures that any necessary corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate
- Ensures that tutors/assessors receive ongoing advice and support, eg in designing assessment activities
- Checks that learners have clearly understood assessment requirements and have been given opportunities to achieve against the assessment criteria
- Checks that learners' work is presented in a manner that enables effective external verification to take place
- Checks that evidence of the learner achievement is clearly mapped to the assessment criteria
- Ensures tutors/assessors are providing learners with clear and constructive feedback on their work
- Ensures recommendations for the award of credit are valid, reliable and consistent
- Ensures clear and accurate assessment records are maintained

The internal verifier cannot IV their own assignment briefs or assessed work.

2.3 Requirements for Internal Verifiers:

- Internal verifiers should have a good understanding of the awarding body requirements and ideally should have subject specific knowledge of the programme being verified
- All IV staff should receive IV training
- Staff will be allocated time (or payment, in the case of sessional staff) to perform internal verification duties

2.4 Course tutors:

- If more than one tutor/assessor delivers and assesses a unit, course tutors need to attend a standardisation/CPD event (either termly, for substantial programmes, or once a year for part-time programmes)

2.5 The Quality team:

- Monitors that IV is being carried out effectively cross-college through use of the IV checklist (Appendix 2)
- Carries out random sample checks on copies of the IV, assignment brief and the IV assessment decision forms which are to be kept in course files
- Provides standardised IV documentation

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3. Internal Verification Cycle
Terms 1, 2 and 3

3.1 Planning and feedback meeting (before course begins)

Evaluation of previous IV / EV reports

Set dates for:

- internal verification of assignment briefs
- internal verification visits
- standardisation meetings

Ensure internal verifiers have received IV training, (liaise with Quality team to put on IV training on CPD Calendar)

Complete IV schedule and copy to tutors, IVs and Quality Team



3.2 IV of assignment brief (within first four weeks of course)

All centre devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- the tasks and evidence will allow the learner to address the targeted criteria
- it is written in a clear and accessible language
- learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated
- plagiarism is addressed by student statement

The outcome of the IV should be recorded on the Assignment Brief IV form (Appendix 3) and if action is identified by the internal verifier, the tutor/assessor should complete this and return it to the internal verifier for sign off. Once the assignment is verified as fit for purpose it may be issued to the learners.

A copy of this form should be kept in the course file (for spot checks by the Quality Team). The form should be signed and dated to indicate when IV of assignment brief took place (for audit purposes by the External Moderator)



3.3 Standardisation / CPD event
(once per term on full time courses & once per year on part time courses)

Standardisation must be carried out when more than one tutor/assessor delivers and assesses the same unit and assignment(s). The function of standardisation is to ensure consistency of assessment by discussing and mutually assessing a sample of learner work and reaching a consensus. Outcomes from standardisation should inform and improve future assessment practice.

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3.4 IV meeting

(once per term on full time courses & once per year on part time courses)

A sample of assessed work is internally verified to:

1. check and confirm the results of assessment decisions against:

- learning outcomes / assessment criteria
- programme submission / course plan
- level descriptors

2. review the process to ensure that:

- decisions are transparent and consistent
- feedback is full, clear and constructive
- records are clear, accurate and accessible

The outcome of internal verification should be recorded on the appropriate awarding body IV form (eg appendix 4 for all NOCN courses) and if action is identified by the IV the tutor/assessor should complete this and return it to the internal verifier for sign off.

A copy of this form should be kept in the course file (for spot checks by the Quality Team).

The form should be signed and dated indicating when the IV took place (for audit purposes by the External Moderator).



3.5 Sampling strategy

(should involve planned sampling of all assessment types and units of qualification):

- review a minimum of 3 – 5 portfolios (refer to Awarding Body requirements) for each unit
- sample size should be increased for new programmes and inexperienced assessors
- sampling must be done formatively and summatively
- the sample must include the full range of assessment methods used for any one programme, covering the full range of assessment decision (pass, merit, distinction and referred)
- include all borderline cases



Related Documents

Appeals Procedure (appeals against Internal Assessment of Work for External Qualifications)

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Internal Quality Assurance Schedule

APPENDIX 1

To be completed for each programme by the Lead IV/LM at the start of each term and a copy sent to Quality@rhacc.ac.uk

Please complete Part 1 and a separate Part 2 for each module

Part 1

Course and Qualification Title:		Lead IV / LM:
Course Code:	Awarding Body:	Curriculum Leader:

Activity	Dates	Programme modules	Tutors / Assessors	Internal verifiers / moderators
Termly team meetings to carry out: <ul style="list-style-type: none"> • Planning and feedback from previous EV report • Standardisation • CPD 	Term 1 date:	•		
	Term 2 date:	•		
	Term 3 date:	•		
EV/Standards Verifier visits	Name: Dates:			

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APPENDIX 2

Internal Verification Checklist

Checklist for use to confirm that a rigorous IV process is in place, meeting all the requirements.

Course Code and title:

Start and end dates:

Checklist	Yes/No	Follow-up
All tutors/assessors are fully briefed on the assessment processes		
There is a verification schedule drawn up annually, covering all assessors, all units, all assignments with proposed dates		
The verification schedule is monitored to ensure internal verification activity takes place as planned		
Assessors must not internally verify their own work		
Assignment briefs are presented for IV before use (ideally within the first four weeks of the course), and any recommendations by the IV are actioned by the assessor		
Assessment decisions are internally verified. The extent of the IV sample must be sufficient to ensure the security of the national standard		
Standardisation events are organised where more than one assessment team is involved		
Appropriate feedback resulting from IV is given directly to all tutors/assessors		
IV and assessment records are stored securely for a period of time as required by the awarding body		
All IV records are signed and dated, particularly when signing off completed action		

Signature

Date

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APPENDIX 3 Internal Verification – Assignment Briefs

Title of Award		
Title of Unit and Assignment		
Tutor/Assessor		
Internal Verifier Checklist	Y /	Comments
Are accurate programme details shown?		
Are accurate unit details shown?		
Are clear deadlines for assessment given?		
Is this assignment for whole or part of a unit?		
Are assessment criteria to be addressed listed?		
Does each task show which criteria are being addressed?		
Are these criteria actually addressed by the tasks?		
Is it clear what evidence the learner needs to generate?		
Are the activities appropriate?		
Is there a scenario or vocational context?		
Is the language and presentation appropriate?		
Is the timescale for the assignment appropriate?		
Overall, is the assignment fit for purpose?		
* If "No" is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken		
Internal Verifier Date		
Signature Date		

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APPENDIX 3 Internal Verification – Assignment Briefs

Action required:			
Action taken:			
Tutor/ Assessor			
Signature		D a t e	
Internal Verifier			
Signature		D a t e	

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APPENDIX 4

Course		Date									
Qualification											
Internal Moderator											
Learner Name	Tutor / Assessor	Unit/Subject Sample	Are assignment briefs clear and relevant	Are evidence indicators clear and relevant	Is the work relevant and authentic	Has sufficient evidence been provided	Does the evidence meet the correct level	Have assessment decisions been recorded	Has feedback against assessment been given	Has the learner responded to assessment feedback	Has further action been agreed with the student
1											
2											
3											
4											
5											
6											
If any of the above has not been met, give details, below, of what needs to be done:			Action taken:								
Tutors' Signatures		Internal Moderator's Feedback									
Internal Moderator's Signature											

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APPENDIX 1: RARPA Procedure

RARPA (Recognising and Recording Progress and Achievement) is a five-stage process for delivering good assessment, teaching and learning, which ensures that learner progress and achievements are monitored and recorded. At RHACC, all non-regulated (ie. non-qualification) courses are required to use RARPA methodology for the recoding of progress and achievement. This applies to both ASB and ACL provision. This checklist gives a summary of what is expected. All five stages of RARPA must be included, for every learner.

Five RARPA stages		
1 Statement of course learning objectives (course outcomes)		
1a	The course outline should include clear learning objectives	
1b	Learning objectives should be stated during course induction, and repeated later as appropriate	
2 Initial assessment to establish learner starting points		
2a	Identify and describe the tools/techniques used for the assessment or self-assessment of learner starting points (questionnaire; checklist; practical activity; audition; writing; discussion; observation)	
2b	Record evidence of the outcomes of this assessment	
2c	This may include initial assessment in maths and English	
3 Set appropriate challenging targets based on the initial assessment		
3a	State the specific learning objectives for the course, and inform learners	
3b	Set SMART targets, based on initial assessments, for individuals and/or groups	
3c	Explain and clarify these targets, and record them on the ILP or RARPA documentation	
4 Recognition and recording of progress and achievement during the course (formative assessment)		
4a	Assess learners against the course objectives and individual targets, and provide feedback. This may include elements of self-assessment.	
4b	Maintain an ongoing record of progress of your learners, through the course	
4c	Keep evidence of progress and feedback, and note any resulting change to course or lesson plans	
5 End-of-programme self-assessment and/or tutor summative assessment Review of overall progress and achievement		
5a	Assess learners against the learning objectives and targets, and provide feedback. This may include elements of self-assessment.	
5b	Learners record their achievements on the ILP or RARPA documentation, with reflective comments about their progress	
5c	Tutor annotates ILP or RARPA documentation to confirm the progress and achievements made	
5d	Keep evidence of achievements (photographic images; video/CD; written documentation; completed log; audio recording; examples of learner's work, witness testimonies)	
5e	Discuss progression (to next level or course) and record learner's next steps	

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Exams Procedures

1. Exams responsibilities

Principal

Maintains overall responsibility for the College as an Exam Centre to:

- Ensure compliance with JCQ General Regulations for Approved Centres
- Report all suspicions or actual incidents of malpractice. Refer to the JCQ document *suspected malpractice in examinations and assessments*

Delegates responsibilities to the Exams Officer to:

- Manage the administration of public and internal exams and reporting of exam results
- Advise the Senior Leadership Team, Programme Leaders, Subject Tutors and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Organisations
- Contribute to the production and distribution to staff, and candidates of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events
- Ensure that candidates are informed of and understand those aspects of the exam timetable that will affect them
- Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Receive, check and store securely all exam papers and completed scripts
- Administer access arrangements and make applications for special consideration using the JCQ *Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the invigilation team; their recruitment and training. Monitor the whole invigilation team responsible for the conduct of exams
- Submit candidates' coursework marks, mark submission and despatch requested samples done by programme leaders, track despatch and store returned coursework and any other material required by the appropriate awarding organisations correctly and on schedule
- Arrange for dissemination of exam results and certificates to candidates and forward appeals/re-mark requests
- Maintain systems and processes to support the timely entry of candidates for their exams together with the recording of any achievement
- Implement this procedure in accordance with all other College policies, procedures and regulations on Health & Safety, Equal Opportunities, Quality Assurance, financial matters and Data Protection Act

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1. Exam responsibilities (contd.)

Programme Leaders

- Ensure that course and exam information is correctly set up via REMS
- Provide guidance to candidates who are unsure about exam entries or amendments to entries
- Comply with Awarding Organisation and specification requirements
- Provide direction to candidates on post-results procedures
- Accurately complete all exams documentation/coursework mark sheets/declaration sheets and adhere to deadlines
- Inform the Exams Office of changes to course/entry/levels
- Check achievement reporting using Proachieve and report any anomalies to College Information Systems (CIS) team in accordance with College procedures

Course/Subject Tutors

- Provide details of additions or removals from candidate lists
- Return completed Exams documentation to the Exams Office in order to meet the internal deadlines to avoid Awarding Organisation penalty fees

Additional Learning Support Manager

- Oversee identification and testing of candidates' requirements for access arrangements
- Liaise with Exams Office to organise exam access arrangements
- Provide additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, visual impairment, English for speakers of other languages, IT equipment — to assist candidates in achieving their course aims

Exam Assistants/Invigilators

- Check the examination room prior to the arrival of candidates to ensure that:
 - Heating, lighting, ventilation and levels of extraneous noise are acceptable
 - No display materials that might be helpful to candidates are visible
 - A reliable clock of readable size is visible to each candidate
 - Notices are displayed in accordance with JCQ regulations
 - Seating arrangements prevent candidates, intentionally or otherwise, from overseeing the work of others
- Be fully aware of the regulations according to “The Instructions for Conducting Examinations”
- Ensure that a signed record is kept of the seating and invigilation arrangements for any examination session that they participate in
- Carry out checks on the identity of candidates on their arrival
- Take all reasonable steps to ensure that:
 - The official examination stationery is issued to candidates and that no other stationery, including paper for rough work, is provided
 - Candidates take into the examination room only those articles, instruments or materials which are expressly permitted
 - Candidates have all the necessary material provided by the Awarding Organisation to enable them to complete the examination
 - Open the packet of examination papers and issue the papers to candidates
 - Give clear instructions to candidates about the conduct of the examination to ensure that they fully understand what they are required to do

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1. Exam responsibilities (contd.)

Exams Assistant/Invigilators (contd)

- Supervise the candidates throughout the whole time the examination is in progress, and give complete attention at all times to this duty
- Complete the Attendance Register during the examination and inform the Exams Office of any absentees
- Know the actions to be taken in the event of an emergency such as an emergency evacuation
- At the end of the examination, collate all scripts in candidate number order and ensure that they are handed to the correct person
- Collect all unused stationery in the examination room and return it to the Exams Office.
- Ensure that the room is left in a tidy condition
- Work to promote and apply the College's safeguarding procedure and procedures

Candidates

- Check personal exam entries on receipt of timetable and inform the Exams Office of any discrepancies
- Understand coursework/controlled assessment regulations and sign the relevant declaration that authenticates the work as their own
- Take responsibility for compliance with Awarding Organisation and JCQ regulations with respect to coursework, controlled assessment, written examinations, and online tests
- Pay for any re-sits in the specified period
- Attend all timetabled assessments

2. The Qualifications Offered

The qualifications offered at this Centre are decided by the Heads of Schools.

The subjects offered in any academic year may be found in the Centre's published prospectus for that year and on the College website. If there has been a change of syllabus/specification from the previous year course information must be changed with MIS and the Exams Office must be informed immediately for all qualifications.

3. Exam Seasons, Timetables and Clashes

3.1 Exam seasons

Programme Leaders have responsibility for giving the Exams Office the appropriate notice period for the scheduling of internal exams which contribute to summative assessment.

External exams are scheduled throughout the academic year and on demand, with the appropriate notice adhered to. Heads of Schools must liaise with Programme Leaders/Exams Office to oversee and plan the scheduling of exams for their area. This includes decisions on exams series.

All internal exams are held under external exam conditions.

3.2 Timetables

The Exams Office will display timetables of all external exams on the website. The Exams Office will add room details. Allocation of Invigilators will be the responsibility of the Exams Office.

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4. Entries, Entry Details, Late Entries and Re-sits

4.1 Entries

Normally candidates are selected for their exam entries by the Programme Leaders and Subject Tutors. However, a candidate has the right to request a subject entry, change of level or withdrawal but there would be an expectation that this would be following a discussion with their Subject Tutor.

4.2 Entry details

All individual candidate statements of entry will be sent to the candidate's home address. The Exams Office will accept withdrawals, amendments and changes of tier up to the dates set by the Awarding Organisations. These deadlines are available from the Exams Office.

4.3 Late entries

Late entries must be authorised by the Head of School. The deadlines for late entries are available from the Exams Office.

Under extreme circumstances very late entries will be accepted, but these will be subject to a fee levied by the Awarding Organisation and must be authorised by the Head of School.

4.4 Re-sits

Re-sit decisions are made in consultation with the Programme Manager and the candidate and are subject to the conditions of the re-sit procedure outlined in the Assessment Procedure.

5. Exam fees

Normal registration and exam fees for the first sitting are paid by the Centre for fully funded candidates with an active enrolment. Late entry or amendment fees are paid by whoever is responsible for the need to make the change.

Candidates are entered for examinations at an appropriate point in their course. Examination entry is determined by the college, guided by progress and assessment outcomes and Awarding Body regulations. Resit fees are paid by the candidate, including candidates re-sitting a year already taken and taking units that they sat previously, with the exception of Functional Skills and ESOL candidates, who may be allowed one funded re-sit opportunity.

External examination candidates are not accommodated. (See also section 4.4: Re-sits)

6. The Disability and Equality Act, special needs and access arrangements

6.1 Disability and Equality Act

The Disability and Equality Act 2010 extends the application of the Disability Equality Duty in the DDA to general qualifications. All Exam Centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs

The Additional Learning Support Manager will inform Subject Tutors of candidates with special educational needs. The Manager can then inform individual staff of any special arrangements that candidates may be granted during the course and in the exam.

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6. The Disability and Equality Act, special needs and access arrangements (contd.)

6.3 Access arrangements

Candidates who may require access arrangements are identified during the admissions process or enrolment. Course Tutors identifying candidates who may require access arrangements after the start of the course should contact the Additional Learning Support Manager at the earliest opportunity. It is the Course Tutor's responsibility to ensure arrangements are made as soon as possible after the start of the course. Applying for access arrangements via the JCQ AAO tool is the responsibility of the Additional Learning Support Manager as per JCQ regulatory requirements

6.4 Word Processor Policy

Under the guidelines issued by JCQ '*Centres are allowed to provide a word processor with spelling and grammar check facility disabled to a candidate where it is their normal way of working within the centre and is appropriate to their needs.*'

Access to word processor use in examinations is in order to remove barriers which place a candidate at a disadvantage as a consequence of persistent and substantial difficulties. Use of a word processor must be agreed through liaison with the Additional Learning Support Manager and submission of the *Normal Way of Working* form.

A word processor cannot be granted to a candidate simply because s/he prefers to type rather than write or can work faster on a keyboard, or because s/he uses a word processor at home.

The use of a word processor must reflect the candidate's *normal way of working*. The only exception to this is where an arrangement may need to be put in place due to a temporary injury or impairment at the time of an exam or assessment.

7. Estimated grades

There is no longer a requirement to supply estimated grades unless specifically requested by the awarding organisation. The Exams Office will advise of any such requests.

8. Managing Invigilators and exam days

8.1 Managing Invigilators

External Invigilators will be used for all exams apart from some internally assessed components/controlled assessments.

The recruitment of Invigilators is the responsibility of the Exams Office.

Securing the necessary DBS clearance for new Invigilators is the responsibility of the Human Resources office. DBS fees for securing such clearance are paid by the College.

Invigilators are timetabled and briefed by the Exams Office.

Invigilators' rates of pay are set by the College.

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8. Managing Invigilators and exam days (contd.)

8.2 Exam days

The Exams Office will book all exam rooms via Administrators.

The Estates Team are responsible for setting up the allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present prior to the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted and must leave the venue before the examination begins.

In practical exams Subject Tutors may be on hand in case of any technical difficulties.

Exam papers must not be read by Subject tutors or removed from the exam room before the end of a session. Papers will be distributed to Programme Leaders as permitted by the Awarding Organisation.

9. Candidates, clash candidates and special consideration

9.1 Candidates

Candidates must provide identification in the form of photographic ID, i.e. passport or driving licence.

JCQ rules on candidates' use of mobile phones and all electronic devices apply at all times

Normal Centre rules on dress and behaviour apply

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 will not be allowed to leave the exam room until the published finishing time

The Exams Office staff will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines

Students are personally responsible for providing their own equipment for their exams. The Exams Office provide a minimal amount of 'spare' equipment in each venue but this will only be available to students who have a problem with their own equipment (e.g. breakages during the exam)

9.2 Clash candidates

The supervision of candidates between exams is the responsibility of the Exams Office. In cases of overnight supervision candidates need to complete the appropriate documentation in accordance with JCQ regulations.

9.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, then it is the candidate's responsibility to alert the College, Exams Office or the Exam Invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within seven days of the exam, for example a letter from the candidate's doctor.

If the College supports the application the Exams Office will then forward a completed special consideration form to the relevant Awarding Organisation within the JCQ's recommended deadlines.

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10. Controlled Assessments/Coursework/Non-Examination Assessments and appeals against internal assessments

10.1 Controlled Assessments/Coursework/Non-Examination Assessments

Candidates who have to prepare controlled assessments/coursework/non-examination assessments should do so by the required date.

The Programme Leaders will ensure all work is marked/internally verified in line with Awarding Organisation requirements. Heads of Schools have the responsibility to ensure that appropriate quality assurance procedures are followed to include internal verification of assessed work. Programme Leaders will ensure that all internal verification is completed by College internal deadlines.

When all assessments are complete, and within the relevant deadline, the Course Leader should submit the marks via the awarding body portal. Immediately following mark submission, all assessment materials, completed assignments and signed declarations of authentication must be returned to Exams for secure storage.

10.2 Appeals against internal assessments of work for external qualifications

The Centre is obliged to publish a separate procedure on this subject, which is incorporated within the Assessment Procedure available from the Exams Office and on the website.

The main points are:

- Appeals can only be made in relation to the process leading to an assessment. There is no appeal against the assessment decision i.e. the mark or grade awarded
- Candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- In the first instance the student should raise any concerns about the assessment process with the teacher
- If the student remains concerned having spoken to their teacher they should contact the Exams Officer
- The Exams Officer will ask the student to make a written appeal which will be submitted to the Complaints co-ordinator and forwarded to the relevant Head of School. The grounds for the appeal must be clearly stated
- The findings will be notified in writing, copied to the Head of Centre and recorded for Awarding Organisation inspection

11. Results, enquiries about results (EARs) and access to scripts (ATS)

11.1 Results

All individual candidate statements of results for General Qualifications received during the course will be sent to the student's home address if not collected in person from the Exams Office by 15.30 on results release day.

Results may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so and provide their own identification.

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11. Results, enquiries about results (EARs) and access to scripts (ATS) (contd.)

11.2 Enquiries about Results

EARs for General Qualifications may be requested by candidates if there are reasonable grounds for believing there has been an error in marking. The Awarding Organisation's fee is payable by the candidate in advance of the enquiry being submitted. If there is a change in overall grade, the candidate will receive a refund from the Exams Office.

11.3 Access to Scripts (applicable to General Qualifications only)

After the release of results of General Qualifications, candidates may request the return of papers within the Awarding Organisations' stated deadlines. The Awarding Organisation's fee is payable by the candidate in advance of the request being submitted.

Programme Leaders may also request scripts for investigation or for teaching purposes. In this instance the consent of candidates must be obtained.

12. Certificates

Certificates are posted to the candidate's home address. Recorded delivery will only be used where stipulated by the Awarding Organisation.

The Centre retains any returned certificates for one year, after such time they are destroyed and the replacement cost becomes the responsibility of the learner.

13. Contingency Plan

13.1 Exam officer extended absence

The department is structured with an Exams Officer and Exams Assistants, overseen by the Director of Finance and Resources.

In a period of extended absence the Exams Assistant would take responsibility for carrying out the duties of the EAO and would work in consultation with the Director. Members of the team regularly receive training from Awarding Organisations, are involved in the administration of key processes and aware of whom to contact under extreme circumstances.

13.2 Additional Learning Support Manager extended absence (SENCo)

The Additional Learning Support Manager is line managed by the Head of the Foundation Learning School who, in a period of extended absence, will make necessary arrangements to cover the post.

13.3 Teaching staff extended absence

In the event of a period of extended absence of a member of the teaching staff, the manager for the curriculum area would arrange teaching cover from within the staff team or an agency. New staff providing cover would be briefed as part of their induction process on arrangements for assessment and examinations.

13.4 Invigilators – lack of appropriately trained invigilators or invigilator absence

New invigilators undergo a period of shadowing following appointment. They work independently only once they and the EAO are happy that processes and procedures are understood and that invigilators are competent. Annual training sessions are held at the end of April for all invigilators, to refresh their knowledge, communicate JCQ regulation changes and update local information. The college retains a pool of invigilators. When invigilators resign, recruitment procedures are begun. Minor absence issues are covered by a member of the Exams team or attempts are made to contact another invigilator from the pool.

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13. Contingency Plan (contd.)

13.5 Exam rooms – lack of appropriate room or main venue unavailable at short notice

Large cohort exams are accommodated in the Theatre and smaller ones within standard size classrooms/IT suites. The Exams team work closely with the Administrators to utilize rooms effectively at short notice. Local resources are used where resources on-campus are not adequate and a budget exists for such occasions.

13.6 Failure of IT systems

The college endeavours to minimise any IT disruption via resilient design and preventative maintenance. In the event of an issue this would be dealt with in accordance with the college Disaster Recovery Plan which is tested and updated regularly. Where such failure impacted on scheduled exams, steps would be taken to reschedule these exams where possible and where not possible, options to sit these exams 'offline' would be investigated in co-ordination with the awarding organisation.

13.7 Disruption of teaching time – centre closed for an extended period

In the event of the centre not being able to open as normal alternative options would be explored, such as moving provision to an external location.

In such instances, details would be communicated to learners via the College's website, text messaging facilities and student portal. Staff would be informed via the College's website, text messaging facilities and staff portal.

13.8 Centre unable to open as normal during the exams period

In this event, appropriate communication with the Awarding Organisations would be undertaken by the EAO or LDA and alternative options explored such moving exams to another location.

13.9 Candidates unable to take examinations due to crisis – centre remains open

Response dependent on issue. Procedure for absence outlined in learner handbook and made available to all candidates. Appropriate communication with the relevant Awarding Organisation would be undertaken by the Exams Officer or Exams Assistants and alternative options explored (home, hospital, different centre etc). Special consideration would be sought if appropriate.

13.10 Disruption to the transportation of completed examination scripts

All scripts are returned using the designated despatch methods prescribed by the Awarding Organisation concerned. Where this becomes unavailable or inappropriate, the Awarding Organisation would be contacted to discuss alternatives.

13.11 Assessment evidence is not available to be marked

In the event of large scale damage or destruction of completed examination scripts/assessment evidence before it can be marked the EAO would notify the Awarding Organisation immediately. Student marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake in a subsequent series.

13.12 Centre unable to distribute results as normal

The centre distributes results 'as normal' via collection by learner. Where learners do not collect results in person, these will be distributed by post.

13.12 Contingency Day

Learners will be made aware of the JCQ named contingency day for each Academic Year.

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Disability Procedure for Exams

Purpose of the Policy

This document is provided as an exams-specific supplement to the college *Exams policy and procedures*. They detail how the college recognises:

“its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.”

[Quote taken directly from 5.4 of the current JCQ publication [General regulations for approved centres](#)] This publication is further referred to in this policy as GR.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

Identifying the Need for Access Arrangements

Roles and Responsibilities

Vice Principal Teaching and Learning

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications

Additional Learning Support Manager (SENCo)

- Has full knowledge and understanding of the contents of, and refers to and directs relevant centre staff to this annually updated JCQ publication
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures that appropriately qualified assessors are appointed and that evidence of the qualifications of the assessors appointed are held on file
- Ensures the assessment process is administered in accordance with the regulations
- Leads on the access arrangements process to facilitate access for candidates

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Additional Learning Support Manager (SENCo) (contd.)

- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- Is responsible for all matters relating to initial assessment of candidates and the administration of the initial assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the ALS assessor's qualifications
- Works with Programme Managers (PMs) and relevant support staff and the exams office to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Programme Managers and tutors

- Are involved with the identification of students who are having difficulties accessing the curriculum, through their own departmental assessment procedures
- Are responsible for supporting students with SEN in their learning within a classroom setting
- Support the ALS Manager in determining the need for and implementing access arrangements
- Provide information to evidence a candidate's normal way of working
- Conduct appropriate assessments to identify the need(s) of a candidate

Assessors of candidates with learning difficulties

- Have detailed understanding of the current JCQ publication

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Requesting Access Arrangements

Roles and Responsibilities

Additional Learning Support Manager (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows JCQ guidance to process approval applications for access arrangements
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO, including the completion of JCQ Form 8 where required and evidence to substantiate the candidate's normal way of working within the centre
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that, where approval is required, this is applied for by the awarding body deadline
- Maintains a file for each candidate that includes:
 - ✓ completed JCQ/awarding body application forms and evidence forms
 - ✓ appropriate evidence to support the need for the arrangement where required
 - ✓ appropriate evidence to support normal way of working within the centre
 - ✓ in addition, for GCSE and GCE (A Level) qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff and exams officer regarding any appropriate modified paper requirements for candidates
- Maintains an up-to-date list of all learners within the college who are working with Access Arrangements

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Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication which may be relevant to the EO role
- Liaises with the ALS Manager to ensure AAO approval is in place for early opening of papers where this may be required i.e. when the centre is permitted to modify a timetabled written component exam paper (e.g. copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body’s deadline for the exam series, when they are required for a candidate
- Works from the up to date list of learners with SEN and liaises closely with ALS Manager to ensure the correct examination arrangements are in place for each of these learners
- Is responsible for updating the student records systems (REMS) with correct Access Arrangements information prior to the start of the examination series
- Applies for approval when required, in conjunction with the ALS Manager, via *Access arrangements online* (AAO), or through the awarding body if qualifications sit outside the scope of AAO
- Makes an *awarding body referral* through AAO, in conjunction with the ALS Manager, should the initial application for approval not be approved by AAO, but where the centre believe that the candidate does meet the criteria for the arrangement(s)

Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities

Vice Principal Teaching and Learning

- Supports the ALS Manager, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with and follows the *JCQ General Regulations for Approved Centres*
- Is responsible for the centre’s **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

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Additional Learning Support Manager (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures appropriate centre staff as facilitators to support candidates (e.g. to act as a practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Is familiar with and follows the *JCQ General Regulations for Approved Centres*
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures the facilitator (e.g. reader, scribe etc.) is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO if a facilitator is required to support a candidate who needs an emergency (temporary) access arrangement at the time of exams

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Implementing Access Arrangements and the Conduct of Exams(contd.)

Exams officer

- Is familiar with and follows the *JCQ General Regulations for Approved Centres*
- Liaises with the IT Manager/Team / Facilities team / ALS Manager regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the ALS Manager and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the ALS Manager and ensures that exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be necessary for a disabled candidate to access it
- Liaises with the ALS Manager regarding any needs for the facilitation and invigilation of access arrangement candidates
- Liaises with the ALS Manager and Facilities/Estates team regarding any rooming needs for access arrangement candidates
- Liaises with the ALS Manager to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not contacts the awarding body to ensure that papers are available when required)

Document Key Data

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Implementing Access Arrangements and the Conduct of Exams (Exams Officer contd.)

- Makes any required modifications that are permitted to be done by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format if a candidate is approved the use of a computer reader) and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early if preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam if required for particular Access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners / markers
- Prints pre-populated cover sheets from AAO where this is required for GCSE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the Head of School, and informs the ALS Manager, when a facilitator may be required to support a candidate requiring an emergency (temporary) Access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body if qualifications sit outside the scope of AAO

Invigilators

- Are familiar with the *Checklist for Invigilators (for written examinations)*
- Are familiar with the *JCQ Warning to Candidates, the JCQ Information for Candidates* and the *JCQ Mobile phone poster*

Facilities Manager

- Supports the ALS Manager and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

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Glossary

JCQ - Joint Council for Qualifications
AAO – Access Arrangements Online
DBS – Disclosure and Barring Service
EARs – Enquiries about Results
ATS – Access to Scripts
DDA – Disability Discrimination Act
SENCo – Special Educational Needs Coordinator

Assessment Procedures

Related documents:

RHACC Staff Disciplinary Procedures
RHACC Student Disciplinary Procedures
Equality and Diversity Policy

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