

# The Internal Quality Assurance and Appeals Policies

<b>Date established:</b>	May 2001
<b>Updated:</b>	Reviewed 2022
<b>Reviewed:</b>	Annually
<b>Purpose:</b>	This policy aims to set out MITSkills position regarding the Appeals Policy, Internal Quality Assurance Policies incorporating, Fair Assessment Policy, Recognition of Prior Learning Policy, Registration, <b>Withdrawal</b> & Certification Policy, Late Submission of Work Policy & End Point Assessment Policy

## Appeals Policy (Assessment)

### Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the Work Based Trainer at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding organisation where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

### To do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal.
- Forward the appeal to the awarding organisation when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- No candidate will be discriminated against because of gender, race, religion, or sexual preference.

### Appeals Process:

- Where practical, the candidate should discuss his/her objection to the assessment decision with the Work Based Trainer prior to making a formal appeal. The Work Based Trainer should be open-minded to the points raised by the candidate, discuss the matter with his/her Internal Quality Assurer and a solution sought which makes an appeal unnecessary. If this cannot be achieved the candidate must be advised of his/her right to appeal.
- Appeals must be made in writing by the candidate, to the Centre Co-ordinator, within 14 days of the candidate being notified of the assessment decision against which the appeal is being made.
- The written appeal must be copied by the Centre Co-ordinator to the Work Based Trainer who made the decision and to the Internal Quality Assurer responsible for the Work Based Trainer.

- The Centre Co-ordinator must identify a member of his/her programme team to evaluate the evidence and give a judgement. (the 'Appeals adjudicator').
- This adjudicator must hold D32, D33, A1 or TAQA plus evidence of continuing professional development (CPD), be technically competent in the skills area being assessed and be knowledgeable of the awarding body systems and procedures.
- The Centre Co-ordinator must ensure that the organisational structure of the centre is not a barrier to an objective judgement of the appeal. If necessary, the centre should access independent resource to achieve this.

#### Appeals Process Conclusion:

- The adjudicator's judgement must be communicated to the candidate by the Centre Co-ordinator in writing within 21 days of the written appeal being received.
- This communication must be copied to the Work Based Trainer against whom the appeal was raised, his/her Internal Quality Assurer and the Appeals adjudicator.
- The Centre Co-ordinator must retain full details of the appeal within the Centre records for a period not less than 5 years.
- If the appeal is successful, the Centre Co-ordinator must identify the specific failure in the Centre's assessment regime and implement corrective actions.
- The Centre Co-ordinator is at liberty to seek guidance from the External Quality Assurer (EQA) on any aspect of the appeals process.
- A successful appeal is not a reversal of the original assessment outcome. To establish this, the candidate may need to be re-assessed.
- The timescales quoted in these procedures are normal maximums. In extreme cases the timescales may need to be longer in which case the reasons for the longer timescales are to be documented.

## INTERNAL QUALITY ASSURANCE POLICY

#### Aim:

- To ensure that the IQA is valid, reliable and covers all Work Based Trainers, End Point Assessors (EPA's) and programme activity.
- To ensure that the IQA procedure is open, fair, and free from bias.
- To ensure that there is accurate and detailed recording of IQA decisions.

#### To do this, the centre will:

- Ensure Work Based Trainers, End Point Assessors (EPA's) exceed the minimum requirement over and above the end point assessment criteria. and Internal Quality Assurers are competent.
- Ensure that all Centre assessment instruments are verified as fit for purpose
- Verify an appropriately structured sample of Work Based Trainer work from all programmes, sites, and teams, in line with the MITSkills Internal Quality Assurance Strategy. Ensure centre programmes conform to the awarding organisation standards, and external verification requirements. In the case of Apprenticeships Standards ensure delivery and delivery plans conform to the IFA approved Apprenticeship Standard and meet the requirements of individual End Point Assessment for the appropriate standard.
- Plan an internal quality assurance schedule, linked to assignment roles and in line with the MITSkills Internal Quality Assurance Strategy.
- Define, maintain, and support effective internal quality assurance roles.
- Ensure that identified staff will maintain secure records of all internal quality assurance activity.
- Brief and train staff of the requirements for current internal quality assurance procedures.

- Promote internal quality assurance as a development process between staff.
- Provide standardised IQA documentation
- Use the outcome of internal quality assurance to enhance future assessment practice.
- Work Based Trainers and Internal Quality Assurers are regularly monitored in line with the MITSkills Internal Quality Assurance Strategy.
- Special assessment needs are identified, and assessment procedures are adjusted to suit the identified needs.
- Ensure all Candidates, Work Based Trainers and Internal Quality Assurers understand the appeals procedures.
- No candidate will be discriminated against because of gender, race, religion, or sexual preference.

### Conflict of Interest

- **MITSkills has a conflict-of-interest policy which is covered in our Company Rules this integral to our Internal Quality Assurance and this policy requires compliance with that document this covers all staff, contractors, agency workers, and freelance staff.**

## RECOGNITION OF PRIOR LEARNING POLICY

### POLICY STATEMENT

The purpose of this policy is to set out the process and guidance for MITSkills Staff and learners. Our process is guided by the appropriate awarding bodies guidance and aims to provide accurate recognition and evidencing 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 June 2016 - Condition: E10

RECOGNITION PRIOR LEARNING (RPL) 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 been 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 prior.

MITSkills will follow process guidance of the relevant Awarding Body for the qualification concerned. Where RPL is permitted for a qualification (this must be checked with the appropriate awarding body prior to any RPL exercise), then MITSkills staff with valid qualification experience must agree with the appropriate delivery lead and IQA prior to any RPL mapping exercise, (and agree 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 a decision made 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 body for examples see below.

EAL (2022)

<https://eal.org.uk/support/document-library/centre-support/policies-and-important-documents/97-recognition-of-prior-learning-policy/file>

## **External Invigilation Procedure (Extrapolated from the Official NCFE Guidance)**

This document provides guidance and instructions on the correct administration of the external assessment components (online and paper based) of all NCFE qualifications, including those which may be offered and/or delivered under an NCFE-owned brand name (such as "CACHE").

These Regulations apply to all external assessments excluding Functional Skills English Speaking, Listening and Communication.

External Assessment is an assessment which is set and marked by the Awarding Body. 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 NCFE 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 at the same date and time.

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

Awarding Bodies reserve the right to observe the external assessment process without prior notification to confirm 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 – compliance with these regulations, they have the right to declare the assessment void.

NCFE 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 NCFE 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 Reasonable Adjustments and Special Considerations Policy
- Ensure that no copies of questions 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.**

#### **Collection of learners**

Occasionally it may be requested for learners to 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, 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 collecting from West Byfleet Train Station.
- Contact directly the person invigilating the exam, and inform them of the learner's name, setting, when and where they need collecting from, giving a description of the individual. CC in 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 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 prior to 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 MITSkills ID and clearly display this 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.

MITSkills seeks to provide equal access to assessment for all learners. Awarding bodies therefore recognise that reasonable adjustments or special considerations maybe 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 answer sheet/booklet that they were removed from the assessment
- The awarding body should be informed immediately of any irregularity
- The centre should conduct its own investigation into the incident and report the incident and their findings to the 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. MIT 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

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
- 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.

\*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 NCFE after scheduled exams are completed.

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., Passport, Driver's Licence or Student ID card. It's 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 your 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 in removing a garment to allow for a visual identification to take place, then the centre must use their 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 NCFE 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, any electrical 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 in 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, they've all the paperwork and have checked 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 Body 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 all level 1 and 2 Functional Skills 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, NCFE. 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 NCFE 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 NCFE.

## 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 maybe allowed to enter the room late if they 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 Body 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 booklet
- 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 to NCFE.

Where candidates are unable to return to the building to complete the assessment, NCFE must be contacted immediately for advice. NCFE 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.

- 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 they face disqualification
- Learners will be instructed to check their personal details are correct and completed
- 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 assessments 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 NCFE will be informed immediately and all paperwork returned unopened, within 24 hours of the cancellation, by special delivery/secure courier.

If we postpone an external assessment the exams officer will consult with centre support immediately. If there are any changes to the date, time, or location of external assessment NCFE will be informed immediately.

NCFE 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 Body'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 has the option to pause the assessment in the invigilation screen if it's safe to do so.

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 NCFE.

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've 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 in and securely destroyed.

## 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:

<p><b>Calculators must be:</b></p> <ul style="list-style-type: none"> <li>○ of a size suitable for use on the desk;</li> <li>○ either battery or solar powered;</li> <li>○ free of lids, cases, and covers which have printed instructions or formulae.</li> </ul>	<p><b>Calculators must not:</b></p> <ul style="list-style-type: none"> <li>● be designed or adapted to offer any of these facilities: <ul style="list-style-type: none"> <li>○ language translators;</li> <li>○ symbolic algebra manipulation;</li> <li>○ symbolic differentiation or integration;</li> <li>○ communication with other machines or the internet;</li> </ul> </li> <li>● be borrowed from another candidate during an assessment for any reason;</li> <li>● have retrievable information stored in them. This includes: <ul style="list-style-type: none"> <li>○ databanks;</li> <li>○ dictionaries;</li> <li>○ mathematical formulae;</li> <li>○ text.</li> </ul> </li> </ul>
<p><b>The candidate is responsible for the following:</b></p> <ul style="list-style-type: none"> <li>○ the calculator's power supply;</li> <li>○ the calculator's working condition;</li> <li>○ clearing anything stored in the calculator.</li> </ul>	

\* 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 disruption to assessments occur.

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

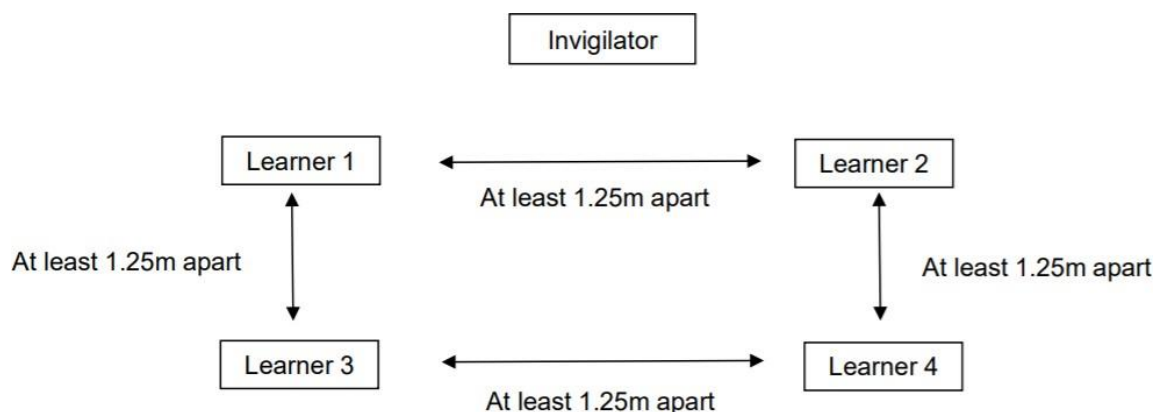
As per NCFE guidance, if there is national disruption to a day of assessments in 2021/22, NCFE will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected assessments will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption. Centres will be alerted if it is agreed to reschedule the assessments and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of assessments will always rest with NCFE. The centre must conduct the assessment on the scheduled date unless instructed to do otherwise by us.

Where candidates choose not to be available for the rescheduled assessment(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, NCFE will not insist upon candidates being available throughout the entire timetable period as a matter of course.

## Appendix A Seating Plan

NCFE requires us to use a seating plan 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 invigilator to read out before starting the external assessment.

1. You must now follow the regulations of the assessment.
2. Only 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, iPods, 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, add: 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 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, add: you must do any rough work in the question booklet.)
14. You must not use correcting pens, fluid or tape, erasable pens, 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 (see section 12 of these Regulations) Rules relating to centre staff other than exams 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 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 NCFE
- 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



## REGISTRATION, WITHDRAWAL & CERTIFICATION POLICY

### Aim:

- To register individual learners to the correct programme within the agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner
- Registration and certification claims can be tracked to the certificate which is issued for each learner.

### To do this, the centre will:

- Register each learner within the awarding organisation requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding organisation of withdrawals, transfers or changes to learner as required by the awarding organisation.
- Ensure that certificate claims are timely and based solely on internally quality assured records or claim forms.
- Provide unit certification claims for learners where appropriate.
- Audit certificate claims made to the awarding organisation.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for a period required by the awarding body.

## FAIR ACCESS TO ASSESSMENT POLICY

### Aims:

- MITSkills aims to ensure that assessment methodology and access to assessment, is valid, reliable, fair and does 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 staff and centres are to deliver accurate and detailed recording of assessment decisions. They are to ensure assessment procedure is open, fair, and free from bias and consistent. All assessment is to use the codes of practice (2006) 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 IQA**

To do this, we task our lead IQA's in leading procedures to deliver this policy and ensure that all Workbased Teachers, 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 centers 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 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/> including the JCQ Instructions for Conducting Examinations.

MITSkills will expect the following Principles to be applied for all learners by relevant staff, lead 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 Workbased Trainers and teachers are competent and qualified.
- Ensure Workbased Trainers and teachers are regularly monitored.
- The candidate is made fully aware of the assessment process.
- Workbased Trainers and Teachers and candidate's complete assessment plans which are reviewed against progress.
- The candidate has access to their Work based Trainer, 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 even, if this is to delay an assessment, (all adjustments should be advised and agreed with the IQA).
- R.P.L. (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.

- Workbased Trainers and Teachers assess learner's 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 awarding organisation's assessment methodology and the role of the Workbased trainer are understood by all awarding organisation's 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 process 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 body.

### **Learners.**

- Where a learner believes they have access to fair assessment issue that has not been addressed by the relevant staff they can raise a formal complaint via MITSkills Client and Learner Complaints policy.

## **LATE SUBMISSION OF ASSESSED WORK POLICY**

This document provides the principles and regulations governing the deadlines for the submission of assessed work and the penalties applied for the late submission of assessed work, the penalties applied for the late submission of assessed work and the mitigation of such penalties.

### **General Principles**

MITSkills seeks to ensure that the assessment of students is conducted in a fair and secure way so that students are not advantaged by their late submission of assessed work and staff may provide timely developmental feedback to students on their assessments.

MITSkills has determined that students 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 student 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.

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