

Examinations Policy

Policy Details	
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1 Statement of Intent

Achieving success in public examinations is a key aim in raising the success rates for USP College students. The purpose of this policy is to ensure that the planning and administration of examinations is such that every student is offered the maximum opportunity to achieve success.

2 Introduction & Purpose

The purpose of this exam policy is:

- a. To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- b. To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- c. Following this policy enables the college to comply with Joint Council for Qualifications' (JCQ) guidelines.

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

3 Statutory Framework

3.1 Equality Act 2010

- a. All exam centre staff must ensure that they meet the requirements of the Equality Act 2010.
- b. The Equality Act (which replaced the Disability Discrimination Act 1995 along with other pieces of discriminative legislation) introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Equality Act (the Act) give protection to disabled people in the areas of employment and education.
- c. A person has a disability for the purposes of the Act if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3.2 Special Needs

The centre will meet the disability provisions under the Act by ensuring that the exams Centre is accessible and improving candidate experience. This is the responsibility of the Head of Additional Learning Support (or designated person).

4 Related Policies & Procedures

- a) Resit Procedure – Appendix 1
- b) Private Examination Candidate Procedure – Appendix 2
- c) Assessment Appeals Procedure – Appendix 3
- d) Enquiries About Results (EAR) & External Appeals Procedure – Appendix 4
- e) ID Policy – Appendix 5

- f) [Word Processor Policy – Exams](#)
- g) [Non-Examination Assessment Policy](#)
- h) [Health & Safety Policy](#)
- i) [Disability Policy \(Exams\)](#)
- j) [Single Equality Scheme Policy](#)
- k) [Safeguarding Policy](#)
- l) Contingency Plan - Exams
- m) Escalation Process – Appendix 6
- n) Conflict of Interest – Appendix 7
- o) [Lockdown Policy](#)

5 Link to Exams Procedure

5.1 Qualifications Offered

- a. The qualifications offered at this centre are agreed by the Senior Management Team (SMT).
- b. The exams office will issue annually a list of qualifications being offered with associated awarding body for confirmation. Any amendments or changes to the schedule must be agreed by the Curriculum Planning Group.

5.2 Exams series

- a. Internal and external exams and assessments are arranged in line with an agreed Assessment Pattern (for each academic year). This currently includes Association of Accounting Technicians (AAT), London Institute of Banking & Finance (LIBF), Pearson Functional Skills, Northern Council of Further Education (NCFE), Chartered Institute of Legal Executives (CILEX), Active IQ and Pearson BTEC.
- b. All departments are to have an agreed assessment pattern, details of which are agreed by the Senior Management Team (SMT).
- c. Any changes to the agreed Assessment Pattern must be notified in writing/emailed to the Exams Officer giving at least 10 working days' notice in line with good practice (or longer if required by exam board regulations). If sufficient notice is not given, then the area will be responsible for the payment of invigilator costs.
- d. Controlled tests are invigilated by curriculum staff under specified external exam conditions.

5.3 Timetable

The Exams Officer will upload the exam timetable for external exams via the student portal. An all staff email is sent to advise when this has happened and will include the following information;

- a. Entries, entry details, and late entries
- b. Candidates are identified for their exam entries by the Heads of Learning
- c. Entry deadlines
- d. Late entries which are authorised by Heads of Learning.

5.4 Exam Fees

- a. Candidates or Curriculum Areas will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.
- b. Exam fees are paid by the Centre. Late entry or amendment fees will be charged in accordance with the late entry / withdrawal process.
- c. Fee reimbursements are sought by Finance from the following candidates;
 - i. those who decide to sit an exam after the late entry date
 - ii. withdraw after the deadline
 - iii. fail to sit an exam
 - iv. do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.
- d. Resit fees are charged in accordance with the Resit procedure (Appendix 1). All resit fees are to be paid by the student unless previously agreed with the exams office and/or the subject department.

5.5 Overseas Candidates

It is the responsibility of Management Information Systems (MIS) to identify overseas candidates and inform the Examinations Officer. The Examinations Officer will inform the Finance Team to arrange invoicing accordingly.

5.6 Contingency Planning

Contingency Planning for exams administration is the responsibility of the Exams Officer, with support from the Senior Management Team.

5.7 Private Candidates

Managing private candidates is the responsibility of the Exams Officer in accordance with the Private Examination Candidates Procedures (Appendix 2).

6 Exam Day Procedures

6.1 Exam Days

- a. The Exams Officer will book all exam rooms after liaison with other users and make question papers, other exam stationery and materials available for the invigilator.
- b. Site management is responsible for setting up the allocated rooms.
- c. The Lead Invigilator or exams staff will start all exams in accordance with JCQ guidelines.
- d. Heads of Learning (HOLs) may be present up to 10 minutes before the start of the exam to assist with identification of candidates but must not have sight of the exam paper or advise on which questions or sections are to be attempted. HOLs can be present in exam room but must leave 10 minutes before the start of the exam.
- e. HOLs cannot delay start or finish exams or impede invigilator's responsibilities.

- f. In practical exams subject teachers may be on hand in case of any technical difficulties.
- g. Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to HOLs one day after the dated exam.

6.2 Absentees

Absentees are reported to HOL within five minutes from the start of either the AM or PM exam. This is valid for all students in A Level and GCSE examinations. HOLs are expected to be outside the main rooms (up to 10 minutes before start of exam) to advise any known withdrawn or absent students to the supervising invigilator and note any missing students to action after the start of the exam.

6.3 Access Arrangements

- a. Access arrangements allow candidates with specific needs such as special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Access arrangements are reasonable adjustments which are agreed at the pre-assessment planning stage and is any action which helps to reduce the effect of a disability or difficulty which places the learner at a substantial disadvantage.
- b. The Head of Centre will ensure that a reasonable adjustment implemented by the Centre on the behalf of a learner is based on firm evidence of a barrier to assessments and is line with JCQ rules and guidance.
- c. The access arrangements put in place reflects the 'normal way of working' for that learner in the centre.
- d. The Head of Additional Learning Support (ALS) will ensure that the candidate has an impairment which has a substantial and long term adverse effect giving rise to persistent and significant difficulties. The Head of ALS will determine the needs of candidates based on a current Educational Health & Care Plan (EHCP) or Individual Development plan which confirms the candidate's disabilities. For learners without an EHCP, the appropriately qualified assessor's report will confirm standardised scores, which are significantly below average and confirm the candidate's persistent and significant difficulties.
- e. The Head of ALS will ensure that all documentation is completed and assessment processes undertaken in a rigorous fashion in accordance with JCQ regulations. Documentation will be held available for inspection by JCQ inspectors.
- f. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.

6.4 Candidates

- a. The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.
- b. Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

- c. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Senior Invigilator.
- d. Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

6.5 Clash Candidates

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

6.6 Special Consideration

- a. 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.
- b. The candidate must support any special consideration claim with appropriate evidence within three calendar days of the exam, for example by providing a letter from the candidate's doctor.
- c. The Exams Officer will then submit a special consideration request per subject to the relevant awarding body within seven working days of the exam session.

7 Internal Assessments and Appeals

7.1 Internal assessment replaces the largely discontinued term coursework

- a. During term time the documentation will be distributed within 3 working days. No assessment paperwork is received out of term time.
- b. Marks for all internally assessed work are submitted online to the awarding boards by the Heads of Learning.
- c. It is the duty of Heads of learning to ensure that all internal assessment is ready for dispatch at the correct time. The exams staff will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

7.2 Appeals against internal assessments

The process for managing appeals against internal assessments is available on the VLE under the appeals policy.

8 Results

Candidates will receive individual result slips on results days, via e-mail.

8.1 Enquiry About Results (EARs)

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

- b. If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking at the Centre's expense.
- c. When the Centre does not support a candidate request for an EAR, the candidate may apply to have an enquiry carried out, but would be responsible for paying the fee (where applicable).

8.2 Access to Scripts (ATS)

- a. After the release of results, candidates may ask the exams office to request the return of papers (where applicable) - fee payable.
- b. Centre staff may also request scripts for investigation or for teaching purposes. The consent of candidates must be obtained, in writing.
- c. GCE/GCSE reviews of markings cannot be applied for once a script has been returned.

8.3 Certificates

- a. Students will be notified when they can collect certificates from the college. They must notify the Exams office prior to collection.
- b. Certificates can be posted to a student's home address for a nominal fee if requested.
- c. Certificates can be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Prior notification must be given to the Exams Office, in writing or by e-mail from the student's personal e-mail address.
- d. Certificates that have been returned by the post office are held at the Centre for one year.

9 Invigilators roles and responsibilities

- a. Examination invigilators include external staff.
- b. These invigilators can be used for internal and external exams.
- c. Recruitment of invigilators is the responsibility of the Exams Office.
- d. Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Human Resource (HR) Department.
- e. DBS fees for securing such clearance are paid by the Centre.
- f. Invigilators are timetabled and briefed by the Exams Office.
- g. Invigilator rates of pay are set by the Finance Department.

10 Malpractice and Maladministration

The Exams Officer, with support from the Vice Principal, Partnerships, Funding & Business Planning, is responsible for investigating suspected malpractice and maladministration.

10.1 Malpractice

- a. Malpractice refers to any deliberate action(s), neglect, default or other practice that compromises, or could compromise:

- i. The assessment process
 - ii. The integrity of qualifications
 - iii. The validity of a result or certificate
 - iv. The reputation and credibility of the college
 - v. The qualification
- b. Examples of malpractice (not exhaustive)
- i. Assessment materials are not kept securely
 - ii. Assessment and / or internal verification records are fabricated
 - iii. Candidates are prompted or assisted with the production of answers
 - iv. There is abuse of online logging systems
 - v. There has been misleading recruitment of candidates
 - vi. Records are falsified in order to claim certificates
 - vii. Any identified issue or malpractice is not dealt with appropriately

10.2 Maladministration

- a. Maladministration is any activity, neglect, default or other practice that results in the college, provider or candidate not complying with the specified requirements for delivery of the qualifications, as set out in the relevant codes of practice where applicable.
- b. In practice, maladministration is not normally deliberate though it can be systematic, planned and/or intentional. Candidates, or the college can perpetrate it. All maladministration must be addressed to prevent reoccurrence and / or development into something more significant and the college will treat any malpractice or maladministration as a serious matter.

10.2.1 Examples of maladministration (not exhaustive)

- i. Failure to invigilate according to awarding body guidelines
- ii. Failure to ensure that an examination venue complies with awarding body requirements
- iii. Granting inappropriate access arrangements
- iv. Inaccuracies in assessment, verification and / or registration records
- v. Poor certificate security / administration
- vi. Failure to maintain appropriate records or systems

In cases of suspected malpractice/maladministration, the Exams Office must act swiftly and in line with the awarding body regulations and requirements. The Exams Office are responsible for accessing up to date regulations from awarding bodies and for adhering to these.

10.3 Malpractice by Students

- a. The college will endeavour to eliminate all student malpractice by:
- i. Seeking to avoid potential malpractice by using the induction period to inform students of the college's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
 - ii. Show students the appropriate formats to record cited texts and other material or information sources.
 - iii. Ask students to declare that their work is their own.

- iv. Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- b. Definition of Malpractice by Students
- This list is not exhaustive and the College, at its discretion, may consider other instances of malpractice:
- i. Plagiarism of any nature.
 - ii. Collusion by working collaboratively with other students to produce work that is submitted as individual student work.
 - iii. Copying (including the use of ICT to aid copying).
 - iv. Deliberate destruction of another's work.
 - v. Fabrication of results or evidence.
 - vi. False declaration of authenticity in relation to the contents of a portfolio or coursework.
 - vii. 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.
- c. Where malpractice by a student is suspected, the College will apply the Student Positive Behaviour Policy, investigate and take action at a level commensurate with the nature of the malpractice allegation. The Head of Learning, Programme Coordinator and the Senior Management Team will support such an intervention and all personnel linked to the allegation.
- d. The intervention will include the following stages:
- i. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - ii. Give the individual the opportunity to respond to the allegations made
 - iii. Inform the individual of the avenues for appealing against any judgment made
 - iv. Document all stages of any investigation

Where malpractice is confirmed, the college will apply the appropriate penalties / sanctions as set out by the Stage 2 or referral panel meeting.

11 Roles & Responsibilities

Exam Responsibilities

11.1 The Examinations Officer

- a. Manages the administration of public and internal exams.
- b. Advises the Senior Management Team, subject tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- c. Oversees the production and distribution to staff, governors 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.
- d. Ensures that candidates and their parent, carer or guardian are informed of and understand those aspects of the exam timetable that will affect them.
- e. Provides and confirms detailed data on estimated entries, where applicable.
- f. Receives checks and stores securely all exam papers and completed scripts.

- g. Administers access arrangements and makes applications for special consideration using the JCQ Publication Access arrangements and Reasonable Adjustments.
- h. Identifies and manages exam timetable clashes.
- i. Accounts for income and expenditure relating to all exam costs/charges.
- j. Line manages the Deputy Examinations Officers in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- k. Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the HOLs, any appeals/review of marking requests.
- l. Maintains systems and processes to support the timely entry of candidates for their exams.

11.2 Teachers are responsible for:

- a. Notification of access arrangements requirements (as soon as possible after the start of the course) to the Additional Learning Support Department.
- b. Submission of candidates' names to Heads of Learning.

11.3 The Head of Additional Learning Support is responsible for:

- a. The identification and testing of candidates who require access arrangements. The Head of Additional Learning Support will ensure the documentation provided to support the need for access arrangements is accurate and follows best practice as set out by JCQ.
- b. The provision of reasonable adjustments within examinations and assessments by providing support staff and relevant IT equipment. The support provided will be that of the normal way of working in class.

11.4 Lead Invigilator / Invigilators are responsible for:

- a. Invigilators are responsible for running the exam in accordance with awarding body requirements and making sure that others in attendance i.e. subject teachers are following guidance accordingly.
- b. Collection of exam papers and other material from the Exams Office before the start of the exam.
- c. Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Office.

11.5 Candidates are responsible for:

- a. Checking their examination timetable on the REMs Student Portal
- b. Reading and understanding JCQ requirements and coursework regulations, as made available on the VLE/Moodle.
- c. Signing a declaration that authenticates the coursework as their own.
- d. Attending for external and internal examinations, as indicated on their exam timetable.
- e. Ensuring they have attended Access Arrangement meetings if scheduled.

Appendix 1 Resit Procedure

1. The college will pay for the first sitting of any examination undertaken by the candidate at the college. Thereafter the following procedure will apply:

1.1 A Level

Summer resits (board deadline 21 February)

- a. Private Examination Candidates - to be submitted by 31 January
- b. Resit forms/requests must be submitted to Exams no later than 4pm on the first Friday in February (for Summer series).
- c. Forms submitted after the above date may incur late fees (per unit) as the exams office cannot guarantee that these will be processed and entries submitted to the boards within the national deadline date (21 February)
- d. Late fees will be current unit price in addition to original payment
- e. All above information where possible to be included in results day information, Exams VLE page and Exams notice board

1.2 November GCSE resits

Board deadline 4 October

- a) USP College does not accept private candidates for GCSEs
- b) Forms/requests must be submitted to Exams no later than 26 September (for Autumn series)
- c) Forms submitted after the above date may incur late fees (per unit) as Exams cannot guarantee that these will be processed and entries submitted to the boards within the national deadline date (4 October)
- d) Late fees will be current unit price in addition to original payment
- e) All above information where possible to be included in results day information, Exams VLE page and Exams notice board

Other

Unless prior agreement has been made with departments, candidates will not be entered for resit exams until payment has been made to Finance (where applicable).

Appendix 2

Private examination candidates Procedures

1. The college welcomes private examinations candidates for A Levels (returning students only).
 - a. In the first instance the private examination candidate will make contact with the Exams Officer to ensure that that the college offer the unit/exams/qualification requested.
 - b. The Exams Office will maintain a list of units/exams/qualifications that the College are able to offer which will exclude any exams/qualification that involves coursework or support from college staff members.
 - c. Any student that has been excluded from college through the course of its disciplinary procedures, may, at the discretion of the Senior Management Team, sit the exams/qualifications. This will only be allowed in exceptional circumstances and the student will remain on the college ILR.
 - d. A fee for each exams/qualification will be set by the college for each academic year and will cover the cost of administration and escorting to and from the examination room.
 - e. All non-college examination candidates will be considered private examination candidates.
 - f. Under no circumstances will any private examination candidate be allowed access to the college premises for any other reason than for sitting the examination. They must also be escorted to and from the examination room in accordance with the College Safeguarding Policy.
 - g. Candidates should be reminded that if they resit once they have left college they will be classified as a private examination candidate. This approach should not be recommended and does not usually result in a better grade.
 - h. All private examination candidates must comply with the JCQ requirements found on the JCQ website at www.jcq.org
 - i. Private candidates will be requested at the time of enquiry to state if they require any special examination arrangements. As in all examinations exam board approval must then be gained.

Appendix 3

Assessment Appeals Procedure

Issued and reviewed by the Exams Officer
Date of this version: November 2021

All students should be informed of the Appeals Procedure at the beginning of the course.

1. Students have the right to appeal if:

- a. They think that their work has not been assessed when they believe any relevant deadlines were met.
- b. They think that the evidence/work that they have produced has not been properly assessed.
- c. This may include an occasion where a student thinks that circumstances (e.g. difficulties that were not of the student's making) were not taken into account even though they were communicated to the subject teacher before any relevant deadlines had passed.

If a student thinks that either of the above points apply to them they should first follow the Informal Appeals Procedure (see below).

Higher Education students should follow the Informal Appeals Procedure provided in their Programme Handbook.

2. Informal Appeals Procedure

The student should first communicate with the subject teacher or assessor concerned and ask that:

- a. Assessment takes place if it has not already been carried out
- b. The evidence / work be reassessed if they think that it has not been properly assessed
- c. A review take place if there are factors which should have been taken into account
- d. In the case of a countrywide lockdown or other exceptional circumstances, the student believes that their award has not been graded properly.

3. Formal Appeals Procedure

- a. If the student is still not satisfied with the outcome of the informal appeal, then he or she may appeal for a second opinion from the relevant HoL for the course concerned.
- b. To make a formal appeal, the student should complete the appeals form which is available from the Exams office at the college or via an online link. The student may ask their Progress Coach (for 16-19 students usually) or any other person to assist with the completion of the form. The form should be submitted within 5 working days of their assessment.
- c. The student will be notified of the outcome of the formal appeal within 10 working days.
- d. Any grades present or altered as a result of an internal appeal will be subject to the normal moderation/verification procedures where appropriate.
- e. If the student is still not satisfied with the outcome of the formal appeal, then they may follow the college's Complaints Procedure.
- f. If, after following the Complaints Procedure, the student considers that the college's decision continues to disadvantage them, then the student can request that the college forwards the student's appeal to the Awarding Body.

Appendix 4

ENQUIRIES ABOUT RESULTS AND EXTERNAL APPEALS PROCEDURE

1. Enquiries about Results (EARs)

- a. Students have the right to appeal to the Awarding Organisation if they feel their results are not accurate. There are a number of services that all Awarding Organisations offer, which include reviewing the basic clerical steps involved in awarding a grade, to having the script reviewed by a Senior Examiner. Students should be aware that as a result of any appeal marks and grades may go up, stay the same, or go down.
- b. Full details of enquiries about results services are given in the JCQ publication Post-Results Services:

<http://www.jcq.org.uk/exams-office/post-results-services>

2. Awarding Organisations have fees associated with the various forms of review and the student is responsible for paying these fees to the college prior to an application being made on their behalf. If there is a positive change to the overall subject grade (e.g. a grade D to a C) the fee will be refunded. The appeals process is managed by the Exams Department. Enquiries about Results can only be submitted by the college on behalf of the student. Students may not appeal directly.

- 2.1 When considering whether or not to apply for post result services, students must be aware of the following points:

- a. The published deadline dates for enquiries about results and subsequent appeals are final. Enquiries about results should be submitted as soon as possible. All fees and deadline information will be provided at the time of results.
- b. All applications for EARs will be accepted by the college but students are responsible for seeking advice from their subject teachers prior to submitting a request. The student must sign the consent section on the application to indicate that they understand that marks and grades may go up, stay the same, or go down.

3. **Re-moderation requests: Internally assessed components – coursework, controlled assessments and practicals**

- 3.1 If a student is dissatisfied with the results for an internally assessed component they must contact the curriculum Head of Learning in the first instance. It is not possible to submit an individual appeal in relation to coursework, controlled assessment or practical marks. The matter must be referred to the curriculum Head of Department. The Head of Department will decide whether to request re-moderation of all students' work – their decision is final.

4. **Appeals against the outcomes of enquiries about results**

Introduction

- 4.1 If the Head of Centre (the Principal & Chief Executive) or student is dissatisfied with examination results and has reasons to suspect they may not be accurate, the first step to take is to make an enquiry about results as outlined above.
- 4.2 If doubts remain about the accuracy of the results following the enquiry about results process, the student should refer initially to the JCQ publication 'Post Results Services'. If after consulting this document the centre or student is convinced that the Awarding Organisation

has not followed due process it is possible to submit an appeal based upon specific grounds. An appeal against an Enquiry about Results outcome must be approved by the Head of Centre.

NB internal students and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the Head of Centre where the student was entered or registered. The Head of Centre's decision as to whether to proceed with an appeal is subject to the Centre's internal appeals arrangements.

- 4.3** If an appeal is accepted by the Head of Centre an application will be made to the Awarding Organisation and an investigation will follow. An appeal investigation does not generally involve a further review of students' work.

Full details of the Appeals process can be found in the JCQ 'Appeals Booklet':

<http://www.jcq.org.uk/exams-office/appeals/>

NB If an original hard copy script has been returned to the centre under the Access to Scripts service, the exam script cannot form part of an enquiry about results or a subsequent appeal.

- 4.4** If the Head of Centre decides that an appeal is unwarranted then this decision is final.

Appendix 5

1. ID Policy

- 1.1 Upon registration, all students are supplied with photographic ID and expected to wear this at all times via a lanyard whilst in college. At Seevic Campus entry to the college is by way of a 'swipe in, swipe out' barrier system. Any students who forget or lose their ID are expected to purchase a replacement card via Reception.
- 1.2 Students are expected to bring their ID passes to all examinations. These are displayed on their desk to enable identification checks prior to commencement of the exam. Any students who have a temporary ID will remain at the end of the exam and be brought to the Exams Office for ID verification checks via the college database.
- 1.3 Private candidates are required to provide photographic ID when registering for an exam (passport etc). A copy of this information and photograph is made available to the invigilator for verification. Private candidates should bring a photographic ID to the exam as proof of identity.

Appendix 6

Escalation Process

Purpose of the Process

- a. To confirm the main duties and responsibilities to be escalated should the member of the Senior Management Team with oversight of examination administration be absent.
- b. In the event of absence, responsibility for implementing JCQ Regulations and requirements will be escalated to the Vice Principal, Partnerships, Funding & Business Planning.
- c. To support understanding of the regulations and requirements, the following publications will be referenced for planning of examinations:
 - i. General Regulations for Approved Centres
 - ii. Instructions for Conducting Examinations (ICE)
 - iii. Access Arrangements & Reasonable Adjustments
 - iv. Instructions for Conducting Coursework
 - v. Instructions for Conducting Non-Examination Assessments
 - vi. Suspected Malpractice – Policies and Procedures
 - vii. A guide to the Special Consideration Process

Main duties and responsibilities relate to:

- I. Centre Status
 - II. Confidentiality
 - III. Communication
 - IV. Recruitment, selection & training of staff
 - V. Internal governance arrangements
 - VI. Delivery of Qualifications
 - VII. Public Liability
 - VIII. Conflicts of Interest
 - IX. Controlled assessments, coursework and non-examination assessments
 - X. Security of assessment materials
 - XI. National Centre Number Register
 - XII. Centre Inspections
 - XIII. Policies
 - XIV. Personal Data, freedom of information and copyright
 - XV. USP Examinations Policy
- d. To support understanding of regulations & requirements before examinations (Entries & Pre-Exams), sections of relevant JCQ publications will be specifically referenced, including:
 - i. General Regulations for Approved Centres (Section 5)
 - ii. Instructions for Conduction Examinations (Sections 1-15)
 - iii. Access Arrangements & Reasonable Adjustments (Sections 6-8)

Main duties and responsibilities relate to:

- i. Access arrangements & reasonable adjustments
- ii. Entries
 - a. JCQ Key dates in the examination cycle
 - b. Guidance notes for transferred candidates

- c. Alternative site guidance notes
 - d. Guidance notes for overnight supervision of candidates with a timetable variation
 - iii. Centre assessed work
 - iv. Candidate information
 - a. JCQ Information for candidates documents
 - b. Exam Room Posters
- e. To support the understanding of the regulations and requirements during exam time, sections of relevant JCQ publications will be referenced including:
 - i. General Regulations for Approved Centres (sections 3, 5)
 - ii. Instructions for Conducting Examinations (sections 16-30)
 - iii. Access Arrangements & Reasonable Adjustments (Section 8)
 - iv. A guide to the Special Consideration Process (Sections 2-7)

Main duties and responsibilities relate to:

- i. Conducting examinations and assessments
 - a. JCQ Guidance Notes – Very Late Arrival
 - ii. Malpractice
 - iii. Retention of Candidates' work
- f. To support understanding of regulations and requirements after examinations have taken place, sections of JCQ publications will be specifically referenced including:
 - i. General Regulations for Approved Centres (Section 5)

Main duties and responsibilities relate to:

- i. Results (see JCQ Release of Results notice)
 - ii. Post-results services and appeals
 - a. JCQ Post-Results Services: Information & Guidance to Centres
 - b. JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
 - iii. Certificates

Appendix 7

Conflicts of interest

USP College manages conflicts of interest in accordance with JCQ General Regulations 5.3.i. The Exams Office will inform the awarding bodies before the published deadline for entries for each examination series, of:

- a) any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;
- b) any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and

maintains clear records of all instances where:

- c) exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;
- d) centre staff are taking qualifications at their own centre which do not include internally assessed components/units;
- e) centre staff are taking qualifications at other centres.

The Exams Office will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

1. Name of Policy

Examinations Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students	√
Staff	√
Wider Community	

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

N/A

4. The Impact

Four possible impacts should be considered as part of the assessment:

- a. **Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- b. **None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- c. **Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- d. **Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- e. Does policy outcomes and service take up differ between people with different protected characteristics?
- f. What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- g. If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- h. Will the policy deliver practical benefits for certain groups?
- i. Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?

- j. Do other policies need to change to make this policy more effective?
- k. Is there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		✓		
Age		✓		
Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired				
Hearing impaired				
Physical Disability				
Specific Learning Difficulties				
Global Learning Difficulties				
Autistic Spectrum Disorder				
Any other disability – Various				
Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race				
Culture				
Religious Belief				
Sexual Orientation				
Gender Reassignment				
Marriage/Civil Partnership				
Pregnancy /Maternity /Paternity				

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

Action Plan:
