

# LORDSWOOD GIRLS' SCHOOL & SIXTH FORM CENTRE

'Together we aspire, we discover, we excel'

# EXAMINATIONS POLICY

Examinations are still the main form of assessment at the end of a Key Stage and form the basis of the qualification, which leads to the next stage of education, training or employment for a young person. It is vital, therefore, that those responsible for the preparation and administration of examinations provide the atmosphere and environment in which the candidates can achieve the best results possible.



LORDSWOOD ACADEMIES TRUST



Girls' School



Sixth Form Centre

## **The Examinations Team – 2021 -2022**

Mrs K Cooney	Head teacher
Miss J Millward	Assistant Head teacher (Student Learning & Support)
Mrs L Verma	Assistant Head teacher (Curriculum & Learning)
Mrs A Evans	Data & Assessment Manager
Mrs Colvin-Grieve	Director of Intervention and Inclusion
Mr Goetschel	Achievement Co-ordinator Year 10 & 11
Mr K Connolly	Lead Invigilator

# **The Examination Year**

## September

Deadline for “Enquiries about Results” – Summer Series  
Year 7 & 8 CAT Tests  
BTEC Registrations

## October

Deadline for January Entries

## November

Certificates issued  
GCSE English, GCSE Mathematics (resits)

## November/December

Year 11 Mock Examinations

## January

Deadline for March entries

## February

Deadline for GCSE & GCE entries for summer series

## March

Year 10 Mock Examinations

## April/May

Creative Arts Practical Exams

## May

Year 7 – 9 Exams  
GCSE, BTEC & GCE Examinations begin  
Deadline for submitting estimated grades and controlled assessment marks

## June

GCSE, BTEC & GCE Examinations conclude

## August

Examination Results issued

# **Lordswood Girls' School & Sixth Form Centre**

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### Aim:

- To ensure the planning and management of examinations are conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

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

This examination policy will be reviewed annually.

This examination policy will be reviewed by the Head teacher and the Data & Assessment Manager.

## **1. Examination responsibilities**

### **Head teacher**

The Head teacher has overall responsibility for the School as an examination centre:

- Advises on appeals and re-marks.

### **Data & Assessment Manager**

The Data & Assessment Manager manages the administration of public and internal examinations and analysis of examination results:

- Advises the Senior Leadership Team, subject and class teachers and other relevant staff on annual examination timetables and application procedures as set by the various examination boards.
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- Consults with teaching staff to ensure that necessary controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Administers access arrangements and makes applications for special consideration using the *JCQ Access arrangements and Special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*.
- Accounts for income and expenditures relating to all examination costs/charges.

- Line manages the Examinations Officer and the Lead Invigilator in organising the recruitment, training and monitoring of a team of examination invigilators responsible for the conduct of examinations.

### **Senior Leadership Team**

The Senior Leadership Team is responsible for:

- The organisation of teaching and learning.
- The external validation of courses followed at Key stage 4 and Post-16.
- The overall conduct of pupils.

### **Lead Professionals**

The Lead Professionals are responsible for:

- The guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- The accurate completion of controlled assessment mark sheets and declaration sheets.
- The accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Data & Assessment Manager.

### **Vocational: Staff Responsibilities:**

#### **Btec, Cambridge Technicals, T Levels**

In the autumn term, Lead Internal Verifiers will be asked to submit their assessment schedules to the Quality Nominee for the full programme. Lead Professionals will submit registrations to the Examinations Officer. Registrations will be checked and confirmed by the Data & Assessment Manager and the Quality Nominee.

- Lead Professionals are expected to try to schedule assessments across the two years of the key stage.
- Lead Professionals will make arrangements to complete standardisation training with staff delivering and internally verify briefs and assignments.
- Lead Professionals will ensure that individual teachers understand their responsibilities with regards to assessing assignments.
- Lead Professionals will ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' guidance and any other subject specific instructions.
- Where appropriate, assignment briefs will be developed to meet the needs of the assessment criteria in line with the awarding body specification and requirements.

## **Director of Intervention and Inclusion**

The Director of Intervention and Inclusion has the responsibility for:

- The identification and testing of candidates' requirements for access and the administration of access arrangements.
- The provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

## **Examinations Officer**

The Examinations Officer is responsible for:

- Ensuring a log is completed by security/reception staff with the date and time of examination material arriving in to school, the immediate collection, checking and securing of all examination materials.
- The secure storage of internal and external examination scripts and examination dispatch labels.
- Producing and displaying examination timetables.
- Collating data from Lead Professionals for analysis purpose.
- The issuing of examination timetables to invigilators.
- The completion of attendance records, reporting any absentees to the Data & Assessment Manager.
- The packaging, storing and secure dispatch of examination scripts to the relevant moderators and examination boards.
- Liaising with parcel force to ensure the timely dispatch of examination scripts.
- Liaising with the Lead Invigilator to ensure the smooth running of internal and external examinations.
- Verifying the identity of candidates, ensuring that all candidates are wearing the correct uniform and ID badge. Identity cards will be placed on desks prior to the examination so that invigilators can verify the identity of candidates when cross referenced with the seating plan.
- Reporting any issues immediately to the Data & Assessment Manager.

## **Reception and Security Staff**

Reception and Security staff are responsible for receiving and signing for examination materials, completing the log with the date and time of materials arriving in to school and immediately informing the Examination Officer and/or the Data & Assessment Manager of the arrival of materials.

## **Lead invigilator**

The Lead Invigilator has responsibility for:

- The collection of examination papers and other material from the Examinations Officer before the start of the examination.
- Conducting examinations in accordance with the JCQ guidelines.
- The induction and training of new invigilation staff.
- The secure collection of all examination papers in the correct order at the end of the examination and ensuring their safe return to the Examinations Officer.
- Reporting any issues directly to the Data & Assessment Manager.

## **Candidates**

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding controlled assessment regulations and signing a declaration that authenticates the controlled assessment as their own.

## **2. The statutory tests and qualifications offered**

The statutory tests and qualifications offered at this Centre are decided by the Executive Head teacher and the Senior Leadership Team.

The statutory tests and qualifications offered are:

GCSE, A levels, Key Skills and qualifications from the Btec suite

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Data & Assessment Manager must be informed by **1<sup>st</sup> September 2021**.

### **At Key stage 4**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body providing:

- They have a satisfactory attendance record
- Meet controlled assessment/coursework deadlines
- Have sat a mock or practical examination
- Comply with school and examination board requirements



- All examinations are now linear and will be taken at the end of the course in the summer examination series with only resits in English and Mathematics qualifications allowed.

### **Post 16**

Every student following a post-16 course will be entered for examinations unless elements of the examination such as controlled assessments/coursework have not been completed or the student has failed to show the required level of achievement due to poor motivation or attendance.

The decision of non-entry into an examination will be made by the Associate Head teacher(s) and the Executive Head teacher.

Post-16 examinations including resits will take place during the summer examination series.

## **3. Examination seasons and timetables**

### 3.1 Examination seasons

Internal examinations are scheduled in November, December, January, April and May.

External examinations are scheduled in November, January, March, May and June.

All internal examinations are held under external examination conditions.

### 3.2 Timetables

The Data & Assessment Manager will circulate the examination timetables for both external and internal examinations once these are confirmed.

## **4. Entries, entry details, late entries and retakes**

### 4.1 Entries

- Candidates are selected for their examination entries including level of entry by the relevant Lead Professionals and subject teachers.
- A candidate or parent/carer can request a subject entry, change of level or withdrawal but this could incur costs.
- The Centre does not generally accept entries from external candidates.

### 4.2 Late entries

- Entry deadlines are circulated to Lead Professionals via email and briefings.

- Late entries are authorised by the subject line manager and the Data & Assessment Manager.

#### 4.3 Retakes

- Retake decisions will be made in consultation with the Senior Leadership Team, subject line manager, the Data & Assessment Manager and relevant Lead Professionals.
- The decision for a retake will be made on the basis of a candidate not achieving their predicted grade. Should the reason for this be due to incomplete controlled assessment/coursework, poor attendance, behaviour or motivation the student may be liable for the cost of the re-take; if poor attendance is the result of illness, a medical note will be required.

#### **Vocational Courses:**

Each Btec unit should be submitted to the Subject Tutor to meet the deadline for assessment. The unit will then be passed back to the student with recommendations for improvement if it has been agreed with the Lead Internal Verifier.

## **5. Examination fees**

### Fees

- GCSE, AS, A2 and BTEC initial registration and entry fees are paid for by the Centre.
- Late entry or amendment fees are paid by the appropriate subject departments.
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.
- A parent or student requesting a change of tier against the recommendations of the school will be liable for the cost.
- Reimbursement will be sought from candidates who fail to sit an examination or meet the necessary controlled assessment requirements.
- This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and Post-16 courses.

- Retake fees for GCSE English and GCSE Mathematics and where re-sitting the examination is recommended by the school are paid for by the Centre. Fees for all other retakes are charged to the candidate.
- Candidates must pay the fee for an enquiry about a result, should the Centre not uphold the enquiry and the candidate insists on pursuing the enquiry.

## **6. The Equality Act 2010. Special needs, access arrangements and special consideration**

### 6.1 Equality

The Equality Act 2010 replaced all existing equality legislation and extends the application to general qualifications. All centre staff will ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

### 6.2 Special needs

A candidate's special needs requirements are determined by the Director of Intervention and Inclusion and the educational psychologist /specialist teacher.

The Director of Intervention and Inclusion will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The Director of Intervention and Inclusion can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

### 6.3 Access arrangements

- Making special arrangements for candidates to take examinations is the responsibility of the Data & Assessment Manager.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Data & Assessment Manager.
- Rooming for access arrangement candidates will be arranged by the Director of Inclusion & Intervention with the Data & Assessment Manager.
- Invigilation and support for access arrangement candidates will be organised by the Data & Assessment Manager.

- Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of disability or difficulty that places the learner at a substantial disadvantage

in the assessment situation. It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed but may involve:

- changing usual assessment arrangements, for example allowing a learner extra time or rest breaks to complete the assessment activity
- adapting assessment materials, such as providing enlarged scripts or materials in Braille
- providing assistance during assessment, such as a sign language interpreter a reader or a scribe.
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- using assistive technology, such as laptops or voice activated software
- providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme. Reasonable adjustment will only be applied to reflect a candidate's usual way of learning; proof of this will be required.

Awarding Bodies and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

### **Word Processors**

Permission to use a word processor during examinations can be granted where the use of a word processor reflects a candidate's usual way of working within the centre. Candidates who may be considered for the use of a word processor would usually meet one of the following criteria:

- Have a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- a word processor may also be made available on a short term basis as a consequence of a temporary injury.

This list is not exhaustive and will be implemented at the discretion of the centre.

### Special Consideration

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during an assessment.

Special consideration should not give the candidate an unfair advantage and will only be applied to recent, unexpected illness, injury or events beyond a candidate's control which have had, or are likely to have had an effect on the candidate's ability to take an assessment or demonstrate their level of attainment in an assessment. It will not be applied to long term ailments as candidates are expected to manage their medication accordingly.

In order to qualify for special consideration a candidate must

- Have completed a minimum of 25% of the qualifications assessment criteria.
- If too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself alert the Centre, or the examination invigilator immediately to that effect.
- Provide appropriate evidence within five days of the examination, for example a letter from the candidate's doctor.
- The Data & Assessment Manager will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the candidate.

## **7. Internally Assessed Units**

### **7.1 Internally assessed unit marks**

The relevant Lead Professional will submit internally assessed unit marks to the Data & Assessment Manager within the deadline set by the Awarding Bodies.

## **8. Managing invigilators and examination days**

### **8.1 Managing invigilators**

- External invigilators will be used for examination supervision. They will be used for all examinations.
- The recruitment of invigilators is the responsibility of the Data & Assessment Manager.
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the HR Director.
- DBS fees for securing such clearance are paid by the Centre.
- Invigilators are timetabled and briefed by the Data & Assessment Manager.
- Invigilators' rates of pay are set by the Executive Head teacher and the Director of Finance & Support Services.
  - Regular invigilator observations will be carried out by the Data & Assessment Manager.

### **8.2 Examination days**

- The Data & Assessment Manager will book all examination rooms after liaison with the cover supervisor and make the question papers, other examination stationery and materials available for the invigilator.
- The senior site supervisor and site team are responsible for setting up the allocated rooms.
- The Lead Invigilator will start all examinations in accordance with JCQ guidelines.
- The Data & Assessment Manager will be present at the start of the examinations to assist with identification of candidates.
- In practical examinations subject teachers may be on hand in case of any technical difficulties.
- Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Lead Professionals at the end of the examination session.

## **9. Candidates, clash candidates and special consideration**

### **9.1 Candidates**

- The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ
- Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff must accompany them. The Data & Assessment Manager will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

### **9.2 Clash candidates**

- The Data & Assessment Manager will be responsible as necessary for identifying escorts, identifying a secure venue and arranging supervision.

## **10. Controlled assessment and appeals against internal assessments**

### **10.1 Controlled assessment**

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Lead Professionals will ensure all controlled assessment is ready for despatch at the correct time and the Data & Assessment Manager will keep a record of what has been sent, when, and to whom.

Marks for all internally assessed work are provided to the Data & Assessment Manager by the relevant Lead Professionals.

### **10.2 Appeals against internal assessments**

The Centre is obliged to publish a separate procedure on this subject, which is available from the Data & Assessment Manager.

The main points are:

- Appeals will only be pursued if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- Candidates may appeal if they feel their controlled assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing by 30<sup>th</sup> June to the Executive Head teacher who will decide whether the process used conformed to the necessary requirements

- The Head teacher's findings will be notified in writing, copied to the Data & Assessment Manager and recorded for awarding body inspection.

## **11. Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as their own. It is a form of cheating which is taken very seriously. There are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned – they may have read the source students are using (or even marked the essay the student has copied from).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **11.1 Penalties for Plagiarism**

If work is submitted and it is discovered that the regulations have been broken, one of the following penalties will be applied:

- The piece of work will be awarded zero marks;
- The student will be disqualified from that unit for the examination series in question;
- The student will be disqualified from the whole subject for that examination series;
- The student will be disqualified from all subjects and barred from entering again for a period of time.

The relevant awarding body will decide which penalty is appropriate.

## **12. Malpractice**

Malpractice is essentially any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates. It covers any deliberate actions that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification
- The validity of a result or certificate

### **12.1 Malpractice by students**

Some examples of student malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice,



whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Obtaining examination or assessment material without authorisation
- Impersonating another student to sit an assessment or to submit an assignment on their behalf.
- Collaborating with another student or individual, by any means, to complete a coursework assignment or assessment, unless it has been clearly stated that such collaboration is permitted.
- Damage another student's work.
- Inclusion of inappropriate or offensive material in coursework assignments or assessment scripts.
- Failure to comply with published examination regulations.
- Disruptive behaviour or unacceptable conduct, including the use of aggressive or offensive language or behaviour.
- Producing or using forged or falsified documentation.
- Fraudulent claims for special consideration while studying.
- Possession of any materials not permitted in the assessment room, regardless of whether or not the student refers to them during the assessment process, for example: notes, blank paper, electronic devices including mobile phones, personal organisers, books, dictionaries / calculators (when prohibited).
- Communicating in any form, verbally or electronically, with other students in the assessment room.
- Copying the work of another student or knowingly allowing another student to copy your own work.
- Failure to comply with instructions given by the invigilator, ie, working beyond the allocated time; refusing to hand in assessment script / paper when requested; not adhering to warnings relating to conduct during the assessment.

### **12.2 Possible malpractice sanction**

The School will investigate each case of suspected or reported malpractice to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice and ensure the integrity of the qualification.

Following an investigation, if a case of malpractice is upheld, The School will impose sanctions or other penalties on the individual(s) concerned. The incident of malpractice will also be reported to the relevant awarding body who may also impose sanctions. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.

This list is not exhaustive and other sanctions may be applied on a case-by-case basis:

- A written warning about future conduct.
- Notification to further education establishment(s), University(s) or future employer(s)
- Removal from the course.
- Removal from all courses for a fixed period of time

The individual has a right to appeal against a malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their detriment. Records of all malpractice cases and their outcomes are maintained by the School for a period of at least five years.

## **Malpractice update (Summer 2021)**

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
  - breaches of internal security;
  - deception;
  - improper assistance to students;
  - failure to appropriately authenticate a student's work;
  - over direction of students in preparation for common assessments;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to

students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

### **Conflict of Interest:**

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

### **Confidentiality:**

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

## **13. Results, enquiries about results (EARs) and access to scripts (ATS)**

### **13.1 Results**

- Candidates will receive individual results slips on results days in person at the Centre / by post to their home addresses. Candidates need to provide stamped addressed envelopes if they require results to be sent by post.

- Arrangements for the School to be open on results days are made by the Estates Director. The provision of staff on results days is the responsibility of the Senior Leadership Team.

### **13.2 Enquiries About Results**

- EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- When the Centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requests this against the advice of subject staff, they will be liable for the cost.
- In all requests a candidate must give written consent. Candidates should be aware that when requesting a re-mark, their mark and grade could go down.
- After the release of results, candidates may request the return of examination scripts. The candidate will be liable for the cost of this service.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. The subject department will be responsible for the cost.

## **14. Certificates**

- Certificates are collected and signed for.
- Certificates may not be collected on behalf of a candidate by a third party.
- There may be a delay in issuing certificates to candidates who owe fees.
- The Centre retains uncollected certificates for two years; after this any uncollected certificates will be destroyed.

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**Head of Centre**

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**Data & Assessment  
Manager**

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**Date**

The policy is next due for review on 01/09/2022.

