Examinations Policy

This is a B&FC Group policy

Date approved:	13 August 2026
Approved by:	Executive
Responsible Manager (s):	Director of Registry
Executive Lead:	Chief Operating Officer

Applicable to employees:	Yes
Applicable to students and apprentices:	Yes
Accessible to students and apprentices:	Yes
Accessible to general public: (including clients)	Yes

Consultation

Consultation undertaken with: FE and HE Directorate Date: 6 August 2026

Policy review frequency, normally: every 2 years

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1. Scope and purpose of the policy

1.1. This purpose of this policy is to ensure that Blackpool And The Fylde College (B&FC) manage examinations in an effective manner ensuring they are conducted efficiently, in a timely manner and in the best interest of students and apprentices, whilst maintaining security of all examination resources and compliance with awarding body and organisation regulations.

1.2. The policy encompasses all summative examinations conducted by (B&FC) in controlled conditions; to include awarding bodies, university partners, professional bodies and distance learning provisions.

2. Policy Statement

2.1. B&FC is committed to ensuring that every student and apprentice is given equal opportunities whilst undertaking summative examinations as part of their course or programme of learning. Exam Access Arrangements (EAA) are the principal ways in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. The intention behind this is to meet the needs of an individual student to ensure that all students have the same opportunities to demonstrate their skills and abilities, without affecting the integrity of the assessment.

2.2. To ensure and maintain the integrity and security of examinations B&FC adhere to the Joint Council for Qualifications (JCQ) Regulations for conducting and managing examinations. This policy is part of a wider exams practice to ensure robustness in managing exams procedures and processes across the whole of B&FC.

2.3. Depending on the programme of study, B&FC's policy and procedure for appeals and malpractice is contained within;

- B&FC's HE Taught Award Regulations for Higher Education courses
- JCQ regulations and/ or relevant awarding body regulations for all other courses

3. Accountability

3.1. The Director of Registry is accountable for ensuring that the policy is kept up to date, and to oversee and manage the administration and organisation of examinations.

3.2. Students are required to adhere to JCQ, awarding body and B&FC's policies and procedures when undertaking examinations with B&FC.

4. Linked policies

- Blackpool and The Fylde College HE Award Taught Regulations (Part A)
- FE Appeals Against Assessment Decisions Policy
- JCQ Instructions for Conducting Examinations (ICE)
- JCQ General Regulations for Approved Centres

5. Linked procedures

- HE Exams Procedure
- FE and Commercial Exams Procedure
- Reformed Functional Skills Exams Procedure
- Remote Online Invigilation Procedure
- JCQ Conditions for Storing Confidential Exam Material
- JCQ Awarding Body Appeals Process
- JCQ Information for Candidates Publications:
    - Controlled Assessments
    - Coursework
    - On-Screen Tests
    - Privacy Notice
    - Social Media
    - Written Examinations

6. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability

Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working

Title of Activity: Examinations Policy Name and title of proposer: Will Jerram – Director of Registry	**Revision or New** **Revision**

Equality and Diversity.
Are there students, apprentices, other customers, community/stakeholders, and/or colleague concerns that the proposed policy, project or change may be discriminatory or have an adverse impact on people with protected characteristics?

A	Students/Apps/Customer	No	If so, how many individuals / which groups of are likely to be affected?	
B	Community/stakeholders	No		
C	Colleague	No		

Equality group	Positive impact **High Low None**	Negative impact **High Low None**	Reason / comments for positive impact why it could benefit any /all of the equality groups	Reason /comments for negative impact /what could disadvantage any/ all of the equality groups
Gender (Men/women/Non-binary/Transgender)	High	None	This policy is inclusive irrespective of gender	
Age	High	None	This applies to eligible students 19+	
Race or ethnicity	High	None	Inclusive irrespective of race or ethnicity	
Learning difference	High	None	Fully inclusive irrespective of learning difference or disability	
Physical and/or sensory disability	High	None	Fully inclusive irrespective of learning difference or disability	
Mental health need	High	None	Fully inclusive irrespective of mental health need	
Sexual Orientation	High	None	Fully inclusive irrespective of sex	
Religion and Belief	High	None	Fully inclusive irrespective of religion or belief	
Marriage and civil partnership	High	None	Fully inclusive irrespective of marital status	
Pregnancy and maternity	High	None	Fully inclusive irrespective of status	
Carers/care experienced	High	None	Fully inclusive irrespective of status	
Socio Economic deprivation indicators	High	None	Fully supportive of closing economic barriers and deprivation gaps	
Applies to ALL groups	High	None	This applies to 19+ age group	

What changes or actions do you recommend to improve the service, project, policy, or change to eradicate or minimise the negative impacts identified? Who will be responsible for monitoring these actions?

Have students, apprentices/other customers, communities and/or colleagues been consulted in the review / proposed change?

A	Students/Apps/Customers	*No*
B	Community	*No*
C	Colleague	*No*
	If yes, who and how many have you involved and how have they been involved?	Members of Executive FE and HE Directorate

Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?	No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks What are the benefits?	No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	No
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	Data from previous academic years
Is this policy of a high/medium or low risk?:	Low