

Hampshire Achieves

Qualifications and Exams

Policy and Procedures

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Hampshire Achieves Qualifications and Exams Policy and Procedures

'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Assurance Framework'

1.0 Introduction

Hampshire Achieves (HA) is part of the Participation & Lifelong Learning Service in Hampshire County Council's directorate of Children's Services and is responsible for the delivery of Adult Tailored Learning (ATL); education provision for young people aged 16-24 who are not in education and/or training; and Special Education Needs and Disabilities (SEND) Employability programmes.

This policy applies to those aspects of the HA provision that is funded or subsidised by the Department for Education (DfE), and to the wider Participation and Lifelong Learning Service teams who process qualifications and exams through the HA Exams Office.

1.1 Related Policies

This policy is developed in the context of other related policies, including:

[Internal Quality Assurance - Policy and Procedures](#)

[Teaching, Learning and Assessment Policy and Procedures](#)

[Malpractice & Maladministration Policy and Procedures](#)

[Conflict of Interest Policy and Procedures](#)

[Feedback and Complaints](#)

[HA Skills for Life Policy and Procedures](#)

[HCC Code of Conduct for local government employees](#)

[HCC Data Protection Policy](#)

[Safeguarding Policy](#)

[Corporate Guidance & Procedures](#)

[Equality & Diversity](#)

[HA Business Continuity Plan](#)

2.0 Scope & Purpose

This policy applies to all staff within the Participation and Lifelong Learning Service who are involved in the delivery of Regulated Qualifications and Exams processed through the HA Exams Office.

The Awarding Bodies (AB) are required by the qualification regulator the Joint Council for Qualifications (JCQ) to ensure that the delivery and awarding of examinations/assessments is identified, recorded, and managed effectively.

HA processes have been designed to protect the integrity of AB qualifications and exams processed and conducted at centres.

This qualification and exams policy will ensure that:

- all aspects of the HA qualification and exam processes are documented, and supports other relevant related policies
- all centre staff involved in the qualification and exam processes clearly understand their roles and responsibilities
- all qualifications, exams and assessments are conducted according to the relevant AB and JCQ and awarding body regulations, guidance and

instructions, [Joint Council for Qualifications \(JCQ\) General Regulations for Approved Centres](#)

- exam candidates understand the exams process and what is expected of them
- all staff will be made aware of this policy and any other related policies at the beginning of each academic year. It is the responsibility of everyone involved in the delivery and administration of HA qualifications and exams to read, understand, and implement this policy.

3.0 Roles and Responsibilities

- the Head of Service or nominated member of the Senior Leadership Team will ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.
- the Development Manager (Quality, Learning & Success) has overall delegated responsibility for the exams office and is responsible for; notifying the relevant AB of any changes that may affect the Service's ability to maintain delivery or assessment of qualification; and reporting all suspected or actual incidents of malpractice - refer to the AB malpractice and maladministration policy and/or the JCQ for document *Suspected malpractice in examinations and assessments*.

3.1 Exams Office Responsibilities

The Exams Office team are responsible for:

- managing the administration of all qualifications and exams
- advising senior staff including Hampshire Achieves Development Managers, Coordinators, Lead IQA (OSCA), IQAs, tutors and other relevant support staff of application procedures as set by the various AB
- registration of learners and inputting the learner registration number onto the-relevant team on the FS spreadsheets.
- understanding the contents of annual updates from the various AB including policy updates; administrative procedures; key tasks; key dates and deadlines from Awarding Bodies and relevant JCQ publications
- accounting for income and expenditures relating to all exam costs/charges
- booking all exams and controlled assessments (within 1 week of notification) including resits, retakes, proctoring and inputting the information on the relevant spreadsheet for teams to access.
- maintaining systems and processes to support the timely entry of candidates for their exams
- ensuring risks to the exam process are assessed and that appropriate risk management processes/contingency plans are in place
- appropriate staff undertake key tasks within the exams process and meet internal deadlines set by the exams office
- confidentiality and security within the examination process is compliant with and managed according to JCQ and AB regulations, guidance and instructions
- irregularities are investigated and inform the AB of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the AB immediately.

NB The centre does not accept entries from private candidates.

Security Control measures for assessments

- ensuring access to the secure room and secure storage facility is restricted to no more than 6 authorised keyholders, in line with JCQ's requirements. The relevant AB is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- appropriate arrangements are in place to ensure that confidential materials are only collected by authorised members of staff
- receiving, checking, and storing securely all exam papers and completed scripts
- ensure there are a 'second pair of eyes' for any paper packets that require opening to split for separate rooms; this must take place within the secure room
- ensuring that at least 2 members of the exams team have access to secure download of Entry Level papers and that the integrity and security of the papers is maintained during the downloading, printing and collating process.
- ensuring the fair rotation of the live assessments
- identifying and confirming arrangements for the dispatch of candidate exam scripts with the awarding body
- dissemination of exam results and certificates to candidates and key staff

Invigilation management processes

- appropriate accommodation is sourced and booked to support the number of candidates sitting exams including appropriate accommodation for candidates requiring access arrangements for exams and assessments
- new invigilators are recruited, trained, allocated to exams, and briefed by the exams office and must attend annual refresher training including instructions for conducting exams
- all invigilators are required to complete an annual update so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- ensuring invigilators are made aware of all the latest policies and procedures relevant to carry out the examinations process
- ensuring that a tutor who teaches the subject being examined, is not an invigilator during the timetabled written examination or on-screen test
- ensuring invigilators are aware of all requirements in conducting the different assessments and the required equipment
- ensuring invigilators provide seating plans for exam rooms according to JCQ and AB requirements (and ensuring candidates with access arrangements are identified on the seating plan)
- ensuring the emergency contact is available and contact details are known to the invigilator
- ensuring invigilators are aware of the process for returning exam papers to the Exams Office in the provided envelope, whether the papers have been completed or not.

3.2 Reasonable adjustment information

- the centre has a documented administrative process in place to support access arrangements, including making applications for special consideration using the AB or JCQ publications access arrangements, [reasonable adjustments and special consideration policy](#)
- reasonable adjustments for exams should be applied for as soon as possible after registration on the qualification or at least 12 weeks prior to the planned exam date
- the Tutor will liaise with the Hampshire Achieves Manager with SENCO responsibilities (HA Manager: Youth Skills and SEND Inclusion) to gain approval for necessary reasonable adjustments on a case by case basis and in line with qualification/assessment guidelines. The reasonable adjustment requested may require external supporting evidence and/or evidence of the learner's normal way of working. The request will subsequently be approved by the AB. The Reasonable Adjustment and Supporting Evidence form, and the Normal Way of Working Evidence form (Appendix 1A and 1B) will be saved in the relevant SharePoint folders
- only learners that are approved by the SENCO (HA Manager: Youth Skills and SEND Inclusion) to use word processors as part of their normal way of learning have access to word processors in the exam
- ensuring invigilators supervising exams have all the access arrangement information.

3.3 Complaints and appeals

- Our complaints procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place. Please see Complaints policy and procedures.

3.4 Other staff roles and responsibilities (NB throughout this document Development Manager refers to any member of their team with delegated responsibility to undertake the identified task).

3.4.1 The **Development Manager** is responsible for:

- ensuring learners who are taking a Pearson exam receive Pearson's 'Information for candidates – Privacy Notice' Information for candidates - [Information for candidates - Privacy notice](#) at enrolment
- carrying out the initial/diagnostic assessment of learners to decide at which level they should study following evaluation of learner results
- reviewing all learners prior learning (support from the Internal Quality Assurers) to identify whether the learner's prior achievement is acceptable evidence to demonstrate competence or achievement within a unit or qualification. This is assessed against the assessment criteria of a unit
- ensuring evidence submitted by learners must be current, valid, and reliable and meet the assessment criteria of the qualification.
- providing evidence for the exam's office to upload to the awarding body the evidence to support the RPL request.
- consulting with teaching staff to ensure that necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- managing the initial assessment platform

- monitoring and managing the learners' Functional Skills progress
- ensuring all controlled assessments are conducted in line with the regulations for the conduct of controlled assessments – Functional Skills, as published on the awarding body website.
 - **NB** SLC controlled assessments will be conducted face to face in classroom settings with all assessment presentations and discussions being either audio recorded or videoed. Only in exceptional circumstances will YPL learners' SLC assessments be conducted remotely and recorded via MS Teams.
 - **NB** adult learners: MS Teams can be used for SLC assessments where bringing learners face to face is impractical due to geographical constraints. SharePoint and MS Teams are deemed secure and acceptable document transfer methods for the SLC paperwork for both learners and tutors, with access restricted to authorised personnel only.
- providing evidence for any reasonable adjustments, at registration or at least at 12 weeks prior to the planned external assessment.
- completing a Functional Skill Assessment Booking and Invigilator form and submit with details of learners, the venue, time, date, and invigilator at least 21 days prior to the planned date of assessment.
- ensuring that candidates being considered for proctoring, receive the correct information and guidance ([Learner Support | Pearson qualifications](#)) and understand what is expected of them to carry out the exam.
- completing a Functional Skills PROCTORING assessment booking form and providing the exams office with the candidate's email address and signed declaration which will be stored on SharePoint for 6 months after the assessment has taken place.
- checking in with candidates 48 hours before their proctoring assessment to ensure that they have passed all the checks and support them sufficiently throughout the process.

3.4.2 Exam Series

- deciding (after discussion with the subject tutor) which internal exam series are used in the centre and communicates the plan with the exam's office.
- ensuring the tutor provides the JCQ written information to candidates in advance of each exam series ([Information for candidates documents - JCQ Joint Council for Qualifications](#)), and a formal briefing session for candidates prior to exam dates is given by the subject tutor (including for proctoring which is to take place online between 48 and 24 hours before the exam).
- ensuring internal exams are held under external exam conditions.
- ensuring external exams and assessments are scheduled, and details shared with the exam's office.
- ensuring that once assessments are booked for the requested dates and times, it is an expectation that the assessments will be carried out.

The centre also offers online on-demand assessments. If offered, on-demand assessments can be scheduled giving sufficient notice to ensure any reasonable adjustments required can be agreed and applied with the awarding body.

3.4.3 The **IQA / IV / SV** is responsible for:

- quality assuring assessment decisions and feedback
- completing the sampling plan (QD37a); signing/validating Assessment record Sheet (ARS); and completing the qualification Claim Form within 2 weeks of receipt of the assessment evidence.
- leading standardisation meetings for all qualifications, including Functional Skills
- carrying out quality assurance of completed assessments within the required 2-week window after assessment has been completed
- providing written feedback to the tutor on their decisions regarding learners' work
- completing a sampling plan with constructive feedback to the tutor and confirming the summative outcome of the assessment to the exam's office
- leading EQA visits relative to their programmes, with support from the Curriculum Lead and/or Tutors.

3.4.4 Tutors are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the Development Manager and/or exams officer.
- attending standardisation meetings for all qualifications including Functional Skills

3.4.5 Invigilators are responsible for:

- assisting the exams officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other materials from the exam's office before the start of the exam.
- collection of the exam register, and ensuring all candidates are collected for their exam.
- checking learners' identity on entry to the exam room (subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do).
- giving clear instructions to all candidates prior to the start of the exam in line with JCQ regulations
- ensuring all relevant posters are on display accurately and the exams room is set up effectively for all exams.
- ensuring the conducting of exams is carried out following all the awarding body and JCQ regulations.
- collecting in of all exam papers in the correct order at the end of the exam and returning these to the exam's office.
- maintaining their knowledge of all AB regulations and complete annual invigilation training.

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. Including the use of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

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

Note: candidates who leave an exam room to use the restroom must be accompanied by the emergency contact at all times.

3.4.6 Candidates are responsible for:

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

3.5.5 Functional skills re-sits/retakes

Re-sit decisions will be made by the Development Manager in consultation with subject tutors and the exams officer.

4.0 Withdrawal of registered learners

Where a learner no longer continues with their learning on a qualification programme, the Development Manager for the specific programme the learner is registered to, will complete a withdrawal form giving the information of the learner to withdraw and share this form with the exams team and the Development Manager - Funding & Information.

On receipt of the change form the exams office will withdraw the learner from the AB portal and confirm with the relevant members of staff the request has been completed.

5.0 Results and Certification

Learners will receive individual FS results from their tutor once the Exams Office have received the results and added these to the relevant Functional Skills Spreadsheet. The Development Manager and Development Manager (Funding and Information) will be tagged on the spreadsheet when new results are ready.

Enquiries about results may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate; a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

5.1 Claiming and dispatch of Certificates

For learners studying a qualification, the IQA will carry out the quality assurance sampling and record the achievement on the learner workbook. The IQA will then request from the exams office the claim form and complete the units to be claimed, sign and return the claim form to the exam's office for the exams staff to claim the certificate.

Claiming of certificates will be carried out by two members of staff within the Quality team to ensure accuracy of each claim.

Once certificates arrive at the Exams Office the Development Officer will check the certificates against the packing list and record the receipt of these on the Certification Record spreadsheet. The packing list will be retained in a file for evidence of receipt of certificates.

All learners will be emailed to notify them that their certificate is ready for collection. The learners have three options; 1) Pick up from EII (this is the preferred option), 2) If they are Hampshire County Council employees, they can provide their work address and courier code and have it couriered to them, 3) Have it posted 2nd class to their home address.

For Young Peoples Learning programmes, the learner's tutor will be contacted to identify if they can pass on the certificate to the learner, if not the tutor/ skills coach will confirm their home address and the exams office will then post the certificate 2nd class.

The exams office will try 3 times, over 3 consecutive months to contact learners. If there is no response, the certificate will be archived and stored for a minimum of 12 months when the certificate will be destroyed as per JCQ guidelines.

Replacement certificates: If a certificate did not arrive or has been misplaced e.g. our error a duplicate can be requested from the exams office and costs charged by the awarding body will be incurred by us. All other replacement certificates must be paid for by the learners and obtained by the learner contacting the awarding body directly.

6.0 Equality, Diversity & Inclusion

HA welcomes and values all learners and staff regardless of individual differences in age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to realising the ambitions of our communities by raising aspirations and enabling achievement. We promote equality, diversity and inclusion through education and learning. We actively challenge behaviour that does not align with our values of being an inclusive learning environment. We treat everyone with dignity and respect. Full compliance with our ED&I policy should ensure that colleagues do not commit acts of discrimination.

HA is committed to equality of opportunity for all learners, including those with disabilities or learning difficulties. We aim to provide appropriate support to enable learners to benefit from their studies and intend to continue developing such provision within the guidelines of the Disability Discrimination Act (as amended by the Special Educational Needs and Disability Act 2001) and The Children and Families Act 2014.

We recognise that everyone has different needs, and we want to be able to respond to those needs. We seek to provide accessible and inclusive learning environments that are relevant and meaningful to everyone. Only by building equality, diversity, and inclusion into every aspect of our work will we create a

truly person-centred and responsive service that meets the needs and aspirations of all groups within our society.

With respect to Qualifications and Exams:

The Development Manager will:

- ensure qualifications are delivered, as required by the awarding organisation, in accordance with relevant equality legislation
- seek advice from the Development Manager – Quality, Learning & Success and SENCO who will determine appropriate arrangements for learners with learning difficulties and disabilities
- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs.
- ensure the recruitment process includes the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/ assessments successfully and achieve the qualification(s).

The Exam centre staff will:

- seek approval through the awarding body of any reasonable adjustments identified for each learner through their pre-assessment which falls outside the reasonable adjustments that are centre assigned.
- ensure the reasonable adjustments are applied in line with agreed awarding body regulations and permissions when providing materials to learners, including online tools and resources.
- ensure the agreed needs of individual learners and any reasonable adjustment requirements are carried out within the exam room.

7.0 Conflict of Interest

HA Conflict of Interest policy and procedures have been designed to protect the integrity of awarding body assessments undertaken at our centres, and we want to make sure they remain fair, and we also want to make sure individuals at our centres are protected where there is potential, or a perception, that they could be influenced by any personal interests. In addition to this policy, all HCC staff follow the standards outlined in the HCC Code of Conduct for all local government employees.

Hampshire Achieves requires all staff involved in the examination or assessment process to declare any conflicts of interest in relation to their relationship to learners and complete the conflict of interest declaration form.

The exams office will maintain an ongoing record regarding any conflicts of interest and will share this with the awarding body when requested.

8.0 Disruption to Examinations and Assessments

Hampshire Achieves Continuity Plan is designed to ensure we have in place a clear plan and procedures that in the event of disruption to the delivery of education and training for our Adult, and Young People's Learning (YPL) programmes, we can continue delivery with the minimum degree of disruption for learners, line managers/employers and staff.

Contingency planning for exams administration is the responsibility of the Head of Centre (or their nominee). The Service Recovery Plan outlines HA intentions should there be any disruption to exams or assessments as part of its general emergency planning to comply with the [Joint Council for Qualifications \(JCQ\) General Regulations for Approved Centres](#), which requires all exam centres to have a written examination contingency plan/examinations policy.

In the event that the Head of Centre decides the centre cannot be opened for scheduled assessments, the relevant Awarding Body (AB) must be informed as soon as possible. The AB will be able to offer advice regarding the alternative arrangements for conducting assessments that may be available, and the options for candidate(s) who have not been able to take scheduled assessments.

HA will ensure that relevant staff are familiar with this plan through team meetings and induction. All staff and invigilators involved in the centres' exams processes are responsible for; reading, understanding and implementing the plan; and know how these arrangements will be communicated to candidates, parents, and staff should disruption to assessments occur.

In the event of a national disruption to a day of assessments HA will be guided by the relevant AB. The AB will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact and will disseminate this information. As a last resort the affected assessments will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption.

HA staff and invigilators involved in the centre's qualification and exams processes are responsible for reading, understanding, and implementing the HA Service Recovery plan.

8.1 Changes in ability to deliver a qualification

If the centre can no longer deliver a qualification, the Head of Centre (devolved to Development Manager Quality, Learning & Success) will promptly notify the account manager at the awarding body and submit the required withdrawal information, including details of affected learners, while immediately stopping new enrolments. It will work with the AB to create and follow a withdrawal plan that protects learners' interests, such as helping them complete their current programme or supporting a transfer to another recognised centre and clearly communicate the situation and available options to all stakeholders.

9.0 Retention of Controlled Assessments and Documentation

The Exam Office retains all completed and marked controlled assessments securely in the exam safe/filing cabinets for a minimum of 3 years following the certification of a learner as per the rules of the AB and JCQ. These documents may be required for quality assurance purposes.

In addition to the assessments, the Exam Office also retain the following documents securely for 3 years:

- Documents relating to IQA feedback to assessors.
- Records of IQA/standardisation meetings.
- Standards Verifier feedback reports.

The following documents will be retained for 3 months:

- Exam and Certificate packing lists.
- Copies of exam registers
- Other exam day documentation.

After the 3-year period, all documents will be securely destroyed. Certificates are retained securely for up to a year (moving to archive within the Exam Office after 3 months if not collected) and will then be securely destroyed as per JCQ guidelines. It is then the responsibility of the learner to replace the certificate at a cost to themselves. Please see HCC Data Protection Policy for full GDPR details.

10.0 Monitoring, Review & Audit

An annual cycle of internal policy compliance audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations

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

In addition, the contents of all policy and procedures will be monitored regularly by HA Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed in line with our policy schedule to determine their effectiveness, and where any changes are required, these will be applied and ratified. A summary of all changes will be kept as part of the PMG meeting notes.

Appendix 1A Reasonable Adjustments Evidence Form

R/A Evidence Form for the request of reasonable adjustments to be Completed by the Tutor or Programme Manager and authorised by the SENCO Officer.

Functional Skills Qualifications

Candidates Name:

Team Co-ordinator Name:

Course Code:

Date:

Details of disabilities and/or difficulties:

Identify by highlighting what reasonable adjustment(s) are required:

Reader, Scribe and 25% Extra time, Laptop or Other

Evidence for reasonable adjustment:

- S139a
- EHCP
- Dyslexia screening questionnaire
- Other – Dyslexia reports

The tutor **MUST** provide a statement below confirming the candidate's learning needs and that this is the learner's normal way of working:

Tutor Name:

Tutor Signature:

SENCO Name: Deborah Copeland

SENCO Signature:

Appendix 1B Normal Way of Working Evidence Form

Check list regarding learner's **Normal** way of working and additional evidence to support Access Arrangements.

Name of Learner: _____ Name of Tutor: _____

Course: _____

TIME	YES	NO
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignments		

READING	YES	NO
Needs reader in class		
Avoids reading out loud		
Has problems following written instructions		
Finds it difficult to quickly get the idea of what he/she has read		
Finds it difficult to remember what he/she has read		

WRITTEN WORK	YES	NO
Handwriting difficult to read		
Has difficulty copying from the board		
Do they use a scribe as normal way of working		
Finds taking notes hard		
Works on a laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages/appointments		
Needs to have instructions repeated		
Needs to have instructions written down		

PRACTICAL TASKS	YES	NO
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		

ORGANISATION	YES	NO
Organisational skills are weak – loses things, forgets items he/she needs to bring		
Finds it hard to meet deadlines		
Has difficulty working efficiently		

VISION	YES	NO
Needs large print version		
Uses coloured overlay when reading (Colour		
Benefits from hand-outs on coloured paper		

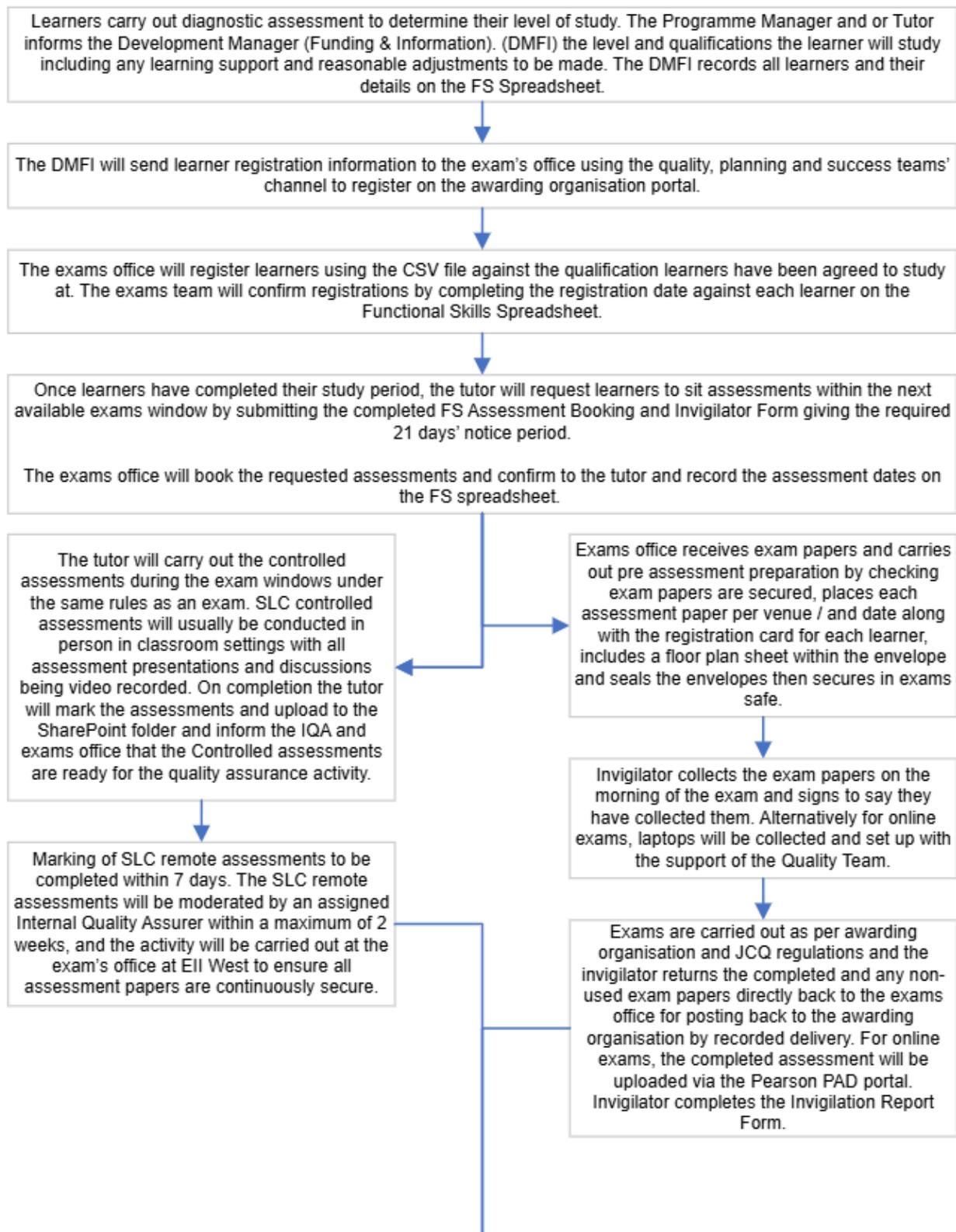
EXAMS	YES	NO
Finds revising for exams hard		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent rest breaks		
Needs timely reminders to stay focussed on task		

Any other relevant information

Signed by: Hampshire Achieves SENCO Officer **Date:**

Appendix 2 Process for Functional Skills Qualifications

The flow chart below shows the process for Functional Skills. If you intend to register learners for Functional Skills qualifications, please read the full regulations for conduct of external assessments regulations for the [conduct of controlled assessment](#) document. If you have any problems with meeting a deadline, please contact Exams.Office@hants.gov.uk



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graph TD; A[Once results are available on the awarding organisations portal the exams office will inform the tutor by adding the outcome to the ESOL spreadsheet. Where levels require claiming the exams office will check the 3 completed elements have been achieved by each learner and make the claim through the awarding organisations portal and record the date the claim was made on the ESOL spreadsheet] --> B[The IQA will then inform the tutor and the exams office of the outcome for learners' achievement by email attaching all quality assurance documentation e.g., sampling plans and tutor feedback.]; B --> C[When certificates arrive, the exams office will record each certificate against the learner on the Certificate Spreadsheet. The certificates will then be sent to the individual learner by recorded delivery.];
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Once results are available on the awarding organisations portal the exams office will inform the tutor by adding the outcome to the ESOL spreadsheet. Where levels require claiming the exams office will check the 3 completed elements have been achieved by each learner and make the claim through the awarding organisations portal and record the date the claim was made on the ESOL spreadsheet

The IQA will then inform the tutor and the exams office of the outcome for learners' achievement by email attaching all quality assurance documentation e.g., sampling plans and tutor feedback.

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