Learner Enrolment and Qualification Completion Procedures

Dibden Park School

Document control	Details
Accountable role	Headteacher – Head of Centre (Naomi Carter)
Operational lead	Deputy Headteacher (Sarah Drummond) and Examinations Officer (Laura Bortkiewicz)
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Our vision

Dibden Park School supports every child and young person to feel safe, be heard, discover their worth, develop their strengths and create a limitless future.



Respect | Engage | Belong | Independence | Ambition

Learn Now, Succeed Together, Grow Forever

CONTENTS

1. Purpose and scope
2. Principles
3. Roles and responsibilities
4. Information, guidance and suitability
5. Enrolment and qualification registration
6. Learning and support through to completion
7. Monitoring, completion and review
Appendix A. Learner enrolment and support record
Appendix B. Qualification completion check
Policy information
References

1. Purpose and scope

These procedures set out how Dibden Park School provides clear information about qualifications, makes considered enrolment and entry decisions, and supports learners to participate in and complete their chosen

programme. They apply to qualifications offered or entered by the school, including GCE, GCSE and vocational or other approved qualifications.

The procedures cover recruitment and transition, qualification guidance, suitability decisions, enrolment and awarding organisation registration or examination entry, learner support, progress monitoring and completion. They apply to school leaders, teaching and support staff, the SENCo, Examinations Officer and other staff involved in these processes.

The school will make professional, evidence-based decisions about the qualifications it offers and the support that can be provided. Current awarding organisation and JCQ requirements take precedence where they set specific rules or deadlines.

2. Principles

- Learners and families receive accurate, timely and accessible information about the qualification, its content, level, assessment methods, requirements and progression routes.
- The school assesses each prospective learner's needs and makes a justifiable professional judgement about the suitability of the qualification and the learner's potential to complete and achieve it.
- Where needed, the assessment identifies the support that can be made available to help the learner access teaching, assessment and examinations.
- Enrolment, registrations and examination entries are accurate, authorised and submitted by awarding organisation deadlines.
- The school monitors participation, progress, attendance and wellbeing and responds early when a learner may be at risk of not completing.
- Learners are involved in decisions about their learning and support in a way that is appropriate to their communication and developmental needs.

3. Roles and responsibilities

- The Headteacher, as Head of Centre, is accountable for the school's compliance with awarding organisation requirements, the accuracy of information submitted and the deployment of appropriate resources to deliver and administer qualifications.
- The Deputy Headteacher oversees the enrolment and learner review process, checks that decisions are documented, and coordinates action where a programme or support plan may need to change.
- The SENCo coordinates assessment of learning needs and access to support, including access arrangements where appropriate, and advises staff on evidence, reasonable adjustments and referrals.
- The Examinations Officer checks qualification and awarding organisation requirements, manages registrations and examination entries, verifies candidate and subject data, monitors deadlines and keeps evidence of submissions and amendments.
- Subject leaders and teachers explain course requirements, contribute to suitability decisions, set and review learning goals, monitor progress and raise concerns promptly.
- Pastoral staff, teaching assistants and other support staff contribute relevant information about communication, engagement, attendance, wellbeing and barriers to learning, and deliver agreed support within their roles.
- Learners are supported to understand their programme, attend learning and assessments, communicate difficulties and take part in reviews. Families or carers are involved where appropriate and consistent with the learner's needs and applicable requirements.

4. Information, guidance and suitability

Before enrolment, the school provides the learner and, where appropriate, their family or carer with information in an accessible format. This includes the qualification title and awarding organisation, level, expected duration, subject content, assessment methods, examination or coursework requirements, attendance and participation expectations, likely progression routes and any known costs or equipment requirements.

The school gathers relevant information to understand the learner's starting point and support needs. Depending on the learner, this may include previous school and qualification records, attainment and assessment information, EHCP or other plans, attendance history, learner and family views, professional advice,

communication needs, health information relevant to learning, and information from transition meetings. Information is used proportionately and stored securely.

The senior leader, subject leader and SENCo, as appropriate, consider whether the selected qualification is suitable and whether the learner has a realistic opportunity to access the teaching and complete the required assessment. They consider prior learning, current skills, course demands, assessment objectives, the learner's interests and goals, barriers to access and the support that can be provided. A diagnosis or plan is relevant evidence but does not by itself determine qualification entry or guarantee a particular result.

The decision and its reasons are recorded. If the proposed qualification is unsuitable or support needs cannot be met as planned, the school discusses appropriate alternatives or additional support with the learner and family before confirming enrolment. Where a disability or learning difficulty is identified, the school considers its duties to provide accessible information and make reasonable adjustments, and follows the separate Access Arrangements Procedures where examination or assessment arrangements may be needed.

5. Enrolment and qualification registration

When a programme is agreed, the school completes its enrolment records and explains the learner's timetable, key dates, attendance expectations, assessment plan, available support and named contacts. The school confirms the correct qualification, specification, subject or pathway, level, tier and units or components as applicable.

The Examinations Officer registers or enters the learner with the relevant awarding organisation in accordance with its rules and deadlines. Before submission, the school checks the learner's identity and candidate details against approved records and confirms the qualification and unit or component selections with the subject leader. Where the awarding organisation uses staged registration and examination entry, the school tracks both stages and does not assume one completes the other.

A second check is completed for entry data before the relevant deadline. The school records submissions, confirmations, amendments and withdrawals. The learner is given a clear opportunity to check the subjects and assessments they are entered for. Any discrepancy is raised promptly with the Examinations Officer and corrected through the awarding organisation's procedures.

Changes to a learner's programme, examination tier, subject or unit are considered by the senior leader, subject leader and Examinations Officer. Before an amendment is made, they check the academic and qualification impact, the learner's views, any access or support implications, and awarding organisation deadlines or fees. The decision and communication to the learner and family are recorded.

6. Learning and support through to completion

For each learner, staff identify the teaching, pastoral and practical support needed to engage with the programme and complete its assessments. This is recorded in the relevant learning or support plan and shared with staff who need the information. Support may include adapted teaching resources, structured routines, communication support, targeted intervention, assistive technology, mentoring, catch-up teaching, access arrangements or reasonable adjustments, subject to the applicable requirements.

Subject leaders map required teaching, units, coursework or non-examination assessment, practical work and examinations against the school calendar. Staff explain assessment expectations and key deadlines to learners in an accessible way. Where awarding organisation rules require supervised or authenticated work, staff follow the school's Non-Examination Assessment Policy and the relevant subject instructions.

Teachers monitor attendance, participation, understanding, completion of assessment tasks and readiness for examinations. They use this information to adapt teaching and provide additional help. Staff do not wait until an examination entry or coursework deadline has passed before raising a concern. A learner who is falling behind, frequently absent, disengaged or experiencing a change in need is referred promptly to the relevant teacher, pastoral lead or senior leader for a coordinated response.

Support is reviewed with the learner and, where appropriate, their family or carer. If the learner's needs, circumstances or chosen pathway change, the school reviews whether the qualification remains suitable and whether support or entries should be adjusted. Any change is made in line with awarding organisation requirements and recorded.

7. Monitoring, completion and review

The senior leader oversees regular reviews of each learner's programme. Reviews consider attendance and engagement, progress against learning goals, assessment evidence, completed and outstanding units or components, examination readiness, access to support, wellbeing and any risk to successful completion. The frequency is appropriate to the learner's needs and programme; concerns are reviewed sooner rather than waiting for the next scheduled meeting.

Where progress or participation is at risk, staff agree specific actions, responsibilities and a review date with the learner and relevant colleagues. Actions may include additional teaching, revised intervention, pastoral support, contact with the family, a review of the programme or advice from the awarding organisation. Decisions affecting qualification or examination entries are made with the Examinations Officer and subject leader so that deadlines and consequences are understood.

At the end of a programme or assessment series, the Examinations Officer and subject leaders check that all required registrations, entries, marks, endorsements and claims have been submitted and recorded correctly. The school communicates results and next steps to learners in an accessible way, supports them to understand their outcomes and discusses progression, further study, resits or alternative routes where appropriate.

The school keeps enrolment, suitability, support, progress, entry and completion records securely for the period required by law, awarding organisation rules and the school's retention schedule. The Headteacher reviews these procedures annually and when awarding organisation or regulatory requirements change. Senior leaders consider completion and achievement information to improve qualification guidance and learner support.

Appendix A. Learner enrolment and support record

Complete at enrolment and update when the qualification, support plan or learner's circumstances change.

Information	Record
Learner name and candidate details	
Qualification, awarding organisation, level, pathway and learner goals	
Starting point, prior learning and suitability decision/rationale	
Support needed to access teaching and assessment	
Access arrangements or reasonable adjustments to consider	
Key dates, completion requirements and staff/review date	
Learner and family/carer guidance provided	

Appendix B. Qualification completion check

Use during programme reviews and before the end of each examination series.

☐ The learner understands the qualification, assessment requirements and next key dates.

☐ Registrations, examination entries, subjects, tiers, units and components are accurate.

☐ Attendance, engagement and progress have been reviewed and any barriers have an agreed response.

☐ Required teaching, coursework, non-examination assessment, practical work and internal deadlines are tracked.

☐ Support and approved access arrangements are in place and communicated to the relevant staff.

☐ Outstanding work, examinations or qualification claims have named staff responsible and clear deadlines.

☐ Results and completion status will be checked and communicated to the learner accessibly.

☐ Progression, resit or next-step guidance has been discussed where appropriate.

Reviewed by: _____ Date: _____ Actions and review date: _____

References

- JCQ, General Regulations for Approved Centres, effective 1 September 2026, especially paragraphs 5.1, 5.3 and 5.4: https://www.jcq.org.uk/knowledge-hub/general-regulations-for-approved-centres/
- JCQ, Access Arrangements and Reasonable Adjustments: Adjustments for candidates with disabilities and learning difficulties, updated March 2026 and applicable during 2026/27, especially Chapter 3: https://www.jcq.org.uk/knowledge-hub/adjustments-for-candidates-with-disabilities-and-learning-difficulties/

Staff must check the current awarding organisation requirements, JCQ regulations and published deadlines for each qualification and examination series.