



OASES

NOCN

Policy Guidance

2026

OASES

Charity Number: 1041301

Company Number: 2963142

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1. Access to Fair Assessment Statement

1.1. OASES promotes inclusiveness in learning and equality of opportunity.

In setting our assessment methods we will:

- ensure access and equality of opportunity while safeguarding the integrity of the qualifications
- not create unnecessary barriers to achievement
- guarantee fair assessment for all candidates, including those with particular assessment requirements
- take account of all current legislation in relation to equality of opportunity.

We aim to promote inclusiveness and encourage all. We will not unlawfully discriminate because of the Equality Act 2010 protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality, and ethnic or national origin)
- religion or belief
- sex
- sexual orientation

1.2. OASES Policy for designing an assessment strategy and individual assessment tasks.

In devising an assessment strategy for a unit OASES will demonstrate that assessment is fair to all students and does not discriminate on grounds that are irrelevant to the achievement of the outcome.

For internally assessed units this will be the role of the Tutor / Assessors

The internal verifier will be responsible for verifying the assessment strategy and the assessment tasks at the design stage to ensure that the following principles of assessment have been adhered to:

1.2.1 Reliability

Reliability in this context means that the assessment is repeatable under different circumstances.

For Example

“Two or more assessors would reach the same judgement.”

“The assessment outcome would be the same on different occasions.”

1.2.2 Validity

Valid in this context means that there is a close fit between the assessments used and the learning outcomes. The method of assessment measures the required competence skill or knowledge.

For Example

“The method matches the assessment criteria.”

“All of the required criteria are covered.”

1.2.3 Fitness for Purpose

Fit for purpose in this context means that the assessment arrangements are appropriate, affordable, practical and flexible?”

For Example

“The timings are realistic and achievable”

“The equipment and buildings used are readily available”

“Staffing requirements are realistic”

1.2.4 Transparency

Transparency in this context means that it is clear to students, staff and external verifiers, the criteria and the methodology by which learners work is being judged. This is particularly important for the purpose of determining the “reasonableness” of any adjustments to the design or conduct of the assessment.

For Example

“Everyone is involved in the assessment process and are clear about when and how the assessment will take place and what criteria are to be met.”

“Everyone is aware of the time constraints or deadlines in place for submission of assessment evidence”

1.2.5 Inclusive

The assessments used should recognise and respects issues of equality and diversity.

Fairness implies that learners should have equal opportunities to demonstrate the achievement of outcomes. This does not imply that they should all be assessed on the same task indeed achievement of an outcome might be shown in quite varied ways.

Assessment should be sensitive and responsive to differences amongst students. These may include their gender, ethnicity, language, race socioeconomic circumstances, personalities, talents and disabilities.

Fair assessment does not demand that all learners be judged on the same task but rather that judgements about their learning and achievement should clearly reflect the same outcomes to the same standard.

For Example

“An assessment task should not discriminate against a learner with a particular need.”

1.2.6 Authentic

A variety of assessment techniques should be used to enable learners to demonstrate the authenticity of their work.

1.2.7 Sufficient

The assessment should require the learner to provide enough evidence to enable the Assessor to make an informed judgement about their progress.

1.2.8 Current

The course should deliver up to date messages and provide participants with relevant and useful materials. The assessment should take note that the work produced is current and not outdated.

For Example

“Research cited should have taken place within the last 20 years.”

“Course work should have been completed within 2 years of starting the course.”

1.3 Use of Appropriate Language in Assessment Tasks.

It is important to ensure that the language used in internally devised assessment tasks is free from bias, and appropriate to the level of the qualification/unit. Assessors should consider whether the language used in assessment tasks could present an unintentional barrier to learner achievement.

1.4 Feedback

All assessments should be fed back to the learner both verbally and in writing. The learner should be given ample opportunity to seek further feedback and clarification.

1.5 Recording Learner Achievement

A clear record must be kept of all learner’s assessments and achievements. These should be stored in a secure place by OASES for 3 years.

2 Appeals Policy for Learners

The Appeals Policy is in place in cases a learner wishes to appeal against an assessment decision;

- 2.1** The learner shall in the first instance discuss any grievance with the tutor to try to reach an agreement.
- 2.2** If the learner is not satisfied with the outcome of these discussions, the learner should put the appeal in writing to the Internal Verifier at any time during the course or within 10 days of receipt of results.
- 2.3** The Internal Verifier will consider the evidence, discuss the matter with the tutor and inform the learner of the decision within 10 days of the appeal being received. All information used in arriving at a disputed decision will be made available to the learner as and when requested.
- 2.4** If the learner is not satisfied with the decision of the Internal Verifier (IV), the appeal may be re-submitted within 10 days of the IV decision having been given to the learner.
- 2.5** The second appeal will be considered by an external specialist body; the identity of this body shall be agreed between the provider and the learner. Additional costs may be incurred by the Centre, which will be covered by the learner in the event of the Centre's decision being upheld.
- 2.6** The learner will be informed of the decision made by the external body within 20 days of the second appeal being received, and this decision will be final.

3 Complaints Policy

OASES will not discriminate on the grounds of gender, colour, race, language, religion, belief, disability/learning difficulty, age, marital status, sexual orientation, socio-economic status or family responsibility.

There may be times when an individual or organisation wishes to offer feedback, pay a compliment or voice a complaint about OASES and OASES will endeavour to make this process as easy as possible.

If anyone wishes to submit a comment, compliment or complaint to OASES, they should be advised to do so via the email address info@oases.org.uk.

OASES will thoroughly investigate any complaint, whether informal or formal, relating to the day-to-day operation of OASES and the standards of service we provide.

4 Disability Discrimination Policy

OASES has a commitment not to discriminate against any employee, applicant or learner by reason of their age, race, sex, disability, sexual orientation or religion or belief. We have a further commitment to make all reasonable adjustments to accommodate disability. Where employees, applicant or learners are not permitted to perform, or are restricted in performing a particular role as this would present a genuine risk to themselves or fellow workers in doing so, or in line with the specific requirements of the role – this shall be deemed to be non-discriminatory.

5 Equal Opportunities Policy

OASES has a commitment to Equal Opportunities within the workforce and responsibility for ensuring that the policy is effective rests with the Trustees. For the purposes of this policy, equal opportunities would extend to recruitment, selection, training, promotion, remuneration and dismissal policies and practices.

OASES has a commitment not to discriminate against any employee, applicant or learner by reason of their age, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, sex, disability, sexual orientation or religion or belief. We have a further commitment to make all reasonable adjustments to accommodate disability.

Any employee or applicant who feels that they have suffered discrimination on any of the above grounds has recourse through the formal Grievance procedure (to show that they are not being given an equal opportunity with a like employee).

Any learner who feels that they have suffered discrimination on any of the above grounds should inform the OASES Trustees via letter. The Chair of OASES will then conduct an enquiry.

6 Health and Safety Policy

6.1. Statement of Intent

OASES acknowledges that the Health and Safety at Work etc. Act 1974, associated Regulations and Approved Codes of Practice provide the minimum standard for securing the health, safety and welfare of all employees at work.

OASES recognises and accepts its responsibilities for the health, safety and welfare at work of all employees, whether within the OASES Office or carrying out OASES business elsewhere. This responsibility extends to other persons who may be affected by the work of OASES.

OASES will ensure that risk assessments are conducted, recorded and implemented to guarantee so far as is reasonable practicable the provision and maintenance of:-

- safe premises, equipment and systems of work
- safe methods of using, handling, storing and transporting of articles and substances
- suitable and sufficient information, instruction, training and supervision to enable all employees to avoid hazards and contribute positively to their own safety and health at work
- a safe working environment with adequate arrangements for the welfare of employees; and
- safe access to, and egress from, places of work including procedures for evacuation in an emergency.

Employees with management responsibilities will ensure that all significant risks are subjected to properly conducted risk assessments that are regularly monitored and reviewed and that work systems are planned to take into account the health and safety issues.

Adequate facilities and arrangements will be maintained to consult with employees, trade union representatives and the relevant external safety agencies, to encourage a joint approach to the management of health, safety and welfare.

All employees have a legal obligation to take reasonable care for their own health and safety, for the safety of others, and to co-operate with OASES in the performance of its statutory duties.

OASES will work closely with the Durham County Council health and safety team, through the DCC/OASES managers, to assist in meeting its health and safety obligations.

This statement of intent will be supplemented by appropriate procedures which will detail arrangements for implementing this statement.

This statement and procedures will be brought to the attention of all OASES staff.

OASES will review its health and safety responsibilities on a regular basis and continually monitor procedures to ensure the achievement of best practice in all aspects of health and safety management.

6.2. Visitors' Responsibilities

Visitors (the Learners) are asked whilst on OASES premises to:

- observe OASES's health and safety rules and procedures;
- respond to specific instructions given by staff who are responsible for the operation of procedures/systems including evacuation procedures.

6.3. Contractors' Responsibilities

Any contractor undertaking work for or on behalf of OASES must observe the Health and Safety Policy and any safety instruction given by persons enforcing the policy.

Contractors:

- will not work on behalf of OASES or on its premises until the relevant aspects of the safety policy and its practices are understood and accepted and all written instruction complied with;
- shall not work on behalf of or on its premises until covered by insurance against risk.

6.4. First Aid

All OASES staff are Outdoor and Paediatrics First Aid qualified.

There is a First Aid box located in The EWE Centre Office. If you need to use any of the contents please notify a member of OASES staff.

7. Internal Verification Policy

The purpose of internal verification is to ensure that:

- Assessment is appropriate, consistent, fair and transparent
- Learners are clear about assessment requirements and are given opportunities to achieve against the assessment criteria
- Evidence of learner achievement is mapped to the assessment criteria
- Learners' portfolios are ready for external verification
- Award of credit is valid and reliable
- Tutors/assessors receive ongoing support and development

The following activities will take place to underpin the internal verification process:

- Planning for internal verification
- Induction of new tutors/assessors
- Update for all tutors/assessors

In addition the following principles will be applied:

- Internal verification will be conducted by a person(s) external to the assessment of the learners work.
- Internal verification will take place on an on-going basis throughout the course and will not be solely an 'end of course' activity.
- Internal verifiers will sample learners' work through a process of random selection.
- Internal verifiers will verify the achievement of the learners and identify any gaps in evidence or issues of standardization of assessment.
- Feedback will be given to tutor/assessors and an action plan will be followed up and implemented.
- Clear records of any activity will be kept at all times both with the tutor and the internal verifier and will be made available to the External Verifier.

7.1. Internal Verification Procedure

7.1.1. Internal Verification Planning

OASES staff will follow Internal Verification Plans (See Appendix A for an example). This plan details what verification will happen, when it will happen and who will be involved.

7.1.2. Induction of new tutors/assessors

New tutors/assessors will:

- Be supplied with the all relevant course and assessment materials
- Clearly understand assessment requirements and procedures
- Have information about accessing NOCN training opportunities and support materials

7.1.3. On-Program Monitoring

The internal verifier(s) will:

- Sample assessment to ensure:
 - feedback to learners is clear and constructive
 - assessment activities are standard and appropriate
 - assessment decisions are fair and consistent
 - assessment records are clear
- Ensure learners understand assessment requirements
- Provide advice and support for tutors/assessors and share good practice
- Identify good assessment practice
- Record internal verification activities and findings, list action points, and report to tutors/assessors and the External Verifier

7.1.4. End of Program Checking

The internal verifier(s) will:

- Monitor progress against previous action points
- Ensure assessment records are complete and accurate
- Ensure evidence of achievement is appropriate, standardised and mapped to the assessment criteria
- Check that the Recommendation for the Award of Credit form (RAC) is complete and accurate
- Record internal verification activities and findings, list action points, and report to tutors/assessors and the External Verifier
- Liaise with the External Verifier as to their requirements and arrangements for the meeting

7.2 Sampling

Internal Verifiers are responsible for monitoring the quality of assessment, hence the need for Internal Verifiers to sample assessment practices and decisions. It is not usually possible or necessary to internally verify every aspect of assessment at each internal verification event. A

properly selected representative sample should identify any issues with assessment practices and decisions.

7.2.1 Selecting a sample

To select a representative sample, internal verifiers must take account of different factors which may impact on the quality of assessment. These factors are used to define a sampling strategy. The sampling strategy determines the size of the sample.

For Example

If there are less than 20 participants annually the internal verifier will look at everyone's course work thoroughly. If there are over 100 participant annually the internal verifier will take a random sample from every participants work. If there are over 200 participants annually a sample of participants will be taken.

7.2.2 The key factors to consider are:

Sites of delivery, tutors/assessors, number of units, delivery method, previous internal verification recommendations, assessment methods and special arrangements, External Verifiers recommendations, borderlines, unit level and credit value.

The sample must be random and chosen by the Internal Verifier. It is not necessary to sample across every aspect of the programme at each event but everything must be covered over a period of time e.g. a year.

7.2.3 Using the selected sample

Internal Verifiers should check the selected sample in two ways:

- By checking all the assessment for a given learner to ensure that assessment is appropriate, consistent and complete.
- By checking specific learning outcomes across a number of learners to ensure that assessment is consistent for all learners.

7.3 Record Keeping

OASES requests that the work of all learners should be retained for three years for the purposes of standardization over time.

Detailed records of internal verification will be kept to demonstrate to the External Verifier that the internal verification procedures have been carried out, and to provide written feedback to tutors.

7.3.1 Which records should be kept?

Internal Verifiers will record two sets of information:

- The sample taken by the Internal Verifier, usually in the form of a matrix
- The comments and feedback to the tutor following the sampling exercise, showing any action required and how this was resolved.

7.3.2 Internal Verifier and Tutor/Assessor Meeting

To ensure standardized delivery and assessment practices and to share good practice regular meeting will be held for Tutors, Assessors and the Internal Verifiers. These meeting will occur at the end of every course to review and reflect upon practice and discuss participant evaluations.

8 OASES Code of Practice Suspected Malpractice, maladministration and plagiarism

8.1. Guidelines and arrangements for dealing with suspected Malpractice and maladministration with reference to OASES Qualifications and units of OASES Qualifications

8.1.1. Introduction

This document aims to:

- Define malpractice and maladministration in the context of assessment.
- Set out the rights and responsibilities of OASES, Centre staff and learners in relation to such matters.
- Describe the procedures to be followed in cases where there is no reason to suspect that the regulations have been broken.
- Centre Officers responsible for the qualification and/or Units of the qualification are expected to supervise all investigations resulting from an allegation of malpractice.

- Centers must report suspected malpractice to NOCN, failure to do so may result in certificates not being issued and registrations not being accepted.
- OASES and NOCN reserve the right to withhold the issuing of results of assessment while investigations are ongoing. Depending on the outcome of the investigation results may be released or permanently withheld.

8.2. Malpractice

- Malpractice is deemed to be those actions and practices which threaten the integrity of assessment and certification. The term 'malpractice' is intended to encompass other similar terms such as 'non-compliance', 'misadministration' and 'professional misconduct'.
- Maladministration is any non-deliberate activity, neglect, default or other practice that results in the College or learner not complying with the specified requirements for delivery of the qualifications as set out in the relevant codes of practice, where applicable.

AI and malpractice

- Submitting AI generated work is considered malpractice. Ensure learners understand AI misuse, evidenced through the provision of an explanation of malpractice, including the definitions of AI misuse and plagiarism, prior to the submission of any work.
- Implementation of effective engagement with learners, including monitoring of any work produced, throughout their course of learning.
- Where the assessment method is not dictated by NOCN, assess learners through multiple means, rather than one written assignment/project, which may pose a higher risk of plagiarism and AI misuse.
- Ensure appropriate tracking of learner progress throughout their course of learning by informally assessing their knowledge in the form of quizzes or short tests. Tracking knowledge allows centres to identify plagiarism more effectively, as it can be mapped to written assessments to flag for discrepancies.
- Collect signed accompanying authenticity statements from learners where written work is produced. These statements should make reference to the Centre/Training Provider's malpractice policy/guidance, including AI misuse, and that this states that AI misuse will be considered plagiarism by NOCN.

8.3. Centre Staff Malpractice

The following are examples of malpractice by Centre staff. Other instances of malpractice may be considered by OASES/NOCN at their discretion;

- Failing to keep assessment papers secure prior to assessment.

- Obtaining unauthorized access to assessment material prior to assessment.
- Assisting or prompting learners with the production of answers.
- Failing to abide by the conditions of supervision designed to ensure the security of assessment.

8.4. Learner Malpractice

The following are examples of malpractice by learners. Other instances of malpractice may be considered by OASES/NOCN at their discretion:

- Introduction of unauthorized material into the assessment room, for example, notes, calculators.
- Copying from another learner (including IT to do so).
- The inclusion of inappropriate, offensive or obscene material in assessment tasks.
- The deliberate destruction of another's work.
- Plagiarism.
- Behaving in such a way as to undermine the integrity of the assessment.
- Acting in a disruptive manner.
- Using AI generated work as their own.

8.5. Procedures for investigating alleged malpractice.

- Allegations of malpractice must be reported to OASES/NOCN by assessors, moderators, tutors, managers, learners and members of the public. When dealing with alleged malpractice, OASES will deal primarily with the Centre Officer, or his/her nominated representative, responsible for the qualification or unit. In certain circumstances, for example, when a learner's account of events differs with that of the Centre's, OASES/NOCN may deal directly with the learner or their representative.
- OASES/NOCN will seek to establish the full facts and circumstances of any alleged malpractice.

8.6. Malpractice discovered by OASES

If malpractice is discovered by the Centre, full details of the case must be submitted at the earliest opportunity to the Chief Executive of OASES/NOCN.

8.7. Malpractice discovered by OASES

If malpractice is discovered by NOCN's moderator/assessor, or has been reported to NOCN by a learner or member of the public, full details of the alleged malpractice will be reported to the

Centre. The OASES will be required to conduct a full investigation into the alleged malpractice and to submit a written report.

8.8. Anonymous reports

Anonymous reports will only be acted upon if there is supporting evidence, or if the nature of the report warrants it. In these cases OASES will be informed and asked to comment or investigate.

8.9. Access to evidence- confidentiality of evidence

NOCN will not normally withhold from OASES any evidence relevant to cases of suspected malpractice. Occasionally it may be necessary to do so, for example where it is necessary to protect the identity of an informant. In all such cases NOCN will provide summaries of evidence and a statement as to why evidence itself cannot be presented in its original form.

It is at the discretion of OASES as to the means by which evidence is presented to the individuals suspected of malpractice. Nevertheless NOCN requires that individuals subject to a malpractice investigation have access to all evidence against them and are provided with sufficient time in order to allow them to prepare full responses.

8.10. Investigation by a Centre into suspected malpractice by learners

It is the responsibility of OASES to carry out an investigation, to submit a full written report of the case and to provide supporting evidence to NOCN.

- Learners suspected of malpractice should be made fully aware, in writing at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Learners suspected of malpractice must be given the opportunity to respond, preferably in writing, to allegations made.
- Learners suspected of malpractice must be made aware of the routes for appealing should a judgment be made against him or her. Full details of the OASES appeals procedure for NOCN qualifications and units of NOCN qualifications can be found in the administration Handbook for Centers.
- In rare cases where it is necessary for One Award to interview a learner/s in the pursuance of an investigation, One Award undertake to only do this in the presence of the Centre Officer, or other senior member of staff, and then only after ensuring that the learner has been given the opportunity to be accompanied by an advocate.

8.11. Investigation of suspected malpractice by members of staff

- Investigations into any case of suspected malpractice against a member of staff must normally be carried out in the first instance by the Centre Officer or relevant employer.
- Investigations into any case of suspected malpractice against the Centre Officer must be carried out by the Chair of the Governing Body of the Centre, or the responsible employer, and reported to NOCN when complete.
- Any member of staff suspected of malpractice must be made fully aware, in writing, at the earliest opportunity of the nature of the suspected malpractice and the possible consequences should malpractice be proven.
- Any member of staff suspected of malpractice must have the opportunity to respond, preferably in writing, to allegations made.
- A member of staff suspected of malpractice must be aware of the routes for appealing.
- In serious cases of suspected staff malpractice, it may be necessary for a member of NOCN staff to be present at an interview with the staff member concerned.
- A report on cases where members of staff are found to have committed malpractice, together with details of the action taken by the Centre Officer, the Governing Body or the responsible employer, may be made available to others, for example, the Police, if the circumstances of the case are sufficiently serious to warrant such reports being made.

8.12. Reporting

- It is the responsibility of the Centre Officer and/or relevant employer, to submit to NOCN a full written report of an investigation and provide the following where appropriate:
- A statement of the facts, a detailed account of the circumstances and details of any investigations carried out by the Centre.
- Written statement(s) from the moderators or other staff concerned.
- Written statement(s) from the learner(s) concerned.
- Information from the Centre's procedures for advising learners and staff of OASES regulations.
- Unauthorized material found in the assessment room.

- Any work of the learner and any associated material that is relevant to the investigation.

8.13. The response of OASES/NOCN to reports

- Where an investigation indicates evidence of malpractice, OASES will appoint a panel, chaired by a member of the OASES Board and comprising of both OASES and NOCN staff and external members, to scrutinize the alleged malpractice. The panel will comprise of at least three members.
- The panel may delegate responsibility for deciding certain straightforward cases to named officers of OASES.
- The panel must establish that correct procedures have been followed in the investigation of cases.
- The panel, or Officers acting under delegated authority, will determine:
 - Whether the assessment regulations have been broken.
 - Where the culpability lies for the breach of regulations.
 - Appropriate measures to be taken to protect the integrity of the assessment and to prevent future breaches.
 - The nature of the sanctions to be applied/action to be taken.
- Each case of suspected malpractice will be considered and judged on an individual basis in the light of all information available.
- OASES will impose sanctions on individuals found guilty of breaking assessment regulations in order to:
 - Maintain the integrity of the assessment and confidence in assessment.
 - Ensure that there is nothing to gain from breaking the regulations.
 - Deter others from doing likewise.

8.14. Sanctions applied against members of staff and Centres.

- Where an investigation establishes a malpractice by a member of staff, any subsequent disciplinary action against the member of staff concerned must be the responsibility of the Centre Officer, or the responsible employer.
- NOCN will consider whether the integrity of its assessment might be jeopardized if a member of staff found to have indulged in unfair practice were to be involved in the conduct, supervision or administration of OASES assessments in the future.

- Where a member of staff has been found guilty of malpractice, NOCN has the right to impose special conditions on the future involvement in assessment by that member of staff, whether this involves this conduct, supervision or administration of assessments.
- NOCN may refuse to accept assessment entries from a Centre where malpractice is established.
- NOCN may withdraw Centre approval to deliver NOCN qualifications and units of NOCN qualifications where malpractice is established.

8.15. Sanctions applied against learners

OASES may, at its discretion, impose the following sanctions against learners found guilty of breaking the regulations:

- The learner is issued with a warning.
- The learner loses all credit gained for a unit.
- The learner loses all credit gained from all units in a single qualification (units which have been awarded are retained).
- The learner is disqualified from the whole qualification.
- The learner is barred from entering for one or more assessments for a set period of time. (This penalty may be applied in certain circumstances with any of the other penalties above).

Notes:

- Not all of the penalties may be appropriate for all OASES qualifications.
- In the case of serious malpractice OASES may report the case to the Police.
- The Centre Officer retains sole discretion to take any further action they themselves deem appropriate.

8.16. Applying sanctions

- The applications of sanctions are the discretion of OASES/NOCN and will reflect the particular circumstances of each case and any mitigating factors.
- Sanctions will be based only on the evidence presented.
- All sanctions must be justifiable and reasonable in their scale and consistent in their application.
- For reasons of consistency of approach in the application of sanctions, OASES/NOCN will not take into account any consequential effects of a particular sanction which might arise from the circumstances of the individual.

- Sanctions applied will remain on record at OASES/NOCN.

8.17. Communicating decisions to learners, staff and Centers

- The Centre Officer/relevant employer will be informed of decisions in writing as soon as possible after decisions are made. It is the responsibility of the Centre Officer/relevant employer to communicate the decision to the individuals concerned and to pass on warnings in cases where this is indicated.

8.18. Exchange of information with other Awarding Bodies and Authorities.

- The majority of cases of malpractice are essentially confidential between the individual Centre and NOCN, but there are certain cases that may have wider implications. In cases of serious malpractice, in order to preserve the integrity of the assessment, it may be necessary for information to be exchanged amongst other Awarding Bodies, regulatory authorities and/or the Police.
- In all instances of serious malpractice, NOCN will automatically report the case to the regulatory authorities. All other cases will be reported on request.
- NOCN will inform the regulatory authorities whenever it finds evidence that certificates may be invalid and agree appropriate remedial action.

8.19. Appeals

NOCN has established procedures for considering appeals arising from the outcomes of an investigation into malpractice. This appeal procedure can be found in the Administration Handbook for Centers entitled “NOCN Arrangements for considering appeals and complaints to NOCN concerning NOCN Qualifications and Units of NOCN Qualifications.”

9 OASES Contingency Plan.

9.1 Guidelines and arrangements for ensuring the learner’s continued access to the course, tutors and course materials upon the dissolution of OASES.

9.1.1 This document will outline the arrangements that have been put in place to ensure that all learners have the ability to complete the course, irrespective of OASES’s continued operation. This is a staged process, if the first stage is not available to the learner the second stage will come into effect etc...

9.1.2 Stage 1 – OASES

If OASES ceases to exist but OASES finds another charity to act as a ‘host’ the learners will follow the TUPE’d OASES course leaders.

9.1.3 Stage 2 – Course Leaders to Work Independently

If OASES ceases to exist and OASES ceases to operate but the OASES course leaders establish themselves independently the learners will be given the option of completing the course with their original OASES course leaders.

9.1.4 Stage 3 - NOCN

If OASES ceases to exist, OASES ceases to operate and the OASES course leaders cease to deliver the course the learner will be referred back to NOCN for future support.

10 Document retention and secure storage

10.1 Document retention and secure storage

All learner documents will be filed within a lockable metal filing cabinet within the OASES office at the EWE Centre. The EWE Centre is only accessible using a electronic fob. They will also be stored in our secure online electronic systems.

All learner records and details of achievement will be maintained in an accurate, timely and secure manner for a minimum of seven years. Complete records will be kept for a minimum of three years of all qualifications, units and programmes including assessment and verification records, certificate claims and learner data for each unit.

Learner records and documents will be shared with NOCN for assessment purposes.