

The purpose of the Examination Policy is:

- to ensure the planning and management of exams are conducted efficiently and in the best interest of candidates; always in line with JCQ (and other relevant) regulations and recommendations
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- it is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.
- The Examination Policy will be reviewed annually by the Headteacher and the Exams Officer.
- TWT recognises that it serves a cohort of learners with Special Educational Needs and Disabilities (SEND), including autism, ADHD, dyslexia, anxiety-related needs and speech, language and communication difficulties (SLCN).
- As such, this policy ensures that examination processes, entry decisions and assessment practices are inclusive, flexible and responsive to individual needs, while remaining fully compliant with JCQ regulations.
- TWT is committed to reducing barriers to assessment and ensuring that all decisions are made in the best interests of each candidate's long-term progression, wellbeing and likelihood of success.

Responsible Roles

Headteacher / Head of Centre

The Headteacher is Lana Philippon. They have overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- ensures all regulations are delivered by the examinations department
- the Headteacher is responsible for reporting all suspicions or actual incidents of malpractice.
- Refer to the JCQ document for *Suspected malpractice in examinations and assessments*.

Exams Officer

The Examinations officer is Debbie Brindle-Carter. They:

- Manage the administration of public and internal exams and the production of exam results
- advise the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensure that candidates are informed of and understand those aspects of the exam timetable that will affect them
- consult with teaching staff to ensure that necessary coursework is completed on time and under JCQ/ other guidelines
- provide and confirms detailed data on estimated entries
- receive, checks and stores securely all exam papers and completed scripts

- identify and manage exam timetable clashes
- help with the accounts for income and expenditures relating to all exam costs/charges
- liaise with the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams both internal and external
- liaises with the headteacher in producing exam timetables for all internal exams
- prepare and present reports to the Headteacher showing results achieved
- submit candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arrange for dissemination of exam results and certificates to candidates and maintains systems and processes to support the timely entry of candidates for their exams
- ensuring that the candidates are aware of the JCQ regulations for conduct in examinations and coursework
- with the SENCo, administer access arrangements and makes applications for special consideration using the *JCQ Access arrangements and special considerations regulations and guidance relating to candidates who are eligible for adjustments in examinations*
- organise the examination invigilation rota
- maintain contacts with external invigilators, making sure that all checks are in place (e.g. DBS) and ensure confidentiality agreements are signed
- forward, in consultation with the curriculum lead, any appeals/re-mark requests
- organise the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exam
- with the Exams Officer, ensure that the candidates are aware of the JCQ regulations for conduct in examinations and coursework following up suspected malpractice

Curriculum Lead

- guidance and pastoral overseeing of candidates who are unsure about exam entries or amendments to entries.
- involvement in post-results procedures.
- accurate completion of coursework mark sheets and declaration sheets.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Learning Support Department/SENCO

Identification and testing of candidates' requirements for access arrangements. This information is to be passed with evidence to the Examinations Officer/Head or Centre before any Access Arrangements are requested or administered.

TWT recognises the needs of students with:

- Autism Spectrum Condition
- ADHD
- Dyslexia and other specific learning difficulties
- Anxiety and SEMH needs
- Speech, Language and Communication Needs

These needs may significantly impact:

- exam stamina and concentration
- processing speed
- ability to interpret exam questions
- tolerance of exam environments

Access arrangements, exam delivery and entry decisions will be adapted accordingly.

Invigilators

- collection of exam papers and other material from the exams office before the start of the exam
- collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- checking off collected scripts on the attendance register
- completion of a Seating Plan for all examinations
- must be aware of evacuation procedures in any emergency

Internal governance arrangements

Should the head of centre / Headteacher (Lana Philippson), or the member of the school team team with oversight of examination administration (Maria Shah), be absent then the responsibility for oversight will be escalated to Chris Murray (Proprietor) and Emma Dear (Deputy Head Teacher)

The Headteacher will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series including, but not limited to:

- ensuring centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Making sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during an examination Delivery of qualifications
- delivering qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- enabling candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned public liability
- complying with local health and safety rules which are in place and that the centre is adequately covered for public liability claim

Security of assessment materials

- The Write Time School will take all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - the location of the centre's secure storage facility in a secure room which must only be used for the purpose of administering secure examination materials
 - the secure room only contains exam-related material

- there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility o access to the secure room and secure storage facility is restricted to the authorised two to six keyholders and staff approved by the head of centre are accompanied by a keyholder at all times
- appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff
- appropriate arrangements are in place for handling secure electronic materials
- the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- that when it is permitted to remove question paper packets from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened
- (If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)

Make arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication Instructions for Conducting Examinations (ICE) https://www.jcq.org.uk/wp-content/uploads/2024/11/JCQ-Instructions-for-conducting-examinations-2024_FINAL_accessible.pdf

- Make arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments

Entries, entry details, late entries, and retakes

Entries

- Candidates are selected for their exam entries by the curriculum lead/ subject teacher. Headteacher will have the final say on subject entries according to ability.
- A candidate or parent can request a subject entry, change of level or withdrawal, subject to agreement with the centre.
- For students with SEND, particularly those with autism, ADHD, dyslexia, anxiety or SLCN, exam entry decisions (especially for English and Maths) may be **deferred, staged or adapted** to reflect readiness, engagement and emotional wellbeing.

English and Maths Entry (SEN Cohort Expectations)

TWT recognises that traditional examination pathways in English and Maths may present significant barriers for learners with SEND.

Entry decisions will be made on an **individualised basis**, taking into account:

- prior attainment and current working level
- cognitive profile (e.g. processing speed, working memory, literacy needs)

- social, emotional and mental health needs, including anxiety
- communication profile
- attendance patterns, including illness or anxiety-related absence
- ability to access and sustain exam conditions

TWT adopts a “**right qualification, right time**” approach.

Key Principles

- Students will not automatically be entered for GCSE English and Maths based solely on age
- Functional Skills or alternative pathways may be selected where appropriate
- Decisions prioritise wellbeing, confidence and realistic outcomes
- Decisions are made collaboratively between:
 - Curriculum Lead
 - SENCo
 - Exams Officer
 - Headteacher
 - Student and parent/carer

Attendance, Anxiety and Medical Needs

TWT recognises that many students experience irregular attendance due to anxiety, neurodivergence or medical conditions.

Low or disrupted attendance will **not automatically prevent exam entry**, particularly where:

- sufficient understanding is evidenced
- alternative learning evidence is available
- access arrangements enable participation

TWT will:

- take a holistic view of readiness
- consider flexible or phased approaches
- prioritise emotional readiness

Students may:

- be entered for a reduced number of subjects
- access smaller or adapted exam environments
- defer entry where appropriate

Special Educational Needs and Access Arrangements

- All exam centre staff must ensure compliance with SEND legislation and JCQ regulations.
- The SENCo informs the Exams Officer of candidates requiring support.

- A candidate's Special Education Needs requirements are determined by the LA SEN Team in collaboration with the school SENCo
- The SENCo will inform the Exams Officer of candidates with special educational needs who are embarking on a course leading to an exam. The SENCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

TWT ensures:

- appropriate access arrangements
- suitable exam environments
- compliance with JCQ Access Arrangements regulations

Late entries

Entry deadlines are circulated to Heads of Department via email by Exams Officer

Compliance with the Special Education Needs and Disability Act, Equality Act and Access Arrangements & the Special Education Needs and Disability Act 2014 and Equality Act 2010

- All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. A copy of the school's DDA Policy is kept in the Exams Policy file in the Exams Office.

Access arrangements

- Making special arrangements for candidates to take exams is the responsibility of the Head of Learning Support (SENCo) and the Exams Officer.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.
- Rooming for access arrangement candidates will be arranged by the SENCo in conjunction with the Exams Officer.
- Invigilation and support for access arrangement candidates will be organised by the SENCo in conjunction with the Exams Officer.

Reasonable adjustment and Special Consideration

The Write Time is dedicated to ensuring that all students have access to the most suitable practical adjustments and special consideration as they prepare for, sit, and receive their grades for examinations and assessments. As such, The Write Time is always working in line with the most recent JCQ Access Arrangements and Reasonable Adjustment documentation. The examinations officer will work with the SENCo and LA representatives to ensure all student needs are being met fully and without prejudice. This will be in line with our DDA policy that is available from the school website and in alternative formats as required. The process for assessing and administering reasonable adjustments and special consideration may change on an annual basis and as such the latest JCQ documentation is referred to by the school and all parties are made aware of its content.

TWT is committed to ensuring all students receive appropriate reasonable adjustments.

In line with the SEND cohort, special consideration will be applied with **sensitivity and flexibility**.

Circumstances may include:

- anxiety or panic episodes
- emotional dysregulation
- communication difficulties
- illness or fluctuating health

Each case is considered individually and supported by evidence in line with JCQ requirements.

A student's SEND profile will be considered as contextual evidence where appropriate.

Candidates

TWT's rules on behaviour and exam conduct apply at all times.

TWT recognises that some behaviours may be linked to SEND (e.g. anxiety responses or communication differences). These will be managed with appropriate support while maintaining exam integrity.

Special Consideration

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's and/or parent/carer's responsibility to alert the centre, or the exam invigilator, to that effect.
- The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

TWT ensures:

- all cases are handled individually
- appropriate evidence is gathered
- JCQ timelines are adhered to

Managing invigilators and exam days

Managing invigilators

- As far as possible, external invigilators will be used for all exam supervision. The recruitment of invigilators is the responsibility of the Exams Officer.
- Securing the necessary DBS clearance for new invigilators is the responsibility of the Headteacher
- DBS fees for securing such clearance are paid by the centre. Invigilators are timetabled and briefed by the Exams Officer. Invigilators' rates of pay are set by the centre administration's published JDs.

Exam days

- The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- The invigilator will start all exams by JCQ guidelines.
- Subject staff are not permitted to be present at the start of the exam. Senior members of staff may be present if necessary, at the start of an exam to assist with the identification of candidates but they may not view the paper(s) to be sat in that session.
- In practical exams, subject teachers may be on hand in case of any technical difficulties.
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department/faculty at the end of the exam session.

Candidates, clash candidates and special consideration

Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their responsibility, and the centre accepts no liability for their loss or damage.
- Candidates are not allowed to wear hats, hoodies, coats, or clothing that the exams office thinks could be used to disguise malpractice.
- Disruptive candidates are to be dealt with in line with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, they must be accompanied at all times by a member of school staff to ensure examination integrity and security. Candidates are only allowed to leave examinations early in line with the timings laid out by JCQ in the ICE book.
- The Exams Officer notifies the School Office and is then responsible for locating candidates who are late for their exams or do not turn up at all.
- The Exams Officer/Member of Staff will contact the parent/carer of any candidate absent at the start of an exam. The parent/carer will be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of the centre staff. In these circumstances, the parent/carer and the candidate will be asked to sign an appropriate statement to confirm the supervision arrangements which were put in place.
- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. The candidate may be allowed the full-time, provided that adequate supervision arrangements are in place – depending on centre availability
- The awarding body will consider each case individually in light of statements from the parent/carer, the candidate and the centre.

- Students who arrive very late for the exam, namely after candidates may have been allowed to leave the examination room, will be allowed to sit the exam. However, unless they have been supervised during that time, the awarding body is unlikely to be able to accept the work.
- A candidate will be considered very late if they arrive: more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00 am for a morning examination or after 2.30 pm for an afternoon examination.
- For an examination that lasts less than one hour, a candidate will be considered very late if they arrive: After the awarding body's published finishing time for the examination.
- When a candidate arrives very late for an examination, the following will be undertaken: The script will be sent to the awarding body/examiner in the normal way. Form JCQ/VLA (Report on candidate admitted very late to examination room) will be completed by the Exams Officer within 7 days of the examination taking place. The candidate will be warned that the awarding body may not accept their work.
- If a candidate arrives in the afternoon for a paper that had been re-arranged for a morning session, the candidate may be allowed to take the paper at the published time as long as he/she has not had any contact with any candidate who sat the paper earlier. The awarding body will then decide whether or not to accept the script.
- The Exams Officer/Lead Learning Coach will liaise with candidates and their parents/carers who persistently arrive late for examinations.

Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

Coursework, appeals against assessment & Malpractice

Coursework

- Candidates who have to prepare portfolios should do so by the end of the course or centre- defined date.
- Heads of Department will ensure all coursework is ready for dispatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.
- Marks for all internally assessed work are provided to the Exams Office by the Heads of the Department.

Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, a copy of this procedure is kept in the Exams Policy file in the Exams.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not by the specification for the qualification
- appeals should be made in writing by 30 June to the Head (or another nominee) who will decide whether the process used conformed to the requirements

- the Head's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

Malpractice

The Write Time School will:

- work proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments have taken place
- ensure any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication Suspected Malpractice – Policies and Procedures
- ensure irregularities are investigated and informs the awarding bodies immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- a required by an awarding body, ensure evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provides such information and advice as the awarding body may reasonably require.

Conflict of Interest

A conflict of interest exists when an organisation or an individual has competing interests, which might impair its or their ability to make objective, unbiased decisions. A conflict of interest exists in relation to the centre where:

- a) its interests in any activity undertaken by it, on its behalf, or by a member of its staff have the potential to lead it to act contrary to its interests in the teaching and award of qualifications,
- b) a person who is connected to the delivery or quality assurance of a programme or qualification has interests in any other activity which have the potential to lead that person to act contrary to their interests in that delivery,
- c) an informed and reasonable observer would conclude that either of these situations was the case.

Conflicts of interest may occur:

- Where an individual has a position of authority in an organisation which may conflict with the role of the individual in another organisation;
- Where an individual has a personal interest which conflicts with their professional interests;
- Where someone carrying out assessment or internal quality assurance for the centre has a friend or relative who is undertaking an assessment.

- Where the centre develops and follows procedures that conflict with the regulatory responsibilities of the awarding organisation.

All individuals connected to the awarding of qualifications have a responsibility to be aware of potential conflicts of interest and to ensure that any issues are raised appropriately. It is likely that occasional conflicts of interest will occur and, in such situations, they should be dealt with in line with this policy to ensure there is no detrimental effect on the quality and integrity of qualifications being offered. This policy applies to staff and other individuals who interact or potentially interact with the assessment- related work/examinations of the centre. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally verifying or any other activity connected with the assessment of learners and associated supporting resources and services.

Reporting Procedure

The Head of Centre is responsible for reporting all cases of potential or actual conflict of interest to the relevant Awarding Organisation. Staff members should sign the Conflict-of-Interest Declaration Form (official form from the Awarding Organisation policies) at the start of their role as an Assessor or Internal Quality Assurer and ensure this is updated annually. Individuals must disclose any subsequent changes to their personal Conflict of Interest Declaration as soon as they occur or become aware of any potential or actual conflict. Any changes must be flagged with the Head of Centre. Each stage of the procedure will be fully documented, ensuring confidentiality. Records will be kept.

AI Use in Assessments: Protecting the Integrity of Qualifications

- The Head of Centre and EO are acquainted with the JCQ document 'AI Use in Assessments: Protecting the Integrity of Qualifications' and will ensure that the guidance in this document is used to provide necessary information to teachers/assessors involved in delivering JCQ qualifications to manage use of AI in assessments. In relation to the above, the head of centre will make sure arrangements to:
- Ensure appropriate procedures are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff.
- Explain the importance of students submitting their own independent work for assessments and stress to them and to their parents/carers the risks of malpractice.
- Provide clear guidance on how students should reference appropriately (including websites) and how students should acknowledge any use of AI to avoid misuse.
- Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools.
- Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents).
- Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject; and remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.
<https://www.jcq.org.uk/exams-office/malpractice>

Use of Word Processors – Please refer to the Word Processing Policy for Examinations

Certificates

Certificates are posted (first class) after receipt from the boards. Certificates may not be collected on behalf of a candidate by a third party. Certificates are not withheld from candidates who owe fees. The centre retains certificates for two years.

Enquiries about Results (EAR)

- EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, and a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.
- The cost of EARs will be paid by the centre unless the EAR is not recommended by the centre but insisted upon by the candidate or parent/carer of the candidate. In this situation, the candidate will need to provide full payment before the EAR application is made.
- All processing of EARs will be the responsibility of the Examinations Officer following the JCQ guidance.

Access to Scripts (ATS)

- After the release of results, candidates may ask subject staff to request the return of written exam papers within 2 workings (Monday to Friday not including UK bank holidays) days of the receipt of results.
- Centre staff may also request scripts for investigation or teaching purposes. For the latter, the consent of candidates must be obtained.
- An EAR cannot be applied for once an original script has been returned.
- The cost of EARs will be paid by the centre if requested for teaching and learning/candidate if privately requested
- Processing of requests for ATS will be the responsibility of the Examinations Officer

Certificate issuing and retention

- Certificates are issued in person only. Postage will not be considered. Candidates (or a family member/carer) will be notified via telephone to let them know that their certificates are ready for collection.
- The centre retains certificates for two years.

Vocational Qualifications: Registration, Certification, Internal Verification and Recognition of Prior Learning (RPL)

The centre offers a range of vocational and alternative qualifications, including but not limited to AIM Qualifications and Assessment Group (AIM), The King's Trust programmes and Arts Award. These qualifications require specific procedures in relation to registration, assessment, internal quality assurance and certification, which differ in part from JCQ-regulated examination processes.

Registration and Candidate Entry

- The Examinations Officer, in collaboration with the Curriculum Lead, is responsible for ensuring that all learners are registered with the relevant awarding organisation within required timescales.
- Registration must be based on accurate learner information and aligned with the agreed programme of study.
- Curriculum Leads must ensure that learners are enrolled on the correct qualification level and pathway, taking into account prior attainment and individual needs.
- Any late registrations must comply with awarding organisation requirements and may incur additional fees.

Delivery and Assessment of Vocational Qualifications

- All vocational qualifications must be delivered in accordance with the specifications and guidance issued by the awarding organisation (e.g. AIM, King's Trust, Trinity College London for Arts Award).
- Assessment may include portfolios, practical activities, moderated coursework and externally set tasks.
- Tutors/Assessors are responsible for ensuring that:
 - assessment decisions are valid, reliable and evidence-based
 - learners are clear on submission requirements and deadlines
 - all work submitted is the learner's own, in line with centre malpractice and AI policies

Internal Verification / Internal Quality Assurance (IQA)

- The centre will implement a robust Internal Quality Assurance (IQA) process for all vocational qualifications.
- An appropriately trained Internal Verifier / IQA will:
 - sample assessment decisions across assessors, units and learners
 - ensure consistency and standardisation of marking
 - provide developmental feedback to assessors
 - maintain records of all verification activity
- Standardisation meetings will be held regularly to ensure consistency across staff delivering vocational programmes.
- No certification claims will be made until internal verification has confirmed that assessment decisions are accurate and meet awarding body standards.

External Quality Assurance

- The centre will cooperate fully with External Quality Assurers (EQAs) from awarding organisations.
- All requested learner work, assessment records and IQA documentation must be made available for sampling within specified timelines.
- Actions identified by the EQA must be addressed promptly to maintain centre approval status.

Recognition of Prior Learning (RPL)

- The centre recognises that learners may have prior knowledge, skills or achievements that are relevant to vocational qualifications.
- RPL may be used, where permitted by the awarding organisation, to:
 - reduce duplication of learning
 - support learner progression
- All RPL claims must:
 - be evidence-based and mapped against qualification criteria
 - be assessed and verified in line with standard assessment procedures
 - comply with the specific RPL policy of the relevant awarding organisation (e.g. AIM, King's Trust, Arts Award)
- The Curriculum Lead and IQA are responsible for ensuring that RPL is applied consistently and documented thoroughly.

Certification

- Certification claims will be made by the Examinations Officer only after:
 - all required units have been achieved
 - assessment and internal verification processes have been completed
 - all awarding body requirements have been met
- The centre will ensure that all vocational qualifications remain current, valid and within the awarding organisation's certification period, and that any qualifications delivered have not passed their registration or certification end dates, so as not to disadvantage learners.
- Certificates will be issued and stored in line with the centre's existing procedures for examination certificates.

Staff Roles and Responsibilities

- **Headteacher / Head of Centre:** Ensures compliance with awarding organisation requirements and maintains centre approval.
- **Examinations Officer:** Manages registrations, certification claims and liaison with awarding bodies.
- **Curriculum Lead / Assessors:** Deliver programmes, assess learner work and ensure timely completion.
- **Internal Verifier / IQA:** Oversees quality assurance and ensures the integrity of assessment decisions.