



ASSESSMENT AND EXAMINATIONS POLICY

<i>Written by:</i>	Craig Van-de-Velde, Melissa Shepherd, Tracey Firstbrook
<i>Reviewed by:</i>	Executive Principal
<i>Date of last review:</i>	Spring 2026
<i>Date of next review:</i>	Spring 2027

Assessment and Examinations Policy

SCOPE AND PURPOSE

Orchard Hill College (OHC) is committed to providing outstanding education that consistently meets the needs of students, and the requirements of the Awarding Body Organisations.

The policy seeks to provide clear and consistent guidance for the assessment of students at OHC.

The College is committed to:

- Ensuring all students are fairly, accurately and regularly assessed, using both formative and summative assessment methods.
- Ensuring that all students' initial diagnostic assessment is accurate and supports planning for their individual needs.
- Ensuring that assessment is appropriate for the student and their learning pathway.
- Students are entitled to be entered for Vocational Qualifications, and Functional Skills. Any amendments to a student's qualification registration should be agreed by the relevant Head of College.
- Ensuring all assessment completed towards the qualification meets and exceeds the requirements of the Awarding Body Organisations.
- Ensuring that all students progress is regularly reviewed by the assessor and appropriate feedback is given on progress, as required by OHC and the Awarding Body.
- Ensuring external assessment is conducted in the best interest of the student and that Awarding Body requirements and JCQ regulations are accurately applied for all external assessments.
- Ensuring that internal quality monitoring (Moderation/IV/IQA) supports consistency of assessment and provides constructive feedback on assessment decisions made by assessors.
- Ensuring all assessment and internal quality assurance is carried out by suitably qualified and trained staff in line with Awarding Body requirements. Assessors and staff undertaking Moderation/Internal Verification/ Internal Quality Assurance roles must attend standardisation meetings and engage in Continuous Professional Development as required by OHC and Awarding Body Organisations.

This policy applies to all students and staff at OHC. The College will keep a central record of Awarding Body Organisations, and Assessors, Moderators, Internal Verifiers, Internal Quality Assurance staff details. OHC will provide training for all staff and day to day guidance on all aspects of the policy.

INCLUSION

All students are entitled to fair and unbiased access to assessment opportunities. Including: initial Advice and Guidance, review of progress, continuous formative assessment, externally assessed qualifications and a review of progress towards the achievement of qualifications, in line with OHC assessment policy and Awarding Body guidelines.

OHC initial assessment reviews the EHCP, and the students individual learning needs. Assessment is then tailored to the students' individual needs and learning pathway. Access arrangements are assessed as required, and assessment meets the Awarding Body Organisations and JCQ regulations.

Candidates(students) or parents/carers cannot request subject entry or change of level of qualification, but can discuss withdrawal from qualification registrations, if necessary, with the Head of College. The Head of College will review the EHCP, and the learning pathway and make a request for withdrawal from external assessment where required.

OHC do not act as an exams centre for other organisations or accept entries from private candidates.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is the process of considering a learners previous learning or achievement to exempt the student from part or all of the qualification. The student would need to show their understanding, knowledge and skills in relation to the qualification criteria.

OHC follows the Awarding Body Organisations guidance in claiming Recognition of Prior Learning. OHC would follow the Awarding Body processes in assessing RPL, which may result in a student being exempt from part or all of a qualification.

REASONABLE ADJUSTMENTS AND SPECIAL ACCESS ARRANGEMENTS

To decide whether an adjustment is appropriate, the OHC assessor considers the skills that are being assessed and the implications for assessment. OHC involves the student in making any decisions about appropriate adjustments to the assessment. As this should be the student's normal way of working and would naturally be available to the student when working in taught practical or classroom situations. In cases of doubt, OHC can contact the Awarding Body for advice.

Once the learner has been assessed and the form is approved. The Exams team is responsible for making sure the access arrangements are available to the student, for example arranging a reader, scribe or additional invigilator.

There are two types of Reasonable Adjustment, those OHC can assess and approve and those OHC assess and seek approval from the Awarding Body for.

Reasonable adjustment arrangements which are permitted to be approved by OHC in line with the Awarding Body requirements.

The lecturer assesses the student in line with the JCQ adjustments for candidates for disabilities and learning difficulties and Awarding Body Organisation regulations for Access Arrangements. The lecturer requests the required access arrangements through the pre-enrolment section on the student ILP. Access arrangements are approved, at centre level, during panel by the HOC and the work-based learning team. Access arrangement requests are then formally passed to the exams team who will fully record in line with Awarding body requirements.

The Exams team is responsible for arranging the access arrangements for the external assessment and informing the invigilator of the student's access arrangements.

Reasonable adjustments where Awarding Body approval is required.

The lecturer assesses the student in line with the JCQ adjustments for candidates for disabilities and learning difficulties and Awarding Body Organisation regulations for Access Arrangements. The lecturer requests the required access arrangements through the pre-enrolment section on the student ILP. Access arrangements are approved, at centre level, during panel by the HOC and the work-based learning team. Access arrangement requests are then formally passed to the exams team who will formally request these through the Access Arrangements online portal. Only once Access Arrangements are approved through the portal will then be granted to the student.

The Exams team is responsible for arranging the access arrangements for the external assessment and informing the invigilator of the student's access arrangements.

Special consideration

Special consideration is a process that considers a student's change in circumstance at the time of external assessment that is likely to have an impact on the student's ability to take the assessment. For example, a temporary illness or bereavement which is out of the students control and occurs shortly before the assessment.

OHC adheres to the Awarding Body Organisation guidelines, approval must be sought within 7 working days of the last examination through a JCQ form 10 by the Funding and Examinations Manager from the Awarding Body. The Head of Centre or Centre

Operations Coordinator will liaise with the Funding and Exam Manager to ensure the forms are submitted in a timely manner to the Awarding Body.

ONLINE ASSESSMENT

The policy covers the completion and or the submission of work, in the context of online assessment, using a digital platform including Microsoft Teams, and One Drive. This covers work which has been submitted electronically via a digital platform. The assessor and IV/IQA will ensure the submission of work is securely maintained and can be accessed for the purpose of quality assurance.

MANAGEMENT OF EXAMINATIONS AND EXTERNAL ASSESSMENT

The Head of College will ensure that students are entered for examinations within the timeframes set out by the Awarding Body. The Head of College has responsibility to ensure that their centre complies with awarding body rules and regulations relating to all examinations and assessments. The Head of College, working with the Centre Operations Coordinator, is responsible for the administration of external assessments. Assessments may take place at any time, on any day of the week either at an OHC centre or another approved location.

The Head of Centre and Centre Operations Coordinator are responsible for maintaining a schedule of all examinations and publish it in a suitable place in hard and/or soft format.

All examination and assessment materials will be stored in a secure location within the provision, and are the responsibility of the Head of Centre, Deputy Head of Centre and Centre Operations Coordinator.

For online examinations, laptops will be wiped of any software or internet access other than for the examination requirements. This is the responsibility of the Head of Centre, Deputy Head of Centre and Centre Operations Coordinator. IT support will be available during on-line assessments.

The Centre Operations Coordinator ensures notices are displayed in every examination location. The room is checked and agreed following JCQ guidelines. All staff invigilating examinations receive training in line with the OHC policy and Awarding Body requirements.

It is the responsibility of invigilators to collect the examination papers from the centre located examinations safe before the examination and return entry level papers as soon as the examination is finished Level 1 and 2 papers will be securely packaged in the envelope provided by the awarding body and posted back, using the postage label provided immediately following the examination. Instructions will be given at the beginning

of every examination in accordance with the JCQ guidelines. The invigilator must return all paperwork including that provided for the exam by the Centre Operations Coordinator to the Centre Operations Coordinator.

Examination scripts and documentation relating to coursework will be sent to awarding bodies within 24 hours of completion of the examination or in line with Awarding Body requests.

COMMUNICATING WITH STUDENTS

OHC will ensure that students are made fully aware of the examination requirements for any public examinations: the place, date and time of an examination/ controlled assessment, which may be on-line.

OHC will send out examination certificates as soon as possible following receipt from the awarding body, with the option of the student collecting the result.

If results are known but certificates are not available, students can be provided (in exceptional circumstances) with written confirmation of a pass or results can be provided over the telephone, subject to OHC data protection requirements.

EXAMINATIONS INVIGILATION

A bank of staff will be trained as invigilators within every region across OHC. The training is conducted by the Exams team. The Centre Operations Coordinators will arrange the examinations within their region, including room bookings, booking invigilators and ensuring examination stationary is available and display notices, in accordance with JCQ regulations.

The Exams team retain a list of all invigilators and the date they received invigilation training.

Reporting student achievement

These will be recorded on the individual learner record, using REMS.

Retention of materials

All student work and records relating to examinations and controlled assessments will be retained, in lockable storage, within the provision for a minimum of three years after the event.

MODERATION / INTERNAL VERIFICATION / INTERNAL QUALITY ASSURANCE

Moderation/Internal verification/ Internal Quality Assurance is the process of monitoring assessment practice to ensure that assessment decisions meet national standards. It provides a continuous check on the consistency, quality and fairness of assessment, assessor feedback, and grading of students work. It provides the assessor with developmental feedback and sets actions to support the consistency of assessment across assessment practice.

Roles and responsibilities of Assessors / Lectures and staff engaged in Internal Quality Assurance

- Externally accredited qualifications are subject to Moderation/ Internal Verification/ Internal Quality Assurance processes based on the Awarding Body Organisations requirements. All staff must follow the relevant Awarding Body Organisation requirements for each qualification delivered.
- Each qualification must have identified members of staff who will moderate/ verify/quality assure the assessments for that qualification. There will be a named lead Moderator/Internal Verifier/ Internal Quality Assurer for the overall coordination of the qualification.
- Moderation/Internal Verification/Internal Quality Assurance must be carried out continuously throughout the delivery of the qualification. Managers need to identify appropriate periods of time when Moderation/Internal Verification/Internal Quality Assurance will take place. The quality cycle will be available to all assessors delivering assessed qualifications.
- Lecturers lead the assessment process and check the evidence that is produced meets the requirements of the awarding body expectations. All Support staff must sign and date relevant assessments to provide a clear audit trail.
- The assessed evidence must be recorded on appropriate documentation, which considers the requirements of OHC and the Awarding Body. The evidence may be electronically submitted or paper based.
- Centre-devised assignments must be verified before they are issued as well as when they have been assessed.
- Monitoring of Moderation/ Internal Verification / Internal Quality Assurance will be carried out via the Lead Verifier. The qualification lead will check each centres sampling plans, at the start of the qualification/ cohort and Moderation/ IV/ IQA reports throughout.
- The Qualifications lead/ IV is responsible for the standardisation process, and actions arising from the standardisation of work. The qualification lead has responsibility for consistency of Moderation/ Internal Verifiers/ IQA's reports, feedback and actions.
- Records of internal verification must be kept in a secure location.

ASSESSMENT MALPRACTICE AND MALADMINISTRATION

This covers the academic work of the college and all students studying a qualification and registered with an Awarding Body Organisation, under the OHC centre number.

Assessment or examination malpractice is the action to gain an unfair advantage by contravening the JCQ regulations. Regulations are communicated by the teaching staff, invigilators and examinations staff. Examples could include the use of mobile technologies or written notes where these are not permitted in an exam or using AI to write the answer to achieve a criterion for a qualification.

Assessment malpractice can include plagiarism, use of artificial intelligence (AI) and any actions which contravene the Joint Council for Qualification (JCQ) general guidance and regulations for assessments and examinations.

Awarding Organisations reserve the right, in suspected cases of malpractice, to withhold the issuing of results or certificates while an investigation is in progress. Depending on the outcome of the investigation results or certificates may be released or withheld.

OHC staff are vigilant regarding assessment malpractice, training is provided on best practice and guidance updated to support assessors and internal quality assurance staff in detecting and dealing with assessment malpractice.

Assessment malpractice

Examples of student malpractice include:

- Plagiarism i.e. the use of another person's or author's work and claiming it as one's own. This includes the use of other people's thoughts or writing, copying and pasting from the internet, books and other students' work, without acknowledging the source, including the use of AI. All learners are made aware of the assessment policy and guidance is given on plagiarism and the use of AI to all students.
- Collusion by working collaboratively with other students to produce work that is then submitted by an individual. Group work is part of the learning and development process and as such should be encouraged. The student needs to be clear on their contribution to the work and annotate their work. The assessor can support and guide the learner to note their contribution.
- Misuse of assessment/ examination materials.
- Obtaining, receiving exchanging or passing information to other students in a controlled test environment.
- Behaving in a way that undermines the integrity of controlled assessment.

OHC staff malpractice

The following examples would be investigated as a potential disciplinary offence:

- Assisting students in the production of work for assessment that has the potential to influence the outcome of the assessment. The Awarding Body has a process to support students with access arrangements these should be applied where approved. Additional assistance cannot be given this has to be assessed and approved.
- Producing or falsifying witness statements for a practical activity that the student did not carry out.
- Not following the approved reasonable adjustments in an examination.
- Failing to keep students' electronic or paper files safe and secure.
- Failing to keep examinations test papers secure prior to the external assessment.
- Obtaining unauthorised access to assessment / examination material prior to the assessment / examination.
- Not following the learner registration and certification procedures.
- Providing inaccurate information.
- Claiming incorrect units at certification

It is the responsibility of each centre to advise their students about the consequences of malpractice when submitting course work and not following instructions in examinations. All learners must submit a learner declaration when submitting internally assessed units for accreditation.

Reporting incidents

OHC follow the Awarding Body and JCQ guidelines.

The Head of College is responsible for reporting any incidents or Malpractice and Maladministration to the Funding and Examinations Manager in a timely manner so that any suspicions of incidents of malpractice can be reported in a timely manner to the Awarding Body.

In the case of malpractice in an examination the Head of College and the Centre Operations Coordinator should be notified immediately. JCQ guidelines must be always followed.

APPEALS AGAINST AN ASSESSMENT DECISION

OHC will ensure that all students have access to the appeals procedure for internal assessment and externally assessed and/or marked examinations.

OHC take all informal and formal complaints seriously. OHC strive to resolve complaints to the agreement of all parties in a timely manner.

The appeals procedure

Any student who disagrees with an assessment decision should discuss this with their assessor as soon as they can. The student should be supported and given full feedback so that the student understands the basis upon which the assessment was made and how they can improve their assessment. If appropriate, the lecturer could provide an additional opportunity for assessment. If the student is still dissatisfied, they should then take their appeal to their Head of College or the Moderator/Lead Internal Verifier/ IQA for that qualification. The process is described below.

The Appeals Procedure has been created to provide an effective system to deal with disputed outcomes of assessment and grading. The Appeals Procedure will only vary according to specific awarding body requirements.

Internal assessment decisions

If the appeal has not been resolved between the assessor/ lecturer and the student, an appeal must be formally lodged with the Head of College or moderator/Internal Verifier/ IQA for the qualification. This must be in writing and signed. Another lecturer will be allocated by the moderator/Lead Internal Verifier/IQA to carry out a further assessment, which should take place within five working days of the written appeal being received, or at the first opportunity and allowing for timely completion of the qualification.

The Head of College/moderator/Lead Internal Verifier and Assessor will communicate the assessment decision to the student no later than five days after the assessment.

If the student still wishes to pursue the appeal, then the matter must be referred to the Principal of the College who will review the appeal and take appropriate action. The examining body may be consulted if required. The Principal will meet with the student within ten days of the appeal being referred and the result communicated to the student no later than five days after the meeting. The Principal's decision will be final.

External assessment decisions

If a student wishes to appeal against an external assessment decision, the student must appeal in writing, to the Head of College within one week of receipt of the result. This appeal will be referred to the External Board according to their specific regulations.

Note: Advocacy and any other appropriate support will be provided to a student who wishes to lodge an appeal.

Managing appeals against centre decisions

If the student disagrees with a centre decision not to support an enquiry about results, then the matter must be referred to the Principal who will review the appeal and take appropriate action. The examining body may be consulted if required. The Principal will

meet with the student within ten days of the appeal being referred and the result communicated to the student no later than five days after the meeting. The Principal's decision will be final.

APPENDIX 1: EXAM PROCEDURE

Exams Team

- Registering the students with the awarding bodies
- Book the examinations
- Applying for requested Access Arrangements on Access Arrangement online
- Confirming Access arrangements with lecturer and centre co ordinators
- Liaison with the Centre Operations Coordinator about the exam timetable
- Liaison with the Centre Operations Coordinator about the storage and distribution of the exam papers
- Uploading exam results to the exam system
- Distribution of certificates to students

Candidates are responsible for:

- Prompt attendance at the exam room.
- Understanding the course work regulations and signing the student declaration to show they have fully understood the guidelines.
- Listening and adhering to the exam regulations for externally set assessments.

Lectures are responsible for:

- Booking exams in advance on the exam system and checking that Special Access Arrangements have been requested in a timely manner.
- Requesting access arrangements on the ILP pre-enrolment page
- Communication of examination results to candidates.

The Centre Operations Coordinator is responsible for:

- Secure storage and distribution of exam materials.
- Secure packing and despatching of exam papers.
- Liaising with lecturing staff to effectively manage exams and invigilators.
- Setting up the room prior to the exam.
- Ensuring entry level papers are locked securely in safe following exam. Returning Level 1 and 2 papers securely to the awarding body immediately after each exam

The invigilator is responsible for:

- The collection of the exam paper and other material from the Centre Operations Coordinator prior to the exam.
- Checking and understanding any access arrangement which have been approved for specific learners.
- Checking the exam room is set up in line with the JCQ guidelines.
- At the end of the exam. Collection of all exam papers in the correct order and returning the exam papers securely to the Centre Operations Coordinator.

APPENDIX 2: SEATING PLAN

Orchard Hill College - Seating Plan for Functional Skills Exams / Awarding Body
Organisation External Assessments

Site:

Classroom Name:

Qualification Name / Exam Series:

Date:

Seating Plan

Invigilator's Name:

Invigilator's Signature:

Date:

APPENDIX 3: FUNCTIONAL SKILLS CONTROLLED ASSESSMENTS – RISK ASSESSMENT

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Work based learning team, Funding and Exams Manager & Centre Operations Coordinators
Too many controlled assessments close together	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Funding and Exams Manager & Centre Operations Coordinators
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Book a specific room and extra rooms where required	HOC / DHOC/ Centre Operations Coordinators

Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Book a specific room and extra rooms where required ensure adequate facilities are available.	HOC / DHOC/ Centre Operations Coordinators
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Alternative dates, rooms and facilities sourced	HOC / DHOC/ Centre Operations Coordinators
Candidates have scheduling clash for exams or assessment	Always consider candidates timetables well ahead and decide on priorities in advance. Ensure all assessments and exams are scheduled into the Academy calendar to help minimise clashes	Check before requesting the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetables clashes	Funding and Exam Manager & Centre Operations Coordinator
Teaching staff interpret marking descriptions incorrectly.	Ensure appropriate training and departmental moderation.	Arrange for re-marking.	

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Lecturer/ Assessor
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HOC/DHOC/ LIQA/ LIV