

SQA Centre - Ras Al Khaimah

Centre No: 3025039

Assessor/Internal Verifier Induction Policy

SQA RAK Centre

Vision

To be an innovative, inclusive, technology driven impactful, professionally focused university, preparing students for the dynamic world.

Mission

To transform people and communities by providing demand-led teaching and contribute to economic, social, and cultural development regionally, nationally, and internationally.

Goals

At SQA RAK Centre we will:

1. Pursue upgrade of the industry focused Computing and Management programs to produce competent graduates for the industry.
2. Strive to exchange industry relevant knowledge and skills that embraces the current global developments and experiences.
3. Develop and foster an excellent management and work culture that promotes values of collaboration, inclusion, and integrity for providing quality service to the stakeholders and community.
4. Cultivate an innovative learning and teaching environment to empower the overall progress of the students by enhancing academic quality of the offered programs.
5. Ensure quality training and consultancy services in the areas of expertise to contribute to the continuous development of the industry and community.
6. Enhance research activities to contribute to the advancement of the country by liaising with external research bodies.

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1. SQA's Principles of Assessment

SQA must ensure that its qualifications are credible with users, partner organisations and the wider community, and that they provide nationally and internationally recognised standards of attainment. This means that all assessment methods must meet our principles of assessment. All SQA assessments must be:

- valid
- reliable
- practicable
- equitable and fair

This guide is structured around these principles and shows how they can be applied to ensure that your assessments meet SQA's principles of assessment and meet national standards. The sections that follow focus mainly on validity and reliability, but you will see that the principles of equity, fairness and practicability are also addressed because they underpin all assessment issues.

E-assessment is becoming more common, but the same SQA principles of assessment apply to online assessments.

2. Qualification and assessment strategy requirements

To be awarded an SQA Advanced Diploma, the student is required to achieve 30 SQA Credits (240 SCQF credit points) with a mixture of SCQF (Scottish Credit and Qualifications Framework) level 7 and Level 8 Units.

For candidates, assessment is an important part of the learning process. Candidates should be given notice of assessment so that they can be properly prepared for the assessment. Once marked candidates should be given appropriate feedback which will allow them to evaluate their own progress. There are many different types of assessment strategies that can be used to evaluate learners knowledge and skills gained learning context. The assessment strategies are specified below.

- Closed book Assessment
- Open book Assessment
- Practical Assignment

- Open-book report generated under supervised conditions. Questions and report linked to case study
- Practical exercise Open/ Closed book supervised

3. Assessment procedures, practices, and methods of assessment

SQA units are assessed internally by centres. Internal assessment means that assessors in our centres are responsible for deciding how candidates have performed against the standards for the qualification. Centres do this by using either assessment tasks that they have devised themselves, or assessments that SQA has devised. These internal assessment decisions are externally verified by us. Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. It has many uses but these can be divided into two major categories: uses for individual candidates and uses for external organisations.

3.1 Uses for candidates

Different forms of assessment take place throughout a candidate's career. Assessment should always contribute to an individual's learning and progress. There are three main types of assessment that help learning. These are diagnostic, formative and summative.

3.2 Diagnostic assessment

An assessment can be used to discover a candidate's strengths and weaknesses, to identify a learning programme for them, or to assign them to a specific group. For example, if you enrolled to learn a foreign language in an evening class, you could be asked to complete an online test to establish your proficiency to allow the centre to allocate you to the right class — beginners, intermediate or advanced. This use of assessment is called 'diagnostic', and aids individual progress by identifying an appropriate learning path

3.3 Formative assessment

While diagnostic assessment may be used at the beginning of a learning process, formative assessment takes place in the learning environment to provide information on a candidate's progress. This information is used to contribute to individual learning by reinforcing and complementing that learning. Formative assessment is not recorded by SQA because it is an integral part of the learning process, but the results of formative assessment should be used to set learning goals and to provide constructive feedback. It is important to give feedback at an appropriate time and place and in a constructive and encouraging way. The correct use of feedback motivates candidates and encourages reflective and independent learning. One of the most effective feedback strategies is process-orientated praise, in which feedback focuses

on the effort and strategies that a learner has used. This can help learners to take on challenges and to learn from any setback.

3.4 Summative assessment

Summative assessment is used for awarding formal qualifications when individual learning is assessed against a particular specification or standard. All SQA assessment is summative because it assesses performance against national standards. Summative assessment may take place at different points of the learning process, but the candidates must have been informed that their assessment results will be recorded and quality assured. Validity is a measure of the accuracy of an assessment. The key steps in ensuring validity are:

- Get to know the units
- Create an assessment plan
- Consider the candidate
- Choose assessment methods
- Develop the assessment
- Define evidence for the assessment

Following are the methods of assessment used by SQA

Method
Assignment: problem-solving exercise with clear guidelines, structure and length
Case study: describes a realistic situation. Candidates are prompted to analyse the situation, draw conclusions
Dissertation: substantial written essay, treating a subject or issue in depth in a formal, methodical manner.
Examination/written test: collection of assessment methods which samples a domain of knowledge and/or
Listening test: assesses listening skills using live or recorded stimulus. Candidates demonstrate their understanding by oral or written responses.
Oral questions: assesses knowledge and understanding, may be linked to the assessment of a practical activity or performance
Oral test: of a candidate's listening and communication skills. It is often described as the 'assessment of
Performance: assesses skills of which the evidence is ephemeral

Portfolio: representative sample of candidate evidence
Practical activity: any activity which involves a technical, artistic or creative skill
Professional discussion: discussion of evidence already provided or demonstrated
Project: task involving research or an investigative approach
Simulation: structured practical exercise with specific objectives which seeks to simulate real-life conditions.
Questioning (includes: Alternative response; Assertion/reason; Cloze; Completion; Extended; Grid; Matching; Multiple choice; Multiple response; Restricted response; Short answer; Structured)

4. Role of the staff team: Assessor, Internal Verifier, Administrator, Centre Coordinator

4.1 Role of SQA Coordinator

The role of the SQA coordinator is as detailed below.

- Advise SQA of any changes in the centre that may affect the centre's ability to meet the quality criteria.
- Maintain centre records of students and assessments
- Maintain the Centre's quality assurance system with direction from assessors and internal verifiers.
- Attend standardization meetings as required.
- To be the first point of contact between the centre, SQA and candidates
- To ensure policies and procedures are in place to support the quality assurance process
- To ensure that policies and procedures are reviewed regularly and updated in line with current SQA guidance and with centre decisions
- To ensure that the most current version of all documentation is used
- To enable internal verifiers and assessors to meet on a regular basis
- To support the sharing of best practice amongst assessors and internal verifiers
- To liaise between SQA quality assurance staff and assessors/internal verifiers when SQA quality assurance staff wish to visit
- To circulate the subsequent quality assurance report to appropriate personnel
- To ensure that any required actions and development points identified in a quality assurance report are discussed and acted upon
- To ensure all data passed on by internal verifiers and assessors is processed and submitted to SQA according to the Centre's data management policy
- To ensure relevant centre staff check for Scottish Candidate Number (SCN)

4.2 Role of the Assessor

- To maintain candidate assessment records
- To attend standardization meetings as required
- To induct candidates into the SQA system
- To assess candidates as directed
- To adhere to all SQA policies and procedures
- To report malpractice

4.3 Role of the Internal Verifier

- To maintain candidate internal verification records
- To attend standardization meetings as required
- To induct candidates into the SQA system
- To internally verify assessment decisions.
- To adhere to all SQA policies and procedures
- To report malpractice
- To support the assessor.

5. Role of visiting SQA quality assurance personnel

The role of the Visiting Verifier is to quality assure the work of SQA centres, for qualifications in the subject area concerned, to ensure that national standards are being consistently applied and maintained. This will be carried out within the conditions, timescales and arrangements set by SQA.

6. Maintaining continuing professional development (CPD)

CPD enables learning to become conscious and proactive, rather than passive and reactive. CPD is the holistic commitment of professionals towards the enhancement of personal skills and proficiency throughout their careers. CPD combines different methodologies to learning, such as training workshops, conferences and events, e-learning programs, best practice techniques and ideas sharing, all focused for an individual to improve and have effective professional development.

This is no less true with CPD. Wanting to improve is not enough. Steps must be taken to conquer inertia or break bad habits. You must be prepared to assess and evaluate your current levels of knowledge and competence. You must put in place a plan that will not only help you identify and address learning needs but will also enable you to monitor your progress and successfully integrate the benefits gained. Anything can count as evidence if you show that you've learnt something from it. Typical examples include:

- work experience/on the job training

- qualifications
- short courses
- informal learning such as reading
- attending an event
- personal development
- out-of-work activities.

The assessor and internal Verifier's performance may include for example: records of your work on keeping up to date on the requirements for your role records of how you keep abreast of developments in your subject area feedback that you have stimulated from learners and colleagues self-evaluations of your own practice in your subject area your Personal Development Plan and evidence of how this has been updated over time records of continuing professional development activities evidence of how you have shared new knowledge and skills with colleagues.

The assessor and internal Verifier will also engage in a professional discussion with peers of their Verification Group to explore how you have reflected on your practice and used these reflections to improve what you do.

Remember, it's the outcome that is important and how it impacts on you and your role, rather than what you did. Please note that the above list is not exhaustive. Other formal and informal methods of CPD are also acceptable.

7. Content of candidate induction (and associated pack)

A detailed induction pack has been shared with the candidates with following information:

- Program Summary
- Methods of assessment
- Role of Staff Team
- Role of visiting SQA quality assurance personnel
- Support and guidance from assessor
- Access to course resource and materials
- Equal access to assessment
- Progress reviews
- Individual assessment arrangement
- Feedback on assessment
- Reassessment
- Assessment appeals

8. Internal verification procedures

8.1 Purpose of Internal Verification:

- To guarantee that evaluation is accurate, steady, consistent, authentic and as per SQA standards.
- To guarantee the evaluation of all SQA programs conveyed by the center.
- To be a part of a review trail of student accomplishment records.
- To give valuable inputs to educate the Centre's focus on quality improvement.

8.2 Aim of this policy:

- To guarantee there is an authorized lead internal verifier in every primary subject.
- To guarantee that internal confirmation is legitimate, solid and covers all assessors and program action.
- To guarantee that the internal assessment system is open, reasonable and free from predisposition.
- To guarantee that there is exact recording of internal verification decisions.

In order to do this, the Center will ensure:

8.3 Pre-assessment

- An internal verifier for every key branch is established.
- Each interior verifier manages successful inner check frameworks inside every key branch of knowledge
- Assessors are advised and prepared in the necessities for current internal verification operations.
- Internal verification roles are characterized, maintained and supported.
- Internal checks are encouraged as a formative procedure between staff
- All internal evaluation instruments are checked as fit for purpose.
- A yearly internal check plan, connected to assessment plans, is set up
- A properly organized example of evaluation from all aspects of evaluation is internally confirmed, to guarantee focus programs fit in with national benchmarks and benchmarks check prerequisites.
- The result of internal verification is utilized to upgrade future appraisal practice.

8.4 During assessment and Post assessment

The **Examination Controller** guarantees that internal verifications and institutionalization forms work, and acts as the internal facilitator and primary point of contact for Advance Diploma programs. The **Examination Controller** guarantees policy reports are checked and any remedial activity if required is completed.

Internal verifier: a member of staff able to verify assessor decisions, and validate assignments. The internal verifier records findings, gives assessor feedback, and oversees remedial action.

External Examiner: the standards verifier is appointed by core committee and samples the quality of assessment and internal verification.

Assessor: Faculty who handles a particular unit.

8.5 Procedures

1. **Briefing:** All assessors and internal verifiers will get standard instructions (in any event once every year) on SQA forms.
2. **Verification schedules:** These will be every year consented to cover all assessors. Calendars will be drawn-up and observed as the year progressed.
3. **Internal verification of student work:** This must be checked adequately to guarantee the standard of verification. Every assessor must be examined for every unit. The internal verifier must be satisfied that practical standards are being followed for all units, including for merit and distinction grades. The internal verifier will likewise observe measurable data identifying with the pass/merit/distinction rates of every student. Assessors can't confirm their own work. The procedure does not include the student.
4. **Internal verification records:** This will be correctly maintained in a secure place for 5 years after certification. The standard excel form will be used for this purpose.
5. **Standards verification:** The Examination Controller will be the underlying point of contact for the External Examiner and will liaise with interior verifiers, to guarantee that the External Examiner can complete his job. The External Examiner will be given:
 - the required samples of the student work
 - records for the student work inspected
 - assignments for the units recognized
 - internally verified documents for the assignments
 - Internally verified documents for understudy work.

8.6 Sampling Strategy

1. **Interval sampling:** This methodology involves an review of the evaluation procedure all through the course, including a survey of candidates work before decisions have been made on any unit and seeing course work with a couple of finished units. This will likewise include checking the review progress report given to students by assessors. This will empower the internal verifier to decide the nature of evaluation and assessment planning. A very much built sample is supposed to guarantee that:

- The full scope of evaluation decisions made is secured
 - External verifier from earlier years is taken into consideration.
 - The experience of the assessor is considered
 - The sample measure is adequate.
2. **Aggregate sampling**: This ought to include a survey of the decisions made process by the assessors and decide how these decisions were made. A review trail is required to guarantee the assessor has checked proof given, which should be:
- **Legitimate**-significant to norms and standards
 - **Real and authentic**- delivered by the student
 - **Reliable and solid**- reflecting dimension of performance reliably exhibited by the candidate
 - **Adequate and sufficient**- fulfills guidelines and standards completely.

9. Equal opportunities and access to assessment

As the national awarding body for Scotland, SQA has a responsibility to ensure that assessment leading to certification is rigorous and fair for **all** candidates, and that it allows candidates to demonstrate the skills, knowledge and understanding required for the qualification. This is why it is important that assessment arrangements are only provided to those candidates identified as having a physical (including medical or sensory), behavioural, mental health or learning difficulty that prevents them from accessing an assessment and demonstrating their attainment.

The four key principles that underpin our assessment arrangements policy focus on the need to remove barriers for disabled candidates to provide them with an equal opportunity to access their assessments.

Principle 1: Assessment arrangements are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment.

Assessment arrangements must be considered in the context of the distinction between a candidate's attainment and that of their ability to demonstrate their attainment under assessment conditions. They are agreed before an assessment takes place and allow disabled candidates to *access* the assessment and show the skills, knowledge and understanding they have acquired.

For example, a candidate may have an identified reading difficulty and may require text-reading software to support decoding written text to access a History assessment and show their skills, knowledge and understanding.

Assessment arrangements are not designed to compensate for a candidate not having acquired the key skills, knowledge and understanding of the qualification concerned.

For example, where a candidate has not been physically able to develop the practical skills in a subject such as Practical Metalwork or where a candidate has not been able to develop any reading skills in a subject such as ESOL, assessment arrangements cannot be put in place to compensate for this.

Principle 2: Assessment arrangements must not compromise the integrity of the qualification.

Assessment arrangements must be considered in the context of the assessment standards or competence standards for each qualification. Assessment arrangements must not compromise these standards or undermine the integrity of the assessment or the credibility of the award. All relevant stakeholders, including candidates, must have confidence that the qualification that is awarded to a candidate provides a reliable indication of the knowledge, skills, understanding and competence of that candidate.

For example, it is not possible for a candidate to use a human reader in a National Literacy unit, where independent reading skills are being explicitly assessed. The provision of a human reader would undermine the fundamental assessment objectives for reading in the National Literacy unit and candidates would not be able to demonstrate the required level of skill.

Principle 3: Assessment arrangements must be tailored to meet a candidate's individual needs.

Assessment arrangements must be considered in the context of the individual assessment needs of a candidate in each different subject area.

As part of the overall support offered to them, candidates should have an assessment arrangement plan, considered subject-by-subject, with no assumption that the same kind or level of support will be required in every case. Subjects and their methods of assessment may vary, leading to different demands of the candidate. This is why you must consider the candidate's need for assessment arrangements on a subject-by-subject basis and, in collaboration with the subject specialist, make a judgement about the difficulties the candidate will experience in the specific assessment.

This will require due consideration of the candidate's achievements in the subject concerned and the extent to which the published assessment arrangements will prevent the candidate demonstrating these achievements.

For example, a candidate with significant writing difficulties might not be at any disadvantage in the multiple-choice question paper in the National 5 Chemistry examination. However, the same candidate might have significant difficulties producing a written essay in the National 5 History examination.

Principle 4: Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work.

Assessment arrangements must be considered in the context of the ongoing support the candidate needs to access teaching and learning. There should be continuity between the candidate's need for support in learning and need for support in assessment. Assessment arrangements that are put in place should, where possible, reflect the ongoing support given to the candidate in the class.

For example, if a candidate with dyslexia uses a computer with a text reader regularly in class to overcome specific reading difficulties, this would most likely be the assessment arrangement provided in the assessment.

However, there may be situations where a candidate's particular type of support provided in the learning environment is not acceptable in an assessment.

For example, a candidate who has a language and communication impairment, and who normally has someone in class supporting their learning by explaining words and terms, would not be allowed such support in the externally-set examination question paper.

For this reason, it is very important that candidates are aware of, and have practice in, working in a way that reflects what could be permitted as support in the assessment situation.

10. Individual assessment arrangements

Each candidate's assessment needs must also be considered in relation to the particular subject and assessment being undertaken. Subjects and their methods of assessment may vary, leading to different demands of the candidate. You must consider the candidate's need for assessment arrangements on a subject-by-subject basis.

The inherent flexibility of some internal assessments will allow many candidates to achieve the standard for the qualification without the need for an assessment arrangement to be provided. For example, in many internal assessments, candidates can provide evidence in a variety of ways, using a range of assessment methods to demonstrate their knowledge and understanding.

Examples of assessment arrangements

Adapted question papers

The following types of adapted question papers can be requested from SQA using the Assessment Arrangements Request (AAR) system.

- Digital question paper — this is the original question paper supplied as a PDF for on-screen display and completion.
- Question paper printed on one of SQA's suite of six specified colours.
- Standard enlarged print question paper — this is the original question paper enlarged to 18pt, in standard SQA font, on A3 white paper
- Modified enlarged print question paper — this is the question paper produced in one of the following font sizes: 14pt; 18pt; 24pt; 36pt and 48pt; and in one of the following font styles: SQA Standard; Arial; or Comic Sans font. In addition, and where appropriate, visual content is appropriately modified
- Braille question paper — this is the question paper produced in braille with visual content appropriately modified
- Raised diagrams — these are adapted tactile diagrams supplied with braille question papers. They can also be supplied with a modified large print paper on request
- Question paper with double line spacing — this is the question paper produced with double spacing between lines of text. Please remember that this increased line spacing will significantly increase the total number of pages in the question paper

11. Malpractice (including ensuring candidate authenticity)

Malpractice means any act, default or practice (whether deliberate or resulting from neglect or default) which is a breach of SQA assessment requirements including any act, default or practice which:

- compromises, attempts to compromise, or may compromise the process of assessment, the integrity of any SQA qualification, or the validity of a result or certificate; **and/or**
- damages the authority, reputation or credibility of SQA or any officer, employee or agent of SQA

Malpractice can arise for a variety of reasons:

- Some incidents are intentional and aim to give an unfair advantage or disadvantage in an examination or assessment (deliberate non-compliance).
- Some incidents arise due to ignorance of SQA requirements, carelessness or neglect in applying the requirements (maladministration).

Malpractice can include both maladministration in the assessment and delivery of SQA qualifications and deliberate non-compliance with SQA requirements.

Whether intentional or not, it is necessary to investigate and act upon any suspected instances of malpractice, to protect the integrity of the qualification and to identify any wider lessons to be learned.

12. Complaints

We are committed to providing high quality services to members of the public, including applicants for admission. We value complaints and use information from them to help us improve our services.

Complaints can be about:

- The quality and standard of any service we provide or fail to provide.
- The quality of our facilities and learning resources.
- The quality and standards of academic services and personal support services available.
- Failure to follow an appropriate administrative processes.
- Unfair treatment or inappropriate behaviour by a student or staff member.

It is easier for us to resolve complaints if it is made quickly and directly to the service concerned. We require the Following details:

- Your full name and address.
- Details about the complaint.
- What went wrong.
- How to resolve the matter.

We have two step/procedures to resolve the matter:

1. Step one - Upfront Resolution:

This process aims to resolve complaints quickly. This could mean an on-the-spot apology and explanation if something has clearly gone wrong, and immediate action to resolve the problem. Where possible, concerns should be raised with the relevant staff/department member. This can be done face-to-face, by phone, in writing or by email.

We will give you our decision under this process in five working days or less, unless there are exceptional circumstances.

If not satisfied with the response we give, then we escalate the matter to Step 2 of the complaints procedure. Candidate/Applicant may choose to do this immediately or shortly after our initial decision.

2. Step Two – Investigation:

This process deals with two types of complaint: those that have not been resolved at Step one and those that are complex and require detailed investigation.

A complaint form will be provided, which will help to state the complaint clearly. Although acceptations are made for complaints that are made in person or on the phone, it is advisable to complete the complaint form in the interests of clarity and in order to best assist the investigation process. The complaint form and any supporting documents will be seen by the person investigating complaints, by anyone named in the complaint and by relevant staff in the department(s) being complained about.

During this process we will:

- acknowledge receipt of complaint within three working days and tell who is dealing with the complaint
- discuss about the complaint to understand why it remain as dissatisfied and what is the outcome wished for
- give a full response to the complaint as soon as possible and within 20 working days. Candidates of SQA qualifications also have the right to complain to SQA awarding body. SQA will only consider your complaint if you have already gone through all stages of the International Education complaints procedure and remain dissatisfied with the outcome, or the way in which we handled your complaint.

SQA will deal with complaints about:

- assessment — in the broadest sense, including the conduct of, preparation for, and environment for, assessment
- dissatisfaction with the way in which the centre handled the complaint

SQA will not deal with complaints about:

- assessment decisions (use Appeals or Post-results Services)
- the wider experience of being a candidate (eg support services, funding, facilities etc.)

13. Assessment Appeals

Internal assessment appeals procedure:

In the event that a student is disappointed with an inner evaluation result she/he has the privilege to appeal. There are three phases in the interests system and each stage must be finished before proceeding to the next one. All students may demand extra help for assistance with their appeals to address any seen obstructions in accordance with the 'Single Equality'.

Stage 1:

In the event that students are not happy with the assessor's decision and feedback, they reserve the authority to directly appeal to the assessor who completed the assessment. This appeal must be recorded as a hard copy and show:

The points of contradiction and reasons.

- The proof in the portfolio which the student trusts meets the prerequisites of the performance criteria.
- The appeal must be submitted inside **five working days** of receipt of the evaluation result.
- The appeal reaction must be given inside 5 working days of receipt of the appeal.

The fundamental purposes behind an appeal are probably going to be:

- The student does not comprehend why she/he isn't yet capable, because of absence of, or unclear, feedback from the assessor.
- The student trusts she/he is skilled and that the assessor has misconstrued them or missed/confused some essential proof.

Stage 2:

Students who are not happy with the result of their Stage 1 bid can additionally appeal the Internal Verifier for the course inside 3 working days. This appeal must be in writing, yet need not rehash the details given at Stage 1 as all the documentation utilized at Stage 1 will be passed on to the Internal Verifier. The Internal Verifier will report back to the understudy in **three working days**.

Stage 3:

Prior to continuing to Stage 3, the students probably have exhausted with the necessities of Stage 1 and 2.

- Students who are not happy with the results of Stage 2 of the Appeals Procedure may then continue to Stage 3 by engaging recorded as a hard copy to the Examination Controller inside **three days** of receipt of the result of stage 2.
- The Examination Controller will look at the discoveries and consider a gathering to answer to the student, assessor and internal verifier.

Candidates undertaking SQA Advanced Certificates/Diplomas have no further right of appeal against internal assessment decisions. The final decision rests with CIE. SQA will not accept internal assessment appeals.

14. Conflict of Interest

A conflict of interest is a situation where an appointee has competing interests or loyalties when carrying out their SQA activities that could compromise or appear to compromise their decisions.

Examples of conflicts of interest:

Conflicts of interest can arise in a variety of circumstances relating to appointee activities. The following are examples of situations (not an exhaustive list) that could lead to actual or perceived conflicts of interest that must be declared by Appointees:

- Undertaking SQA activities in a centre where the appointee is a member of staff or has some other connection eg as an adviser or consultant. NB where this type of activity has been declared as an 'exception centre' as part of the contracting process, there is no need to submit a separate conflict of interest form.
- Undertaking SQA activities in a centre where an appointee has friends or relatives taking SQA assessments or exams in that centre. NB where this type of activity has been declared as an 'exception centre' as part of the contracting process, there is no need to submit a separate conflict of interest form.
- Where an appointee undertakes SQA activities, but may have personal interests – paid or unpaid - in another business that uses SQA products and services.
- Where an appointee undertakes activities for another organisation that is in competition with SQA eg another awarding body.

- Where an appointee develops or delivers training materials that support SQA qualifications for another organisation eg writing text books/commercial prelim papers, delivering 'how to pass' workshops.

14.1 Managing conflict of interest:

The following steps should be taken to manage conflicts of interest or potential conflicts of interest: Appointee responsibilities:

- All appointees must familiarise themselves with this policy and comply with it.
- All relevant SQA staff must be familiar with this policy and the process for managing conflicts of interest.
- All appointees will be reminded of the conflict of interest policy as part of each contracting process. • Information provided by appointees identifying a potential conflict of interest will be evaluated by the SQA team responsible for the appointee activity and appropriate action agreed within 10 working days.
- This process is managed by the Appointee Management Team who will advise appointees of the outcome of the evaluation and any actions required.
- All conflict of interest forms will be stored electronically by the Appointee Management team for a period of 2 years.

15. Data management including General Data Protection Regulations (GD1PR)

16. Secure storage and transport of assessment materials

The security of evaluation materials, including assessment instruments, test question papers, contents and electronic stored proof, is the obligation of all academic staff. This is especially vital for assessment materials which are utilized authorized conditions, for instance HN Graded Unit tests.

External Examination:

Materials for outer evaluation are sent legitimately to the Examinations Officer and are gathered carefully guarded in the safe and checked by the Chief Invigilator (Internal verifier for each branch) and the **Examination Controller**. Finished scripts are assembled up by the Chief Invigilator and the Examinations Officer and secured in the safe until being dispatched

by courier to the SQA for stamping. Special assessment materials are gotten and checked by the **Examination Controller**.

Internal Examination:

1. Solicitations for evaluation instruments from the SQA secure site would be established.
2. Evaluation instruments downloaded from the SQA Secure site will be sent to assessors by means of assessor email accounts.
3. The Examination control will log and screen all solicitations for assessment materials.
4. When assessment materials have been gotten by the concerned assessor, it is their obligation to guarantee that they are stored safely, for example a safe individual drive or in a protected region of the particular center to which just they approach.
5. Assessors should just approach appraisal instruments for units that they are or will be timetabled to educate.
6. Printed evaluation materials must be put away safely in rooms with controlled access.
7. Students must be made mindful that removing appraisals, duplicates or pictures of evaluations which are conveyed under controlled conditions is negligence and could result in disciplinary activity.
8. It is additionally misbehavior for staff to give evaluation materials, duplicates or pictures of assessments to students without valid justification or authorization
9. Any breaks of security of evaluation must be accounted for quickly to the **Examination Controller** and Academic Coordinator so that the SQA body could be informed.
10. All units must have a performa document which ought to be put away electronically with access limited to just staff conveying and evaluating the unit.
11. External verifiers should be given secure access to electronic proof amid a visit.

Graded Units:

1. Graded unit evaluations are printed off by the approved assessor and go to the **Examinations controller** who makes arrangements to set up examinations. The test invigilator will gather every single finished paper and return these to the **Examinations controller** who stores these safely in the safe until the approved assessor gathers them for marking.
2. Graded unit papers ought to be come back to the **Examinations controller** for storage.

3. Graded Unit proof is to be submitted electronically. Students must protect their proof before they submit it and it must be put away safely in a limited access record within the center all through the evaluation procedure and until the assessment and verification forms are finished.

17. Data retention:

1. For the purpose of Data Protection, understudy assessment proof will incorporate any material, electronic or printed copy, which contains students' details and data identifying with the student, or to people or an organization, utilized in the creation of that evaluation proof.
2. Electronic student evaluation proof must be stored safely in a confined access record room inside the Center throughout the evaluation procedure and until the evaluation and confirmation forms are finished.
3. Printed copy evaluation proof ought to be stored safely in a recognized extra room which is lockable and which has limited access only for approved staff (Examination Control).
4. Student evaluation proof, regardless of whether electronic or printed version, should just be assembled, utilized and held as required by College and SQA body for quality approach and strategy and as per recognized timescales.
5. All assessors are in charge of guaranteeing that student evaluation proof is stored safely while being prepared for checking.
6. The **Examination controller** and assessors are responsible for ensuring that marking takes place in a secure environment and that personal details and information are kept confidential.
7. Student evaluation proof, regardless of whether electronic or printed version, ought to be discarded safely when never again required. This will ordinarily be through destroying the material in a safe domain or erasing as suitable.