‘Beyond the Examination’
CPD workshop

Led by Dr Andrew McBirnie
Director of Examinations
Contents of session

• Information and communications
• Running an examination session
• Policies and procedures
• Recognition and accreditation
Where do I find information about exams?
• Specification documentation (including *Examinations Information, Rules and Regulations*)

- for official Examinations Board policy and procedures
• **Focus on Exams** – for examinations news, updates on syllabus content, exam procedures, policies, advice and reminders

• **Focus on Members** – for information specific to a particular country (eg. session dates)
HQ exams contacts:

website:
www.rad.org.uk/examinations

email:
exams@rad.org.uk
idregistration@rad.org.uk

phone:
+44 20 8236 8073
Exam sessions: key points
Registration and entry

- Entry is made on behalf of a Registered School
- Candidates are previously registered
- The Applicant
  - By signing the entry form, the Applicant agrees to comply with all rules and regulations, including:
    - Minimum studio requirements
    - Identity and ages of candidates
- Correspondence address and email
Terminology

• Approved Examination Centre (AEC)
• RAD Approved Venue (RAV)
Preparation and requirements

- Studio requirements
- Music
- Uniform and presentation
- Formats and exam procedure
- Minimum ages
Policies and procedures
Getting the right result

• Criteria based marking
• Examiner standardisation
  ➢ Standardisation exercises
  ➢ Individual standardisations
• Moderation of results
• Enquiries and appeals
Complaints, enquiries and appeals
Malpractice
Equality, diversity and access to examinations

• Reasonable adjustments
• Special consideration
External recognition for examinations in the UK

- Ofqual
- Qualifications Wales
- CCEA
- SQA Accreditation
Why regulate?

• Accreditation / regulation gives a measure of external quality assurance.

• It also offers a higher level of appeal for the customer when things go wrong.
How qualifications are defined

- **Level** – how difficult or challenging the qualification is
- **Credit** – how extensive or narrow the content of qualification is (size)
- **Learning outcomes** – what a learner is expected to know or be able to do if they pass
- **Assessment criteria** – the way in which the learner’s achievement, in respect of the learning outcomes, is assessed.
Qualifications frameworks
Where our exams sit on the Regulated Qualifications Framework (RQF)

<table>
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<tr>
<th>Exam</th>
<th>Level</th>
<th>Credit value</th>
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How the regulators regulate

- Criteria for Recognition
- General Conditions of Recognition
- Self-assessment
- Statement of Compliance
- Audits
- Regulatory action
UCAS is the UK Universities and Colleges Admissions Service. It is an entirely separate organisation from the regulators. UCAS recognises qualifications on its points tariff which is a mechanism for defining qualifications for university entrance purposes. RAD qualifications at RQF Level 3 (EQF Level 4) are included in the UCAS points tariff.
Questions

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