



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning

# Awarding body monitoring report: NCC Education

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# Introduction

## Regulating external qualifications

Responsibility for regulating external qualifications lies jointly with three regulators:

- the Qualifications and Curriculum Authority (QCA)
- the Department for Children, Education, Lifelong Learning and Skills (DCELLS), the body for Wales
- and the Council for the Curriculum, Examinations and Assessment (CCEA), the authority for Northern Ireland.

Following the accreditation of a qualification, the regulators systematically monitor awarding bodies against the requirements set out in the statutory regulations. The aim of this activity is to promote continuing improvement and public confidence in the quality of external qualifications.

Where an awarding body is found not to comply with relevant criteria, the regulators set conditions of accreditation. Even if an awarding body is compliant, the monitoring team may make observations on ways that the awarding body could change its systems and procedures to improve clarity or reduce bureaucracy.

Accreditation conditions and observations arising from this monitoring activity are specified at the end of each section of this report. Awarding bodies are required to produce an action plan to show how they will deal with accreditation conditions imposed as a result of a monitoring activity. The regulators will agree the action plan and monitor its implementation.

The regulators will use the outcomes of monitoring and any subsequent action taken by awarding bodies to inform decisions on the re-accreditation of qualifications, or, if necessary, the withdrawal of accreditation.

## Banked documents

As part of its awarding body recognition processes the regulators require awarding bodies to submit certain documents to QCA for the purposes of 'banking' centrally. Information from banked documents will be used to inform monitoring activities and may also affect the awarding body's risk rating.

A suite of documents has been identified as suitable for banking and are those considered to be those most crucial in supporting an awarding body's ability to operate effectively. In order to maintain the currency of the banked documents awarding bodies are responsible for updating

them as and when changes occur. They are also reminded to review them at least annually at the time of completion of the self-assessment return.

## About this report

This is the first monitoring activity on NCC Education and was carried out by QCA on behalf of the regulators in December 2007.

The monitoring focused on the regulatory criteria relating to the following key areas:

- corporate governance
- resources and expertise
- quality assurance and control of independent assessment
- determination and reporting of results
- registration and certification
- malpractice
- equality of opportunity, reasonable adjustments and special consideration
- customer service statements
- monitoring and self assessment.

The monitoring activities included desk research of information already held by the regulators, including the awarding body recognition application and the latest self-assessment return. Other activities included attendance at an awarding meeting and scrutiny of the NCC Education website. The monitoring team visited NCC Education's head office to conduct interviews with staff and review documentation.

This report draws together the regulators' findings from these monitoring activities.

## About NCC Education Ltd

Originally part of the National Computing Centre, NCC Education Ltd started offering IT qualifications in 1976 and from 1997 developed its higher education portfolio to include foundation and business programmes. It delivers qualifications in over 45 countries, and has five international offices and academic managers worldwide.

NCC Education qualifications range from ICT for schools to the International Degree Pathway in Business or IT. Their programmes are recognised by universities, professional bodies and employers. For further information please refer to [www.nccedu.com](http://www.nccedu.com).

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## Corporate governance

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraphs 5, 6 and 7.

### Findings

1. NCC Education (NCC) submitted a new organisation chart with its self-assessment return in November 2007. The chart reflects a recent restructuring of the organisation that affects some of the key staff working in the awarding body functions.
2. The organisation is split into three areas: strategic business, operations and corporate services. All three areas are overseen by the managing director. The main awarding body functions are placed across the areas of operations and corporate services. The operations section includes customer services providing support for centres and candidates. Programme development and marketing also sits in this area. Academic support and quality issues are placed in the corporate services section. The strategic business area of the organisation deals with NCC Education's overall strategic aims and plans. This includes sales and regional marketing.
3. The single named point of accountability remains the same as that notified to QCA at accreditation. However, the job title of this person, which was formerly Director of Academic Standards and Quality, is now the Director, Quality. The recent restructure has led to this role being broadened to have a more external focus, working with agencies and regulatory bodies both in the UK and overseas.
4. The day-to-day operation of qualifications delivery now falls fully under the remit of the Manager, Academic Support. This includes the management of all assessment and moderation activities.
5. The NCC organisation is run by a Board of Directors that meets quarterly. It has an executive committee (EXCO) which meets more frequently to review business risks and programmes. The organisation produces annual strategic business objectives which are disseminated to staff through general company meetings and newsletters.
6. The Academic Board is the main decision-making committee for the awarding body. The role of this committee is to approve programmes and it is responsible for overall standards and quality.
7. An outcome of internal audit and self-assessment has initiated a further change for NCC with the introduction of a new Academic Quality Committee. An inaugural meeting has taken



place to determine its terms of reference and the first meeting is due to take place in January 2008. Thereafter it will meet monthly. The committee is made up of the Director, Quality, the Manager, Academic Support, the Director, Operations and the Manager, Academic Programmes. Its role will be to review the programme of monitoring and implement actions for improvement that have been identified through self-assessment and other auditing activities. It will also look at programme amendments, new programme proposals and any issues affecting quality. The monitoring team sees the introduction of this committee as being a very positive step.

8. NCC has agreements with over 40 universities to recognise its qualifications in business and computing as prior achievement towards the first or second year of a degree course.

### **Accreditation conditions**

There are no accreditation conditions for this section.

### **Observations**

1. NCC is reminded to review and amend job descriptions and person specifications in the light of the recent organisational changes and to submit them to QCA for banking.

## Resources and expertise

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraphs 8 and 10.

### Findings

1. NCC Education allocates about 13 head office staff to register, certificate and take responsibility for the quality assurance of the accredited qualifications. The awarding body team also manages higher-level qualifications outside of the national qualifications framework and overseas.
2. The awarding body's current appraisal system is under review. The monitoring team noted that the annual appraisal is moving towards a competency-based framework with six-monthly reviews. NCC Education has carried out a 'training needs' analysis and skills audit for all teams and individuals. One result of this analysis is the introduction of a programme of team leader and management training due to commence in January 2008. Staff responsible for quality keep their continuous professional development up to date through membership of organisations such as the Higher Education Academy and the Institute of Educational Assessors. They also attend relevant conferences and workshops. NCC Education has achieved Investors in People status.
3. NCC Education contracts with about 30 subject-specific chief examiners to write the global examination papers and mark schemes for modules and assignments. These individuals are recruited, usually by recommendation, from UK colleges or universities. All chief examiners have to meet set criteria in terms of experience and expertise. Appointments are approved by the academic board. The work of the chief examiners is overseen by the global moderators, who finally sign-off the examinations and assignments. Performance is monitored by the accuracy and performance of questions.
4. The role of chief examiners is explained in the *Handbook for Examiners*. The handbook includes guidance on structuring examination questions against learning outcomes and the procedures to be followed for the ratification of examination papers. Chief examiners have to work to strict deadlines to meet published examination dates.
5. NCC Education has six chief moderators (now re-named academic managers since the November 2007 re-structure) also recruited from higher education establishments. They are responsible for the moderation of assignments and work closely with local moderators to ensure consistency across centres. Each chief moderator is responsible for a region, for instance East and South-East Asia and Africa. UK and Europe has one chief moderator,

supported by a local moderator. Local moderators are available to accredited partners to deal with any day to day issues. They may also conduct the annual approval visits, although this is usually carried out by the chief moderator.

6. The marking of all global examination papers has been outsourced to a marking coordinator outside the UK. The marking coordinator recruits and manages a marking syndicate of between 70 and 80 markers. The exact number used is dependent on the number of candidates. NCC Education has a detailed contract outlining the roles and responsibilities for themselves and the marking coordinator. Markers are required to have at least three years' teaching experience with business and/or IT expertise. All markers' CVs are submitted to NCC Education for approval.
7. The marking coordinator is responsible for appointing lead markers for each module and for ensuring they have a 'good knowledge of the syllabus'. The lead markers in their turn must ensure that the markers also have a 'very good knowledge of the syllabus'. NCC Education does not stipulate any specific training requirements for markers, leaving any additional training the responsibility of the marking coordinator. The awarding body recognises this as an issue. They are reviewing the level of involvement that they need to have in this activity. There is daily contact between the marking coordinator and NCC Education. Quality workshops are also planned to take place for markers.
8. NCC Education runs an annual academic workshop for chief examiners and global moderators (academic managers), which lasts five days. The monitoring team looked at the agenda and content, which provided attendees with suitable activities and the opportunity to discuss specific issues. One outcome from the workshop in February 2007 was clearer guidelines to deal with plagiarism.
9. NCC Education is investing in a new management information system due to be implemented from January 2008. It will run in parallel with the old system for a short period to ensure it is working correctly.
10. NCC Education has a contingency plan for storing data. The information is backed up incrementally on a daily basis. There is a robust system of full weekly and monthly back-ups. Back-up data is stored off site for up to seven years.

## Accreditation conditions

1. NCC Education must specify its training requirements for markers of global examinations and provide suitable guidance (*The statutory regulation of external qualifications in England, Wales and Northern Ireland* (2004), paragraph 10b).

## Observations

There are no observations for this section.

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# The quality assurance and control of independent assessment

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraphs 13, 36 and 56–58.

## Findings

1. NCC Education has five accredited vocationally related qualifications ranging from level 4 to level 7. This has logistical implications as the examinations are taken in over 45 countries worldwide, including South Africa, Hong Kong and Kenya.
2. NCC Education produces a course handbook and administration guide for each qualification. These documents contain the syllabus, details of assessment and information on how to administer them.
3. Assessment is carried out mostly by externally assessed examinations. However, for the Level 4 Diploma in Computer Studies and the Level 5 Advanced Diploma in Computer Studies only 50 per cent of assessment is by global examination of core units. The elective units are assessed through a combination of local examinations and assignments. Global examinations are set, marked and moderated by NCC Education. The local examinations are set either by the centres or by their chief moderator (academic manager). In all cases the local examination papers and mark schemes are approved by the chief moderator. A set template is provided and chief moderators have a specific bank of questions that can be drawn on for use in a local examination setting. Each chief moderator is responsible for reviewing the question banks for their specific modules and/or writing new exam papers for these modules. All assignments are set and moderated by NCC Education.
4. NCC Education is reviewing the local examinations. In future it intends to centralise their setting and marking in the same way as the global examinations described above.
5. There are four examination periods in a year. NCC Education contracts with chief examiners to write question papers and mark schemes. Guidance is provided in documents such as *Producing Examination Question Papers and Mark Schemes* and *Producing Assignment Papers and Mark Schemes*. Draft question papers are reviewed by a second chief examiner before going to one of the three global moderators for further review. NCC Education staff check and format the papers. They are sent to an English language expert to check for use of language or any potential cultural bias. This is important as the majority of NCC Education qualifications are taken overseas.

6. The papers are put into PDF format and returned to the chief examiners and global moderator for final approval. NCC Education staff then check them again prior to printing. At the awards meeting attended by a member of the monitoring team it was identified that an original diagram in a question paper had included a colour that was not reproduced in the printed version. This had a significant impact and candidates' marks had to be changed to reflect this error. NCC Education needs to review either its instructions to chief examiners, for example telling them not to use colour, or how it checks papers internally post printing.
7. Assignments are generated in the same way as examinations. They are released to centres at set times with deadline dates for completion. Centres submit a list of completed assignments to the chief moderator for their region, who chooses a sample for moderation. At the awarding meeting it was identified that some assignments are being sent in without sufficient evidence of how marks are being allocated. It is accepted that mark schemes for assignments are only advisory and interpretation is likely to vary. However, moderators should be asking for further samples where there is any doubt. The current moderation arrangements are insufficient and must be strengthened to ensure consistency of interpretation and maintenance of standards. NCC Education has identified this as an issue and is reviewing the regional moderation system with a view to centralising moderation in future.
8. All global examination question papers are put into bundles and sent to a named centre contact. Security arrangements for papers are checked by local moderators. Examinations take place on published dates.
9. Within 24 hours of the examination completed papers are collected by a courier and taken to the marking coordinator. The marking coordinator provides an examination co-ordination and marking service, known as the marking syndicate. It also produces examiners' reports, analysis and statistical information that are reviewed at NCC Education awarding meetings. NCC Education has a detailed contract and service level agreement with the marking coordinator. It includes the requirements for the handling of scripts, the administration process and post-marking activities.
10. The contract states that the marking coordinator and lead markers are responsible for fully instructing markers on the interpretation of questions and mark schemes. It also states that module leaders should meet with markers '4 days to one week' after the issue of the first batch of scripts to discuss any issues. The regulatory criteria require formal standardisation by reviewing candidates' scripts. NCC Education is not aware of what standardisation activities are carried out and it is not clear if the standardisation process is being adhered to.

11. The contract requires the marking coordinator to moderate a random sample of five to 10 scripts per marker per module. The awarding meeting's review of the marking coordinator's reports identified that there were significant discrepancies in mean marks awarded by different markers of the same module. Some limited explanation for these was provided but NCC Education requested further explanation for these following the meeting. This was provided in the form of an e-mail. The e-mail indicated that the problem lay with different centres rather than with the marking. NCC Education confirmed that academic managers investigate and discuss poor performance in individual modules with centres to establish reasons and to lead to improvement.
12. The e-mail provided evidence to show that the marking coordinator carries out moderation procedures that includes selecting some scripts for remarking. If the marks of the second marker fall outside of a plus or minus tolerance of 5 marks further samples are sought. However, staff at NCC Education are not fully aware of these procedures and no monitoring is carried out to ensure the requirements of the contract are followed.
13. NCC Education needs to ensure that the requirements of the contract with the marking coordinator are being met. Monitoring mechanisms need to be put in place so that NCC Education can be fully assured that the standardisation and moderation activities for its qualifications are robust.
14. Comprehensive chief moderator and examination reports are produced. For the global examinations these are by unit and for assignments they are by region. Further recommendations to candidates and centres are also produced from these reports to help them in their examinations or assignments. The monitoring team considers this to be good practice.

## Accreditation conditions

2. NCC Education must standardise external assessment and ensure that assessment criteria/mark schemes are clearly understood by markers and that this is reviewed against a sample of candidate's work to identify where adjustments may be made. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraphs 58 and 58d
3. NCC Education must ensure that its systems and procedures produce results that are reliable including putting into place robust monitoring mechanisms for the work of the marking coordinator. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 56

## Observations

2. NCC Education should consider reviewing its procedures for checking question papers after printing and before issuing.

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## Determination and reporting of results

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraphs 63 - 67.

### Findings

1. Awarding meetings are held after every examination series, four times a year. They are attended by the Director, Quality, the Manager, Academic Support, the three global moderators and an NCC Education examinations officer.
2. Meetings follow a set format and look at any issues arising from qualifications or examinations and assignments. They interrogate the statistical information relating to results and review all reports by moderators and markers considering the fairness of the process. A member of the monitoring team observed an awarding meeting and found it to be a very thorough process.
3. Awards are agreed and marks may be changed as a result of the discussion and review at the meeting. Where marks are changed or scaled these are noted and are also shown on the minutes of the meeting.
4. The meeting also reviews cases of cheating and examination incidents. The use of software to detect plagiarism is good practice and appears to be very effective in detecting what percentage of work has been plagiarised without appropriate referencing. The amount of cheating and plagiarism is a huge problem but NCC Education are taking all reasonable steps to identify and deal with these.
5. Some units for examinations are graded pass, merit and distinction but the overall qualification is not graded. To achieve NCC Education qualifications candidates must complete and pass the appropriate selection of core and selective units for the qualification within the prescribed timeframe. Pass criteria and grade descriptors are published in the programme handbooks.

### Accreditation conditions

There are no accreditation conditions for this section

### Observations

There are no observations for this section.

## Registration and certification

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland* (2004), paragraphs 11, 12, 21 and 22

### Findings

1. NCC Education has suitable arrangements for approving its centres, which are known as accredited partners. All centres complete an application form and are visited before approval is confirmed. The process is thorough and all lecturers must be approved before the programme delivery is confirmed.
2. The awarding body requires all accredited partners to provide a named contact to be the single named point of accountability for the qualifications. However the application form and guidance notes do not stipulate that centres must agree to provide the awarding body and the regulators with access to premises, people and records.
3. There are systematic arrangements for registering candidates, which includes data collection such as ethnic origin. All candidates are registered on-line through OSIRIS and the database generates a candidate number. The monitoring team noted that this is not a unique lifetime number and registrations for different qualifications would result in a new number.
4. The procedures for storing and issuing certificates are sound. The database has automatic checks, which prevents the issue of certificates if the full requirements of the award have not been met.
5. All accredited qualifications are offered to the same specification in England, Wales, Northern Ireland and overseas but current certificates do not have the required regulatory logos. In addition the qualification and unit titles in use are not those agreed by the regulators. The awarding body has identified in its self assessment that 'UK certificates' are only issued 'on demand'. However all candidates in England, Wales and Northern Ireland must have the correct certificate with the regulatory logos and accredited title. To date 155 candidates have not been issued with the correct certificate and this must be rectified as soon as possible.
6. The arrangements for issuing replacement certificates are robust but NCC Education needs to consider if a unique candidate number would assist in the tracking of replacement certificates.

## Accreditation conditions

4. NCC Education must ensure that its certificates meet the regulatory requirements and include the regulators logos and accredited titles. All candidates who have already achieved the qualification in the England, Wales and Northern Ireland must be issued with the correct certificate. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 22a

## Observations

3. NCC Education should consider amending its centre approval form so that centres agree to provide the awarding body and regulators with access to premises, people and records for monitoring purposes.
4. NCC Education should consider allocating candidates with a unique lifetime number to allow for tracking through its qualifications systems and assisting in the production of statistics.
5. If NCC Education decide to offer the certificate for the accredited qualification to its overseas candidates it is reminded that clients must be informed that the regulatory logos on the certificate indicate that the qualification is only accredited for use in England, Wales and Northern Ireland.

## Malpractice

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland* (2004), paragraphs 28 - 31

### Findings

1. NCC Education has published its procedures for malpractice, which are suitable. These can be downloaded from the secure part of the website. The arrangements include provision for reporting suspected malpractice and conducting investigations. However the procedures are not included in the guidance documents for candidates or accredited partners. NCC Education may wish to review this to make it more widely available to its customers.
2. The majority of cases investigated by the awarding body are related to cheating or plagiarism. NCC Education fully understands its obligation to report significant cases of malpractice to the regulators if certificates are deemed invalid.

### Accreditation conditions

There are no accreditation conditions for this section.

### Observation

6. NCC Education should include a copy of its malpractice procedures in the candidate and accredited partner handbook.

## Equality of opportunity, reasonable adjustments and special consideration

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland* (2004), paragraphs 9, 14 - 20, 38 - 42

### Findings

1. NCC Education has published its policy for equal opportunities. This is available on the website and in the candidate handbook. The policy meets most of the regulatory requirements but needs to include reference to current legislation. This will demonstrate that the NCC Education policy works in conjunction with specific legislation such as the Disability Discrimination Act, (1995, 2005). Staff explained how equality of opportunity is incorporated into qualification development and the monitoring team is confident that the needs of all candidates are taken into account.
2. The arrangements for reasonable adjustments state the process to be followed including timescales and evidence to be presented. NCC Education identifies the reasonable adjustments centres can make but it is not clear what records are kept. The awarding body confirmed that the reasonable adjustments are recorded on the invigilation report at the point of examination. However scrutiny of a blank invigilation form did not indicate a section where this could be recorded.
3. NCC Education has suitable arrangements for special consideration. The eligibility conditions are stated and the possible adjustment of marks given. The arrangements do not indicate if the request must be in writing or the timescale for applying.
4. The awarding body does in certain circumstances offer an aegrotat award but the minimum evidence requirements are not stated as cases are dealt with on an individual basis. NCC Education needs to review its approach to awarding an aegrotat and decide what minimum assessment requirements must be met.
5. While NCC Education does monitor and evaluate the use of reasonable adjustments and special consideration it has agreed it is possible that adjustments made by centres are not fully recorded or monitored. The monitoring team is not confident that the awarding body knows the full extent or numbers of reasonable adjustments made by centres.

## Accreditation conditions

5. NCC Education must include reference to current legislation in its equal opportunities policy. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 9e
6. NCC Education must require its centres to record and inform them of any reasonable adjustments made *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 17b
7. NCC Education must state the application procedures for requesting special consideration including timescales. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 18b
8. NCC Education must review its requirements for making an aegrotat award so that any minimum evidence requirements are stated. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 19b

## Observation

7. NCC Education should review the arrangements for monitoring the use of reasonable adjustments and special consideration so that reasonable adjustments made by centres are included

## Customer service statements

This is subject to The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004), paragraphs 32 and 33b

### Findings

1. NCC Education has published its customer service statement on the website. However this version is not the same as that submitted for banking and does not meet the regulatory criteria. It does not include the timescales for issuing certificates or signpost where information on appeals or complaints can be found. The awarding body has already identified in its self-assessment that the customer service statement should be included in the candidate and centre handbook.
2. The awarding body has suitable arrangements to monitor its performance against its customer service targets. Target achievements are reported quarterly and statistics used to check, for example if certificates are issued within the published timescales. The quarterly reports include additional information such as pass rates, registrations, examinations taken and appeals. This is a useful tool for the awarding body to measure its performance. The results are passed onto the Director, Quality and executive committee.
3. Candidates and centres are encouraged to make comments through the secure section of the website, by e-mail or telephone. These comments are collated and reported as complaints, comments or praise. The monitoring team noted from the reports that the majority of feedback was positive. In addition NCC Education conducts three monthly surveys with new centres and six monthly surveys with established centres. The annual customer report, 2006 -2007 based on an annual survey found that 60 per cent of respondents rated their overall experience with NCC Education as very high.

### Accreditation conditions

9. NCC Education must review its published customer service statement so that it meets the regulatory criteria and is accessible to all. The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004), paragraph 32

### Observations

There are no observations for this section.

## Enquiries and appeals

This is subject to *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraphs 23 - 27

### Findings

1. NCC Education has published its procedures for enquiries and appeals but they do not fully meet the regulatory requirements. The procedure to enquire about a result is not clear and it appears from the published arrangements that candidates go straight to appeal. Awarding bodies are required to provide a mechanism for candidates and/or centres to enquire about their result. It could be as simple as a clerical check of marks and must be included in the arrangements with the timescales for applying and any fees to be paid if applicable.
2. The arrangements for appeals are in place but require review. For example there is no indication of the timescales for acknowledging or communicating the outcome of an appeal. NCC Education does include an independent person at the decision-making stage but has not explained how an unresolved appeal will be put to independent review.
3. The appeals arrangements allow for the adjustment of marks for other candidates in the same cohort if the outcome of an appeal is upheld. All marks would be investigated and marks or results adjusted accordingly.

### Accreditation conditions

10. NCC Education must publish its arrangements for enquiring about results. *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004)*, paragraph 23
11. NCC Education must review and amend its appeals policy so that it meets the regulatory criteria. The revised procedures must include timescales and explain how an unresolved appeal will be independently reviewed. *The statutory regulation of external qualifications in England in Wales and Northern Ireland (2004)*, paragraphs 25c and 25e

### Observations

There are no observations for this section.



## Monitoring and self-assessment

This is subject to The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004), paragraphs 33a, 34, 35 and 37.

### Findings

1. NCC Education submitted their annual self assessment return to QCA in November 2007. This was shortly before the monitoring. Some of the information was used to inform the monitoring activity. The information submitted showed that NCC Education evaluated their performance against the statutory regulations in a very logical manner.
2. The evaluation identified 30 actions for improvement or areas of non-compliance. NCC Education has produced an action plan to deal with these issues which will be implemented and reviewed by the newly formed Academic Quality Committee. The formation of this committee was also an outcome due in part to the whole issue of self assessment.
3. Formal review and feedback will be forthcoming separately from the QCA self assessment team. However, it is the view of the monitoring team that NCC Education underwent the process with rigour as it looked at itself critically and this has had a positive impact on the organisation as a whole.

### Accreditation conditions

There are no accreditation conditions for this section.

### Observations

There are no observations for this section.