

Further Education Examinations Policy

Further Education Examinations Policy

Date approved: 25 August 2017
 Approved by: SMT
 Responsible Manager (s): Head of Student Administration and Achievements
 Executive Lead: Chief Operating Officer

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| Applicable to staff: | Yes |
| Applicable to students: | Yes |
| Accessible to students: | Yes |
| Accessible to general public: (including clients) | Yes |

Consultation

Consultation undertaken with:

Date:

- | | |
|--|-----|
| • SMT | Yes |
| • AMT | NA |
| • CCMT | NA |
| • Students | NA |
| • Employee representatives (<i>HR policies only</i>) | NA |
| • Other | NA |

Aug 2017

** please delete as appropriate*

Policy review frequency, every 2 years
(Please delete as appropriate)

Contents

1. Scope and purpose of the policy
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1. Scope and purpose of policy

- 1.1. This policy applies to all staff involved in the planning, organisation and management of Further Education examinations to ensure they are conducted efficiently, in a timely manner and in the best interest of students whilst maintaining security of all examination resources and compliance with awarding body regulations.
- 1.2. The policy encompasses all summative Further Education examinations up to and including level 3 conducted by the College in controlled conditions; to include professional bodies, awarding bodies and distance learning provisions.

Definition:

Summative assessments are normally used to evaluate student learning at the end of an instructional period by comparing it to a standard or benchmark – typically at the end of a project, course, semester or programme.

2. Policy Statement

- 2.1. Blackpool and The Fylde College is committed to ensuring that every student is given equal opportunities whilst undertaking summative assessments and examinations as part of their course.
- 2.2. To ensure and maintain the integrity and security of examinations the College adheres to the Joint Council for Qualifications (JCQ) Regulations for Further Education examinations. This policy is part of a wider exams practice to ensure robustness in managing exams procedures and processes across the whole College.
- 2.3. For appeals and malpractice Blackpool and The Fylde College follows the policy and procedure that is contained within JCQ Regulations and /or relevant awarding body regulations.

3. Accountability

- 3.1. Heads of Curriculum Areas are accountable for ensuring compliance with the policy and associated procedures in their curriculum areas.
- 3.2. Head of Student Administration and Achievements and Student Administration Manager are accountable for ensuring that the policy and procedures are adhered to, and to oversee and manage the administration and organisation of examinations.

4. Student Involvement

- 4.1. Students are required to adhere to JCQ, awarding body and College policies and procedures when undertaking examinations at the College.

5. Linked policies

- Controlled Assessment Policy
- FE Appeals Against Assessment Decisions Policy

- Blackpool and The Fylde College Suspected Malpractice and Maladministration Policy and Procedure
- FE Internal Verification Policy
- JCQ Instructions for Conducting Examinations (ICE)
- JCQ General Regulations for Approved Centres

6. Linked procedures

- FE Exams Procedure
- Functional Skills Exam Procedure
- FE Internal Verification Procedure
- JCQ Conditions for Storing Confidential Exam Material
- JCQ Awarding Body Appeals Process
- JCQ Information for Candidates Publications:
 - Controlled Assessments
 - Coursework
 - On-Screen Tests
 - Privacy Notice
 - Social Media
 - Written Examinations

7. Equality Impact Assessment

| Impact Assessment for the 4 strands of Equality, Safeguarding, Health and Safety and Sustainability | |
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| Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working | |
| <p>Title of Activity: Further Education Examinations Policy</p> <p>Author and Date: Head of Student Admin, Aug 17</p> | <p><input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision Please tick as appropriate</p> <p>Expected Implementation Date: Aug 2017</p> <p>What is the review date? Aug 2019</p> |
| <p>Equality and Diversity.</p> <p>Which of the characteristics maybe impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?</p> | <p>Positive impact for students with learning difficulties and disabilities, through Access Arrangements</p> |
| <p>Safeguarding:</p> <p>Are there any aspects of this proposal which could cause a learner/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>Health and Safety:</p> <p>Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>Sustainability:</p> <p>Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>Evidence:</p> <p>What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?</p> | |
| <p>Is this policy of a high/medium or low risk? :</p> | <p><input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low</p> |