Cambridge Academy for Science and Technology

Examinations Policy

Owner:	Danielle Pacey
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Approved by:	Local Governing Body
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The purpose of this exams policy is to:
- ensure the planning and management of exams is conducted efficiently and in the best interest of the 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.

Where references are made to JCQ (Joint Council for Qualifications) regulations/guidelines, further details can be found at www.jcq.org.uk.

Where references are made to specific awarding bodies, further details can be found on websites and logins are obtained through the Exams Office.

Exam responsibilities

The Principal:
- has overall responsibility for the school/college as an exam centre and advises on appeals and remarks
- is responsible for reporting all suspected and actual incidents of malpractice - refer to the JCQ document 'Suspected Malpractice in Examinations and Assessments'

The Exams Officers:
- manage the administration of external exams with delegation of tasks to defined support staff
- advise the leadership team, subject and class teachers, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies
- oversee the production and distribution, to all centre staff and candidates, of an annual calendar for all exams and communicates regularly with staff concerning imminent deadlines and events
- ensure communication from the Centre to candidates and their parents to inform and understand those aspects of the exams timetable that will affect them
- check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ deadlines
- provides and confirms detailed data on estimated entries
- maintain systems and procedures to support the timely entry of candidates for their exams
- receive, check and store securely all exam papers and completed scripts and ensures that scripts are despatched as per the guidelines
- administer access arrangement requests to boards, and make applications for special consideration following the regulations in the JCQ publication 'A Guide to the Special Consideration Process'
- identify and manage exam timetable clashes
- account for income and expenditure relating to all exam costs/charges
- line manage Exams Invigilators and have responsibility for organising the recruitment, training, and monitoring of a team of Exams Invigilators responsible for the conduct of exams
- ensure candidates' coursework/controlled assessment marks are submitted, and any other material required by the awarding bodies correctly and on schedule
- track, dispatch, and store returned coursework/controlled assessments
- arrange for dissemination of exam results and certificates to candidates and forwards, in consultation with the Leadership Team, any post results service requests

Heads of Department and their line managers 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/IA mark sheets and declaration sheets
- decisions on post results procedures

Teachers are responsible for:
- supplying information on entries, coursework and controlled assessments as required by the Head of Department and/or Exams Officer

The SENDCO (Special Educational Needs Co Ordinator) is responsible for:
- identification and testing of candidates' requirements for access arrangements and notifying the Exams Officer in suitable time with a written record or report so that they can put in place exam day arrangements
- working with the Exams Officer to provide the access arrangements required by candidates in exam rooms

Lead Invigilator/Invigilators are responsible for:
- assisting the Exams Officer 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

Exam Timetables
Once confirmed, the Exams Officer will circulate the exam timetables to staff for exams and external exams at a specified date before each series begins.

Entries, entry details and late entries
Candidates wishing to be entered for a language examination not studied at Cambridge Academy for Science and Technology, often referred to as a *home language,* may be allowed to sit the examination if circumstances allow this to happen without detriment to other candidates or to the efficient functioning of the organisation. The examinations office will carry out the administration around the examination but the arrangements for any speaking and/or listening aspect of the examination will be the responsibility of the home school. If invigilation cannot be provided for the examination the home school will be responsible for this. Since such examinations are beyond those required for our current Cambridge Academy for Science and Technology curriculum, a charge for the cost of the entry will be made to the candidates in year 9 and 10.

Heads of department/curriculum will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines. Entries and amendments made after an awarding organisation's deadline (i.e., late) require the authorisation, in writing, of a Department's Line Senior Leadership Team.

Examinations Charging
Candidates or departments 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. Other arrangements for the charging of exams can be found in the **Charging and Remissions Policy.**

Equality Legislation

All exam centre staff must ensure that they meet with the requirements of The Equality Act 2010. The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide to candidates in accordance with requirements defined by the legislation, and the awarding bodies.

Reasonable Adjustment

We seek to provide equal access to examinations for all candidates, ensuring that there are no unnecessary barriers and that any reasonable adjustments for candidates preserve the validity, reliability, and integrity of the qualification.

We will endeavour to accommodate the needs of candidates with a particular examination requirement, according to individual circumstances, ensuring such candidates are not disadvantaged in relation to other candidates and that certificates accurately reflect candidate attainment.

We will give every consideration to requested access arrangements/reasonable adjustments, ensuring that there are no unnecessary barriers to the examination and candidate attainment. However, all requests will be considered on the information received and the resources available to the school. Requests which do not meet the Access/Reasonable Adjustment guidelines of examinations covered by JCQ will be declined. For the detail of these guidelines please refer to the websites listed.

At [www. jcq.org.uk.](www.jcq.org.uk)

The Examinations Officer can provide further information about these guidelines.

Access arrangements

The SENDCO (Special Educational Needs and Disabilities Coordinator) will inform subject teachers of candidates with special educational needs or disability and any special arrangements that individual candidates will need during the course and in any assessments/exams. A candidate's access arrangements requirement is determined by the SENDCO. Ensuring there is appropriate evidence for a candidate's access arrangement is also the responsibility of the SENDCO. Special equipment is arranged by the SENDCO.

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 Exams Officer and is determined by the protocol around reasonable adjustment.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer. Support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENDCO, as will appropriate training for those adults' supporting learners with access arrangements.

Contingency and adverse effects plan

Criteria for implementation of the plan:

- We are unable to open as normal for scheduled examinations. A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.
- As part of their general planning for emergencies, centres should cover the impact on examinations. For local issues, the responsibility for deciding whether it is safe for a centre to open lies with the Head of Centre.
- For regional or national issues, The Head of Centre is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they can open.

Recommended actions:
- We will open for examinations and examination candidates only, if possible
- We will use alternative venues in agreement with relevant awarding organisations (e.g., share facilities with other centres or use other public building, if possible)
- We may offer candidates an opportunity to sit any examinations missed at the next available series
- We will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

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. Site management staff are responsible for setting up the allocated rooms and will be advised of requirements in advance. The Exams Officer or a delegated staff member will start and finish all exams in accordance with JCQ guidelines.

Staff should be present at the start of the exam to assist with identification of candidates. Student labels will include a portrait photo, alongside the student's examination details, to allow positive identification by the invigilators at the exam desk. If there is a student who does not have a photo on the MIS then the student will need to be positively identified by a member of staff, not involved with the teaching of the subject being examined, at the examination desk. 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 heads of department in accordance with JCQ's recommendations. After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts.

Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. The centre's published rules on acceptable dress and behaviour always apply. Candidates' personal belongings remain their own responsibility, and the centre accepts no liability for their loss or damage outside exam rooms.

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 Principal. Candidates who leave an exam room must be always accompanied by an appropriate member of staff. The student services team is responsible for handling and notifying the Exams Officer of late or absent candidates on exam day.

Clash candidates

The Head of Centre will be responsible as necessary for supervising escorts, identifying a secure venue, and arranging overnight stays.

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 exam officer to that effect. The candidate must support any special consideration claim with appropriate evidence within days of the exam. The Exams Officer will make a special consideration

application to the relevant awarding body.

Internal Assessment
It is the duty of the Heads of Department to ensure that all internal assessments are ready for despatch at the correct time. The Exams Officer will assist by keeping a record of the despatch, including the receipt details and the date and time sent.

The quality nominee will ensure that all quality systems are kept up to date and that all staff are informed of their responsibilities in terms of internal verification. The Centre Handbook and Quality Handbook are available.
Appendix A: Internal Assessment for External Qualifications
Appendix C: Specific/additional requirements for NCFE T Level qualifications
Appendix D: Additional requirements for Vocational Qualifications

Malpractice
The Head of Centre in consultation with Exams Officer and his/her line manager are responsible for investigating suspected malpractice. **See Appendix B: Malpractice Policy**

Results
Candidates will receive individual results slips on results days, in person at the centre or by email to their school email address. Arrangements for the centre to be open on results days are made by the Principal. The provision of the necessary staff on results days is the responsibility of the Principal.

Enquiries about Results (EAR)
EARs (Enquiries About Results) may be requested by centre staff or the candidate following the release of results. A request for a remark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted but does require the consent of the whole group of candidates who are being re-moderated. The cost of EARs will be paid by the school if requested by the Head of Department after consultation with their Line Manager.

A candidate can request an EAR themselves by completing a consent form and providing payment.

Access to Script
After the release of results, candidates may ask subject staff to request the return of written exam papers. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Certificates
Candidates will be notified when their certificates are available to be collected. Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so and bring suitable identification with them.

Certificates can only be retained by the Centre for 12 months. After this time, they are destroyed in line with JCQ instructions. Candidates will then need to contact awarding bodies to obtain any certificates.

Vocational Qualifications
Appendix C: Additional requirements for Vocational Qualifications covers the aims and responsibilities of Cambridge Academy for Science and Technology as a registered centre for BTEC Tech Award qualifications in subjects offered across the KS 4 curriculum.

Vocational Qualifications

Appendix D: Additional requirements for T Level Qualifications covers the aims and responsibilities of Cambridge Academy for Science and Technology as a registered centre for NCFE T Level (Level 3) qualifications in subjects offered across the KS 5 curriculum.

Appendix A: Internal Assessment for External Qualifications

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Cambridge Academy for Science and Technology is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Cambridge Academy for Science and Technology is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where several subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

- Cambridge Academy for Science and Technology will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- Cambridge Academy for Science and Technology will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- Cambridge Academy for Science and Technology will, having received a request for copies of materials, promptly make them available to the candidate.
- Cambridge Academy for Science and Technology will provide candidates with sufficient time to allow them to review copies of materials and reach a decision.
- Cambridge Academy for Science and Technology provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
- Cambridge Academy for Science and Technology will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- Cambridge Academy for Science and Technology will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- Cambridge Academy for Science and Technology will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Cambridge Academy for Science and Technology will inform the candidate in writing of the outcome of the review of the centre's marking.
- The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Internal Assessment & Verification of Standards
Assessment must be accurate, consistent, current, timely, valid, and authentic. Internal Verification must be valid, reliable and covers all assessors and programme activity. It is open, fair, and free from bias.
There is accurate and detailed recording of decisions and assessment instruments are fit for purpose.

To do this we ensure that:
All appropriate staff are regularly briefed on JCQ processes.

Staff responsible for internal standardisation attend training sessions. Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.

All internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills relating to the specification of the qualification concerned. There are verification/moderation schedules which are annually agreed to cover all assessors, and these assessment schedules are drawn up and monitored through the year.

Internal verification of **all** assignments/controlled assessments are carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned before they are given to students.

Internal verification of learner work is verified to sufficiently ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. Records are correctly maintained in a secure place for 3 years after certification and that we use standard forms for the process

The verification procedure and processes are articulated with appeals processes, and authenticity of learner work requirements. There are procedures in place that deal with failed standards verification samples

Appendix B: Malpractice Policy

Plagiarism and Assessment Malpractice Policy
- We identify and minimise the risk of malpractice by staff or students.
- We respond to any incident of alleged malpractice promptly and objectively.
- We standardise and record any investigation of malpractice to ensure openness and fairness.
- We impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven.

To do this we:
- Seek to avoid potential malpractice by using the induction period and the student handbook to inform students of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ask students to declare that their work is their own.
- Ask students to provide evidence that they have interpreted, synthesised appropriate information, and acknowledged any sources used.
- Investigate in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Executive Principal and all personnel linked to the allegation. It will proceed through the following stages:

Definitions/Terminology

Student Malpractice: Any action by the student which has the potential to undermine the integrity and validity of the assessment of the student's work, (plagiarism, collusion, cheating, etc.). For a fuller definition please see below.

Staff Malpractice: Any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications or any other externally marked qualifications taken by students attending Cambridge Academy for Science and Technology. For a fuller definition please see below.

Plagiarism: Taking and using another's thoughts, writings, inventions, etc. as one's own.

Minor Acts of Student Malpractice: Handled by the assessor by, for example, refusal to accept for marking and student being made aware of malpractice policy. Student resubmits work in question.

Major Acts of Student Malpractice: Extensive copying/plagiarism, 2nd, or subsequent offence, inappropriate for assessor/school leader to deal with.

Procedures

Addressing student malpractice:
- Promote positive and honest study practices.
- Students should declare that work is their own.
- Use student induction and handbook to inform about malpractice and outcomes.
- Ensure students use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

Addressing staff malpractice:

- Staff induction and updating should include all coursework requirements.
- Use robust internal verification and audited record keeping.
- Audit student records, assessment tracking records and certification claims.

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences by making the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.
- Investigations will be carried out by the Principal or a designated senior manager.
- Inform the examining board of any malpractice or attempted acts of malpractice, which have compromised assessment. Examination boards will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

Where malpractice is proven, the Trust will refer to student and staff disciplinary procedures.

Definition of Malpractice by Students

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature.
- Collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- 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.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting students 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 centre staff producing work for the student.

- Producing falsified witness statements, for example for evidence the student has not generated.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

Malpractice in an Exam Context

Invigilators will be given specific training on malpractice with reference to the JCQ documents and JCQ Exam posters. Invigilators will be trained so that they understand if a candidate is suspected of malpractice, they must warn the candidate that the awarding body will be informed and may decide to disqualify the candidate. To this end included in the Invigilator training will be reference to the 'Notice to Candidates' poster, and warnings that can be given as indicated on page 36 in the Instructions for Conducting Exams (ICE) book which must be in all rooms where examinations are taking place.

Procedures

Invigilators are made aware that malpractice is taken seriously, and all cases must be treated in the same way.

Invigilators have access to good training and have the necessary materials for this including the rule book, posters, and invigilator log for documenting all circumstances which may seem 'suspicious'.

Invigilators must use the materials they have to document details of the incident including time and actions observed using the invigilator log document.

Invigilators verbally inform the candidate that the awarding body will be informed and may decide to disqualify the candidate by using the Notice to Candidates poster and ICE book, and to make a note of the invigilator making the warning to whom and at what time.

Invigilators inform the Exams Officer immediately, preferably before the end of the exam.

Exams Officer inform the Head of Centre with details as documented by the invigilators, including the warning given to the candidate during the exam and with her/his own 'eyewitness' report.

The Head of Centre before reporting the 'suspected malpractice' following procedures in accordance with the JCQ Malpractice M1 form. Here the Head of Centre must inform the student in writing of the allegation, that there is supporting evidence, so that they can be informed of consequences should malpractice be proven, have the opportunity to consider their response to the allegation, have the opportunity to write a statement, to be informed of the appeals procedure should a decision be made against him/her and be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators the police and/or professional bodies including the Teaching Agency as appropriate. (Reference Form JCQ M 1 requirements from the Head of Centre).

Appendix C: Additional requirements for Vocational Qualifications:

The following covers the aims and responsibilities of Cambridge Academy for Science and Technology as a registered centre for BTEC Tech Awards qualification in subjects offered across the KS 4 curriculum.

Registration & Certification

Aim:

1 To register individual learners to the correct programme within agreed timescales.

2 To claim valid learner certificates within agreed timescales.

To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

To do this, Cambridge Academy for Science and Technology will:

- Register each learner within the awarding body requirements

- Register each learner on the appropriate programme code, before any assessment activity is completed

- Provide a mechanism for programme teams to check the accuracy of learner registrations

- Make each learner aware of their registration status

- Inform the awarding body of withdrawals, transfers, or changes to learner details

- Ensure that certificate claims are timely and based solely on internally verified assessment records • Audit certificate claims made to the awarding body

- Audit the certificates received from the awarding body to ensure accuracy and completeness

- Keep all records safely and securely for three years post certification

Responsibilities:

Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal, and certificate claims for learners as well as the appropriate administration of access to secure areas of Edexcel online.

Quality Nominee: responsible for coordinating and monitoring the learner details held with Edexcel. The quality nominee will also have access to details of all learners in all BTEC programs and their progress information through my BTEC.

Programme Leader, Assessor, and Internal Verifier: responsible to produce an appropriate programme of study meeting the requirements of the appropriate BTEC qualification and the assessment of student work. Since there is only one member of staff delivering each program, the programme leader for each course will also be the assessor.

Senior management: responsible for overseeing the registration, transfer, withdrawal, and certificate claims for learners to ensure that awarding body deadlines are met.

Internal Verification Procedures Registration: Quality Assurance process commences once registration has been completed.

Transfer: learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. If such a case were to arise the programme leader would inform the exams officer who in collaboration with the quality nominee would seek the relevant information from the previous centre and inform Pearson of any necessary changes. They will also ensure that adequate information about the transferee's position and progress is communicated.

Withdrawal: If a learner leaves before completion of the course, the programme leader will ensure that the quality nominee and the exams officer are notified. Withdrawals can be made via Edexcel Online by the examinations officer.

Certification Claims: full qualification certification or credit certification is claimed via Edexcel Online through contact with the quality nominee and the examinations officer.

Assessment

Aim:

1   To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals

2   To ensure that the assessment procedure is open, fair, and free from bias and to national standards

3   To ensure that there is accurate and detailed recording of assessment decisions.

To do this, Cambridge Academy for Science and Technology will:

• Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment

• Produce a clear and accurate assessment plan at the start of the programme/academic year

• Provide clear, published dates for handout of assignments and deadlines for assessment

• Assess learner evidence using only the published assessment and grading criteria

• Ensure assessment practices meet current BTEC Tech Awards assessment requirements and guidance

• Ensure that assessment decisions are impartial, valid, and reliable

• Not limit or 'cap' learner achievement if work is submitted late

• Develop assessment procedures that will minimise the opportunity for malpractice

• Maintain accurate and detailed records of assessment decisions

• Maintain a robust and rigorous internal verification procedure

• Provide samples for standards verification/external examination as required by the awarding organisation

• Monitor standards verification/external examination reports and undertake any remedial action required

• Share good assessment practice between all BTEC Tech Awards programme teams

• Ensure that BTEC Tech Awards assessment methodology and the role of the assessor are understood by all BTEC Tech Awards staff

• Provide resources to ensure that assessment can be performed accurately and appropriately

• Maintain and store securely all assessment and internal verification records in accordance with JCQ and awarding body regulations.

Responsibilities

Assessor: responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

Lead internal verifier: by registering with Edexcel, has access to standardisation materials which may be used with assessors to ensure that national standards are understood.

Summative Assessment: The definitive assessment of the learner's achievement and must be relevant to framework (NQF/QCF). This assessment informs a unit grade.

Learning Outcomes: What the learner should know, understand or be able to do because of completing the unit.

Learning Content: The unit content gives centre the substance to devise and fully plan the programme of learning needed for the learning outcome to be successfully achieved.

Unit Grading: Each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence.

Marking and Grading:

- **Pass** all the pass criteria achieved
- **Merit** all the pass and merit criteria achieved
- **Distinction** all the pass, merit and distinction criteria achieved

Pass, Merit and Distinction grades must not be awarded for individual assignments as they may not cover all the criteria.

Internal Verification

Aim:

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)

2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity

3. To ensure that the Internal Verification procedure is open, fair, and free from bias

4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

To do this, Cambridge Academy for Science and Technology will ensure:

• Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes

• Each Lead Internal Verifier oversees effective internal verification in their subject area

• Staff are briefed and trained in the requirements for current internal verification procedures

• Effective internal verification roles are defined, maintained, and supported. Internal verification is promoted as a developmental process between staff.

• Standardised internal verification documentation is provided and used

• All centre assessment instruments are verified as fit for purpose

• An annual internal verification schedule, linked to assessment plans, is in place

• An appropriately structured sample of assessment from all programmes, units, sites, and assessors is internally verified, to ensure centre programmes conform to national standards

• Secure records of all Internal Verification activity are maintained

• The outcome of internal verification is used to enhance future assessment practice.

Internal Verification Procedures

Registration: Quality Assurance process commences once registration has been completed.

Transfer: learners can transfer their registration and achievement to date between centres. Transfer between programmes is permitted. If such a case were to arise the programme leader would inform the exams officer who in collaboration with the quality nominee would seek the relevant information from the previous centre and inform Pearson of any necessary changes. They will also ensure that adequate information about the transferee's position and progress is communicated.

Withdrawal: If a learner leaves before completion of the course, the programme leader will ensure that the quality nominee and the exams officer are notified. Withdrawals can be made via Edexcel Online by the examinations officer.

Certification Claims: full qualification certification or credit certification is claimed via Edexcel Online through contact with the quality nominee and the examinations officer.

Appeals

Aim:

1. To enable the learner to enquire, question or appeal against an assessment decision

2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity 3. To standardise and record any appeal to ensure openness and fairness

4. To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate

5. To protect the interests of all learners and the integrity of the qualification.

To do this, Cambridge Academy for Science and Technology will:

• Inform the learner at induction, of the Appeals Policy and procedure

• Record, track and validate any appeal

• Forward the appeal to Pearson when a learner considers that a decision continues to disadvantage them after the internal appeals process has been exhausted

• Keep appeals records for inspection by the Pearson for a minimum of 18 months

• Have a staged appeals procedure

• Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results

• Monitor appeals to inform quality improvement.

Results – Enquiries about results (EAR's) and Access to Scripts (ATS) **See Appendix C in Exams Policy**

Assessment Malpractice

1. To identify and minimise the risk of malpractice by staff or learners

2. To respond to any incident of alleged malpractice promptly and objectively

3. To standardise and record any investigation of malpractice to ensure openness and fairness

4. To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven

5. To protect the integrity of this centre and BTEC qualifications.

To do this, Cambridge Academy for Science & Technology will:

• Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice

• Show learners the appropriate formats to record cited texts and other materials or information sources

• Ask learners to declare that their work is their own

• Ask learners to provide evidence that they have interpreted, synthesised appropriate information, and acknowledged any sources used

• Investigate the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre / Principal and all personnel linked to the allegation. It will proceed through the following stages:

• Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven

• Give the individual the opportunity to respond to the allegations made

• Inform the individual of the avenues for appealing against any judgment made

• Document all stages of any investigation. Where malpractice is proven, this centre will apply the appropriate penalties and/ or sanctions. 16 Prepared by Centre Management, Version 1.1 September 2021 DCL1 Public Use Definition of Malpractice by Learners This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

• Plagiarism of any nature

• Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work

• Copying (including the use of ICT to aid copying)

• Deliberate destruction of another's work

• Fabrication of results or evidence

• False declaration of authenticity in relation to the contents of a portfolio or coursework

• Impersonation, by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test. Definition of

Malpractice by Centre Staff This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

• 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

• Fraudulent claims for certificates

• Inappropriate retention of certificates

• 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 centre staff producing work for the learner

• Producing falsified witness statements, for example for evidence the learner has not generated

• Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework

• Facilitating and allowing impersonation

• Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment 17 Prepared by Centre Management, Version 1.1 September 2021 DCL1 Public Use

• 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.

Responsibilities

Centre: seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others. Plagiarism is dealt with from a whole school policy – all students are taught about plagiarism and issued with documentation relating to it on a yearly basis during the autumn term. Teachers stress in their day to day teaching the importance of not plagiarising the work of others and citing sources.

Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work. The quality nominee should be informae4d of any suspicious immediately

Internal verifier/lead internal verifier: responsible for malpractice checks when internally verifying work.

Quality nominee: required to inform Edexcel of any acts of malpractice.

Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice. Investigations should take place as outlined in the school's malpractice procedure and in line with JCQ requirements.

Appendix D : Specific/additional requirements for NCFE T Level qualifications:

T Level Qualifications – Laboratory Science

Introduction:
This occupational specialism is assessed by a synoptic assessment consisting of a package of 3 assignments. The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs or tasks. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes of the occupational specialism.

The synoptic assessment for this occupational specialism is graded by pass, merit or distinction, and the final grade will contribute 60% of the overall technical qualification grade. Therefore, it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally realistic as possible.

Synoptic assessment:
Synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the technical area, relevant to the tasks.

Synoptic assessment is integral to high-quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

The assignments and tasks in this assessment are designed to be synoptic in a way that is as occupationally realistic as possible.

Core External Examinations Papers A and B

• Core External Examinations Papers A and B are available in paper format or through the NCFE online assessment system.
• Both Paper A and B must be completed using the same mode of assessment e.g. both online or both paper based.
• There will be an opportunity in year 13 for students to complete the Core External Examinations (Papers A and B) in the Autumn, with a resit opportunity in the summer of year 13.
• When booking resits for Core External Examinations (Papers A and B) only, Students are only permitted to resit both assessments. Students are unable to resit Paper A or Paper B individually.

Core Employer Set Project

• The Core Employer Set Project consists of three project briefs; each pathway has a unique set of occupationally authentic project versions.
• There will be one opportunity in year 13 for students to complete the Core Employer Set Project in the Autumn.

Students must complete the employer set project (ESP) independently and under supervised conditions, following the specific guidance for each task outlined in this provider guide.

Students are required to sign the external assessment cover sheet (EACS) – declaration of authenticity form to confirm that the work is their own. The declaration form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if the evidence was found not to be their own work.

At the end of each session, tutors must retain all materials and / or evidence produced by students within the supervised assessment.

At various times during the whole process students will be accessing a database and laboratory information management system (LIMS) spreadsheet via a computer system, therefore there must be sufficient monitoring and checks to ensure that students have not made materials available to themselves, or anyone else, electronically, for example, via the internet.
External assessment materials should be securely stored between supervised sessions. Students must not have access to this area between the supervised sessions, including electronic files. Where students require evidence from a previous task, this must be a duplicate to ensure no amendments are made to original work.

Work such as formative assessment and / or work done with sample assessment materials, must not be used as part of the external assessment task submission to NCFE. Student work must be summative and produced during the arranged supervised assessment window.

For tasks 4b and 5 of this assessment, it is a requirement that student performances are audio-visually recorded for the purpose of external marking. It is the provider's responsibility to check that the appropriate audio-visual (AV) equipment is set up and fully operational. The AV recording must clearly identify the student(s), capture all relevant spoken words, and be clear and of sufficient quality to be adequately reviewed by the marker. Provider staff should be equipped to be able to operate the equipment sufficiently to capture all evidence. To ensure authenticity of the performance, the student's face must be clearly visible at the start of the recording.

Plagiarism may result in the external assessment task being awarded a U grade. For further guidance, refer to the student handbook – plagiarism in external assessment and the maladministration and malpractice policy located at on the NCFE website

Accessibility and fairness:
To promote accessibility and fairness for all students, and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:
> • all your processes concerned with assessment are carried out in a fair and objective manner

- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar, and which applies to all students using our products and services

Students are not allowed to bring outside research or any other unauthorised materials into the supervised environment.

Administering the external assessment:

The maximum overall time allowed for the external assessment is 18 hours under supervised conditions.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. External assessment material should not be given to students until the first supervised assessment session.

The assessment window will consist of provider-arranged supervised sessions of the external assessment. Sessions can be undertaken in the normal classroom environment, so long as each student has access to, or the option to, use a computer system. Providers can decide how to arrange supervised sessions. Providers must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, the time taken to provide work from previous sessions (where required), print work from previous sessions (where required) and upload work (where required), is not included as part of the permitted external assessment time.

At any time, NCFE may request the timetable that providers have set for the supervised sessions.

The permitted time must not be increased, unless a reasonable adjustment has been agreed for a student in accordance with the reasonable adjustments and special considerations policy, which can be found on the NCFE website.

The permitted time must not be decreased. Students must be given the opportunity to complete the full amount of time for the external assessment task – providers must take this into account when timetabling the session.

Marking the external assessment task:

All external assessment tasks are set and marked by NCFE. This means that providers must not assess, internally quality assure or provide any feedback to the student about their performance in the external assessment tasks. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

Occupational Specialism

Assignment 1:

This assignment is to be completed under supervised conditions over a period of 7 hours, split into 3 tasks, of duration 3 hours, 3 hours, and 1 hour respectively. The assignment will be completed during a week-long assessment window. The 1-week assessment window will be specified by NCFE.

Required materials:

The material (including a searchable database of literature) will be sent to Cambridge Academy for Science and Technology ahead of the assessment window. Providers must issue the provided material to their students upon commencement of task 1.

Cambridge Academy for Science and Technology may schedule supervised rest breaks during the 7 hours. Any rest breaks must be supervised, and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment.

Cambridge Academy for Science and Technology must ensure that during each separate task, students have access to the provided searchable database of literature. Students also should have access to relevant material such as the pro-forma sheet provided for developing their RA for task 3.

Resources required include access to the internet for the purpose of accessing the literature sources / links provided. Privacy mode should be disabled and policies applied to prevent deletion of browsing history.

Students are required to sign declarations of authenticity to confirm that all of the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if malpractice was to be identified.

Cambridge Academy for Science and Technology must also ensure that students' work is authenticated by the tutor before it is submitted to NCFE for marking.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the regulations for the conduct of external assessment and qualification specific instructions for delivery (QSID) documents.

Cambridge Academy for Science and Technology are not allowed to give any support or guidance to students during the supervised time.

Assignment Timings:

Assignment 1 consists of 3 tasks:
• Task 1 is allocated 3 hours
• Task 2 is allocated 3 hours
• Task 3 is allocated 1 hour

To allow Cambridge Academy for Science and Technology to plan for this, and to allow NCFE to arrange moderation visits, assignment 1 will be available to Cambridge Academy for Science and Technology from the start of delivery. A submission deadline for the evidence for assignment 2 will be set for each academic year to allow NCFE to carry out moderation and awarding before the release of results in the August of that year.

Assignment 2:
Assignment consists of 2 practical tasks and is allocated 6 hours in total, split across a part A and part B, 3 hours for each. It will be assessed by direct observation and through the student's written record from the practical activity. Assessors will be required to observe each student while completing their practical task.

This assignment will be released on a particular date each year for delivery over a set window. These dates will be set to allow providers time to plan the delivery of the assignments. Evidence for assignment 2 must be returned to NCFE for marking after completion.

Assignment 2: experimental practical assessments, part A and part B:

Each part of this assignment must be completed under supervised conditions with an assessment window by NCFE. Cambridge academy for Science and Technology will be given preliminary materials and details of the assignment ahead of the assessment window,

Cambridge Academy for Science and Technology must ensure that their entire cohort of students complete the 3 hours for Part A of this assignment on the same day.

Cambridge Academy for Science and Technology must ensure that their entire cohort of students complete the 3 hours for Part B of this assignment on the same day.

Cambridge Academy for Science and Technology may schedule supervised rest breaks during the 3 hours. Any rest breaks must be supervised, and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment.

Cambridge Academy for Science and Technology must ensure that during the supervised assessment, students have access to the required personal protective equipment, laboratory equipment and reagents necessary to complete the tasks. Access to a LIMS system (for example, an excel document) is also required for part A 1(b) and part B 1(b).

Students must not have access to the internet and must not bring anything into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if malpractice was to be identified. Cambridge Academy for Science and Technology must also ensure that the students' work is authenticated by the tutor before it is submitted for marking.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the regulations for the conduct of external assessment and qualification specific instructions for delivery.

Cambridge Academy for Science and Technology are not allowed to give any support or guidance to students during the supervised time, unless the students are operating in a manner which may endanger themselves or others.

Students must ensure that all materials can be identified as their own work.

Cambridge Academy for Science and Technology will space the students out evenly at a distance where it is not feasible for them to see other students' work in detail. Exam conditions should be followed during the assignment, and students should turn over their paper when leaving the workstation.

Part A:
Each student will need one standard bench space area in order to carry out the experiment

Resources: task 1 (b)
All students will need access to a LIMS system (blank Excel spreadsheet).

Remote moderation and the recording of observations:
Assignment 2 is internally marked by Cambridge Academy for Science and Technology and externally moderated remotely by NCFE.

Moderators will review student evidence for assignment 2 including the audio-visual recordings of each observation in order to carry out moderation activities. The moderator will make assessment judgements, including the allocation of marks for each assignment using the same methods as the provider.

NCFE will provide standardisation training materials for approved providers, to establish a consistent standard for the assessment per series. In each session, the same materials will be used by the providers and the moderation team, which will ensure the same standard is applied uniformly.

The sample of students to be remotely moderated, will be selected by NCFE, based on the Joint Council for Qualifications (JCQ) sampling guidelines. It is vitally important that evidence is submitted to NCFE within three working days of the sampling plan being made available on the Portal.

All evidence created, generated, and recorded for these assignments is subject to data protection rules, and information should be anonymised to protect the rights of individuals, where relevant

Final Moderation report:
This will be available to view on the Portal on results day and will highlight areas where Cambridge Academy for Science and Technology has performed well and areas for improvement. It will also include the mark used for each moderated component.

The mark used will be one of the following:
• Cambridge Academy for Science and Technology mark confirms that the mark has been accepted for all students within the cohort – this means that the provide marks were within tolerance of the moderator's marks
• regressed mark confirms that the regressed mark has been applied to all students in the cohort – this means that Cambridge Academy for Science and Technology marks were outside of tolerance and in a consistent way (for example, all marks are higher or lower than the moderator's marks)

• moderator mark confirms that the moderator mark has been applied to all students in the cohort – this means that:

> o Cambridge Academy for Science and Technology marks are outside of tolerance and in a consistent way, however moderator marks are available for all students in the cohort, or Cambridge Academy for Science and Technology marks were outside of tolerance and in an inconsistent way – for example, some marks were higher and some were lower than the moderator's mark and that Cambridge Academy for \Science and Technology mark could not be reliably adjusted so the moderator samples all students in the cohort.

Assignment 3: assess a given set of scientific data to identify potential sources of error in the data and suggest improvements to rectify these errors:

Assignment 3 is allocated 3 hours. Assignment 3 will be assessed via the student's written records and will be released on a particular date each year for delivery across a defined assessment window (for example, 1 week). These dates will be set to allow providers time to plan the delivery of the assignments.

This assignment must be completed under supervised conditions over a period of 3 hours during a week-long assessment window. The 1-week assessment window will be specified by NCFE. Providers will be given the necessary datasets ahead of the assessment window.

Providers must ensure that their entire cohort of students complete the 3 hours for this assignment on the same day. Providers may schedule supervised rest breaks during the 3 hours. Any rest breaks must be supervised, and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment.

Providers must ensure that during the supervised assessment, students have access to the LIMS system provided with data sets for assignment 3.

Students must not have access to the internet and must not bring anything into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if malpractice was to be identified. Cambridge Academy for Science and Technology must also ensure that the students' work is authenticated by the tutor before it is submitted to NCFE for marking.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the regulations for the conduct of external assessment and qualification specific instructions for delivery (QSID) documents.

Cambridge Academy for Science and Technology is not allowed to give any support or guidance to students during the supervised time.

Students must ensure that all materials can be identified as their own work.

Qualification Specific Instructions for Delivery (QSID)

T Level Technical Qualification in Science (Level 3)

Core Components OD - On demand OA - Online assessment

Assessment	Paper-based arrangements	Set date/time or Assessment Window	Assessment conditions	OD	OA	Internet/ Intranet use?	Computer required?	External or Controlled Assessment
Core External Examinations Papers A and B	Dispatch: Courier delivery service and Return: Secure Yellow Label Service	Set date/time Paper A (2 hours and 30 minutes) Paper B (2 hours and 30 minutes)	Invigilated	No	Yes	Not Permitted	Yes (online version)	External (at CAST)
Core Employer Set Project – Task 1	Dispatch: Digital Download and Return: Digital Submission	Assessment window 3 hours and 30 minutes)	Supervised	No	Yes	Permitted for accessing links provided by NCFE	Yes	External (at CAST)
Core Employer Set Project – Task 2	Dispatch: Digital Download and Return: Digital Submission	Assessment window 3 hours and 30 minutes)	Supervised	No	Yes	Permitted for accessing links provided by NCFE	Yes	External (at CAST)
Core Employer Set Project – Task 3	Dispatch: Digital Download and Return: Digital Submission	Assessment window 3 hours and 30 minutes)	Supervised	No	Yes	Permitted	Yes	External (at CAST)
Core Employer Set Project – Task 4	Dispatch: Digital Download and Return: Digital Submission	Assessment window (4 hours and 30 minutes)	Supervised	No	Yes	Permitted	Yes	External (at CAST)
Core Employer Set Project – Task 5	Dispatch: Digital Download and Return: Digital Submission	Assessment window 1 hour	Supervised	No	Yes	Not permitted	Yes	External (at CAST)
Core Employer Set Project – Task 6	Dispatch: Digital Download and Return: Digital Submission	Assessment window 2 hours	Supervised	No	Yes	Permitted for accessing links provided by NCFE	Yes	External (at CAST)
Laboratory Sciences Assignment 1	Dispatch: Digital Download and Return: Digital Submission	Assessment Window (7 hours)	Supervised	No	Yes	Permitted for accessing links provided by NCFE	Yes	External (at CAST)
Laboratory Sciences Assignment 2	Dispatch: Digital Download and Return: Digital Submission	Assessment Window (6 hours)	Supervised	No	Yes	Not permitted	Yes	External and Controlled
Laboratory Sciences Assignment 3	Dispatch: Digital Download and Return: Digital Submission	Assessment Window (3 hours)	Supervised	No	Yes	Not permitted	Yes	External (at CAST)

Additional information:

Occupational Specialism:

• Cambridge Academy for Science and Technology are not required to book students for their chosen Occupational Specialism at the point of registration, however bookings can be made at the point of registration if the specialist area is known.

• Assignment 1 for all Occupational Specialisms, and Assignment 2 for Laboratory Science, have pre-release materials for Providers only. These will be issued to Providers seven working days before the start of the assessment window.

• When booking resits for the Occupational Specialism assessments, Students are required to resit the same specialism area and must resit all assignments. Students are unable to resit individual assignments only.

• There will be one opportunity per year for students to complete the Occupational Specialism assessments, starting in Summer 2022

Other points to note:

• Cambridge Academy for Science and Technology are required to make a booking onto either the Core External Examinations (Papers A and B) only, Employer Set Project only, or Core External Examinations (Papers A and B) and Employer Set Project together at the point of registration.

• This qualification will incur late and very late registration fees for any registrations made outside of the standard registration period per academic session as outlined below:

Standard registration Period 1 September–1 November
Late Registration Period 2 November–23 December
Very Late Registration Period 24 December–31 July

• Cambridge Academy for Science and Technology are encouraged to register students at the start of the academic year in which delivery begins, and before the standard registration cut-off date to avoid incurring late registration fees. This applies even in cases where the Provider does not intend to book students onto assessments until the second year of delivery.

• If applicable, the Head of Centre or Appointed Person needs to provide suitably trained Technical Assistants who are readily available in case of equipment malfunction only and have no other involvement with the assessment.

• Should any pre-release material delivery date fall within a standard academic holiday period, NCFE will arrange for distribution and delivery to be effected before the beginning of this holiday period.

• Where assessment material is distributed and returned digitally, providers may allow students to complete digitally or may choose to print to allow students to complete paper based. Any evidence not produced electronically must be agreed with by the provider, and all evidence produced must be scanned and submitted as an electronic piece of evidence. Where work is completed digitally, spelling and grammar checks must be disabled.