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| **Code No.:** | | **HTU/P13** | | **Date Established** | **9/11/2017** |
| **Responsible**  **Department** | | **All Departments** | | **Date Posted** | **9/11/2017** |
| **Responsible Executive** | | **IT/HTU President** | | **Date Last Revised**  **Revision # 3** | **10/10/20212** |
| **Quality Nominee** | | **Rumiana Bahova Nuseibeh** | | **Forward Revision Date** | **10/10/2022** |
| ACCREDITED PROGRAMMS  School of Engineering Technology (SET)  School of Built Environment Engineering ( SBEE)  **School of Computing ( CS + IS)** | | | | | | | |
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**This Document was last revised : 10th November 2022**

**Contingency and Adverse Effects Policy**

1. **Aims of the Joint Contingency Plan**

**HTU Contingency Plan** is designed to ensure a consistent and effective response in the event of major disruption to the qualification and its educational system affecting significant numbers of candidates across several qualifications. All departments are required to have their own well established contingency plans in place to respond to such disruptions, and these have been implemented already on numerous occasions. This Joint Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. HTU

where appropriate will apply these contingencies to other qualifications.

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the assignments system and safeguarding qualification standards.

The contingencies applied will be selected based on the context of the disruption and have been implemented on several occasions in response to localized issues. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

* Delivering assessments to published timetables
* Delivering results to published timetables
* Complying with regulatory requirements in relation to assessment, marking and standards.

If the usual contingencies are no longer sufficient to maintain these outcomes, an identified Crisis Management Team consisting of representatives of all departments involved will be convened by Pearson to agree the additional actions required.

**Complying with Government’s defense orders and Pearson guidelines in times of major global disruptions like Pandemic ( COVID-19)**

1. **Communications**

It is vital that a system of this size has robust and co-ordinated contingency plans in place to deal with any major disruption that may affect candidates. In the event of major disruption, **communication is a key factor** in ensuring an effective and consistent response across the agencies involved. This includes communications between the departments involved in the response and communications to stakeholders such as centres, candidates, parents or guardians, and the public. Details of whether specific contingencies have been agreed across departments will be confirmed on the Pearson website and proactively communicated to relevant stakeholders.

**HTU under the contingency conditions is committed to:**

* sharing timely and accurate information as required to meet the aims of the plan
* communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
* ensuring that any messages to the public are clear and accurate.

1. **Background and ownership**

The Joint Contingency Plan is subject to regular reviews and amendments by the involved parties so it continually represents the latest experiences and expertise to ensure appropriate responses to disruption to the exams, qualifications and testing system:

**3.1 Disruption of teaching time – (we) are closed for an extended period**

*Criteria for implementation of the plan:*

* We are closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

**Recommended actions:**

Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for assignments.

* In the case of modular courses, we may advise candidates to sit assignments in an alternative series

**3.2 Disruption in the distribution of assignments**

*Criteria for implementation of the plan:*

* Disruption to the distribution of assignments to WatfordUTC in advance of assignments.

**Recommended actions:**

* Registrar Office to provide us with electronic access to assignments via a secure external network. Registrar Office to fax assignments to us if electronic transfer is not possible. The Examination Officer would need to ensure that copies are received, made and stored under secure conditions
* Registrar Office to source alternative couriers for delivery of hardcopies.

**3.3 Candidates unable to take assignments because of a crisis - centres remain open**

*Criteria for implementation of the plan*

* Candidates are unable to attend centres to take assignments as normal.

Recommended actions:

* We will liaise with candidates to identify whether the assignment can be sat at an alternative venue in agreement with the relevant departments
* We will offer candidates an opportunity to sit any assignments missed at the next available series
* We will apply to departments for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an assignments for other reasons they should be aware that special consideration rules will not apply.

**We are unable to open as normal during the assignments period**

*Criteria for implementation of the plan*

* We are unable to open as normal for scheduled assignments.
* A centre which is unable to open as normal for its assignments must inform each awarding department with which assignments are due to be taken as soon as is possible.
* As part of their general planning for emergencies, centres should cover the impact on assignments.
* The responsibility for deciding whether it is safe for a centre to open lies with the head of centre.
* The Principal is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.

Recommended actions:

* We will open for assignments and assignments candidates only, if possible
* We will use alternative venues in agreement with relevant awarding departments (e.g. share facilities with other centres or use other public building, if possible)
* We may offer candidates an opportunity to sit any assignments missed at the next available
* series
* We will apply to awarding departments for special consideration for candidates where they
* have met the minimum requirements (see item 3.3 above).

**3.5 Disruption to the transportation of completed assignments**

Criteria for implementation of the plan

* Delay in normal collection arrangements for completed assignments scripts.

**Recommended actions:**

* In the first instance we will seek advice from awarding departments and normal collection agency regarding collection. We will not to make their own arrangements for transportation without approval from awarding departments.
* We will ensure secure storage of completed assignments until collection.

**3.6. Assessment evidence is not available to be marked**

*Criteria for implementation of the plan*

* Large scale damage to or destruction of completed assignments scripts/assessment evidence before it can be marked

**Recommended actions:**

* Awarding departments to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding departments
* Candidates to retake affected assessment at subsequent assessment window.

**3.7 We are unable to distribute results as normal**

*Criteria for implementation of plan*

* We are unable to access or manage the distribution of results to candidates, or to facilitate post results services.

**Recommended actions:**

We will contact awarding departments about alternative options:

* make arrangements to access its results at an alternative site
* make arrangements to coordinate access to post results services from an alternative site
* share facilities with other centres if this is possible.

**4.0 . Withdrawal of Centre approval ( added 25th March , 2019 as essential action by EE)**

**In case of withdrawal of Centre’s approval the, Head of the Center and the Senior Management will take all necessary steps to protect the “Learners’ interest” and maintain the integrity of BTEC qualifications. This will be accomplished through a series recommended and approved actions in close coordination with Pearson headquarters.**

* **Recommended Actions**
* **The Head of Centre will report the withdrawal of approval to the senior management and will implement the mitigating action in the best interest of the learner.**
* **The Management makes sure that a student management system is in place to effectively secure a smooth transfer of the learner’s records to an alternative centre.**
* **Stakeholders will be informed of the mitigating circumstance and to the arrangements made to protect their interests.**
* **This will be implemented as part of the joint contingency plan , referred as item (1) of this policy.**

**End of Policy.**