Examinations and Assessment Policy

Date established:	February 2023
Updated:	October 2026
Reviewed:	Annually
Purpose:	This policy aims to set out MITSkills' position regarding examinations and assessment, incorporating External Invigilation, Fair Assessment Policy, Recognition of Prior Learning Policy, Late Submission of Work Policy and End Point Assessment Policy

Policy Statement

The purpose of this policy is to set out the process and guidance for MITSkills Staff and learners relating to assessment and examinations. It brings together all policies related to assessment and examinations. Our procedures are guided by the appropriate awarding bodies' guidance. Learners and Staff associated with the HTQ/FDA courses will work to the relevant Partner University examination and assessment policies.

It incorporates the following sections:

- Recognition of Prior Learning
- Fair Access to Assessment
- Late Submission of Assessed Work
- External Assessment Invigilation Procedure

Recognition Of Prior Learning (RPL)

Aim:
To provide accurate recognition and evidence of knowledge, understanding and skills that have previously been achieved and/or certificated. The policy will support those who are directly involved with planning, advising, and delivering learning. Not all learners have access to formal learning. The main principles behind RPL are that an individual's prior achievements can be recognised and that a learner is not disadvantaged by unnecessarily having to repeat a course of learning.

Regulatory Requirement:
This policy is written in accordance with regulatory requirements, including

> Ofqual General Conditions of Recognition - Condition: E10
> https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications (Jan 2026)

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit or qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. The use of RPL has developed over time, which has led to the use of several terms to describe the process.

Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

These terms broadly describe the same process; MITSkills uses the term Recognition of Prior Learning (RPL). RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, or units or a whole qualification.

Evidence of learning must be VACS:

- Valid – the work is relevant to the assessment criteria.
- Authentic or Attributable – the work has been produced solely by the learner.
- Current – the work is still relevant at the time of assessment.
- Sufficient – the work covers all the assessment criteria. RPL focuses on assessment and awarding of credit for prior learning, which may count as evidence towards:
    - A unit accumulated towards a full qualification.
    - A full qualification.
    - This also can include functional skills qualifications, where elements of the qualification but not the full qualification have been achieved previously.

MITSkills will follow the process guidance of the relevant Awarding Organisation for the qualification concerned. Where RPL is permitted for a qualification (this must be checked with the appropriate awarding organisation before any RPL exercise), then MITSkills staff with valid qualification experience must agree with the appropriate delivery lead and IQA before any RPL mapping exercise, and agree on any cost with the learner and/or employer.

On agreeing a mapping, qualified staff will identify and evaluate whether the learner's previous evidence provided satisfies current assessment criteria and make a decision on whether the evidence provided partly or fully maps against the qualification or unit being claimed. MITSkills may charge for this service, as this is currently not fundable by the ESFA and will require the learner to be registered. Charges will reflect the degree of mapping and support required to evidence the qualification or unit.

MITSkills will use the guidance and process, including any appeals process outlined by the relevant awarding organisation, to ensure that the agreed RPL is recorded with the relevant awarding organisation.

Fair Access to Assessment

Aim:

- MITSkills aims to ensure that assessment methodology and access to assessment are valid, reliable, fair and do not disadvantage or advantage any group of learners or individuals.
- MITSkills aims to give equal opportunities, including fair access to assessment, to all our learners.
- We aim to ensure that the assessment procedure is open, fair, and free from bias and to national standards.

- This is underpinned by our aim to ensure that equality of opportunity is promoted in all areas of our products and services and that unlawful or unfair discrimination, whether direct or indirect, is eliminated.
- MITSkills policy is that staff and centres are to deliver an accurate and detailed recording of assessment decisions. They are to ensure the assessment procedure is open, fair, and free from bias and consistent. All assessments are to use the codes of practice as guidance and adhere to regulations laid down by the relevant awarding and validation bodies, as well as current equality legislation.

The role of the Internal Quality Assurer (IQA)
To do this, we task our lead IQAs with leading procedures to deliver this policy and ensure that all assessors, teaching staff, and invigilators are conforming to Fair Access to Assessment (including other relevant policies), the aims stated above and the following principles and responsibilities.

All employees
All employees and MITSkills centres are to follow the aims of this policy and the associated relevant policies and MITSkills principles listed below.

MITSkills recognises that the following policies are relevant to Fair Access to Assessment.

- Equality and Diversity Statement and Policy
- Reasonable Adjustment and Special Consideration (Assessment) Policy
- Learners Charter

We conform to the JCQ (Joint Council for Qualifications) guidance (except HTQ/FDA, where we conform to the relevant partner university/awarding institution) for invigilation and any specific procedures required by specific awarding bodies. The lead IQA is responsible for assuring the training of invigilators to the required standard. (https://www.jcq.org.uk/ (Jan 2026), including the JCQ Instructions for Conducting Examinations.)

MITSkills expects the following principles to be applied for all learners by relevant staff, led by the relevant IQA.

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Ensure assessors and tutors are competent and qualified.
- Ensure assessors and tutors are regularly monitored.
- The candidate is made fully aware of the assessment process.
- Assessors, tutors and candidates complete assessment plans which are reviewed against progress.
- The candidate has access to their Assessor/Tutor, and they know how to make contact when needed.
- Any learner-specific assessment needs are identified, recorded and assessment procedures are adjusted as far as is reasonably possible; if this is to delay an assessment, all adjustments should be advised and agreed with the IQA.
- RPL (Recognition of Prior Learning) MITSkills will evaluate any prior learning or certification achieved by a learner, ensuring, where appropriate, that the evidence presented/recorded is mapped to their current learning aim.
- Through unavoidable circumstances on either side, should a learner not be able to fully complete their main aim, MITSkills will unit accredit where appropriate.
- Assessors and tutors assess learners' evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid, reliable, current and sufficient.
- Not arbitrarily reduce or 'cap' learner achievement if work is submitted late.

- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal quality assurance procedure.
- Provide samples for external verification, as required by the awarding organisation.
- Monitor external quality assurance reports and undertake any remedial action required.
- Share good assessment practice between all awarding organisation programme teams.
- Ensure that the awarding organisation's assessment methodology and the role of the assessor/tutor are understood by all staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Provide resources to ensure that assessment is performed on all units before delivering to candidates.
- Ensure that the relevant awarding organisation procedures and processes for Reasonable Adjustment and/or Special Consideration are adhered to where required on behalf of a learner, by flagging to the relevant IQA who is then responsible for following up the request with the awarding organisation.
- Provide reassessment opportunities for all learners in accordance with awarding body requirements

Learners

Where a learner believes they have an issue with access to fair assessment that has not been addressed by the relevant staff, they can raise a formal complaint via the MITSkills Complaints Policy.

Late Submission of Assessed Work

Aim:
To provide the principles and regulations governing the deadlines for the submission of assessed work and the penalties applied for the late submission of assessed work, and the mitigation of such penalties, in line with the relevant awarding organisation guidance.

General Principles

MITSkills seeks to ensure that the assessment of learners is conducted fairly and securely so that learners are not advantaged by their late submission of assessed work, and staff may provide timely developmental feedback to learners on their assessments.

MITSkills has determined that learners shall not be permitted to submit assessed work later than 14 days after the published deadline for submission and has agreed a tariff of penalties for the late submission of assessed work up to 14 days after the submission deadline.

Where a learner has valid reasons for submitting work late, the penalty applied for late submission may be removed through submission by the tutor to the departmental manager.

Regulations (Submission of Assessed Work)

Tutors shall provide learners with information relating to the assessment/assignment, which shall contain, as a minimum, the following: assessment details, dates of deadlines for submission of coursework or any other assessment requirements.
Learner performance in coursework shall normally be assessed and recorded as a mark. All marks shall be in the form of a percentage (i.e. out of 100%).
No changes or additions may be made to work after it has been submitted and receipted.

Regulations (Penalties for Late Submission)

Where coursework is submitted late, the following penalties for late work shall be applied to the mark or grade for that work:

Criterion-based assignments/assessments.

For criterion-based assignment(s)/assessment(s), the grade may be reduced to a Pass if late submissions are not previously agreed with the course tutor.

Marks-based assignments/assessments.

If the work is up to 14 calendar days late without prior arrangement with the course tutor, then 10 marks shall be deducted, but if the work would otherwise pass, then the mark for the work shall be reduced to no lower than the pass mark for the module.

Controlled Assessment

Some awarding organisations also have controlled assessment, which is set by the awarding organisation but marked by the assessor/tutor. In this situation, no invigilator is required as the tutor/assessor assesses the work internally, although the assessment is carried out under exam conditions. The awarding organisation is responsible for quality assuring the assessments.

In these cases, the controlled assessment is booked with the awarding organisation, through their standard processes, so the assessment information can be provided for the candidate.

Once the assessment is completed, the paperwork, e.g. written answers, question papers and recordings, is stored securely and/or returned to the awarding organisation following the external assessment policy guidance.

External Assessment and Invigilation Procedure

Aim:
To provide guidance and instructions on the correct administration of the external assessment components (online and paper-based) of all qualifications. These procedures are supported by the relevant awarding organisation regulations.

External Assessment is an assessment which is set and marked by the Awarding organisation. External assessments will normally be one of the following:

- Multiple choice question (MCQ) paper
- Short answer question (SAQ) paper
- Case study
- Assignment
- Project

Details of the external assessment will be available within the relevant qualification specification. Most external assessments are offered either paper-based or online. The regulations apply to both online and paper-based external assessments.

For most external assessments, assessors can choose the date, time, and site of the external assessment. For paper-based external assessments, assessors must state:

- The proposed date and time

- The proposed location – where this is not the MITSkills Head Office, a satellite centre will be applied for, following the relevant awarding organisation guidance. Currently, there are no satellite centres, and all paper-based exams must take place at our West Byfleet Centre.

When booking any paper-based external assessments, each assessor must determine a single set date and time within an assessment window for each component and subject level. All learners entered in the assessment window at a centre must complete on the same date and time.

All external assessment material remains the property of the relevant awarding organisation. This includes all answer sheets/booklets and digital evidence. Assessment materials are not returned to centres. Some qualifications offer access to script services. Where applicable, if an external assessment is marked in the centre by awarding organisation examiners, the centre must retain all the evidence for 3 months after results have been released. The awarding organisation will dispose of all external assessment materials in a confidential manner.

Awarding Organisations reserve the right to observe the external assessment process without prior notification to confirm that regulations are being adhered to. A complete external assessment monitoring visit report will be made available to MITSkills. If a representative observes any malpractice or non–non-compliance with these regulations, they have the right to declare the assessment void.

The relevant awarding organisation must be informed immediately if the security of the question papers or confidential supporting instructions is put at risk. This includes any natural disaster, fire, theft, loss, damage, or other circumstance which places the existing accommodation or secure storage of assessment materials at risk.

MITSkills will ensure the following:

- Provide suitable accommodation and equipment for the external assessment.
- Inform the relevant awarding organisation and learners of the date, time, and location (full address) of the external assessment and of any changes to these details before the assessment date.
- Provide suitably trained invigilators for each external assessment and ensure they're familiar with the content of these regulations and any other specific regulations for certain qualifications.
- Always maintain the confidentiality of external assessments
- Ensure that our approved staff don't have the opportunity to read the question paper, completed answer booklets or completed answer sheets, unless they're acting as an authorised reader for learners who require reasonable adjustments in line with the Reasonable Adjustments and Special Considerations Policy
- Ensure that no copies of question papers, learner answer booklets or learner answer sheets are retained in any format under any circumstances and that no external assessment is tampered with.
- Make invigilators aware of any reasonable adjustment arrangements agreed for any learners.
- Ensure all aspects of these regulations are met when carrying out external assessments in the workplace or online.
- Ensure they have a robust process in place to check the validity of all learners taking external assessments.
- Ensure all question papers/booklets (used and unused), learner answer sheets/booklets and the invigilator registers are returned within 24 hours of the external assessments taking place. All papers must be returned by special delivery/secure courier; any question paper/booklets that aren't received within 4 working days of the external assessment may not be marked.

- Photocopying and reproduction of the external assessment materials in any format is strictly forbidden under any circumstances.

MITSkills seeks to provide equal access to assessment for all learners. Awarding bodies therefore recognise that reasonable adjustments or special considerations may be required for learners who:

- Have a permanent disability, medical condition, or specific learning needs.
- Have a temporary learning disability, medical condition, or specific learning need.
- Are indisposed at the time of the assessment.

In the event of a suspected or actual contravention of these regulations by learners:
- The work completed by learners must be confiscated.
- All learners suspected of contravening these regulations must be asked to leave the room immediately.
- The invigilator should also indicate on the learner's answer sheet/booklet that they were removed from the assessment.
- The awarding organisation should be informed immediately of any irregularity.
- The centre should conduct its own investigation into the incident and report the incident and its findings to the relevant external Quality Assurance team.

MITSkills will investigate each case of alleged or actual irregularity committed by learners, invigilators or other persons involved in the conduct of the external assessment to establish all the facts and circumstances of the case. The investigation will be carried out in accordance with Malpractice and Maladministration Policies. Each case will be considered on an individual basis, considering all available information. Failure to comply with these regulations may result in a centre's approval status being temporarily or permanently removed and /or learners being withdrawn from the qualification.

Invigilation
Invigilators are the people in assessment rooms responsible for conducting assessments in the presence of the candidates. MITSkills invigilators are trained to uphold the integrity of the external assessment/assessment process. The role of the invigilator is to ensure that the assessment is conducted according to these Regulations to:

a) ensure all candidates have an equal opportunity to demonstrate their abilities
b) ensure the security of the assessment materials before, during and after the assessment
c) prevent possible candidate malpractice.
d) prevent possible administrative failures.

Invigilators must be appointed by centres and briefed on the requirements for the conduct of external assessments. The minimum number of invigilators required in each room used for the external assessment of learners is 1 per 20 learners. Invigilators may be changed during the assessment if the number of invigilators present in the assessment room does not fall below the required number.

Invigilators will:
- Give all their attention to conducting the assessment properly.
- Always be able to see each candidate in the assessment room.
- Allow time before the start of the external assessment for learners to check their personal details on the learner's papers/answer sheets
- Check that a learner who sits an external assessment is the same person who has been entered for the external assessment. A distance learning learner or a learner who is not known to the centre must show photographic identity evidence, e.g. a passport, Driver's Licence or a Student ID card. It is acceptable for an invigilator to validate a learner who is known to them if the learner has no photographic ID. Please note that if a learner sits an

external assessment in another learner's name (whether this is intentional or not), this will be investigated in line with our Malpractice and Maladministration policy.

- If identification isn't possible due to religious garments being worn, e.g., a veil, then the learner should be taken to a private location and respectfully asked to remove the garment so that identification can take place. Please ensure that you adhere to appropriate guidelines in these circumstances. Once identification has been confirmed, the learner can put on the garment that was removed and return to the examination room and proceed with the external assessment. If the learner isn't comfortable removing a garment to allow for a visual identification to take place, then the centre must use its professional judgement to verify the learner's identity.
- Be familiar with the Warning to Candidates, Information for candidates and the Unauthorised Items posters, and any specific instructions relating to the subject(s) being examined.
- Ensure that appropriate sections of Appendix B of these regulations are read out to learners prior to the external assessment starting.
- Inform the exams officer or Head of Centre if they are suspicious about the security of the assessment papers. (In such cases, the Head of Centre must inform the awarding organisation immediately)
- Provide learners with additional paper if required.
- Be alert and always observe learners during the external assessment. Invigilators must not read spare papers, books, or any other electronic devices or carry out any other activities during the external assessment or leave the assessment room without an Invigilator being present.
- Ensure that the length of time allowed for the external assessment doesn't fall short or go over the authorised time specified on the question paper/ booklet.
- Collect all external assessment materials, including rough paper from all learners, at the end of the external assessment, before the learners leave the examination room. Only when the invigilator is satisfied that they have collected all the paperwork and have checked that the attendees match the papers, can the learners be allowed to leave the exam room.
- Complete the Invigilator register, ensuring all learners' attendance is ticked as appropriate and that any additional details or incidents are added and signed by the Invigilator, including any reasonable adjustment that was allowed.
- Put all paperwork in the appropriate envelopes and seal them before they leave the exam room. Any rough paper should be securely destroyed.
- Envelopes should be returned to the designated address by special delivery/secure courier within 24 hours of the external assessment taking place.

External assessment maladministration/malpractice

If at any time during the external assessment there is a violation of these Regulations, the Supervisor/Invigilator or Designated Person has the right to stop the external assessment immediately. This decision must only be made in exceptional circumstances where malpractice is irrefutable. Once stopped, no allowance can be given retrospectively if the decision is deemed invalid. The Awarding organisation must be informed immediately with a report of what happened.

Exceptions

The Head of Centre will ensure that there is a suitable invigilator available for exams. There are no automatic exceptions to this rule. In exceptional circumstances, where only a tutor can access the assessment location and/or the candidates, some adjustment may be granted by prior arrangement with the awarding organisation. These circumstances may include:

- restrictions within the centre on the grounds of security or safeguarding; or
- the remote location of the candidate's workplace/assessment location; or,
- as part of a reasonable adjustment request for a specific learner.

Any exception on these grounds must be approved by the awarding organisation in advance of the exam date. An exception may also require the centre to agree to additional measures to ensure the security of materials and additional monitoring by the awarding organisation.

Accommodation

To ensure the assessment is administered correctly, the Designated Person is responsible for ensuring the allocated room is:

- suitable in terms of specialist facilities/resources (including computers and printers if applicable) where relevant.
- stocked with appropriate stationery and any specified items required by learners.
- suitably quiet and undisturbed, with adequate space, heating, lighting, and ventilation
- clearly displaying the following information:
  - Start and finish times for the external assessment.
  - Centre name and number
- set up correctly:
  - free from any display/teaching and learning material (such as diagrams, wall charts, etc.) on show which may provide learners with an advantage in the external assessment.
  - a sign placed outside the room to indicate an external assessment is in progress.
  - ensure that all learners can clearly see a clock.
  - allow for learners to be free from disruption if more than one external assessment is being held in the same room.
  - learners must be facing the same direction. Where this is not possible, and an alternative room is not available, learners must not be able to overlook another learner's work. (For room layout, see Appendix A)

The exam room must be in a suitably quiet and undisturbed location. Only learners registered for the external assessment taking place and the Invigilator should be allowed in the room for the duration of the external assessment.

Learners must be in the exam room at least 10 minutes before the start of the external assessment.

You should record a seating plan that follows the order of the names as stated on the supplied Invigilator's register.

At the Invigilator's discretion, learners may be allowed to enter the room late if the following rules apply:

- No extra time is to be allocated to the learner.
- The full details of this are noted on the Invigilator's register in the relevant box.
- For external assessments lasting 2 hours or more, learners won't be permitted to enter if more than one hour has passed
- For external assessments lasting less than 2 hours, learners won't be permitted to enter after half the assessment time has passed. If a learner needs to leave the exam room temporarily because they're unwell or need to go to the toilet, the Invigilator must ensure:
  - They're accompanied by a member of staff
  - They don't speak to anyone else
  - They don't consult any notes
  - They don't have access to a mobile phone or make any calls
  - They don't breach the security of the external assessment
  - The remaining learners are not left unattended at any stage

Any disturbances during the external assessment must be detailed on the Invigilator's register and the Awarding organisation notified immediately.

In an emergency such as a fire alarm or a bomb alert, the invigilator must take the following action:

- Stop the candidates from writing.
- Collect the attendance register (to ensure all candidates are present) and evacuate the assessment room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the assessment room. Candidates must be advised to close their answer booklets.
- Ensure the candidates leave the room in silence.
- Ensure candidates are supervised as closely as possible while they are out of the assessment room so that there is no discussion about the assessment.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the remainder of the working time set for the assessment once it resumes.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the assessment.
- Make a full report of the incident and of the action taken and send it to the awarding organisation.

Where candidates are unable to return to the building to complete the assessment, the awarding organisation must be contacted immediately for advice. They will have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the assessment due to circumstances beyond their control.

Invigilators will ensure:

- For external assessments lasting 2 hours or more, learners won't be permitted to leave the external assessment location during the first hour of the assessment
- For external assessments lasting less than 2 hours, learners won't be permitted to leave the external assessment location before half of the assessment time has passed
- The invigilator must remind learners of the time remaining at 15 minutes from the end and 5 minutes from the end of the allocated time.
- Upon the allotted time ending, learners must be told to stop writing; if learners fail to do so, they must be warned that they face disqualification.
- Learners will be instructed to check that their personal details are correct and complete.
- Any extra sheets of paper that learners have used must have their personal details written on and be securely attached to the learner's answer book.
- Learners must remain seated and silent while the Invigilator collects all the external assessment material. Only when all paperwork is accounted for can learners leave the room.
- The Invigilator will complete the register, marking which learners have attended and which didn't attend. They must also include any notes of incidents that may have occurred.

If an external assessment is cancelled, the awarding organisation will be informed immediately, and all paperwork returned unopened, within 24 hours of the cancellation, by special delivery/secure courier.

If an external assessment needs to be postponed, the exams officer will consult with centre support immediately. If there are any changes to the date, time, or location of the external assessment, the awarding organisation will be informed immediately.

Where an awarding organisation has an online assessment system to allow learners to complete their external assessments electronically, all centre responsibilities will be adhered to for online assessment.
In addition, MITSkills will

- Provide appropriate security systems to prevent unauthorised access to the online delivery system.
- Meet the technical specification for the awarding organisation's online assessment system.

- The seating arrangements for learners will follow the guidelines as set out; however, where screens are used to separate workstations, it's permissible for learners to be less than 1.25 metres apart. Learners are allowed to be inward-facing if they have no view of another learner's screen.
- Although the system times the assessment, all learners must still be able to see a clock in the examination room.
- If an emergency occurs during the online assessment, e.g., fire alarms, bomb warning, learners must leave computers switched on at their desks in the room and the room must be evacuated in accordance with the centre policy. The Invigilator may have the option to pause the assessment on the invigilation screen and should do so if it is safe.

  If the assessment can be resumed, then the Invigilator will follow the instructions provided in this policy. If an assessment is abandoned and cannot be resumed, the Invigilator must record all details and notify the awarding organisation.
- The online assessment system will automatically move the learner to the final screen when they finish the assessment, or the allocated time has expired. Before the time expires, the system will remind learners on a maximum of 2 occasions how much time is remaining. Learners who have completed the test may leave the room at the discretion of the Invigilator, ensuring that no disturbance is caused to other learners. The Invigilator will need to ensure that the workstation is prepared for the next user and that any rough paper is collected and securely destroyed.

Use of Word Processors in Exams

For candidates in UK exams, the Joint Council for Qualifications (JCQ) allows word processors as an access arrangement when it's their normal way of working and is appropriate to their needs, ensuring assessment integrity and accessibility. MITSkills follows this policy.

Note: Those learners studying Fda/HTQ courses will follow guidance from the Partner University, if available.

JCQ guidance identifies:

- Purpose of Word Processor Use:

The use of a word processor in exams aims to remove barriers to assessment for candidates with disabilities or learning difficulties, ensuring they are not placed at a substantial disadvantage.

- Eligibility**:**
  - A candidate must have evidence to support the need for a word processor.
  - The use of a word processor must reflect the candidate's normal way of working within the centre, but this alone is not enough for permission to be granted.
  - Permission cannot be granted simply because a candidate prefers typing or works faster on a keyboard.
  - The "needs" of a pupil that would typically lead to consideration for a word processor include learning difficulties that affect writing legibly, medical conditions, physical disabilities, or sensory impairments that impact writing.
- Key Considerations:
  - **Assessment Integrity:** Word processors are permitted only where the integrity of the assessment is maintained.
  - **Separate Examination Room:** Candidates using word processors may be accommodated in a separate examination room.
  - **Separate Invigilation:** Candidates using word processors may require separate invigilation by specially trained invigilators.
  - **Own Keyboard:** Candidates can typically use their own keyboard.
  - **Adherence to JCQ Regulations:** Candidates must adhere to JCQ regulations regarding the use of word processors, such as those outlined in the "Instructions for Conducting Examinations".

- JCQ Documents:
  - **Access Arrangements and Reasonable Adjustments:** This document provides guidance on access arrangements, including the use of word processors.
  - **Instructions for Conducting Examinations:** This document outlines regulations for conducting examinations, including those related to word processors.

- Malpractice:

Failure to comply with the regulations regarding word processors in examinations may constitute malpractice, which could lead to the disqualification of the candidate.

MITSkills follows JCQ guidance on access arrangements.

Use of calculators in assessments

Learners may use a calculator unless it is prohibited as part of the external assessment. Assessment papers will clearly state if a calculator is not allowed. Functional Skills in Mathematics (Reform): Learners are expected to have a calculator for Question Paper: Section B at all levels.

The minimum requirements for the calculator are detailed below:

Calculators must be:	**Calculators must not:**
Of a size suitable for use on the desk Either battery or solar powered Free of lids, cases and covers which have printed instructions or formulae	Be designed or adapted to offer any of these facilities: Language translators Symbolic algebra manipulation Symbolic differentiation or integration Communication with other machines or the Internet Be borrowed from another candidate during an assessment for any reason. Have retrievable information stored in them. This includes: Databanks Dictionaries Mathematical formulae Text
The candidate is responsible for the following: The calculator's power supply The calculator's working condition Clearing anything stored in the calculator	

* Note: An Invigilator/Supervisor may give a learner a replacement calculator.

Where calculators are only allowed for a section of a paper, it is acceptable for learners to put their calculator on the floor, under the desk, in full sight of the Invigilator for the prohibited section.

Contingency planning

MITSkills will prepare plans for any disruption to assessments as part of the general emergency planning. Arrangements will be communicated to candidates, parents, and staff should a disruption to assessments occur.

If the Head of Centre decides the centre cannot be opened for scheduled assessments, the awarding organisation will be informed as soon as possible.

Specific Qualification Regulations:

The Head of Centre is responsible for ensuring that:

- No tutor of a Functional Skills qualification can be involved in the administration of the assessment materials for Level 1 and 2 exams in that subject, regardless of the level they teach. Administration includes initial receipt of confidential materials, secure storage, movement, and preparation of materials for scheduled assessments, and collection, secure storage and return of materials to the relevant awarding organisation after scheduled exams are completed. (See https://ofqual.blog.gov.uk/2019/09/25/invigilating-reformed-functional-skills-qualifications/)
- No Functional Skills subject tutor is involved in the invigilation of that subject, even if they have not taught those candidates (i.e. a Functional Skills English tutor must not invigilate any Functional Skills English exam and a Functional Skills Maths tutor must not invigilate any Functional Skills Maths exam, regardless of the level they teach). This applies to both online and paper-based assessments. https://ofqual.blog.gov.uk/2019/09/25/invigilating-reformed-functional-skills-qualifications/

Collection of learners

Occasionally, it may be requested that learners be collected by MITSkills staff members, particularly to attend an examination at the MITSkills Office. For this to occur, the following steps should be taken and adhered to ensure the safety of staff and learners alike. It is the responsibility of the allocated tutor to ensure all parties are aware of all details required (below) and to ensure they have confirmed receipt and confirmation of the arrangements.

For exams:

- When booking the exam with the setting/learner, confirm if the learner needs to be collected from West Byfleet Train Station.
- Contact the person invigilating the exam directly, and inform them of the learner's name, setting, when and where they need collecting from, giving a description of the individual. Contact the exams coordinator to book the exam, letting them know which exam is being sat and if it is a morning or afternoon slot. This should be done by email to create an audit trail.
- Contact the learner and the setting directly, giving them a description of the staff member collecting them, their car, and the car registration plate. This should be done by email to create an audit trail.
- If the learner is under 18, parental permission must be gained before the collection; the learner can have this on the day, but please alert the staff member collecting to ensure they view this permission beforehand. The form is in the Appendices to this Policy.
- The collecting staff member must wear the MITSkills ID and clearly display it so there can be no confusion. They must check for any parental permission before proceeding with the journey.
- The person collecting must also ensure they have a list of learner names when collecting and contact details in case of emergency.

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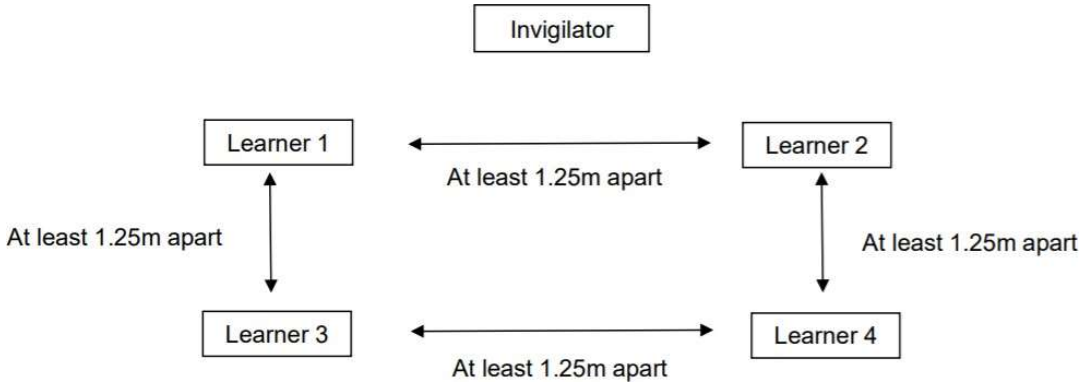
Appendix A - Seating Plan

A seating plan is required for each external assessment. This allows us to track which learners have attended an external assessment and helps when conducting investigations, should they occur. This seating plan is an example of how we plan a room and record it, with each learner facing the invigilator.



Appendix B - Instructions for the invigilator to read out before starting the external assessment.

1. You must now follow the regulations of the assessment.
2. Only the material listed on the question paper is allowed in the assessment room. You must not have on or near you any other material.
3. Check your pockets now. Check for things such as notes, books, papers, mobile phones, and smartwatches. If you have any unauthorised items in your possession, you must hand them in to an invigilator now. Failure to do so may lead to disqualification.
4. If you are wearing a wristwatch, remove it and place it on your desk.
5. (For assessments with books that are allowed, add: check that no notes or papers have accidentally been left inside any book you are allowed to have in the assessment room and that you have the correct edition of the allowed set text(s).)
6. (For assessments where a calculator is allowed, make sure that the lid, case, or cover of your calculator does not have printed formulae or instructions and that you have cleared anything stored in the memory.)
7. Check that you have been given the correct paper for the day, date, time, subject, unit/component, and tier.
8. Fill in all the details needed on the front of your answer book (or question paper) in black or blue ink. Make sure you fill these details in on any additional answer sheets that you use.
9. Read the instructions on the front of the question paper. (You may read these out to the candidates, if required.)
10. Check that you have all the materials you need for the assessment.
11. Remember, you must write clearly and in black or blue ink. You may use a pencil for drawings and rough notes.
12. You must write in the designated sections of the answer booklet.
13. You must write all rough work in your answer book and neatly cross it through with a single line. (For multiple-choice papers, you must do any rough work in the question booklet.)
14. You must not use correcting pens, fluid or tape, erasable pens, or blotting paper. You must not use highlighters or gel pens in your answers.
15. You must not communicate in any way with, ask for help from or give help to another candidate while you are in this assessment room. You should put up your hand to attract the invigilator's attention.
16. If the fire alarm sounds, please remain seated and wait for instructions from the invigilator.

Appendix C - The people present in the assessment room.

The Head of Centre will ensure that we fulfil our duty to maintain the integrity of the assessment and to ensure that fully trained invigilators are in place for assessments and on-screen tests.

Invigilators are trained and approved to undertake their duties.

Rules relating to centre staff:
Other than exam officers and invigilators, senior members of centre staff approved by the Head of Centre, who have not taught the subject being examined, may be present at the start of the assessment(s).
When entering an assessment room, the senior member of centre staff must identify themselves and their purpose for being there to the senior invigilator and/or exams officer.

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

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

Under no circumstances may members of centre staff:

- Be present at the start of the assessment and then sit and read the assessment question paper before leaving the assessment room.
- Enter the assessment room with the intention of accessing the assessment question paper
- Have access to the assessment question paper unless this is specifically requested by either the exams officer or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the exams officer needs this verified by the relevant subject teacher before reporting the issue to the awarding organisation
- Give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content
- Communicate with candidates. This constraint extends to coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer
- Enter the assessment room and approach candidates, either to prompt them to make an attempt at the assessment or to provide support and encouragement
- Enter the assessment room and read candidates' scripts.

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

Appendix D - Handling of assessments and storage flow chart

Receipt of Examination materials

- On receipt of examination materials, the question packs, still in their despatch packaging, must be moved to the centre's secure storage facility.
- Only persons authorised by the head of centre/exams officer are allowed access to this facility.

Access to examination materials

- Examination materials must only be accessed in accordance with the awarding body's specific instructions. These must be checked for each awarding body.
- All examinations for paper based exams must take place on MITSkills premises, unless a satellite site has been approved by the awarding organisation. For transportation of assessments to a satellite centre the assessment transport log must be completed, this applies to all assessments.

Checking examination materials

- When question paper packets are removed from the despatch packaging they must be checked carefully against the despatch note and the booking details. They must then be locked in the centre's secure storage facility.
- The awarding body should be informed immediately of any problems.

Handling encrypted secure material

- Only authorised members of centre staff have access to electronic question papers. (Trained invigilators only - as per the approved list)
- Encrypted question papers received via email or downloaded form an awarding body's secure extranet site on the day of the exam and subsequently printed must be printed in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials.

Removing question papers from secure storage

- Question paper packets should be taken to the designated exam room as close to the start time of the exam as possible. This must not be earlier than 60 minutes before the awarding body's published starting time for the exam.
- Question papers must never be left unattended once they have been removed from the centre's secure storage facility.
- They must be signed for by the invigilator who takes them.

Starting the exam

- The invigilator must ensure the candidates have been given the correct question paper and ensure that they fill in their details as necessary. If the incorrect paper is provided they must contact the Head of Centre immediately.