

# Education Examinations Policy

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# Lincolnshire Community Health Services NHS Trust

## Education Examinations Policy

### Version Control Sheet

Version	Section/Para/ Appendix	Version/Description of Amendments	Date	Author/ Amended by
1			1 <sup>st</sup> June 2009	V Hubbert/Sheila Manning
1.1	Whole Document	Policy realigned following implementation of the Transforming Community Services agenda and the new legal entity	23 March 2011	Rachael Ellis- Ingamells
1.2	Whole Document	Policy reviewed by Employment Policy Group – Review date extended as n changes identified	4 August 2011	Rachael Ellis- Ingamells
2	Whole Document	Policy reviewed – no changes required, Policy group agreed. New reference number allocated to replace old HR042	October 2013	Mandy Harsley
2.1		Extension Agreed	December 2015	EPG
2.2		Extension agreed to allow for consolidation of policies	Dec 2012	EPG
3	Whole Document	Policy Review due, minor changes to base. Policy group agreed	February 2016	EPG
4	Whole Document	Minor changes throughout	April 18	EPG
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# Lincolnshire Community Health Services NHS Trust

## The Education Examinations Policy

### Policy Statement

<b>Background</b>	This policy defines the arrangements for the management of examinations linked to training programmes delivered by the professional development team.
<b>Statement</b>	The purpose of this policy is to set out the arrangements put in place by the professional development team to ensure examinations are conducted effectively, fairly and in the best interest of candidates. The document sets out guidelines for the operation of a secure and efficient examinations process. It also identifies the roles and responsibilities of all those involved in the examination processes.
<b>Responsibilities</b>	Compliance with the policy is the responsibility of the employees of the professional development team.
<b>Training</b>	The Professional Development Lead will ensure that all staff members involved in the administration and delivery of programmes with an examination component will be prepared for their role.
<b>Dissemination</b>	Website and Team meetings
<b>Resource implication</b>	The Professional Development Lead will ensure the availability of staff to administer and manage examinations.
<b>Equality Statement</b>	This policy aims to meet the requirements of the Equality Act 2010 and ensure that no employee receives less favourable treatment on the grounds of gender, sexual orientation, transgender, civil partnership/marital status, appearance, race, nationality, ethnic or national origins, religion/belief or no religion/belief, disability, age, carer, pregnancy or maternity, social status or trade union membership

# Lincolnshire Community Health Services NHS Trust

## The Education Examinations Policy

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# Lincolnshire Community Health Services NHS Trust

## The Education Examinations Policy

### 1. Introduction

The Education and Training Team aims to provide education and training to the highest standards to the Lincolnshire Health Community. This includes the management of examination procedures linked to the delivery of said programmes by strictly complying with the assessment criteria of the appropriate awarding bodies.

Inherent within all of its practices the organisation is committed to the principles of diversity, equality of treatment and equality of opportunity and believes that direct or indirect discrimination against any person is unacceptable.

This policy aims to ensure that no employee receives less favourable treatment on the grounds of gender, sexual orientation, civil partnership/marital status, colour, race, nationality, ethnic or national origins, creed, religion/belief, disability, age or trade union membership, or is disadvantaged by conditions or requirements which are not justified by the job.

The purpose of having an examination policy is to ensure fairness and consistency regarding the conduct of assessments administered by the Trust.

### 2. Principles

This policy sets out the arrangements to ensure:

- The planning and management of examinations is conducted efficiently and in the best interest of candidates.
- The operation of a secure and efficient examination system with clear guidelines for all relevant staff and candidates.
- The responsibility of everyone involved in the centre's examination processes is clearly identified.

### 3. Examination Responsibilities

#### 3.1 Responsibilities of the Head of Education and Workforce Development

The Head of Education and Workforce Development has overall responsibility for the examination centre by:

Referring to the awarding body guidance documents, in the case of any suspected malpractice in examinations and assessments.

**Be responsible for reporting all suspicions or actual incidents of malpractice to the awarding body, as appropriate.**

Advising on appeals in accordance with The Appeals Procedure.

### **3.2 Responsibilities of the Programme Leader**

The Programme Leader has responsibility for the administration of the examinations and assessments linked to the programmes they deliver by:

- Ensuring all candidates are made aware of their responsibilities as set out in the Education Examinations Policy document and in particular the procedure for the conduct of appeals.
- Advising the education and training team, on examination timetables and application procedures as appropriate.
- Overseeing the production and distribution to teaching and administrative staff, and candidates of a timetable of the examinations in which they will be involved. Communicating regularly with teaching and Administrator concerning imminent deadlines.
- Ensuring that candidates and their managers are informed of and understand those aspects of the exam timetable that will affect them.
- Provide and confirm detailed information on entries, including amendments to the Administrator.
- Provide pre-examination Guidance to candidates and support post-results. in accordance with The Education Examinations Policy document and The appeals Procedure.
- Ensure accurate completion of mark sheets and deliver to Administrator in accordance with deadlines set by the awarding body.
- Ensure the security of examination procedures and compliance with information governance guidance.
- Ensure compliance with equality and diversity legislation and guidance by the Identification, and when appropriate facilitating the testing, of candidates' requirements for special arrangements, and administer those arrangements as required. Acting in accordance with the arrangements for Candidates Requiring Additional Support guidance.

### **3.3 Responsibilities of the Administrator**

The Administrator has responsibility for the safe and secure administration of the examination procedures and the collation, storage and recording of examination results by:

- Maintaining systems and processes to support the entry of candidates for their exams.
- Accounting for income and outgoings relating to all examination costs/charges.
- Organising a venue appropriate for examinations.
- Organising and supporting a team of invigilators responsible for the conduct of the planned examinations, in accordance with the Guidance Notes for Invigilators (appendix II), including the recruiting, timetabling and the briefing of Invigilators.
- Ensure the security of examination papers at all times and compliance with information governance guidance on the handling and transportation of personal information.

- Receiving, checking and storing securely in a locked filing cabinet specifically used for the purpose all examination papers, mark sheets, and results.
- Tracking the submission of candidates' examination marks, the despatch and storage of returned examination papers as appropriate and any other material required by the appropriate awarding bodies correctly and on schedule.
- Maintaining a secure database of examination results and preparing reports of examination results for the programme leader.
- Administering special access arrangements, and applications for special considerations, using the candidates Requiring Additional Support guidance.
- Arranging for the dissemination of examination results, and certificates as appropriate, to candidates.
- Forwarding to The programme leader, any appeals/re-mark requests in accordance with the Education Examinations Policy and The Appeals Procedure.
- Examination invigilation records and registers of attendance will be retained by the administrator for at least one year or until the period within which any appeal could be heard has passed.

### **3.4 Responsibilities of the Candidates**

- All candidates are required to bring a form of photographic identification to the examination ie smart card or passport or driving licence. Failure to produce a form of photographic ID will prohibit the candidate from the examination.
- All candidates are advised to arrive at the examination venue at least 15 minutes prior to the start of an examination.
- Candidates will be instructed to enter the room by the Lead Invigilator and to take their seats promptly.
- Candidates will be required to confirm their identity and sign the attendance register.
- All examinations will be supervised by Invigilators and candidates must ensure that they follow their instructions.
- Candidates will not normally be allowed to enter the examination room late. However in exceptional circumstances, and at the discretion of the lead invigilator, candidates may be allowed to enter during the first 30 Minutes of the examination. No candidate will be permitted to enter after this time has elapsed.
- Candidates are required to remain seated in the examination room until the examination has been in progress for 20 minutes, only being able to leave the room at the discretion of the invigilator. Candidates who have left the room and have handed in their examination papers may not return.
- Candidates shall not be allowed to leave the examination room temporarily, once the examination has commenced unless escorted by an invigilator.
- Candidates are not to have mobile phones on their person during examinations. All mobile phones must be switched off during the examination.
- Candidates are advised not to bring valuable items to the examination room, and that if they choose to ignore this advise then they do so at their own risk.
- Candidates whose first language is not English will be permitted to bring in to the examination room a simple paper based translation dictionary providing it does not contain additional notes or additional pieces of paper.
- Candidates must not speak or communicate with other candidates during the examination. Any candidate wishing to ask a question or attract the attention of the invigilator must raise their hand.

- Candidates will be required to complete examinations by hand in ink unless specified otherwise. Any rough work may be done on the scripts and struck through if it is not intended for the markers attention.
- Where invigilators have any doubt about a candidate flouting the examination rules then Invigilators have the authority to remove any script or unauthorised material from the candidate. The candidate may be given the choice as to whether they wish to proceed with the examination on this occasion as this will be considered their first attempt.
- Inappropriate or disruptive behaviour during an examination would be regarded as a serious disciplinary matter and will result in a verbal warning in the first instance, when the candidate will be informed that “**Continued inappropriate behaviour will result in the candidate’s examination papers being removed and them being asked to leave the examination room**”. A full report of the incident including the time and how long it lasted will be recorded by the lead invigilator and submitted to the candidate’s manager.
- At the end of the examination Candidates must cease writing when requested to do so by the invigilator.

### 3.5 Appeals against the Conduct of Examinations

Candidates have a right of appeal against the conduct of examinations in accordance with the Appeals Procedure (section 7 procedure for the conduct of appeals).

All candidates will be informed of their responsibilities and the procedure for the conduct of appeals upon registration onto the course.

Cancellation of examinations is a rare event but in the event of severe weather conditions candidates should attempt to contact the administration team to determine if a decision to cancel the examination has been made. Candidates will be notified of rescheduled examinations within 5 working days.

## 4. Examination Procedures

**The Tests and Qualifications** offered at this centre are decided by The Professional Development Lead in accordance with the validation processes of the awarding bodies.

**Examination Entries, Submissions and Retakes.** Candidates are self selected for examination entry. A candidate or manager can make a formal request to the professional development unit for an entry to be changed or withdrawn. The centre will accept entries from external candidates.

**Late Entries or Submissions.** Examination deadlines and dates will be circulated in advance by the Programme Leader. Late entries or submissions can only be authorised if the Candidate still meets the criteria of the awarding body.

**Retakes.** Retake decisions will be made in consultation with the Candidates, their Manager and the Programme Leader. There may be an additional charge made for examination retakes dependant on the circumstances and conditions.

**Examination Fees.** Initial registration and examination fees will be paid by the centre as will Late Entry or Amendment fees, for first entry only.

Candidates or Departments will not be charged for changes and withdrawals made by

the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

Wherever possible, funding sources will be sought to support candidates who are employees of the NHS.

External candidates will be charged with costs confirmed upon request.

Irrespective of employer, reimbursement of examination fees may be sought from candidates where they fail to sit an examination or meet the necessary coursework requirement. This will be communicated as per the Learning Agreement and will be communicated to candidates and managers upon registration onto the course

**Notification of Results and Certificates.** Candidates will be informed of their results by Post. Certificates may be presented in person, or may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Certificates will be withheld from candidates who owe fees. The centre will retain certificates for one Year only.

Quality Assurance Processes. To ensure consistency of provision key stakeholders will be involved in the quality assurance processes for all programmes delivered requiring formal examinations. This will be achieved through course evaluation and course review systems, including at least an annual meeting of the programme delivery team with representation from candidates and purchasers to include the discussion of outcomes and assessment results.

## **5. The Process of Managing Examination Events**

### **Booking Examinations**

The Administrator will book all examination rooms and ensure that the question papers, other exam stationery and materials are available for the Invigilators.

Venue site management will be responsible for setting up the allocated examination room appropriately. Any third party booking form must specify requirements precisely.

### **Invigilation**

The Lead invigilator will start all exams in accordance with The Guidance Notes for Invigilators (Appendix II).

The programme leader may be present at the start of the exam to assist with identification of candidates but must not advise on questions to be attempted. In practical examinations programme leaders may be on hand in case of any technical difficulties.

Examination papers must not be removed from the exam room.

A minimum of 2 Invigilators will be used for examination supervision.

The Administrator will be responsible for the recruitment and support of invigilators.

All Invigilators will be timetabled and briefed by the administrator.

Where external invigilators are contracted, their pre-employment screening and rates of pay will be negotiated by Lincolnshire Community Health Services NHS Trust.

## **6. The Arrangements for Candidates with Additional Support Needs**

In accordance with the requirements of the Equality Act 2010 all centre staff must ensure that the access arrangements and “special arrangements” made for candidates are consistent with the law.

To ensure wherever possible that candidates are provided with additional support such as with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment as appropriate, to help candidates achieve their course aims through examinations.

Submitting a request for special examination access arrangements to the centre is the responsibility of the candidate

## **7. The Appeals Procedure**

### **7.1 Introduction**

The examination centre believes that examination candidates should be entitled to have access to effective systems for handling any complaints that might arise during the course of their studies, as one way of ensuring the highest possible academic and service standards.

Fortunately most difficulties can be resolved informally at an early stage by the individual(s) most concerned talking through the issue at the earliest opportunity, and at a local level. However, examination candidates should feel confident that they can make a complaint relating to the examination, secure in the knowledge that it will be fairly investigated.

### **7.2 Academic Appeals**

The Regulations relating to Academic Appeals as defined by the awarding body specify the circumstances under which a student may appeal against a recommended grade for any module or examination result. Candidates have a right to appeal following these procedures, and may approach the examination centre for supporting evidence if required.

### **7.3 Principles of Appeal**

Candidates can only appeal to the examination centre against the conduct of the examination process.

The principles are:

- Appeals will only be entertained if they apply to the process of an assessment. There is no right of appeal against the mark or grade awarded.
- Candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing to the professional development lead who will decide whether the process used conformed to the necessary requirements.

- The head of centre's findings will be notified in writing, copied to the candidate their manager and recorded for awarding body inspection.

#### **7.4 Notification of Centre**

It is the responsibility of a candidate to notify the education and training team , at the earliest opportunity if there are any extenuating circumstances which might have a bearing on their examination performance, so that wherever possible this may be brought to the attention of the Examination body and invigilators at the appropriate time.

#### **7.5 Appeal Process**

A complainant wishing to appeal must make a written application to:-

*Suzanne Bradley –Head of Education and Workforce Development: Beech House, Witham Park, Waterside South, Lincoln, LN5 7JH*

The application must be received within 28 days of receipt of results comprising:-

- a) The details of the complaint;
- b) An explanation of the steps already taken to try to resolve the complaint informally;
- c) Why the responses received are not considered satisfactory;
- d) Where applicable, the form of resolution or redress sought.

Complainants should expect an acknowledgement of their complaint within 5 working days and a full written response within 28 days. If this is not possible, they must be informed in writing of the progress being made towards the consideration of the complaint.

If an application is received within the specified time-limits but is insufficiently detailed to enable a suitable judgment, the complainant would be asked to provide the necessary additional information.

If after consulting with the programme lead, and considering the evidence provided the professional development lead is satisfied that no case is established, the complainant will be notified in writing of that decision within 28 days.

#### **7.6 Monitoring of Appeals Process**

Without breaching confidentiality, all formal complaints and their associated responses and outcomes will be monitored by the professional development lead. A copy of all correspondence including the decision will be retained for awarding body consideration for one year from final decision date.

#### **7.7 Application for Further Review**

Where an appeal against the conduct of an examination has not been resolved to a candidate's satisfaction, a further review may be instigated through local formal complaints procedures and the policy for handling individual and collective grievances.

## **Appendix I: Special Considerations during Examinations**

### **In the Event of an Emergency during an Examination.**

In accordance with Guidance notes for invigilators Candidates should evacuate the exam room as instructed by the lead invigilator by the nearest exit in silence, leaving all examination papers and materials at their desk.

Candidates will be escorted to a designated assembly point, where they must remain in silence. When the “all clear” is received, the candidates will be escorted back to the examination room in silence. Students must only resume working when told to do so by the lead invigilator, who will notify the candidates of the restart time, and length of additional time (if any) to be allowed. A full report on the incident including the time of the interruption and how long it lasted will be recorded by the invigilator and submitted to the examination board as appropriate.

### **What happens if a candidate wishes to have special circumstances taken into consideration?**

For example should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself. It is the candidate’s responsibility to alert the centre, or the invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within 5 working days of the examination, for example a letter from the candidate’s doctor.

The Administrator will then forward this to the relevant awarding body in accordance with their procedures.

### **What happens if a candidate wishes to have their specific learning needs taken into consideration?**

In this situation the Arrangements for Students with Additional Support Needs offers guidance.

**What happens if a candidate’s first language is not English?** In this situation the Candidate may require the use of a simple paper based translation dictionary, which they may be permitted to bring in to the examination room providing it does not contain additional notes or additional pieces of paper.

**What happens if there is a severe weather event?** Cancellation of examinations is a rare event but in the event of severe weather conditions candidates should attempt to contact the administration team to determine if a decision to cancel the examination has been made. Candidates will be notified of rescheduled examinations within 5 working days.

## **Appendix II: Guidance Notes for Invigilators**

Invigilation is the care and watchful scrutiny of candidates for the duration of an examination. Invigilators are responsible for the conduct of the examination and ensure that rules are observed in accordance with the Examinations Policy Document and the specific criteria of the awarding body.

A minimum of 2 invigilators are to be present in an examination room for any examination with more than one candidate, with a ratio not exceeding 10:1.

The start time for the examination will be designated in advance.

### **Examination Administration**

The following instructions are set out as guidance for invigilators and they must be strictly observed on the occasions of all examinations:-

#### **Before the Examination the Lead Invigilator is responsible for:**

The Collection of exam papers and other related material from the administrator in time to ensure that he/she can be in the examination room prior to the arrival of candidates. Candidates are advised to arrive at the examination venue at least 15 minutes prior to the start of an examination.

Note: It is the joint responsibility of the Programme Lead and the Administrator to ensure the safe storage of examination papers prior to and following the examination. It is therefore not possible for Invigilators to collect papers early (the day before) or return them on a later date (by keeping them overnight). Likewise once an examination is over all exam papers, scripts, related materials and stationary should be transported immediately and securely to the Administrator.

Ensuring that all other invigilators are present and briefed on their duties.

Ensuring the venue has organised the correct arrangement of desks to prevent cheating and to ensure a clock is visible by all candidates in the room.

Confirming the identity of candidates and ensuring they sign the Register. All candidates are required to bring a form of photographic identification to the examination i.e. Smart card, passport or driving licence. Failure to produce a form of photographic ID will prohibit the candidate from the examination.

The distribution of the examination paper, answer books etc

Instructing candidates to enter the room 15 minutes prior to the commencement of the examination and to take their seats promptly. Only in exceptional circumstances, and at the discretion of the Lead Invigilator, will candidates be allowed to enter

during the first 30 Minutes of the examination. Candidates who arrive later than 30 minutes after the commencement of the examination will not be permitted entry.

Ensuring that Candidates only take into the examination area Pens and pencils and specific equipment required for the examination e.g. calculators where permitted.

Ensuring that they request that all personal belonging be placed to the front/back or side (as appropriate) of the examination area.

Informing Candidates that they are not to have mobile phones on their person during examinations. All mobile phones must be switched off during the examination. . Any smart technology, including watches are also not allowed in the examination room

Advising Candidates not to bring valuable items in to the examination room, and that if they choose to ignore this advice they do so at their own risk.

Ensuring that Candidates whose first language is not English will be permitted to bring in to the examination room a simple paper based translation dictionary providing it does not contain additional notes or additional pieces of paper. Note: A translation dictionary is one that simply gives alternative words or phrases in two languages with no further explanatory text.

**Immediately Prior to Commencement of the Examination the Lead Invigilator shall:**

Open the sealed envelope containing the examination questions in the examination room and count them to ensure there are sufficient papers.

Make a standard announcement concerning the conduct of the examination and any actions to take in the event of an emergency.

Ensure that candidates have all confirmed their identity and signed the register. All candidates are required to bring a form of photographic identification to the examination i.e. smart card, passport or driving licence. Note: Invigilators should ensure that other candidates are not disturbed or delayed by a candidate without a form of photographic ID. Failure to produce a form of photographic ID will prohibit the candidate from the examination.

**Invigilators Conduct During the examination**

All invigilators must conduct themselves in a professional manner. They must not talk loudly or involve themselves in any other activity not related to the examination whilst invigilating an examination. Communication with fellow invigilators must be done discreetly and limited to the business of the examination.

It shall be deemed that candidates have started the examination once they commence reading the question paper.

Within the first 20 minutes invigilators may check the attendance register and indicate on the examination invigilation record (see appendix) any special circumstances or incidents.

Normally Candidates would be required to remain seated in the examination room until the examination has been in progress for 20 minutes, only being able to leave

the room at the discretion of the invigilator. Candidates who have left the room and have handed in their examination papers may not return.

Invigilators must be present at all times during an examination, except on those occasions when one invigilator is required to accompany a candidate who requires to leave the examination room.

Normally candidates shall not be allowed to leave the examination room temporarily once the examination has commenced unless escorted by an invigilator.

Invigilators must be alert to candidates wishing to attract their attention by raising their hands.

Invigilators must always be discreet when dealing with candidates with special arrangements, and avoid attracting undue attention to them. Some candidates may benefit from being seated in an alternative “extra time” room. It is particularly important in this instance that any issues related to the examination are relayed equally to all the candidates.

### **In the event of an emergency during the examination**

The invigilator must have informed candidates of the procedure: Candidates should evacuate the exam room as instructed by the lead invigilator by the nearest exit in silence, leaving all examination papers and materials at their desk. Candidates will be escorted to a designated assembly point, where they must remain in silence. When the “all clear” is received, the candidates will be escorted back to the examination room in silence. Students must only resume working when told to do so by the lead invigilator, who will notify the candidates of the restart time, and length of additional time (if any) to be allowed. A full report on the incident including the time of the interruption and how long it lasted will be recorded by the invigilator and submitted to the examination board.

From time to time Invigilators may move discretely amongst the candidates to ensure they are not employing unfair means. Where an invigilator has any doubt about a candidate flouting the examination rules they will consult with the lead invigilator who has the authority to remove any script or unauthorised material from the candidate. The candidate may be given the choice as to whether they wish to proceed with the examination on this occasion as this will be considered their first attempt. A full report on the incident will be recorded by the invigilator and submitted to the Candidates manager.

It is unlikely that a candidate will have to be asked to leave an examination room because of their behaviour. However, Inappropriate or disruptive behaviour during an examination would be regarded as a serious matter and will result in a verbal warning from the lead invigilator in the first instance, when the candidate will be informed that “Continued inappropriate behaviour will result in their examination papers being removed and them being asked to leave the examination room”. Where a lead invigilator believes a situation may progress to the Candidates expulsion from the room, they should outline their intention to the individual, stating the grounds for their removal prior to asking them to leave. A full report of the incident outlining the grounds for the candidate’s removal must be recorded by the lead invigilator and submitted to the Candidates manager.

The invigilators will advise candidates when there are only 15 minutes of the examination left. No candidate will be allowed to leave the room during the last 15 minutes of the examination.

**At the conclusion of the examination**

At the end of the examination Candidates must cease writing when requested to do so by the invigilators.

Candidates are required to remain seated and quiet while the invigilators collect and account for all the papers.

The Lead Invigilator may only then instruct candidates to leave the room.

The Lead Invigilator is personally responsible for the secure handling and transportation of the Examination Invigilation Record the Register of Attendance, Examination papers and Scripts to the Administrator. They are also responsible for ensuring the Examination Board protocols are followed and return of any unused exam papers and other related material to the administrator and for leaving the room tidy upon their departure.

Note: Examination invigilation records and registers of attendance will be retained by the administrator for at least one year or until the period within which any appeal could be heard has passed.

All Invigilators will receive a copy of this document upon recruitment to the role. A copy will be made available on the day of the examination for reference.

**Appendix III: Examination Invigilation Record**

Examination title

Date:

Time of commencement of examination:

Time of completion of examination:

Number of candidates expected:

Number of candidates present:

Action	Tick
The attendance Register is completed Ensure that candidates have all confirmed their identity and signed the register.	
Standard announcement made concerning the conduct of the examination and any actions to take in the event of an emergency.	
Security of examination papers assured prior to commencement of examination the sealed envelope of examination questions is opened in the examination room and there are sufficient papers for the candidates present	
Security of examination papers assured upon completion of the examination	
Notes of any "special arrangements" or special considerations that individual students required:	

Record of any untoward incident and actions taken by invigilators

( please continue on other side of this sheet)

Name and signature of Lead Invigilator:

Name and signature(s) of Invigilator(s):

Minimum requirement to be monitored	Process for monitoring e.g. audit	Responsible individuals/ group/ committee	Frequency of monitoring/audit	Responsible individuals/ group/ committee (multidisciplinary) for review of results	Responsible individuals/ group/ committee for development of action plan	Responsible individuals/ group/ committee for monitoring of action plan
That standards are adhered to	Random sampling of courses	Education and Workforce development team	Annually	Head of Education and Workforce development	Head of Education and Workforce development	Deputy Director of Workforce

**Name of Policy/Procedure/Function\***

Examinations Policy

**Equality Analysis Carried out by: Khonzie**

**Ndlovu-Gachengo**

**Date: December 2015**

**Equality & Human rights Lead:**

**Director\General Manager:**

**\*In this template the term policy\service is used as shorthand for what needs to be analysed. Policy\Service needs to be understood broadly to embrace the full range of policies, practices, activities and decisions: essentially everything we do, whether it is formally written down or whether it is informal custom and practice. This includes existing policies and any new policies under development.**

## Section 1 – to be completed for all policies

A.	Briefly give an outline of the key objectives of the policy; what it's intended outcome is and who the intended beneficiaries are expected to be	This policy defines the arrangements for the management of examinations linked to training programmes delivered by the professional development team. The purpose of this policy is to set out the arrangements put in place by the professional development team to ensure examinations are conducted effectively, fairly and in the best interest of candidates. The document sets out guidelines for the operation of a secure and efficient examinations process. It also identifies the roles and responsibilities of all those involved in the examination processes.		
B.	Does the policy have an impact on patients, carers or staff, or the wider community that we have links with? <b>Please give details</b>	Staff only		
C.	Is there is any evidence that the policy\service relates to an area with known inequalities? <b>Please give details</b>	No		
D.	Will/Does the implementation of the policy\service result in different impacts for protected characteristics?	No		
	Yes	No		
Disability		No		
Sexual Orientation		No		
Sex		No		
Gender Reassignment		No		
Race		No		
Marriage/Civil Partnership		No		
Maternity/Pregnancy		No		
Age		No		
Religion or Belief		No		
Carers		No		
<b>If you have answered 'Yes' to any of the questions then you are required to carry out a full Equality Analysis which should be approved by the Equality and Human Rights Lead – please go to section 2</b>				
The above named policy has been considered and does not require a full equality analysis				
<b>Equality Analysis Carried out by:</b>		Laura Herrick		
<b>Date:</b>		April 18		

## Section 2 Equality analysis

<b>Title:</b>
<b>Relevant line in:</b>

<b>What are the intended outcomes of this work?</b> <i>Include outline of objectives and function aims</i>
<b>Who will be affected?</b> <i>e.g. staff, patients, service users etc</i>

**Evidence** *The Government's commitment to transparency requires public bodies to be open about the information on which they base their decisions and the results. You must understand your responsibilities under the transparency agenda before completing this section of the assessment.*

**What evidence have you considered?** *List the main sources of data, research and other sources of evidence (including full references) reviewed to determine impact on each equality group (protected characteristic). This can include national research, surveys, reports, research interviews, focus groups, pilot activity evaluations etc. If there are gaps in evidence, state what you will do to close them in the Action Plan on the last page of this template.*

**Disability** *Consider and detail (including the source of any evidence) on attitudinal, physical and social barriers.*

**Sex** *Consider and detail (including the source of any evidence) on men and women (potential to link to carers below).*

**Race** *Consider and detail (including the source of any evidence) on difference ethnic groups, nationalities, Roma gypsies, Irish travellers, language barriers.*

**Age** *Consider and detail (including the source of any evidence) across age ranges on old and younger people. This can include safeguarding, consent and child welfare.*

**Gender reassignment (including transgender)** *Consider and detail (including the source of any evidence) on transgender and transsexual people. This can include issues such as privacy of data and harassment.*

**Sexual orientation** *Consider and detail (including the source of any evidence) on heterosexual people as well as lesbian, gay and bi-sexual people.*

**Religion or belief** *Consider and detail (including the source of any evidence) on people with different religions, beliefs or no belief.*

**Pregnancy and maternity** *Consider and detail (including the source of any evidence) on working arrangements, part-time working, infant caring responsibilities.*

**Carers** *Consider and detail (including the source of any evidence) on part-time working, shift-patterns, general caring responsibilities.*

**Other identified groups** Consider and detail and include the source of any evidence on different socio-economic groups, area inequality, income, resident status (migrants) and other groups experiencing disadvantage and barriers to access.

**•Engagement and involvement**  
Was this work subject to the requirements of the Equality Act and the NHS Act 2006 (Duty to involve)? (Y/N)  
How have you engaged stakeholders in gathering evidence or testing the evidence available?  
How have you engaged stakeholders in testing the policy or programme proposals?  
For each engagement activity, please state who was involved, how and when they were engaged, and the key outputs:

**Summary of Analysis** Considering the evidence and engagement activity you listed above please summarise the impact of your work. Consider whether the evidence shows potential for differential impact, if so state whether adverse or positive and for which groups. How you will mitigate any negative impacts. How you will include certain protected groups in services or expand their participation in public life.  
Now consider and detail below how the proposals impact on elimination of discrimination, harassment and victimisation, advance the equality of opportunity and promote good relations between groups.

**Eliminate discrimination, harassment and victimisation** Where there is evidence, address each protected characteristic (age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation).

**Advance equality of opportunity** Where there is evidence, address each protected characteristic (age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation).

**Promote good relations between groups** Where there is evidence, address each protected characteristic (age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation).

**What is the overall impact?** Consider whether there are different levels of access experienced, needs or experiences, whether there are barriers to engagement, are there regional variations and what is the combined impact?

**Addressing the impact on equalities** Please give an outline of what broad action you or any other bodies are taking to address any inequalities identified through the evidence.

**Action planning for improvement** *Please give an outline of the key actions based on any gaps, challenges and opportunities you have identified. Actions to improve the policy/programmes need to be summarised (An action plan template is appended for specific action planning). Include here any general action to address specific equality issues and data gaps that need to be addressed through consultation or further research.*

Please give an outline of your next steps based on the challenges and opportunities you have identified. Include here any or all of the following, based on your assessment

**•For the record**

**Name of person who carried out this assessment:**

**Date assessment completed:**

**Name of responsible Director/ General Manager:**

**Date assessment was signed:**