

<b>Policy Focus</b>	Centre Policy for determining teacher assessed grades in Summer 2021					
<b>Policy Version</b>	Version: 1.0					
<b>Lead Policy Holder</b>	Pete Jenkins (Executive Principal)					
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### School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult, challenging or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't **have** to be bound by the past but **can** build a brighter future for themselves, **if** they have the right support.

Our Mission is to ensure that we help every child or young person that we work with achieves their full potential, both academically and personally. As a school, we aspire to being outstanding, so that our students can become outstanding too – as exemplified in our school motto:

***'Being the Best We Can Be'***

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims, we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

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## 1. Glossary of Acronyms

ATS	Access to Scripts
BTEC	Business and Technology Education Council
EAR	Enquiries about Results
IAP	Internal Appeals Procedure
JCQ	The Joint Council for Qualifications
NQT	Newly Qualified Teacher
Ofqual	The Office of Qualifications and Examinations Regulation
SENDCo	Special Educational Needs & Disabilities Co-ordinator
SLT	Strategic Leadership Team
TAG	Teacher Assessment Grades

## 2. Statement of Intent for this Policy

This section provides details of the purpose of this document, as appropriate to our centre:

*The purpose of this policy is:*

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments*
- *To ensure the operation of effective processes with clear guidelines and support for staff*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades*
- *To support our centre in meeting its obligations in relation to equality legislation*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence*

## 3. Statutory / Legislative Basis

Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk). It is illegal to contravene examinations regulations and provide a false picture of any candidate's true ability.

## 4. Links to Other Related Policies / Procedures

This policy sits within the Statutory and Compliance Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Admissions Policy
- Attendance Policy
- Attendance and Student Roll Register
- Complaints Policy
- Disabilities Policy inc. Accessibilities Plan
- Examination Centre Policy
- Health and Safety Policy
- Website Information

It also relates to our Curriculum Compendium, and Assessment Policy

## 5. Monitoring, Review & Evaluation (MRE): Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance
- Quality, Aspiration and High Expectations
- Implementation match with our Intent
- Impact match against our Intent
- Consistency between Staff and Sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

Our framework for MRE is achieved via 3 key approaches:

### Internally

- ✎ Our annual Self Evaluation Position Statement (SEPS) aligned to Ofsted Evaluation Areas and Grade Descriptors
- ✎ Learning Walks by HoS in own and other Phases/Sites
- ✎ Individual Student Assessment Framework and Trackers
- ✎ CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- ✎ Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- ✎ Heads of School Monitoring
- ✎ Appraisal & Performance Management approaches.
- ✎ SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- ✎ Staff Briefings
- ✎ Student Voice Surveys
- ✎ Peer Reviews through Team Working
- ✎ CPD Evaluations

### Externally

- ✎ Referring LAs' Annual Health Checks and Audits
- ✎ Termly commissioned H&S checks
- ✎ Commissioned Reviews of aspects of practice – specialist and generic e.g. Behaviour, Health & Safety
- ✎ Half-termly School Improvement Partner (SIP) Progress Reviews of the Operational School Improvement Plan (OSIP) and compliance checks against the Independent School Standards (ISS). 6 days pa
- ✎ Feedback from submissions for Awards and Quality Standards e.g. TISS
- ✎ Parent / Carer Feedback e.g.: via Class Dojo
- ✎ Ofsted Monitoring and Inspection Visits
- ✎ User Schools Feedback

### Accountability Framework

- ✎ Our Board of Directors Link Portfolio Visits and termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer reports to the Board
- ✎ Director oversight of the Independent School Standards (ISS) Themes annually as part of a rolling programme
- ✎ Directors Involvement in the cycle of Policy Review
- ✎ Financial and Curriculum Resource Monitoring

### Quality Assurance Procedures

It is vital all teachers are delivering a consistent and high-quality programme, so the following QA procedures are in place to maintain consistency and drive improvements:

- Staff development sessions and moderation
- Discussions and sharing best practice
- Peer Observations
- Quality Assurance observations and evidence sampling
- Feedback from External Moderators

**Additionally, and with specific context to the focus for this policy, we comply with all aspects of JCQ regulations and guidelines, as set out in the [JCQ instructions for conducting examinations booklet](#).**

## 6. Roles and Responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### **Head of Centre**

- *Our Head of Centre, Pete Jenkins, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the [school/college] as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

### **Senior Leadership Team and Heads of Department**

*Our Senior Leadership Team and Heads of Departments will:*

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, specialist teachers and SENCo will:*

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

## Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

## 7. Training Support and Guidance

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

### Training

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations

### Support for Newly Qualified Teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate

## 8. Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCO guidance entitled: *Guidance on grading for teachers*.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes
- We will use substantial class or homework (including work that took place during remote learning)
- We will use internal tests taken by pupils
- We will use mock exams taken over the course of study

We provide further detail in the following areas:

### Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed
- We will consider the specification and assessment objective coverage of the assessment
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments

## 9. Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared

## 10. Internal Quality Assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### **Head of Centre Internal Quality Assurance and Declaration**

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades
  - Marking of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s)
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s)
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre
  - This will be Pete Jenkins and Rachel Ford.

In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

## 11. Comparison of Teacher Assessed Grades to results for previous cohorts

Our school is a new exams centre and our year 11 students 2021 are our first exams cohort therefore we are unable to compare previous cohorts.

## 12. Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

### *Reasonable adjustments and mitigating circumstances (special consideration)*

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCO – A guide to the special consideration process, with effect from 1 September 2020](#)*

### *Addressing Disruption/Differentiated and Lost Learning (DLL)*

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student

## 13. Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

*Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*

*Senior Leaders, Heads of Department and Centre will consider:*

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions)*
- *how to minimise bias in questions and marking and hidden forms of bias)*
- *bias in teacher assessed grades*

*To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:*

- *unconscious bias can skew judgements*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics*
- *unconscious bias is more likely to occur when quick opinions are formed*

**Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.**

## 14. Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions
- We will comply with our obligations regarding data protection legislation
- We will ensure that the grades accurately reflect the evidence submitted
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s)

## 15. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which will include supervision of children, change of face (adult support), Plagiarism checker and plenty of work content to ensure consistency so that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisation [AQA](#) and [Pearson](#) to support these determinations of authenticity

## 16. Confidentiality, malpractice and conflicts of interest

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

### Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians

### Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021
- All staff involved have been made aware of these policies, and have received training in them as necessary
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:



- *breaches of internal security*
- *deception*
- *improper assistance to students*
- *failure to appropriately authenticate a student's work*
- *over direction of students in preparation for common assessments*
- *allegations that centres submit grades not supported by evidence that they know to be inaccurate*
- *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series*
- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages*
- *failure to keep appropriate records of decisions made and teacher assessed grades*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff*

### **Conflicts of Interest**

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals*

## **17. External Quality Assurance**

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance***
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results*

## 18. Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results*
- *Such guidance will include advice on the appeals process in place in 2021 (see below)*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved*
- *Parents/guardians have been made aware of arrangements for results days*

## 19. Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance***
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling*
- *Leaners have been appropriately guided as to the necessary stages of appeal*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal*
- *Appropriate information on the appeals process will be provided to parents/carers.*

## 20. Implications for Stakeholders

<b>Board of Directors</b>	Ensures that all staff, including temporary staff, are provided with the Centre Policy for determining teacher assessment grades 2021, school's Examinations Policies and relevant Appendices Checks the monitoring of compliant administration of examinations
<b>All Staff</b>	It is the responsibility of all staff to follow the agreed ways of working as outlined in this policy. All staff should seek further support and guidance from the Exams Officer. Some staff will be required to attend CPD to enhance their skills and knowledge of the exams procedures and to keep up to date with any changes.
<b>Designated Specialist Staff</b>	Exams Officer SENDCo Head of Centre
<b>Students</b>	This policy will provide information for all students, particularly those in KS4 who may have internal assessments
<b>Families/Carers</b>	This policy will provide information and guidance for all families/carers, particularly those with children in KS4 who may have internal assessments
<b>Referring LAs</b>	Will be informed about individual student results as part the Student Profile
<b>Contractors</b>	N/A
<b>Visitors</b>	N/A
<b>Agencies</b>	This policy will provide information and guidance for all agencies, particularly those with links to KS4 students who may have internal assessments
<b>Schools</b>	N/A

## 21. Relevant Data Sets / Metrics

Assessment Profiles & Records

Annual results will be collated as reported Trend data in the Strategic Data Dashboard

Records will be maintained for the Examinations Board

## 22. Relevant Resources (See Appendices)

Curriculum Learning Resources

Posters for Display in Examinations Room

### JCQ Publications

General Regulations for Approved Centres <https://www.jcq.org.uk/exams-office/general-regulations>

### Post-Results Services

<https://www.jcq.org.uk/exams-office/post-results-services>

### JCQ Appeals Booklet

<https://www.jcq.org.uk/exams-office/appeals>

Notice to Centres - Reviews of marking (centre assessed marks)


<https://www.jcq.org.uk/exams-office/non-examination-assessments>

### Ofqual Publications

- GCSE (9 to 1) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>

## Appendices (Embedded / E.Links)

Appendix A1 & A2 Functional Skills & BTEC	 Examinations Policy - Appendix A1 - Functi	 Examinations Policy - Appendix A2 - BTEC 8
Appendix B Registration and Certification	 Examinations Policy - Appendix B1 - Registr	
Appendix C BTEC Assessment	 Examinations Policy - Appendix C - BTEC As	
Appendix D Internal Verification of BTEC and Functional Skills	 Examinations Policy - Appendix D - Internal	
Appendix E Internal Appeals Procedures	 Examinations Policy - Appendix E - Internal	
Appendix F Assessment Malpractice Procedures	 Examinations Policy - Appendix F - Malprac	
Appendix G Exams Contingency Plan	 SfIT Expanded Contingency	
Appendix H Emergency Evacuation of the Exams Centre/Room Procedures	 Examinations Policy - Appendix H - Emerge	
Appendix I Non-Examination Assessment Procedures	 Examinations Policy - Appendix I - Non Exai	
Appendix J Post Results Policy	 Post results policy[1].docx	
Appendix K Verification of Candidates Identity	 Verification of Candidates	
Appendix L Recognition of Prior Learning Policy and Process	 RPL Policy Jan 2021 v1.docx	