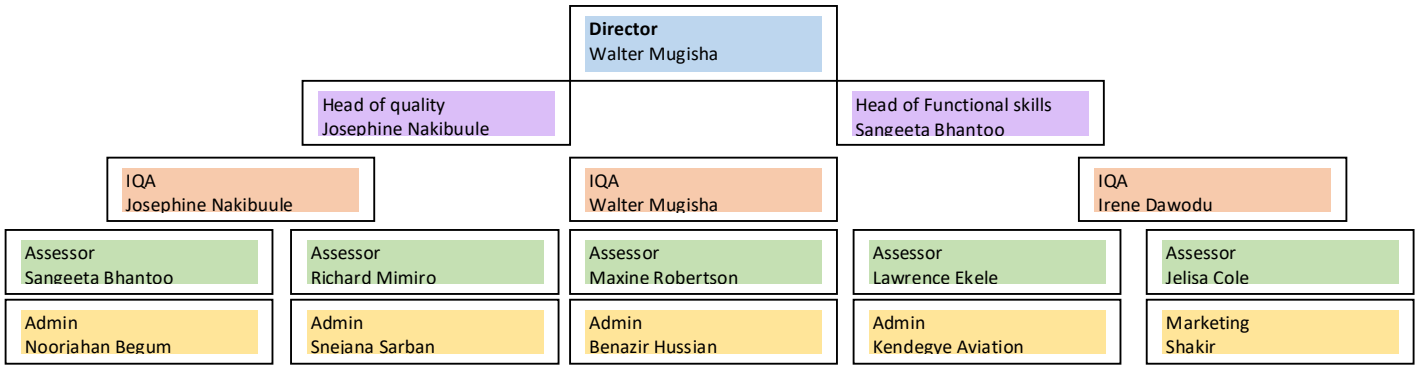
LIMM SKILLS ACADEMY LTD
Innovation | Creativity | Empowerment

Assessment Staff Handbook

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1. Roles and Responsibilities

Senior Managers

The Head of Centre is formally responsible for ensuring that the centre acts in accordance with NCFE's terms and conditions of approval.

QUALITY NOMINEE

The Quality Nominee and Head of Quality is the main point of contact for information related to quality assurance on vocational programmes. They are responsible for ensuring effective management of your programmes and actively promoting good practice within the centre.

RESPONSIBILITIES

The Quality Nominee should ensure the effective management of all programmes and actively encourage and promote good practice within the centre.
The Quality Nominee will liaise with the centre and awarding body staff to ensure that:

- All programmes are approved and registrations are accurate and up-to date
- Approval conditions and policy requirements are being implemented consistently and effectively
- All staff are aware of all support and guidance available and understand requirements
- Assessment and internal verification is effective on all awarding body vocational programmes
- There is a registered Lead Internal Verifier in place for each Subject Area IQA where required
- Where required, Standards Verification is completed successfully.

EXAMINATIONS OFFICER

The person designated by a centre to take responsibility for the correct administration of learners. The Examinations Officer acts as the administrator for awarding body contact, which provides direct access for learner administration.

RESPONSIBILITIES

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Register learners onto the correct programmes checking that these are the specific titles and versions that learners are following
- Check registrations carefully to ensure that all data is correct and follow correct procedures if amendments are required
- For relevant programmes, give awarding body access to Lead Internal Verifiers/IQA's so that they can register onto the relevant systems and access forms and materials needed.
- For programmes that include externally assessed units, ensure that all exam entries are made according to awarding body requirements.

HEAD/DEPUTY HEAD

A Head/Deputy is a person designated by the centre to take overall responsibility for the effective delivery and assessment of qualifications. The Head/Deputy may also act as the Lead Internal Verifier/IQA if appropriate.

RESPONSIBILITIES

- Liaise with the Quality Nominee to be aware of information updates and quality assurance requirements
- Liaise effectively with the Examinations Officer to ensure accuracy of registration and certification of learners
- Liaise with programme team to confirm assessment and internalverification schedules
- Ensure that there are sufficient resources to deliver the programmes and units
- Ensure that programme staff have the necessary expertise and, where relevant, qualifications
- Review reports arising from quality assurance and ensure that appropriate actions are taken.

LEAD INTERNAL VERIFIER/IQA

The Lead Internal Verifier/IQA is a person designated by the centre to act as a point of sign-off for the assessment and internal verification of programmes

The Lead Internal Verifier should be:

- A subject specialist. It is important that they have an understanding of the subject they are responsible for
- For some awarding bodies the Lead Internal Verifier/IQA must register and complete specified training to gain accreditation
- Someone with the authority to oversee assessment. This may be the Head or Deputy, as this would normally be a key part of their role
- Directly involved in the assessment and delivery of a programme, so that they understand the units
- Able to coordinate across assessors and other internal verifiers for thesubject area.

RESPONSIBILITIES

- Ensure that there is an assessment and verification plan for their programmes which is fit for purpose and meets requirements
- Sign off the plan and check that it is being followed at suitable points
- Where possible, undertake some internal verification and/or assessment for individual units within at least one of the programmes
- Ensure that assessment plans, records of assessment and samples of learner work are retained for Externa//Standards Verification if necessary. Plan to set aside examples of work verified to different levels and grades
- Liaise with the External/Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- Make arrangements for handover to a colleague if unable to carry out the role.

INTERNAL VERIFIERS

Internal verification is the quality assurance system used to monitor assessment practice and decisions, ensuring that:

- Assessment is consistent across the programme
- Assessment instruments are fit for purpose
- Assessment decisions accurately match learner work to assessment & grading criteria
- Standardisation of assessors takes place.

RESPONSIBILITIES

- Agree an assessment and verification plan for each programme
- Check the quality of assessment instruments to ensure they are fit for purpose
- Ensure an effective system of recording learner achievement is in place
- Keep accurate and up-to-date records of the internal verification process
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency
- Use subject specialism to sample assessments to verify assessors' judgements, ensuring that they are consistent, fair and reliable
- Ensure own assessment decisions are sampled when teaching on the programme
- Ensure that appropriate corrective action is taken where necessary
- Take part in the formal stages of any appeal.

ASSESSORS

An assessor is anyone responsible for the assessment of learners.

RESPONSIBILITIES

- Ensure that you have read and understood the programme specifications and the requirements of all units being assessed
- Agree an assessment and verification plan for each programme ensuring full coverage of the required units
- Teach learners the knowledge and skills required to achieve the qualification
- Design assessment activities which guide learners to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content
- Provide summative assessment of the completed work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content
- Accurately record all summative assessment decisions
- Follow up any advice from your internal verifier.

2. Registration and Certification

AIMS:

- To register individual learners for the correct programmes by an agreed deadline.
- To ensure learners are entered for externally assessed units where necessary.
- To claim valid learner certificates by an agreed deadline.
- To ensure that individual learner registration and certificate claims are accurate and secure.

ACTIONS:

- Learners will be registered within the awarding body requirements.
- Procedures put into place so programme teams can confirm the accuracy of learner registrations.
- Ensure each learner is aware of their registration status.
- Inform the awarding body of any withdrawals, transfers or changes to learner details.
- Where the programme requires, learners will be entered for the necessary externally assessed units in accordance with NCFE's requirements.
- Exam information will be distributed to students and staff by the Exams Officer prior to the examination date.
- Ensure that certificate claims are made by the deadlines set.
- Keep all certificates secure for three years post certification.

3. Assessment

AIMS:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure and is fair and unbiased and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

ACTIONS:

- To ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- To assess learner's evidence using only the published assessment and grading criteria.
- To ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- To develop assessment procedures that will minimise the opportunity for malpractice.
- To maintain accurate and detailed records of assessment decisions.
- To maintain a strong and rigorous internal verification procedure.
- To provide samples for Standards Verification as required by the awarding body.
- To monitor standards verification reports and undertake any action required.
- To share good assessment practice between teams.

- To ensure that assessment methodology and the role of the assessor are understood by all staff.
- To provide resources to ensure that assessment can be performed accurately and appropriately.

4.Blended Learning

AIMS:

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this LIMM SKILLS ACADEMY will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with NCFE Centre Agreement.

RESPONSIBILITIES

- It is the responsibility of all staff to ensure that the policy is adhered to in order to maintain high standards of teaching and learning and the integrity of assessments where curriculum delivery includes blended learning.

TEACHING STAFF/ASSESSORS

- Teachers/assessors must ensure that learners who are working remotely are supported, guided and monitored effectively. This could be using TEAMS, email, phone calls etc. They should ensure that learners have appropriate access to teaching and assessment materials and understand the need to use remote learning technology safely. Teachers/assessors should report any concerns promptly to their line manager.
- Teachers/assessors must ensure that the setting and marking of assignments is carried out in manner that meets awarding body requirements and that the student receives, timely, fair and constructive feedback. Submission dates must be verified and, if possible, submissions should be made through Turn It In or other means used to minimise the risk of plagiarism.

LEARNING MANAGERS

- Managers must monitor the delivery of blended learning in their area to ensure that learners working remotely are not disadvantaged and are working safely. They should maintain an overview of assessment schedules, assignment submission and sample marking to ensure that feedback to students is timely, fair and constructive and awarding body requirements continue to be met. They must also ensure that Internal Verification is carried out robustly where learners and/or teachers working remotely.

QUALITY TEAM

- The quality team will include in regular scheduled audits of marked work and internal verification activities, samples from learners/teachers who are working remotely to ensure consistency of approach and quality.

5. Internal Verification

Internal Verification will be undertaken on all programmes run by Limm Skills Academy, in line with the requirements of each awarding body.

Internal Verification should cover:

- All Assessors
- All units/modules
- All grades
- All assessment methods
- All student groups

Internal Verification should result in:

- The review of assessment plans and assignments
- The review of students' assessed work to ensure that Assessors are assessing accurately and consistently to national standards.

The IQA/Internal Verifier in each subject area will make the decision of who will be assessing which unit.

There should be a written record of every Internal Verification undertaken. Copies should be sent to the Assessor and Course Tutor.

Copies of all Internal Verifier documents should be retained by Verifiers/Course Tutors in course files or electronically and be available for inspection, when required, by External Verifiers.

The following procedures are designed to ensure that internal moderation is carried out to meet the requirements of the relevant awarding bodies.

A. THE INTERNAL VERIFIER

For each programme at least one Internal Verifier should be identified. There may be more assigned depending on the discipline and experience within the team. This will usually include the Course Tutor. Where the Internal Verifier is also an Assessor, another member of staff will be required to internally verify his/her assessment decisions.

B. PROCEDURES

AT THE START OF THE YEAR - the Internal Verifier should request copies of all assignment briefs from Assessors.

Each assessment should be checked to ensure that it is of the appropriate quality and that the tasks will provide students with the opportunity to meet different grading criteria. Specifically, Internal Verifiers should check that for the unit/programme:

- All grading criteria are covered
- Assignments are vocationally relevant
- Assignments are presented in a standard format
- An appropriate range of assessment methods are used
- There is a balance of assessment across the course and students are not being over-assessed
- Grading criteria are available to students
- The appropriate Internal Verification Form should be used for this purpose if specified.
- Team meetings are used for moderation in order to ensure that all teachers are using same grade criteria and are agreeable on marks. In the event of weakness of assessment, staff development and IV training will take place.

INTERNAL VERIFIER PLAN: Also at the start of the year the Course Coordinator/Internal Verifier should draw up a schedule for internal verification for their programme ensuring that:

- All modules and their Assessors are indicated
- All students taking each unit/module are listed
- The range of assessment methods are covered
- Internal verification is ongoing during each term

C. SELECTION OF WORK

Internal Verifiers should aim to cover:

- The range of work produced by students - e.g. presentations, written assignments, practical work, artefacts, etc.
- A range of grades:e.g. Pass, Merit, Distinction.

In the case of new Assessors, the sample of work for verification may need to be increased. This should be agreed with the Head or Deputy Head/LIV and checked against the awarding body quality assurance requirements of the awarding body.

D. INTERNAL VERIFICATION OF ASSESSMENT DECISION

Since the aim of internal verification is to review students work to check that assessment is accurate and consistent, verifiers will need to re-mark the student's work, checking to see that they agree with the assessment decision.

Two processes could be followed when verifying:

- Look at the work submitted as a whole, then check against assessment and grading criteria;
- Look at assessment/grading criteria and identify within the work submitted where the evidence is found.

The Internal Verifier may choose whether to look at the Assessor's comments before or after carrying out the Internal Verification (blind marking).

NB: Internal verification should take place as soon after assessment as is possible and within 14 days.

E. FEEDBACK AND FOLLOW-UP

The appropriate Internal Verification Forms (assessment decisions) should be completed and decisions should be clearly stated and explained.

Copies of the Internal Verification record should be passed to the Assessor and Course Team.

F. SAMPLE SIZE

Each awarding body recommends different sample sizes and therefore the Internal verifier should check the relevant quality procedures

A recommended college guide is for each unit/module a minimum of 6 assessment decisions should be internally verified to correspond with the vast majority of awarding body guidelines for External Verification.

In the case of new assessors, the sample of work may need to be increased and this should be agreed with the IQA/ Head and could be 100% of the workdepending on experience and reduced over time.

G. ALLOCATION OF TIME FOR INTERNAL VERIFIERS

This will be allocated within the College's workload agreement.

H. INTERPRETATION OF NATIONAL STANDARDS

Where there is a query over the interpretation of National Standards, the
Internal Verifier should contact the IQA/ Head who, if required, will liaise with the awarding body for clarification.

6. Assessment Malpractice

ASSESSMENT MALPRACTICE AND MALADMINISTRATION PROCEDURE

CONTEXT

Malpractice refers to any deliberate act or practice which compromisesor threatens to compromise the process and integrity of assessment, and as a result the validity of the result or certificate awarded.

Assessment processes and outcomes can also be put at risk through maladministration; whilst malpractice is a deliberate act, maladministration may be accidental or a result of incompetence or a simple mistake.

The purpose of this procedure is to reduce the risk of malpractice and/or maladministration by:

- increasing awareness and understanding of the actions that constitute malpractice and/or maladministration by learners, teachers, trainers, and other staff
- to reduce risk of breach of regulations through ignorance;
- to aid detection of any irregularities;
- explaining how learners and staff will be made aware of this procedure;
- identifying strategies to be employed to minimise risk of learner malpractice;
- describing how instances of alleged malpractice will be dealt with

Limm Skills Academy will not tolerate actions (or attempted actions) of malpractice by staff or learners. The College is committed to investigating all cases of suspected malpractice. Where cases of suspected malpractice are proven, the College is fully committed to take appropriate action, including applying punitive measures and reporting suspected malpractice in order to maintain the integrity of assessment and certification.

All staff have a professional duty to ensure that they uphold this procedure. Whilst the procedure sets out general principles in addition staff must also ensure that they abide by the specific assessment requirements for each course as laid down by the awarding organisation for each subject specification. This procedure should be read in conjunction with the corresponding Learner Assessment Malpractice Procedure.

EXAMPLES OF STAFF MALPRACTICE

This list below is not exhaustive and the College at its discretion may consider other instances of malpractice. A more comprehensive list including examples of maladministration is provided on page 20 of this booklet.

- Improper assistance to candidates;
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made;
- Failure to keep candidate coursework/portfolios of evidence secure;

- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves producing work for the learner;
- Producing falsified witness statements, for example for evidence the learner has not generated;
- Allowing evidence to be included for assessment which is known by the staff member not to be the learner's own;
- Facilitating and allowing impersonation;
- Misusing the conditions for special learner requirements;
- Falsifying records/certificates, for example by alteration, substitution, or by fraud;
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment;

EXAMPLES OF LEARNER MALPRACTICE

This list below is not exhaustive and the College at its discretion may consider other instances of malpractice.

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- Collusion: working collaboratively with other candidates, beyond what is permitted;
- Copying from another candidate (including the use of ICT to aid the copying);
- Allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- Disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- Making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- Allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- Bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;

- Impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- Plagiarism: unacknowledged copying from published sources or incomplete referencing;
- Bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, mobile phones, MP3 players, pagers or other similar electronic devices;
- Behaving in a manner so as to undermine the integrity of the examination.

ACTIONS TO IMPLEMENT THE PROCEDURE

INFORMING LEARNERS

The College will communicate the Learner Assessment Malpractice Procedure to learners through the following means:

- Group Tutorials during the induction period;
- Course Handbooks;
- Department Leaders have responsibility for ensuring that learners are made aware of this procedure before undertaking any assessed work which has the potential to contribute to the awarding of a qualification.

In addition, information for candidates relating to written examinations, onscreen tests, controlled assessment and coursework will be made available via the Moodle.

IMPLEMENTING ASSESSMENT PRACTICES

Curriculum Leaders have responsibility for implementing assessment practices that reduce the opportunity for malpractice, including for example:

- Periods of supervised sessions during which evidence for assessments is produced by the learner;
- Altering assessment assignments/tasks/tools on a regular basis;
- Using oral questions with learners for a single assignment/task in a single session for the complete cohort of learners;
- Ensuring access controls which prevent learners from accessing and using other people's work when using networked computers;
- Requiring learners to sign to declare that their work is their own when submitting assessments.

PROCEDURE FOR DEALING WITH ALLEGATIONS OF MALPRACTICE

1. Reporting suspected malpractice

a. Within College

All College staff have a responsibility for reporting any suspected incidences of staff or learner malpractice through the appropriate channels. Learners will be made aware of the procedure for reporting any allegations of suspected malpractice via the Learner Assessment Malpractice Procedure.

In addition, allegations of suspected malpractice may be made by external moderators, verifiers, examiners and reported to the College via the awarding organisation.

Allegations made by college staff:

- Allegations of suspected staff / learner malpractice to be made to the relevant Manager;

Allegations made by learners:
All College staff have a responsibility to ensure that any allegations made to them in their professional capacity are taken seriously and reported through the correct channels:

- Allegations of suspected staff malpractice and/or learner malpractice to be reported to the relevant Manager;

The College will consider allegations that are made verbally but will request in all cases that allegations are put in writing with any supporting evidence that is available. Managers will inform the Head of Quality of any allegations that are made.

b. To Awarding Organisations
The College accepts the responsibility to report any suspicion of learner or staff assessment malpractice to the appropriate awarding organisation. The only exception to this relates to assessment malpractice in coursework or controlled assessment which is discovered prior to the learner signing the declaration of authentication. In these cases, the incident need not be reported to awarding bodies, but will be dealt with in accordance with the College's disciplinary / student management procedures. Any work which is not the learner's own will not be given credit; in addition, a note will be added to the cover sheet to detail any assistance that has been given.

In all other instances of suspected malpractice, the Head of Quality will submit the fullest details of the case at the earliest opportunity to the relevant awarding body as per Joint Council of Qualification regulations.

2. Investigation of suspected malpractice
If assessment malpractice is suspected by **college staff** there will be a process of investigation, usually commissioned by the relevant Manager, to establish the full facts and circumstances of any allegations or evidence. Such an investigation will usually be under the terms of the College's Staff Disciplinary Procedure and Procedure given the potential seriousness of the matter.

The Manager will usually nominate an investigating officer. In order to avoid conflicts of interest investigations into suspected malpractice should not be delegated to the manager of the section, team or department involved in the suspected malpractice.

Any disciplinary investigation will proceed as described in the Staff Disciplinary Procedure and Procedure and include provision for:

- The member of staff to be informed about the concerns and possible consequences;
- Possible suspension depending on the circumstances of the case;
- The member of staff to be accompanied at any subsequent investigation meeting;
- Collection of evidence related to the alleged malpractice;
- The review of evidence and production of a report;
- A decision to be made on whether or not to proceed to a formal disciplinary hearing;

- If necessary, a formal hearing with a right of representation.

Possible Actions Taken by the College
In cases where it is believed, following an investigation and hearing, that there is clear evidence of malpractice:

- The appropriate awarding body will be informed by the college of the allegation of malpractice and they will be given the supporting evidence;
- The College will take disciplinary action commensurate with the seriousness of the malpractice. There will be a right of appeal against any formal disciplinary warning or dismissal.

In any instances where suspected malpractice will be reported to awarding bodies the College will provide the individual/s with a completed copy of the form or letter used to notify the awarding body of the malpractice.

Incidences of **learner assessment malpractice** will be investigated in a similar manner by the relevant Manager. As with staff malpractice potential conflicts of interest will be avoided by nomination of an investigating officer who is external to the management of the learner and/or particular curriculum area.

Investigations will proceed through the following stages:

- The learner will be informed about the issues, possible consequences and right of appeal;
- Collection of evidence related to the alleged malpractice;
- The review of evidence and production of a report;
- A formal meeting between the College Head and the learner against whom an allegation has been made.

Possible Actions Taken by the College
In cases where it is believed that there is clear evidence of malpractice:

- The appropriate awarding body will be informed by the college of the allegation of malpractice and they will be given the supporting evidence;
- The College will take internal disciplinary action in line with college student management procedure and procedures. This action will be commensurate with the seriousness of the malpractice.

In any instances where suspected malpractice will be reported to awarding bodies the College will provide the individual/s with a completed copy of the form or letter used to notify the awarding body of the malpractice.

Staff Malpractice

Breach of security

Breaking the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates 'scripts or their electronic equivalents:

It could involve:

- failing to keep examination material secure prior to an examination;
- discussing or otherwise revealing secure information in public, e.g. internet forums;
- moving the time or date of a fixed examination beyond the arrangements permitted by the published regulations of the Joint Council of Qualifications;
- failing to supervise adequately candidates who have been affected by a timetable variation;
- permitting, facilitating or obtaining unauthorised access to examination material prior to an examination;
- failing to retain and secure examination papers after an exam in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation;
- tampering with candidate scripts or controlled assessments or coursework after collection and before despatch to the awarding body/examiner/moderator;
- failing to keep student computer files which contain controlled assessments or coursework secure.

Deception

Any act of dishonesty in relation to any examination or assessment, but not limited to:

- inventing or changing marks for internally assessed components (e.g. coursework) where there is no actual evidence of the candidates' achievement to justify the marks being given;
- manufacturing evidence of competence against national standards;
- fabricating assessment and/or internal verification records or authentication statements;
- entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud).

Improper assistance to candidates

Giving assistance beyond that permitted by the specification to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment

For example:

- assisting candidates in the production of controlled assessments or coursework, or evidence of achievement, beyond that permitted by the regulations;
- sharing or lending candidates' controlled assessments or coursework with other candidates in a way which allows malpractice to take place;
- assisting or prompting candidates with the production of answers;
- permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.);
- prompting candidates in Language Speaking Examinations by means of signs, or verbal or written prompts;
- assisting candidates granted the use of an oral language modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter beyond that permitted by the regulations.

Maladministration

Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework and examinations or malpractice in the conduct of the examinations/assessments and/or the handling of examination papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms, etc.

For example:

- failing to ensure that candidates' coursework or work to be completed under controlled conditions is adequately monitored and supervised;
- inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed by the JCQ regulations;
- failure to use current assignments for assessments;
- failure to train invigilators adequately, leading to non-compliance with JCQ regulations;
- failing to issue to candidates the appropriate notices and warnings;
- failure to inform the JCQ Centre Inspection Service of alternative sites for examinations;
- failing to post notices relating to the examination or assessment in all rooms (including music and art rooms) where examinations and assessments are held;
- not ensuring that the examination venue conforms to awarding body requirements;
- the introduction of unauthorised material into the examination room, either during or prior to the examination; (N.B this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination.)
- failing to ensure that mobile phones are placed outside the examination room and failing to remind candidates that any mobile phones or other unauthorised items found in their possession must be handed to the invigilator prior to the examination starting;
- failure to keep accurate records in relation to very late arrivals and overnight supervision arrangements
- failure to keep accurate and up to date records in respect of access arrangements which have been processed electronically using the Access arrangements online system;
- granting access arrangements to candidates where prior approval has not been obtained from the Access arrangements online system or, in the case of a more complex arrangement, from an awarding body;
- failure to supervise effectively the printing of computer based assignments when this is required;
- failing to retain candidates' controlled assessments or coursework in secure conditions after the authentication statements have been signed;
- failing to maintain the security of candidate scripts prior to despatch to the awarding body or examiner;
- failing to despatch candidate scripts / controlled assessments / coursework to the awarding bodies or examiners or moderators in a timely way;
- failing to report an instance of suspected malpractice in examinations or assessments to the appropriate awarding body as soon as possible after such an instance occurs or is discovered;

- failing to conduct a thorough investigation into suspected examination or assessment malpractice when asked to do so by an awarding body;
- the inappropriate retention or destruction of certificates.

Candidate Malpractice

For example:

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of ICT to aid the copying); allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment; „the deliberate destruction of another candidate's work;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- being in possession of confidential material in advance of the examination;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one¡¦s place in an examination or an assessment;
- plagiarism: unacknowledged copying from published sources or incomplete referencing;
- theft of another candidate's work;
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, mobile phones, MP3 players, pagers or other similar electronic devices;
- the unauthorised use of a memory stick where a candidate uses a word processor;
- behaving in a manner so as to undermine the integrity of the examination.

7.Appeals

APPEALS ABOUT INTERNAL COURSEWORK/CONTROLLED ASSESSMENT DECISIONS
Our procedure is designed to promote quality, consistency, accuracy and fairness in assessment and awarding.

The candidate will have produced coursework that has been authenticated as original work. All candidates are given written and oral advice about the production of the coursework and deadlines to be met. Within a curriculum area, all candidates are given adequate and the same time to produce the coursework.

Internal assessments are conducted by staff having the appropriate knowledge, understanding and skills. The consistency of the internal assessment is secured through the departmental assignment brief, mark scheme, marking criteria and internal standardisation as necessary.

Each Awarding Body specifies detailed criteria for the internal assessment of the work and staff responsible for internal standardisation will attend any training sessions given by the Awarding Organisations.

The Awarding Body moderates the assessed coursework and the final mark awarded is that of the Awarding Organisations. This mark is outside the control of the College and is not covered by this procedure.

The grounds for appeal relate **only** to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do **not apply** to the marking judgments themselves.

It should be noted that the candidate cannot appeal the mark awarded only the procedure to award marks, as all internally assessed marks are verified by the Awarding Body following submission by the Centre.

Stage 1:

If a student wishes to appeal about how his/her internal assessment marks have been awarded then the following procedures must be followed:

(a) The appeal should be made in writing to the Learning Manager stating the details of the complaint and the reasons for the appeal.

(b) The appeal must be submitted before the end of study.

The teachers concerned in marking the assessment which is the subject of the appeal will respond to the appeal in writing to the Learning Manager within two working days; a copy will be given to the candidate.

Stage 2:

If the candidate is not happy with the written response they have received then they can request a personal hearing before an appeals panel.

- The request for a personal hearing must be made within 14 working days of receipt of the written reply to the stage 1 appeal.
- The appeals panel will consist of the Examination Manager, the Learning Manager of the subject concerned and the Assistant Principal responsible for the Curriculum Area.

- The candidate will be given at least 5 working days notice of the hearing date.
- A breakdown of how the marks were awarded will be given to the candidate in advance of the appeal hearing.
- The candidate may bring a parent/carer to the hearing.
- The teacher involved will be present at the hearing.

The Examinations Manager will convey the outcome of an appeal and the reasons for that outcome in writing to the candidate.

A written record of all appeals will be held in the Examination and Quality Office.

All appeals will include a review of the procedure used at Limm Skills Academy to award marks for internal assessments to ensure that this complies with the requirements of the Awarding Body and the published Code of Practice.

All appeals will be resolved before the final issue of results from the Awarding Body.

Limm Skills Academy will inform the Awarding Body of the outcome of any appeal which has implications for the conduct of examinations or the issue of results. Full details of any appeal will be made available to the Awarding Body on request.