



PensMeadowSchool

Living, Growing, Learning

External Accreditation Policy

JUNE 2025

NEXT REVIEW DATE: JUNE 2027

Staff Responsible: Assistant Headteacher Core Curriculum and Staff Development

Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable.

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Purpose

The purpose of this policy is to ensure the planning and management of accreditation at Pens Meadow School is conducted effectively and in the best interest of learners; and to ensure the operation of an efficient system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's accreditation processes to read, understand and implement this policy.

Where references are made to the Joint Council for qualifications (JCQ) regulations/ guidelines, further details can be found at www.jcq.org.uk.

Responsibilities

Head of Centre (Head teacher)

- Overall responsibility for the school as an approved centre and advises on appeals and complaints.
- Supports all staff involved in accreditation to ensure clear systems are followed and adhered to.
- Will report all suspected or actual incidents of malpractice.
- Shares the malpractice policy with all staff.
- Ensure that there are procedures in place to maintain the security of user accounts
- Ensure that teaching staff do not use artificial; intelligence (AI) as the sole means of marking candidate's work.
- Ensure that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation.
- Ensure that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations.

The Accreditation Officer (Assistant Head teacher Core)

- Manages the administration of accreditation in conjunction with the school finance manager.
- Advises the senior leadership team, teachers, and other relevant support staff on annual accreditation timetables and procedures for OCR accreditation.
- Ensures that learners and their parents are informed of and understand those aspects of the accreditation timetable that will affect them.

- Checks with teaching staff to ensure that all necessary assessments are completed on time and in accordance with JCQ guidelines.
- Maintains systems and processes to support the timely submission of learner's assessments.
- Administers access arrangements and makes applications for special consideration following the regulations in the JCR publication.
- Tracks, dispatches and stores assessments.
- Arranges for the dissemination of certificates to learners
- Considers the needs of pupils when organising assessments.

Curriculum Leads (Assistant Headteachers for Core and Preparation for Adulthood)

- Guidance and pastoral oversight of learners
- Accurate completion of entry and other assessments and adherence to deadlines as set by the Accreditation Officer
- Arranging appropriate moderation opportunities to ensure all the above are complete (internal and external)

Leads of Learning

- Supplying information on entries assessments as requested by the Curriculum Leads sand/or Accreditation Officer.
- Raising any concerns over learners who may struggle to access arrangements
- Providing the Accreditation Officer with sufficient evidence to substantiate the learners 'normal way of working'.

Qualifications

At Pens Meadow pupils work towards OCR:

- OCR Entry Level Extended Award in Life and living skills (Entry level one)
- OCR Entry Level Extended Certificate in Life and living skills (Entry level one)

Registrations procedure

All students who attend Pens Meadow Post 16 have a special educational need or disability. A placement at Pens Meadow can only be agreed if an Education Health Care Plan (EHCP) is in place. This document contains a range of information about a student including first name, surname, date of birth, postcode and ULN. An EHCP is a legal document issued by the local authority.

At the beginning of each academic year each student's parents or carers are required to complete a student update form confirming the personal information that is held within school.

Recognition of Prior Learning policy

Recognition of Prior Learning (RPL) and transfer of credit exist to enable students to avoid duplication of learning and assessment. Students may claim RPL or transfer of credit against a whole unit or several units. A maximum of 70% of a qualification can normally be achieved through equivalency (credit transfer). At least 30% should be gained through new learning.

Credit Transfer

This allows for previously accredited achievement from within the Qualification and Credit Framework (QCF) to count towards another qualification, where it is allowed as an equivalency within the new qualification, or where the student has already achieved unit(s) belonging to that qualification. This is possible when the rules of combination for the qualification allow for equivalent units, or the learner has completed units from within the qualification previously.

When making a claim to OCR for units from another Awarding Organisation as part of the learners OCR certification an e claim must be complete and sent to the external- moderator. This must be accompanied by a photocopy of the original unit certificate with the other evidence in the claim. Do not send the original certificate, as it will not be returned. The photocopy of the certificate should be signed by the centre assessor to indicate the original has been seen.

Equality Legislation

All centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to learners in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the SLT and Accreditation Officer.

Disability Statement

A person has a disability if they have a physical or mental impairment that has substantial or long-term adverse effects on their ability to carry out everyday activities (Equality Act 2010).

At Pens Meadow School we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010. The Disability Statement in relation to accreditation aims to ensure that every student who has additional needs will be supported.

To ensure we meet our commitments we follow the following statements:

- All work rooms are accessible.
- There is an appropriate toilet near or in all these areas.

- Emergency evacuation procedures are appropriate for all learners and risk assessments are carried out as appropriate.
- All areas have had internal risk assessments carried out.
- Any specialised equipment will be provided
- Any complaints made by learners or parents/carers should be directed in the first instance to the Accreditation Officer who will initiate an enquiry.

Access Arrangements

As an SEN school, all our pupils have an Education Health Care Plan (EHC Plan) and so will need access arrangements in place to complete tasks/assessments. Such arrangements are clearly detailed in Section E of the plan.

Reasonable Adjustments and Special Considerations

These are adjustments made to an assessment for a qualification to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustment depends on the learner's particular requirements, the qualification and assessment methods and may not be appropriate if the learner's particular difficulty directly effects performance in the attributes being assessed.

Pupils are able to complete different units at different points on the continuum so that the learning is adjusted to their performance and development levels.

Special Considerations

This is consideration given to a learner who has temporarily experienced an illness or injury, or some other event outside of their control which has had or is reasonably likely to have influenced their ability to take an assessment or on their level of attainment.

Initial Assessment of Learners

Pens Meadow School ensures that learners are provided with the correct information and advice on their chosen qualification and that the qualification will meet their needs. We assess the suitability of each potential learner and make appropriate professional judgments about the learner's potential to successfully complete the assessments and achieve the qualification at the chosen level. This process is carried out in conjunction with KS4 staff, Connexions and parents.

As part of this process we may identify that a learner will require support or reasonable adjustments to be made to enable them to be assessed fairly. In some cases we may identify that the learner may not be able to demonstrate attainment because their particular difficulty directly effects performance in the attributes being assessed.

Reasonable adjustments for non-examined qualifications

For qualifications with internally assessed assessments that are not taken under examination conditions learners may provide evidence that they meet the specified assessment criteria in any way that is valid, unless the qualification or unit requires a certain type of evidence.

For these types of qualifications reasonable adjustments will be identified, chosen, approved and implemented by teachers, with approval by our Internal Verifier.

Reasonable adjustments at Pens Meadow School that can be made for these types of qualifications include:

- changing the assessment method, for example from a written assessment to a spoken assessment
- adapting assessment materials, such as providing materials in Communicate in Print
- providing assistance during assessment, such as use of Makaton or a reader or a scribe
- using assistive technology, such as use of AAC, adapted keyboards
- assessment material in enlarge format
- use of ICT to present responses

For all reasonable adjustments we ensure that the adjustments made:

- enable the learner to meet the specified criteria at the required level
- do not give the learner an unfair advantage
- meet the requirements of the specifications regardless of the process or method used
- are as rigorous as assessment methods used with other learners
- are able to be moderated or verified
- are appropriate for the learners and their normal way of working

Malpractice

Malpractice is defined as any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process, and/or the validity of certificates. Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records to claim certificates.

Failure to deal with identified issues may constitute malpractice.

The head of centre in consultation with accreditation officer are responsible for investigating suspected malpractice. Please refer to the Malpractice Policy.

Complaints and Appeals Procedure

This procedure confirms Pens Meadow School's compliance with JCQ's General Regulations for Approved Centres 2024-2025 section 5.7 that the centre has in place "...a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification."

It also confirms Pens Meadow School's compliance with JCQ's General Regulations for Approved that the centre has in place "a written internal appeals procedure to manage disputes when a learner disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Grounds for complaint

A learner (or his/her/parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning
- Teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a learner following assessment(s)
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure

Access arrangements

- Learner not assessed by the centre's appointed assessor
- Learner not involved in decisions made regarding his/her access arrangements where appropriate
- Learner did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Adapted equipment put in place failed during assessment
- Approved access arrangement(s) not put in place at the time of assessment
- Appropriate arrangements not put in place at the time of assessment as a consequence of a temporary injury or impairment

Entries

- Learner not entered/entered late for a required assessment
- Learner entered for a wrong assessment
- Learner entered for a wrong tier of entry

Results and post-results

- Learner request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Learner (or parent/carer) unhappy with a result
- Learner (or parent/carer) unhappy with a centre decision not to support a review of moderation or an appeal

Complaints Procedure

If a learner (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Pens Meadow School encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the Accreditation Officer or the Head of Centre, depending on the nature of the complaint.

If a complaint fails to be resolved informally the learner (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- A complaint should be submitted in writing by completing a **complaints form**.
- Forms are available below and on request from the school office.
- Completed forms should be returned to the Accreditation Officer.
- Forms received will be logged by the centre and acknowledged within 5 working days

How a formal complaint is investigated

- The Head of Centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion.
- The findings and conclusion will be provided to the complainant within 2 working weeks

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing by again completing a complaints form
- Forms received will be logged by the centre and acknowledged within 5 working days
- The appeal will be referred to the Chair of Governors for consideration
- The Chair of Governors will inform the appellant of the conclusion in due course.

OCR extended certificate in Life and Living Skills Entry One

Year 14			
Maths			Credits
Developing number skills	J03		2
Sequencing and sorting	J02		2
Understanding what money is used for	J05	Not currently offered	2
Recognising time through regular events	J01	Not currently offered	2
Measure	J02	Not currently offered	2
English Year 14			
Engaging in early reading	B03	(Lower Sensory and Holistic pathway)	3
Developing reading skills	B08		3
Developing communication skills	B07	Not currently offered	3
Developing writing skills	B09		3
Engaging with the world around you - people	B05	(Lower Sensory and Holistic pathway)	3
Home Management (Catering) Year 14			
Planning and preparing a simple meal	D1		3
Using shopping facilities	D3		3
Preparing drinks and snacks	D6		3
Select and use cooking equipment	D4		3
World of Work (Enterprise) Year 13			
Following instructions	N1		2
Participate in a mini enterprise project	N3		4
Art Year 14			
Engaging in a creative group project	A1		3
Engaging in new creative activities	A2		3
Engage in displaying own creative work	A3		3
Engaging in new creative activities	A2	(Lower Sensory and Holistic pathway)	3

Semi-formal and Sensory pathways – will aim to achieve 25 credits across the full curriculum giving capacity to add at least 12 credits at college to enable progress. This will mean that they achieve OCR Entry Level Extended Certificate in Life and living skills (Entry one)

Lower Sensory and Holistic Pathways - will be accredited in Early Reading. World Around You and Creative Activities. This totals 9 credits which enables them to achieve an OCR Entry Level Extended Award in Life and living skills (Entry one).

	OCR Code	Number of Credits	Guided Learning Hours
OCR Entry Level Introductory award in Life and living skills (Entry one)	10160	2	20
OCR Entry Level Award in Life and living skills (Entry one)	10161	6	60
OCR Entry Level Extended Award in Life and living skills (Entry one)	10162	9	90
OCR Entry Level Certificate in Life and living skills (Entry one)	10163	13	130
OCR Entry Level Extended Certificate in Life and living skills (Entry one)	10181	25	250
OCR Entry Level Diploma in Life and living skills (Entry one)	10164	37	370

Resilience and Contingency Arrangements

Scenario	Contingency
The head of centre/ SENCo is absent at a critical stage of the examination cycle	The deputy head teacher would take over the role of Head of centre and deputise in the head teacher's absence.
The Accreditation Officer process being absent at a critical stage of the examination cycle	The assistant head teacher (PfA) would take over the role of Accreditation Officer. The assistant headteachers work closely together so that the AHT (PfA) is competent to continue this role if necessary.
A curriculum lead is absent at a critical stage of the examination cycle	Both assistant head teachers are curriculum leads and therefore are both able to take over the other role to ensure all staff are supported and the examination process is not affected.
A lead of learning is absent at a critical stage of the examination cycle	Evidence is collected as the pupil's complete their tasks and is monitored to ensure it is up to date by both AHTS. As Curriculum Leads the AHTs would support any new leads of learning as appropriate. Due to the staffing levels in our groups, other staff working with pupils have a good knowledge of their development levels and therefore pupils learning and evidence would not be affected.
School finance officer is absent at a critical stage of the examination cycle	A member of admin (LR) is trained to complete and ensure that the correct evidence is sent in line with timelines.
the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable	Pupils can provide evidence from their ongoing studies. In most cases this would mean moving to another classroom in school or to our other school building. Both sites have catering facilities and therefore would be able to ensure that pupils are able to continue with all the unit modules that we offer.
Emergency requests from awarding bodies during the summer holidays	OCR have both emails for AHT Core and School Finance Officer. These are checked frequently over the holidays. All members of SLT are contactable by e mail and the school info box is checked regularly.
Candidate's work must be backed-up with appropriate security arrangements.	All candidate's work is completed on paper and then scanned in together ready to send to OCR. The originals are then kept securely in a locked container in case of complaint or appeal.
Contact for OCR in an event which is leading to concerns	01223 553998 support@ocr.org.uk