

Examinations Policy

Links to other Policies, please see links/appendices:

Malpractice and Maladministration Policy and Procedures

Recognition of Prior Learning Policy and Procedures

Plagiarism Policy

Reasonable Adjustments and Special Considerations Policy

Standardisation Policy

Exams Contingency Plan

Internal Appeals/Complaints/Enquiries Policy

Emergency Evacuation Procedures for Examinations

Learner Induction and Support Plan

Policy Information		
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This policy is based on the good practice shared by Watermill School and Open Awards.

Examinations Policy

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Examinations Policy

Examinations Policy Purpose:

The purpose of this exams policy is to:

- ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- ensure the operation of an efficient exams 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 exams policy will be reviewed every year.

The exams policy will be reviewed by the exams officer.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Intuition School Risk Rating

Following an Open Awards Compliance Review, Intuition School was deemed as **Low Risk**. Our Policies and Procedures comply with the guidance as set out by Open Awards.

Exam responsibilities

The head of centre:

- has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document Suspected malpractice in examinations and assessments.

Exams officer:

- manages the administration of internal exams and external exams.
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre 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.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams. All learners should be registered within 60 days of starting the new academic year and in line with examining bodies' registration deadlines.

- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication A guide to the special consideration process.
- identifies and manages exam timetable clashes.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Subject teachers are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.
- Verifying that the learners are being entered for the correct unit by the exams officer.
- Verifying that the RACS have been completed correctly with the correct qualification and level being selected before uploading.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the exams officer.

The **Assistant Principal** is responsible for:

- identification and supporting the arrangements for the testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- working alongside the exams officer in processing any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

The Exams Officer or person appointed by the Exams Officer is responsible for:

- assisting in the efficient running of exams according to JCQ regulations.
- 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 ensuring their return to the exams office.

Candidates are responsible for:

- confirmation and signing of entries.

- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

Data Protection

Intuition School, as the Data Controller, will comply with its obligations under the GDPR (General Data Protection Regulation) and DPA (Data Protection Act). The school is committed to being concise, clear and transparent about how it obtains and uses personal information and will ensure data subjects are aware of their rights under the legislation. All staff must have a general understanding of the law and understand how it may affect their decisions in order to make an informed judgement about how information is gathered, used and ultimately deleted.

The Principles

The principles set out in the GDPR must be adhered to when processing personal data:

1. Personal data must be processed lawfully, fairly and in a transparent manner (**lawfulness, fairness and transparency**)
2. Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes (**purpose limitation**)
3. Personal data shall be adequate, relevant and limited to what is necessary in relation to the purpose(s) for which they are processed (**data minimisation**)
4. Personal data shall be accurate and where necessary kept up to date and every reasonable step must be taken to ensure that personal data that are inaccurate are erased or rectified without delay (**accuracy**).
5. Personal data shall be kept in a form which permits identification of data subjects for no longer than is necessary for the purpose for which the personal data is processed (**storage limitation**)

Data minimisation

Personal data must be adequate, relevant and limited to what is necessary in relation to the purposes for which it is processed.

The School maintains a Retention Schedule to ensure personal data is deleted after a reasonable time for the purpose for which it was being held, unless a law requires such data to be kept for a minimum time. Staff must take all reasonable steps to destroy or delete all personal data that is held in its systems when it is no longer required.

Qualifications offered

The qualifications offered at this centre are decided by the teachers.

The types of qualifications offered are Functional Skills in Maths and English, Entry Level 1-3 and level 1-2 Certificate, Life Skills Qualifications (inc. ASDAN), Development & Employability Skills.

Decisions on whether a candidate should be entered for a particular subject will be taken by the teachers.

Exam series

External exams and assessments are scheduled approximately in January and June.

Internal exams are held under external exam conditions.

The teachers, in liaison with the Exams Officer, decides which exam series are used in the centre.

Entries, entry details and late entries

Entry deadlines are set by the Exams Officer.

Functional skills retakes are allowed

Re-sit decisions will be made by teachers in consultation with the Exams Officer

Exam fees

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exam series.

Functional skills entry exam fees are paid by the centre unless otherwise agreed.

Late entry or amendment fees are paid by the centre unless otherwise agreed.

Re-sit fees are paid by the centre unless otherwise agreed.

Recognition of Prior Learning

Please see Open Awards '[Recognition of Prior Learning Policy and Procedures](#)'.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates.

Rooming for access arrangement candidates will be arranged by the Exams Officer.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer, requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams Officer.

Access arrangements / Access to Fair Assessment/Reasonable Adjustments/Special Considerations

The **subject teachers** will inform the Exams officer of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement or reasonable adjustment is determined by the teachers.

Reasonable Adjustments may include, but are not limited to:

- allowing a learner extra time to complete the assessment activity.
- adapting assessment materials, such as providing materials in Braille.
- Providing assistance during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner.

- Changing the assessment method, for example from a written assessment to a spoken assessment.
- Using assistive technology, such as screen reading or voice activated software.
Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Principal.
Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.

Any withdrawal of learners will comply with Open Awards guidance and will be completed in a timely manner.

We follow the Open Awards '[Reasonable Adjustments and Special Considerations Policy](#)'.

Estimated grades

Subject teachers are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

External staff may be used to invigilate examinations if suitable evidence is provided of training/experience.

Internal Verification/Moderation/Standardisation

Intuition School will ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open and happen at least twice a year.
- accurate and detailed records are kept of internal moderation decisions
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors
- create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

We follow the Open Awards '[Standardisation Policy](#)'.

Conflicts of Interest

1. Intuition School will take all reasonable steps to avoid any part of the assessment and internal verification of candidate's work being undertaken by any person who has a personal interest in the result of the assessment.
2. In the event that a conflict of interest is identified in advance and cannot be avoided, the relevant awarding body will be informed as early as possible.

3. In the event that a conflict of interest is identified after it has taken place, the relevant awarding body will be informed and wherever possible the work will be re-assessed, and/or verified by an independent assessor and/or verifier.
4. In the event that there is a connection between any learner and awarding body External Verifier, Intuition School will inform the relevant awarding body as early as possible.

Should a conflict of interest between a member of staff and a candidate be identified before or during an assessment or examination Intuition School will either:

1. Replace the assessor/invigilator with another suitable member of staff
2. Move the candidate to another assessment or examination room
3. Allocate an additional assessor or invigilator to the group
4. If none of the above is possible and there are no other opportunities for the candidate to be assessed or examined, they will be allowed to take the examination or assessment and the circumstances will be reported to the relevant awarding body.

Malpractice and Maladministration

We follow the Open Awards '[Malpractice and Maladministration Policy and Procedures](#)'.

Plagiarism

We follow the Open Awards '[Plagiarism Policy](#)'.

Documentation Retention & Secure Storage

Intuition School stores confidential materials delivered to the centre in the locked safe in the Exams storage inside the main School Office. Only allocated staff are key holders and have access to this cupboard.

Materials taken from or returned to secure storage throughout the exam period remains confidential.

The Exams Officer receives, checks and securely stores question papers and other exam materials according to the awarding body requirements.

The Exams Officer retains all unused question papers/scripts in secure storage until the end of the exam season, after which papers can be issued to subject teachers for use as teaching aids.

Where exam papers are downloaded from an Exam provider's website, they are not downloaded until the day before the exam takes place. They are photocopied and stored in a sealed envelope inside a locked cupboard in the office until the morning of the exam. Following completion, papers are marked by the assessor internally or are kept in a secure locked cupboard in the office until posted to external markers/moderators.

The following information will be kept for a minimum of 7 years following date of certification;

- a) Learner name.
- b) NOCN learner number or ULN.
- c) Learner contact address and telephone number.
- d) Regulator reference and title of the qualification the learner was registered on.

- e) Date of the qualification achievement.
- f) Grade of the qualification (if applicable)

Along with details of the unit achievement including;

- a) The name and regulator reference number of the unit achieved.
- b) The name of the Tutor/Trainer and Assessor for the unit.
- c) The name of the IQA (if sampled).
- d) The date the unit was judged as achieved within the Centre.
- e) Grade of the unit (if applicable)

The following will also be kept for a minimum of 3 years;

- a) Records of the assessment plan and assessment decisions for each learner, including the details of who assessed, what was assessed (learning outcome reference and assessment criteria), where it was assessed and the date the assessment decision was made.
- b) Details of all examinations conducted and their results.
- c) Synoptic Practical Assignments completed including any evidence generated.
- d) Records of progress/assessment criteria measured in guided learning hours (GLH) and total qualification time (TQT).
- e) A record of any exemption/Recognition of Prior Learning (RPL) used.
- f) The assessment methods used for each unit/component.
- g) Locations of where supporting evidence was gathered and stored at the time of assessment.
- h) Assessment reviews.

Records of internal quality assurance activity including:

- a) Details of the sample selected and internal quality assurance strategy.
- b) Internal quality assurance details including the assessment decisions verified, the name of the IQA and the date the verification took place.
- c) Records of internal quality assurance standardisation meetings.
- d) Records of Assessor support meetings and/or query resolution records.
- e) All completed declaration of authenticities.

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 invigilators will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

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 teachers in accordance with JCQ's recommendations and no later than one hour after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Exams Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Intuition School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

Following are the causes of potential disruption to the exam process:

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- **Planning**
annual exams plan not produced identifying essential key tasks, key dates and deadlines
- **Entries**
awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
candidates not being entered with awarding bodies for external exams/assessment
awarding body entry deadlines missed or late or other penalty fees being incurred
- **Pre-exams**
exam timetabling, rooming allocation; and invigilation schedules not prepared
candidates not briefed on exam timetables and awarding body information for candidates
exam/assessment materials and candidates’ work not stored under required secure conditions
internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators
- **Exam time**
exams/assessments not taken under the conditions prescribed by awarding bodies
required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
candidates’ scripts not dispatched as required to awarding bodies
- **Results and post-results**

access to examination results affecting the distribution of results to candidates

Centre actions:

- Assistant Principal would take on the responsibilities of Exams Officer if necessary.

2. Teaching staff extended absence at key points at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
- candidates not being entered for exams/assessments or being entered late
- late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- Long term cover is organised
- The Principal/Assistant Principal arranges short-term cover.
- The Principal has overall responsibility to ensure exam entries and coursework are submitted on time with support from exams officer;

3. Exam rooms - lack of appropriate rooms or main venue unavailable at short notice

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions:

- Design of school ensures that at least one room will be available to hold exams;
- The Wellbeing Room can be used as an exams room.

4. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation

Centre actions:

- In emergency, could input entries from home

5. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre actions:

- Head of Centre and SLT to decide which Years are kept off school, with the minimum disruption for Years involved in external exams.
- Staff able to come into school will support the students in school

6. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- Contact Boards involved for advice/special considerations.

7. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Contact Boards involved as soon as possible for guidance;

8. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- System in place registering receipt of exam papers by date: exam officer to contact Boards if papers not received by a week before the exam;
- Facility to print exam papers from Exam Boards secure websites within the Office and securely store as normal.

9. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Reception inform exams office of any delay in collection on daily basis;
- Exams office to contact Parcelforce immediately if not collected daily;
- As last resort, exams office and members if SLT could physically take exam script bags to Post Office; Exams officer to inform relevant Boards of breakdown in collection service.

10. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- Exams office/ head of centre/relevant teacher to contact Board immediately in this event;
- Exams officer to provide forms required to be submitted to Boards;
- Head of centre to be informed and involved;
- Parents/carers informed of the outcome as appropriate.

Emergency Evacuation Procedure for Examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send it to the relevant awarding body.

Candidates

A formal briefing session for candidates may be given by the teachers and invigilator. The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the invigilator.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day.

Learner Identification

A Candidate's Unique Learner Number (ULN), allocated by the Learning Records Service, offers candidates the facility to participate in exams and assessments set by the Awarding Bodies. As Intuition School has only relatively few candidates each exam series, the ULN is easily matched to the pupils' records retrievable from the school system.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's admin staff to that effect.

We follow the Open Awards '[Reasonable Adjustments and Special Considerations Policy](#)'.

Internal assessment and Appeals Procedure for Controlled Assessments

It is the duty of the Principal/Assistant Principal to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date sent.

Marks for all internally assessed work are provided to the exams officer by the teachers. The exams officer will inform staff of the date when appeals against internal assessments must be made by.

Any appeals will be dealt with in accordance with the following procedure:

Intuition School is committed to promoting quality, consistency, accuracy and fairness in assessment and thus in awarding. We aim to ensure that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification for each subject;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

This policy details appeals by students relating to internal assessment/ controlled assessment decisions made by the School and submitted to awarding bodies. It outlines how appeals may be made to the School regarding the procedures followed but does not cover the actual marks or grades submitted by the School to the awarding body. Any concerns about the procedures used in assessing internally marked work for public exams (e.g. coursework / portfolio / projects / performance) should be discussed with the subject teacher in the first instance then the Principal if necessary. If this fails to resolve the concerns, these should be brought to the attention of the Examinations Officer as soon as possible. Each awarding body specifies detailed criteria for the internal assessment of work. After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work and the final judgement on marks awarded lies with the awarding body. This is outside the control of the School and is not covered by this internal appeals policy.

Internal Appeals/Complaints/ Enquiries Policy

Introduction

Intuition School is committed to maintaining the highest standards for its Learners and other key stakeholders and to ensuring access to fair assessment for all its Learners.

This document outlines the basis on which enquiries, complaints and appeals can be made and outlines the process by which Intuition School ensures that they are dealt with quickly, fairly and effectively.

This document is supported by the Open Awards Reasonable Adjustments and Special Considerations Policy which sets out how we will ensure that Learner needs are treated fairly.

Regulatory Authorities

The relevant regulatory authorities are Ofqual and Quality Assurance Agency for Higher Education (QAA). Every attempt has been made to ensure that the provisions of this document are consistent with the requirements of the regulatory authorities. Where the requirements of a regulatory authority change, or where inadvertently these procedures conflict with those of the regulatory authority, the latter shall apply. Where the requirements of the regulatory authority are amended and require changes to this document, such changes will be made as soon as practicable and Open Awards will inform Providers accordingly.

Definitions

Enquiries	Allow Providers and Learners to ask for clarification or exemplification on specific or general issues
Complaints	An expression of dissatisfaction with Open Awards operations such as our service, decisions made or the application of our policies and procedures.
Appeals	The process through which the outcome of a decision may be challenged.
Learner Appeal	The process whereby a Learner challenges the result of an assessment that he/she has undertaken and seeks to have the result changed or reversed.

Provider Appeal	The process whereby a Provider challenges the result of an assessment or verification decision for one or more Learners that has been confirmed by Open Awards. The appeal process is distinct from a complaint.
Complainant	The Learner or Provider making a complaint.
Appellant	The Learner or Provider making an appeal.
Whistle-blower	A person who informs on a person or organisation regarded as engaging in an unlawful or immoral activity. Whistle-blowers may inform Open Awards confidentially.

Access

Students are made aware of the existence of this policy and have open access to it. It is in line with each of the awarding bodies used by Intuition School. All tutors are made aware of these policies and how to access them in order that students can be supported.

Appeals

All students at Intuition School have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure:

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
 2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
 3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
 4. The student will be informed of the outcome of the re-marking by letter.
 5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
 6. Please note: a student must have the support of the centre to be able to appeal against a result.
- The Examinations Officer manages the appeals process
 - A written appeal must be received by the Examinations Officer no more than 14 days after the deadline for coursework marks to be sent to the relevant awarding body. The appeal must state the details of the complaint and the reasons for the appeal. All supporting evidence should be included with the appeals notice
 - An enquiry into the internal assessment will be conducted by the Examinations Officer, Principal and a member of the Senior Leadership Team unless any has been directly involved in the original internal assessment process. The panel will include a review of the procedures used

by the School to award marks for internal/controlled assessment and will consider whether the procedures conform to the published requirements of the awarding body. This will be undertaken within 14 days.

- Wherever possible, appeals will be considered and resolved by the date of the last externally assessed paper of the examination series. Any difficulties in meeting this deadline will be raised with the awarding body.
- The teacher making the assessment will be asked to respond to the appeal in writing and a copy will be sent to the appellant;
- The Examinations Officer will convey the outcome of the appeal and clear reasons for the outcome in writing to the appellant within 5 working days of the final decision. Any changes made to the assessment of the candidate's work and any steps taken to further protect the interest of the candidates at the School will be confirmed.
- Candidates will be able to gain access to:
 - the breakdown of marks awarded to them for an internal assessment,
 - all comments recorded by the School relating to their internally assessed work, any relevant communications with the awarding body,
 - information if available at the time of the appeal as to whether the work was sampled by the awarding body,
 - the moderated mark given by the awarding body if known,
 - relevant awarding body procedures for the conduct of internal assessment.
- The School will maintain a written record of all appeals and subsequent decisions. The awarding bodies will be informed of any change to an internally assessed mark as a result of an appeal, of any implications for the conduct of the examination or for the issue of results at the School. Full details of any appeal will be available to the awarding body on request.

Results

Candidates will be contacted on or after results day:

- by post to their home address if specifically requested
- For all other qualifications, results will be forwarded to them in person at their post-16 placement by the post-16 coordinator.

Certificates

Candidates will receive their certificates

- in person at the centre if they choose to collect the documents on an agreed date.
 - at the following post-16 place of study / work via the post-16 coordinator
- The centre retains certificates for 2 years if they were not presented, delivered or collected. A new certificate will not be issued by an awarding organisation. A transcript of the result may be issued.

Retention of papers and coursework.

- All coursework and exam papers which have been sampled are to be kept for 3 years. After this they are to be shredded in line with GDPR regulations.

Complaints

Intuition School aims to resolve complaints as quickly as possible and in most cases we will seek to resolve your complaint informally.

To make a complaint about exam related issues, in the first instance complainants should contact the Principal on 01782 315758 or email principal@intuitionschool.co.uk, who will seek to rectify the situation as soon as possible.

In cases which cannot be resolved informally, written complaints outlining the reason for your dissatisfaction should be submitted via email to principal@intuitionschool.co.uk.

Complainants should provide the following information to help us to understand your complaint:

- the full nature of the complaint
- when you became aware of the issue you are complaining about
- the Open Awards qualification/ course affected (if relevant)

The Principal will investigate the complaint in line with our complaints procedure and seek any further information that may be required. If the complaint is in relation to the Principal, another member of the management team will lead the investigation.

Once we are satisfied that all information is available a conclusion will be reached. This will be communicated to the complainant. However, if a conclusion cannot be reached they will be notified in writing of the reasons why.

Sometimes a complainant may wish to remain anonymous. It is always preferable for the complainant to reveal their identity and contact details to us, but if the complainant is concerned about possible adverse consequences he/she may wish for Intuition School not to divulge their identity to third parties. If it helps to reassure the complainant on this point, Intuition School should confirm to the complainant that (as recommended by the regulators) it is not obliged to disclose information if to do so would be a breach of confidentiality and/or any other legal duty.

While Intuition School is prepared to investigate issues which are reported to it anonymously it will always try to confirm an allegation by means of a separate investigation before taking up the matter with those to whom the complaint relates. At all times we will investigate such complaints from whistle-blowers in accordance with relevant whistleblowing legislation.

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, 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.

All decisions on whether to make an application for an EAR will be made by the teacher in liaison with the Exams Officer.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Learner Induction and Support Plan

Purpose

This plan aims to ensure that all Intuition School students are well prepared and supported throughout their exam preparation and execution. It outlines the induction process and the support mechanisms available to students.

Scope

This plan applies to all students enrolled in exam courses.

Induction Process

1. Welcome Session:
 - Introduction to the school's exam policies and procedures.
 - Overview of the exam schedule and important dates.
 - Distribution of exam preparation materials and resources.
2. Orientation Workshops:
 - Study skills and time management workshops.
 - Stress management and mental health awareness sessions.
 - Subject-specific review sessions led by teachers.
3. Resource Accessibility:
 - Introduction to the library and online resources.
 - Guidance on using study aids and past exam papers.
 - Information on accessing additional support, such as tutoring.

Support Mechanisms

1. Academic Support:
 - Regular review sessions and extra classes for difficult subjects.
 - Availability of teachers for one-on-one consultations.
 - Peer study groups and mentoring programs.
2. Emotional and Mental Health Support:
 - Access to school staff for stress and anxiety management.
 - Workshops on mindfulness and relaxation techniques.
 - Encouragement of a balanced lifestyle, including physical activity and hobbies.
3. Parental Involvement:
 - Regular updates to parents on student progress and areas needing improvement.
 - Communication to parents on how to support their children during exam periods.
4. Logistical Support:
 - Clear communication of exam timetables and locations.
 - Provision of necessary materials and equipment for exams.
 - Arrangements for students with special needs or accommodations.

Monitoring and Evaluation

- Regular feedback from students on the effectiveness of the induction and support processes.

- Continuous improvement based on feedback and changing needs.
- Annual review of the policy by the school administration.

Conclusion

This plan is designed to create a supportive environment that fosters academic success and well-being for all students. By providing comprehensive induction and ongoing support, we aim to help students navigate their exams with confidence and achieve their full potential.