

Examinations Policy

Date approved: 9 December 2022
Approved by: SMT
Responsible Manager (s): Head of Registry
Executive Lead: Vice Principal Finance and Planning

Applicable to staff:	Yes
Applicable to students:	Yes
Accessible to students:	Yes
Accessible to general public: (including clients)	Yes

Consultation

Consultation undertaken with:		Date:
• AMT	Yes	18/10/2022
• CCMT	Yes	02/11/2022
• SMT	Yes	09/12/2022

** please delete as appropriate*

Policy review frequency, normally every 3 years

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1. Scope and purpose of the policy

- 1.1. This purpose of to ensure that Blackpool And The Fylde College (B&FC) manage examinations e in an effective manner ensuring they are conducted efficiently, in a timely manner and in the best interest of students and apprentices, whilst maintaining security of all examination resources and compliance with awarding body or organisation regulations.
- 1.2. The policy encompasses all summative examinations conducted by (B&FC) in controlled conditions; to include awarding bodies, university partners, professional bodies and distance learning provisions.

2. Policy Statement

- 2.1. B&FC is committed to ensuring that every student and apprentice is given equal opportunities whilst undertaking summative examinations as part of their course or programme of learning. Exam Access Arrangements (EAA) are the principal ways in which awarding bodies comply with the duty under the [Equality Act 2010](#) to make 'reasonable adjustments'. The intention behind this is to meet the needs of an individual student to ensure that all students have the same opportunities to demonstrate their skills and abilities, without affecting the integrity of the assessment.
- 2.2. To ensure and maintain the integrity and security of examinations B&FC adheres to the Joint Council for Qualifications (JCQ) Regulations for conducting and managing examinations. This policy is part of a wider exams practice to ensure robustness in managing exams procedures and processes across the whole of B&FC.
- 2.3. Depending on the programme of study, B&FC's policy and procedure for appeals and malpractice is contained within;
 - B&FC's HE Taught Award Regulations for Higher Education courses
 - JCQ regulations and/ or relevant awarding body regulations for all other courses

3. Accountability

- 3.1. The Head of Registry is accountable for ensuring that the policy is kept up to date, and to oversee and manage the administration and organisation of examinations.
- 3.2. Students are required to adhere to JCQ, awarding body and B&FC's policies and procedures when undertaking examinations with B&FC.

4. Linked policies

- Blackpool and The Fylde College HE Award Taught Regulations (Part A)
- FE Appeals Against Assessment Decisions Policy
- JCQ Instructions for Conducting Examinations (ICE)
- JCQ General Regulations for Approved Centres

5. Linked procedures

- HE Exams Procedure
- FE and Commercial Exams Procedure
- Reformed Functional Skills Exams Procedure
- JCQ Conditions for Storing Confidential Exam Material
- JCQ Awarding Body Appeals Process
- JCQ Information for Candidates Publications:
 - Controlled Assessments
 - Coursework
 - On-Screen Tests
 - Privacy Notice
 - Social Media
 - Written Examinations

6. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Inclusion, Health and Safety and Sustainability	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
Title of Activity: Examinations Policy Author and Date: Head of Registry, November 2022	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision Please tick as appropriate Expected Implementation Date: October 2022 What is the review date? October 2025
Equality and Diversity. Which of the characteristics maybe impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	Positive impact for students with learning difficulties and disabilities, through Access Arrangements
Safeguarding: Are there any aspects of this proposal which could cause a learner/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	
Is this policy of a high/medium or low risk? :	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low