

Policy Name:	Qualification Commencement and Withdrawal Procedure
Policy Type:	Statutory
Issue Date:	15 th January 2026
To be reviewed:	15 th January 2028 (Biennially)
Approved by:	Board of Trustees
Policy Owner:	Steph Brown

Summary of updates for 2025 - 26

Upon review, no centre-specific updates or changes were applicable to this document.

1. Aims

- 1.1. This Procedure outlines the steps to follow in order to start a new qualification within an existing curriculum or to withdraw a qualification already in place.
- 1.2. The procedure informs staff concerned of the steps to be taken to change a qualifications status including how staff and Awarding Bodies are informed, including responsibilities.

2. Legislation and Guidance

- 2.1. The decision to start a qualification will be authorised by the Senior Leadership Team based on an evaluation by the Head of Departments as to the qualification's relevance.
- 2.2. Starting a new qualification in a school curriculum involves several areas of consideration:
 - 2.2.1. Research: Analyse current trends in education and industry demands.
 - 2.2.2. Stakeholder Input: Feedback from teachers, students, parents, or industry to identify need.
 - 2.2.3. Clear Goals: Establish the qualification aims to achieve (e.g., skill development, career readiness).
 - 2.2.4. Alignment: Ensure it aligns with the school's mission, vision, and existing curriculum
 - 2.2.5. Content Design: A detailed outline of curriculum, including topics, skills, and learning outcomes.
 - 2.2.6. Resource Identification: Determine what materials, textbooks, and technology will be needed.
 - 2.2.7. Internal Review: Present the proposal to curriculum committees for feedback and revisions.
 - 2.2.8. Regulatory Compliance: Ensure the qualification meets education standards and regulations.
 - 2.2.9. Formal Approval: Submit the proposal for official approval from relevant educational authorities.
 - 2.2.10. Training: Develop training programs for teachers to ensure they are prepared to deliver effectively.
 - 2.2.11. Resource Allocation: Ensure necessary resources are in place for successful implementation.
 - 2.2.12. Pilot Program: Consider a pilot program to test the curriculum and gather initial feedback.
 - 2.2.13. Feedback Mechanism: Establish a system for collecting feedback from students and educators
 - 2.2.14. Assessment of Outcomes: Regularly evaluate effectiveness, adjusting as needed.
 - 2.2.15. Review Cycle: Set up a timeline for regular review to ensure it remains relevant and effective.

- 2.3. After a relevant qualification has been identified and a requirement established, the Head of Department will work with the Exam Officer to find a suitable Awarding Body for approval.
- 2.4. After a relevant qualification has been identified and a requirement established, the Head of Department will work with the Exam Officer to find a suitable Awarding Body for approval.
- 2.5. After investigation to confirm suitability and financial implications, the Head of Department will seek approval from the Senior Leadership Team to officially seek Awarding Body approval to start running the qualification.
- 2.6. With SLT approval, the Exams Officer will contact the Awarding Body and begin the Board approval process.
- 2.7. On approval, the Exam Officer will inform the Senior Leadership Team and Head of Department that the qualification is now active and available.

3. Withdrawal of a Qualification

- 3.1. The decision to withdraw a qualification from the school curriculum is made after careful consideration and consultation among stakeholders, including educators, administrators, students, and parents.
- 3.2. This process usually involves the following steps:
 - 3.2.1. **Assessment of Relevance:** A thorough review of the qualification is conducted to determine its alignment with current educational standards, student needs, and workforce requirements.
 - 3.2.2. **Stakeholder Consultation:** Input is gathered from teachers, students, and parents to understand the implications of removing the qualification and to address any concerns.
 - 3.2.3. **Impact Analysis:** An evaluation of how the withdrawal will affect students, including gaps in knowledge.
 - 3.2.4. **Communication Plan:** A clear communication strategy is established to inform all affected parties about the decision, the reasons behind it, and the timeline for implementation.
 - 3.2.5. **Transition Support:** Measures are put in place to support students who may be impacted, including alternative qualifications or pathways to ensure they continue to receive a quality education.
 - 3.2.6. **Implementation and Review:** The withdrawal is executed in a manner that minimizes disruption, followed by ongoing review to assess the outcomes of this change on the curriculum and success.
- 3.3. After investigation to confirm relevance, the Head of Department will seek approval from the Senior Leadership Team to withdraw the qualification from the curriculum offer.
- 3.4. With SLT approval, the Exams Officer will contact the Awarding Body and confirm the qualification is no longer to be offered, confirming the status of remaining active candidates or achievement to be claimed.
- 3.5. The Exam Officer will confirm qualification withdrawal with Senior Leadership when the qualification has been deemed inactive by the Awarding Body.