Curriculum Policy

MISSION STATEMENT & EDUCATIONAL VALUES

(JCQ 2025–2026 Compliance — GCE/GCSE and Vocational & Technical Qualifications)

Legal entity: London Maths & Science College (LMSC) – Limited Company (Companies House No. 16822143)

Registered office / campus: 167 Commercial Road, London, E1 2DA

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Document Owner: Principal / Head of Centre

Approved by: Proprietor / Governing Body

Effective date: 18 February 2026

Review date: 18 February 2027

Version: 1.1 (Appendices added)

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1. Purpose

This Curriculum Policy sets out how London Maths & Science College (LMSC) designs, implements, quality assures and reviews its curriculum to ensure:

- high academic standards and strong outcomes for learners aged 16–19 (and other learners where applicable);
- compliance with UK expectations for quality of education, safeguarding, equality and leadership/management;
- compliance with awarding organisation and qualification requirements, including **Cambridge International**, **Pearson Edexcel**, **AQA**, **OCR**, and other awarding organisations used by LMSC;
- consistent delivery across **in-person, online and hybrid** modes; and
- effective preparation for progression to university, professional qualifications and employment.

2. Scope

This policy applies to all curriculum provision, all delivery modes, and all staff involved in curriculum planning, teaching, assessment, internal quality assurance, learner support and examinations.

This policy must be read alongside LMSC's:

- Teaching, Learning and Assessment Policy
- Assessment and Internal Quality Assurance Procedures
- Exams Policy (JCQ and Cambridge compliance)
- Malpractice & Maladministration Policy
- Safeguarding and Child Protection Policy
- eSafety / Online Safety Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy and Access Arrangements Procedures
- CEIAG Policy
- Behaviour Policy and Student Code of Conduct
- Digital Privacy Policy / Data Protection Policy

3. Regulatory and compliance framework

LMSC ensures its curriculum meets and evidences expectations from:

- **Ofsted** (quality of education: intent, implementation, impact; personal development; behaviour and attitudes; leadership and management).
- **DfE and statutory safeguarding guidance** (including online safety), as implemented via LMSC safeguarding systems and training expectations.
- **Awarding organisations and exam regulations**, including:
  - **Cambridge International** (Cambridge Handbook and syllabus/component rules; centre responsibilities for secure assessment/exams and internal components where applicable).
  - **JCQ framework** where LMSC delivers JCQ awarding organisations (e.g., **Pearson Edexcel, AQA, OCR**): General Regulations, ICE, access arrangements rules, malpractice reporting, secure materials handling, and centre inspection readiness.
  - Other awarding organisations/professional qualifications where delivered: LMSC follows the awarding organisation's qualification specifications, approval conditions, assessment rules, internal quality assurance expectations and malpractice requirements.

4. Curriculum vision and principles

LMSC's curriculum is ambitious, rigorous and designed for progression. It is underpinned by:

1. **Ambition and high expectations**
2. **Coherence and sequencing**
3. **Subject integrity and specification compliance**
4. **Inclusion and equity (reasonable adjustments and targeted support)**
5. **Safeguarding and wellbeing**
6. **Academic integrity and ethical AI use**
7. **Preparation for next steps (higher education, professional routes, employment)**

5. Curriculum offer and programme planning

5.1 Curriculum pathways

LMSC's offer includes STEM, Business & related programmes, and professional/vocational routes where approved and resourced.

Each programme has:

- entry guidance and suitability criteria;
- intended progression routes;
- delivery model and taught/independent study expectations;
- assessment plans (internal assessment cycle; awarding organisation exam series; internal component milestones where applicable).

5.2 Qualification and awarding organisation selection

Qualification selection is based on learner needs, progression goals, standards, staffing expertise, facilities, approval status, and compliance capacity. The Principal / Head of Centre approves all programme introductions/withdrawals (with governance oversight).

5.3 Annual curriculum calendar

LMSC maintains an annual calendar including teaching terms, assessment points, mock series, exam windows and entry deadlines, internal QA cycles, and CPD.

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6. Roles and responsibilities

- **Proprietor / Governing Body:** approves curriculum strategy; receives assurance on outcomes, risks and improvement actions.
- **Principal / Head of Centre:** overall accountability for curriculum quality and awarding organisation compliance; ensures resourcing and capability.
- **Vice Principal (Academic):** leads curriculum design, timetabling, quality of teaching and outcomes analysis.
- **Heads of Faculty:** ensure specification-aligned schemes of work; standardisation; progress monitoring; interventions.
- **Quality Nominee:** oversees QA framework and evidence readiness; tracks actions from external feedback.

- **Exams Officer/Cambridge Exams Coordinator:** aligns curriculum assessment plans with entries/exam windows; ensures exam compliance that impacts curriculum and assessment integrity.
- **SENDCo:** ensures access to curriculum, reasonable adjustments and access arrangements (JCQ/Cambridge routes).
- **DSL/DDSL:** ensures safeguarding considerations are embedded in curriculum delivery, online learning and learner support.
- **Teachers:** deliver planned curriculum; assess accurately; authenticate work; uphold integrity and reporting routes.

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7. Curriculum intent, implementation and impact

7.1 Intent

Each subject/programme defines what learners will know/do, how it builds over time, how key skills are embedded, and the rationale for sequencing.

7.2 Implementation

Secured through:

- specification-aligned schemes of work and learning sequences;
- planned practicals/coursework/internal components with authentication controls;
- agreed teaching standards and consistent assessment practice;
- sufficient timetabled teaching time and revision windows;
- resourcing, staff competency and CPD;
- safe and consistent online/hybrid delivery arrangements

7.3 Impact

Evaluated via outcomes, progress, retention, attendance, learner work scrutiny, destination tracking, stakeholder feedback, and awarding organisation feedback.

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8. Assessment, standardisation and academic integrity

- published assessment plans per subject;

- standardisation for marking and grade judgement;
- moderation/verification for internal components where required;
- explicit academic integrity education, including AI boundaries;
- robust escalation routes through Malpractice & Maladministration procedures.

9. Inclusion, SEND, EAL and equality

LMSC ensures curriculum access and high expectations through early identification, reasonable adjustments, targeted interventions, EAL support for academic English, and equitable access to resources and platforms.

10. Personal development and learner readiness

LMSC embeds study skills, digital citizenship, online safety, wellbeing support, respectful conduct, and progression planning through tutorials and curriculum links.

11. Careers education and progression

LMSC provides CEIAG and progression support, including university guidance, admissions preparation where relevant, professional pathway guidance, and destinations tracking.

12. Online, hybrid and remote curriculum delivery

Online/hybrid delivery is planned to maintain equivalent quality and coverage to in-person delivery, using approved platforms (Google tools) with appropriate safeguarding, privacy, and integrity controls.

13. Quality assurance, evaluation and continuous improvement

LMSC operates a structured QA cycle (see Appendix A) including SAR/QIP, observation/coaching, work scrutiny, assessment QA, learner voice, and outcomes analysis, alongside awarding organisation readiness checks.

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14. Curriculum change control

All curriculum change proposals include rationale, staffing and resource capacity, awarding organisation approval requirements, exam administration impact, safeguarding/online safety impact, and risk assessment, approved by the Principal/Head of Centre with governance oversight.

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15. Record keeping and evidence

LMSC maintains inspection-ready records including curriculum maps, schemes of work, assessment plans, standardisation logs, outcomes analysis, interventions, CPD, awarding organisation actions, and destinations. Retention follows the Records Management and Retention Schedule.

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16. Monitoring and review

This policy is reviewed annually (or sooner if required by regulatory/awarding organisation updates, significant curriculum change, or inspection/visit findings). Curriculum quality and risks are reported to governance through the annual cycle.

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17. Approval and review record

Version	Approved by	Approval date	Effective date	Review date	Summary of changes

1.0	Proprietor / Governing Body	18 Feb 2026	18 Feb 2026	18 Feb 2027	Initial issue
1.1	Proprietor / Governing Body	18 Feb 2026	18 Feb 2026	18 Feb 2027	Appendices A–D added

Appendix A: Curriculum Governance Calendar and Annual Quality Cycle

This calendar is maintained each academic year and adapted to awarding organisation series dates and programme structures.

A1. Termly governance cycle (minimum)

Autumn Term

- Curriculum intent confirmation (subject plans, sequencing, resourcing).
- Baseline assessments completed; initial intervention plans.
- CPD plan confirmed (subject and compliance priorities).
- QA activities: lesson observations (sample), work scrutiny, learner voice.
- Exam planning: entry guidance and early checks (where relevant).
- Governance report: curriculum intent/implementation summary, risks and mitigations.

Spring Term

- Mid-year progress review and predicted grades (by programme/subject).
- Mock exams / internal assessments completed; intervention impact review.
- Standardisation and moderation checks (internal components where relevant).
- QA activities: targeted observations/coaching; assessment QA audit.
- Exams readiness: access arrangements implemented; candidate briefings scheduled.
- Governance report: performance trends and improvement actions.

Summer Term

- Final exam readiness checks; controlled assessment/coursework finalisation where applicable.
- Exam series delivery oversight (compliance assurance through Exams Officer reports).
- Results analysis planning; destinations tracking arrangements confirmed.
- SAR drafting and QIP priorities identified.
- Governance report: year-end evaluation, compliance assurance, draft QIP.

A2. Monthly operational cycle (typical)

- Attendance/behaviour review and at-risk learner panel.
- Faculty meetings: curriculum sequencing, misconceptions, intervention planning.
- Data drop review (as scheduled): progress, predicted grades, intervention impact.
- Assessment QA sampling: consistency, feedback quality, authenticity checks.
- Safeguarding/online safety updates embedded in pastoral programme (as needed).

A3. Evidence set maintained for inspection/awarding body visits

- Subject intent statements and curriculum maps
- Schemes of work and lesson sequence plans
- Assessment plans and mock schedules
- Standardisation/moderation records (where applicable)
- Learner progress tracking and intervention logs
- CPD logs and induction/training records
- Awarding organisation communications and action plans
- Exam readiness and candidate communications (as relevant)
- Destinations and progression evidence

Appendix B: Subject Intent–Implementation–Impact Template (One Page per Subject)

Subject / Qualification:

Awarding organisation: (Cambridge / Pearson Edexcel / AQA / OCR / Other)

Specification / Syllabus code:

Programme(s):

Delivery mode(s): In-person / Hybrid / Online

Head of Faculty / Subject Lead:

B1. Intent

- **Purpose and progression:** What this subject prepares learners for (degree/apprenticeship/professional route).
- **Core knowledge and skills:** The key concepts, methods and disciplinary habits to be secured.
- **Sequencing rationale:** Why topics are ordered as they are; prerequisites; cumulative knowledge.
- **Key threshold concepts:** The "must secure" content that unlocks later learning.
- **Cross-cutting skills:** literacy, numeracy, scientific/mathematical thinking, data skills, extended writing, practical competency (where relevant).
- **Inclusion:** barriers anticipated and planned adjustments/support.

B2. Implementation

- **Schemes of work:** reference and location; lesson sequence structure.
- **Teaching approaches:** agreed routines and evidence-informed strategies.
- **Assessment plan:** formative checks; summative assessments; mock series; feedback timelines.
- **Standardisation:** how marking is standardised; use of exemplars; moderation arrangements.
- **Practical/coursework/internal components:** authentication controls; supervision; storage; deadlines.

- **Resources:** texts, labs, software, calculators, online tools; access arrangements.
- **Staff CPD:** subject-specific priorities and compliance updates.

B3. Impact

- **Progress measures:** baseline to current; cohort and subgroup patterns.
- **Outcomes:** external results trends; internal mock trends; value-added indicators (where used).
- **Quality checks:** work scrutiny outcomes; observation themes; learner voice.
- **Interventions:** what's in place; evidence of impact.
- **Next steps:** improvement priorities and actions for next cycle.

Appendix C: Curriculum Compliance Checklist by Awarding Organisation

This checklist is used termly and before exam series to confirm curriculum and assessment integrity.

C1. Universal requirements (apply to all programmes)

- Curriculum mapped to current specification/syllabus; correct version and updates cascaded.
- Schemes of work show full coverage and sequencing, including revision windows.
- Staff competence confirmed (subject expertise; assessment literacy; compliance training).
- Assessment plan in place; authenticity controls applied; clear feedback timelines.
- Reasonable adjustments and inclusion planning embedded; learners supported consistently.
- Learners briefed on academic integrity, plagiarism and AI rules.
- Safeguarding and online safety embedded (including remote learning controls).
- Records/evidence maintained and retrievable.

C2. Cambridge International (curriculum and assessment integrity)

- Cambridge syllabus codes and current syllabus documents held and used.
- Internal components (where applicable) planned with Cambridge rules followed (authentication, supervision, evidence retention).
- Staff use Cambridge resources (specimen papers/mark schemes/examiner reports).
- Exam readiness reflects Cambridge Key Times and Full Centre Supervision requirements (via Exams Policy).
- Candidate communications reflect Cambridge expectations for conduct and malpractice.

C3. Pearson Edexcel / AQA / OCR (JCQ awarding organisations)

- Delivery aligned to subject specification and assessment objectives.
- Where NEA/coursework applies: centre authentication, internal standardisation, secure storage and controlled access.
- Assessment arrangements do not conflict with JCQ rules (integrity, confidentiality, malpractice prevention).

- Access arrangements evidence and implementation aligned to JCQ requirements (via SENDCo/Exams Officer).
- Exam series planning integrates JCQ regulations via Exams Policy.

C4. Other awarding organisations / professional qualifications (where delivered)

- Centre approval and qualification approval status confirmed.
- Internal QA requirements (IQA/standardisation/verification) implemented and evidenced.
- Assessment evidence is authentic, valid, sufficient and current.
- Malpractice/maladministration reporting route is clear and followed.
- Learner registration, certification and record keeping comply with awarding organisation requirements.

C5. Pre-exam series curriculum assurance (all routes)

- Teaching coverage complete; revision plan delivered.
- Mock analysis completed; intervention plan in place.
- Candidate exam conduct briefing completed; integrity and AI reminders issued.
- Access arrangements implemented and tested in mocks where possible.
- Practical endorsements / internal components completed and securely recorded where applicable.

Appendix D: Academic Integrity and AI Rules (Learner-Facing Summary)

D1. Core principle

LMSC expects all learner work to be **honest, authentic and your own**, unless collaboration is explicitly permitted. The same standards apply to work produced in-person, online or hybrid.

D2. What counts as misconduct

Misconduct includes (not exhaustive):

- plagiarism (copying text/code/ideas without acknowledgment);
- collusion (unauthorised collaboration);
- impersonation (someone else completing work on your behalf);
- using unauthorised materials or devices in assessments/exams;
- buying/selling sharing assessment materials;
- falsifying data, practical results or evidence.

D3. AI use rules

AI tools may be used **only when permitted by the teacher and the task instructions**. Unless you are explicitly told otherwise:

You may use AI for:

- brainstorming ideas and planning (then producing your own work);
- checking spelling/grammar for drafts you wrote;
- generating revision questions for practice (not for assessed submissions);
- explaining concepts to support learning (not to write assessed answers).

You must not use AI to:

- generate or rewrite assessed answers and submit them as your own;
- write coursework/NEA/internal assessment content for submission;
- produce calculations, data analysis or code that you do not understand and cannot explain;
- bypass learning by copying AI output into assignments.

D4. Referencing and transparency

- If AI is permitted for a task, you must follow the teacher's instructions on disclosure (e.g., stating the tool used and how it was used).

- You must keep drafts/notes that show your independent work and development.

D5. Consequences

Suspected misconduct will be investigated under LMSC's Malpractice & Maladministration Policy and may lead to:

- rejection of work and requirement to resubmit (where permitted);
- disciplinary sanctions under the Student Code of Conduct;
- reporting to the awarding organisation (where required), which may result in disqualification.

D6. If you are unsure

Ask your teacher **before** using AI or receiving help. "I didn't know" is not a defence in regulated assessment.

Appendix E: Programme Specifications Pack (Standard Format)

This appendix provides the **standard programme specification format** that London Maths & Science College (LMSC) uses for **every programme and qualification route** (Cambridge International, Pearson Edexcel, AQA, OCR and any other awarding organisation). It is designed to be "visit-ready" for **Cambridge centre approval/monitoring** and supports **Ofsted/Education Inspection Framework** expectations by evidencing **intent, implementation and impact** at programme level.

How to use this appendix

- Create **one completed Programme Specification** per programme (e.g., "A Level Biology (AQA) – 2 Year Programme", "Cambridge International AS & A Level Mathematics – 2 Year Programme", "GCSE Resit Maths (Pearson Edexcel)").
- Store completed Programme Specifications in the **Curriculum Evidence Folder** and review annually (or when awarding body specifications change).

E1. Programme Specification Cover Sheet (Required)

Programme Title: (e.g., "A Level Biology")

Route / Level: (e.g., Level 3, 16–19 Study Programme / International Route as applicable)

Awarding Organisation: (Cambridge International / Pearson Edexcel / AQA / OCR / Other)

Qualification Title and Code:

Programme Duration: (e.g., 1 year / 2 years)

Delivery Mode(s): In-person / Hybrid / Online (identify the model used)

Programme Lead (name & role):

Head of Faculty:

Date approved by Principal / Head of Centre:

Effective from:

Review date:

Programme status and approvals

- **AO centre approval confirmed?** Yes/No
- **Qualification approval confirmed?** Yes/No
- **Any conditions / actions from AO?** Yes/No (detail and action owner)

E2. Programme Rationale and Intent

E2.1 Purpose and rationale

- Why LMSC offers this programme (learner need, progression demand, local/international need, alignment with mission).
- How the programme fits into LMSC pathways (STEM/Business/Professional).

E2.2 Target learner profile

- Typical starting points (prior qualifications, subject strengths).
- Characteristics and support needs anticipated (EAL, SEND, prior attainment range).

E2.3 Intended outcomes (impact)

- Intended qualification outcome profile (achievement goals, progress expectations).
- Broader outcomes: study skills, independent learning, personal development, destinations.

E2.4 Progression routes

Specify typical progression routes, for example:

- University degree routes (relevant subject areas).
- Apprenticeships / Higher Technical Qualifications (where relevant).
- Professional qualifications (where relevant).
- Employment routes aligned to programme.

E3. Entry Guidance and Suitability

E3.1 Entry guidance (published and applied consistently)

- Prior attainment guidance (e.g., GCSE grades / equivalent; subject-specific expectations).
- English and maths expectations (as relevant to programme level and learner needs).
- Additional requirements (e.g., interview, diagnostic test, portfolio, practical suitability).

E3.2 Admissions checks and placement

- How suitability is assessed (diagnostics, interview, transcript review).
- Placement decision process (who decides; escalation routes).
- Induction and baseline assessment arrangements.

E3.3 Learners under 18

- Confirmation that safeguarding and supervision arrangements apply fully and are embedded in delivery and enrichment.

E4. Programme Structure and Planned Hours

E4.1 Planned hours model

Document the planned learning model for the programme:

- **Guided learning / taught hours per week** (by subject component where applicable).
- **Independent study hours expected per week** (including homework and revision).
- **Tutorial / pastoral time** (including study skills, wellbeing, progression).
- **Practical/lab time** (where required).
- **Mock exam windows and revision weeks** (embedded and timetabled).

E4.2 Programme calendar

- Teaching weeks and assessment points across the year(s).
- Exam series windows and key internal deadlines (coursework/internal components where applicable).
- Trips/enrichment timing (if linked to curriculum).

E4.3 Delivery mode controls (in-person / hybrid / online)

- How LMSC ensures the same curriculum coverage and standard across modes.
- Platform(s) used (e.g., Google tools) and expectations for attendance/engagement.

E5. Curriculum Content and Sequencing

E5.1 Specification mapping

- Confirmation that content is mapped to the **current AO specification/syllabus** (version control noted).
- Link/location of the programme's **Curriculum Map** and **Scheme of Work**.

E5.2 Sequencing rationale

- Explanation of sequencing (prerequisites, threshold concepts, cumulative knowledge).
- Any "must secure" knowledge points and how they are revisited (retrieval and interleaving).

E5.3 Practical / coursework / internal components (where applicable)

- How internal components are planned, supervised, authenticated and quality assured.
- контроль of materials and versioning for tasks.

E6. Teaching, Learning and Support Model

E6.1 Teaching approach

- Agreed teaching routines (explanations/modelling, practice, checking understanding, feedback loops).
- How exam technique is embedded (command words, extended responses, problem solving).

E6.2 Differentiation and inclusion

- Strategies for stretch and challenge.
- Strategies for support and scaffolding.

- SEND and reasonable adjustments planning embedded in teaching practice.
- EAL support strategies (academic language, vocabulary, writing frames where relevant).

E6.3 Study skills and independent learning

- How study skills are taught explicitly (revision strategies, note-making, time management).
- Independent study expectations and monitoring (VLE/homework systems).

E7. Assessment Plan and Standardisation

E7.1 Assessment framework

Document the full assessment plan:

- Baseline assessment (on entry / start of year).
- Formative assessment routines (low-stakes checks, retrieval practice).
- Summative assessments (end-of-topic tests, data drops).
- Mock examinations (timings, paper types, conduct arrangements).

E7.2 Standardisation and quality assurance

- Standardisation meetings schedule and process.
- Marking/feedback expectations (turnaround times, consistency checks).
- Work scrutiny arrangements and sampling approach.

E7.3 Internal components quality assurance (where applicable)

- Internal moderation approach (second marking, sampling, cross-marking).
- Authentication controls and evidence retention.
- Storage and access controls for assessment materials.

E7.4 Academic integrity and AI rules (programme-specific)

- Learner rules on unauthorised assistance and AI use, aligned to LMSC Malpractice & Maladministration Policy.
- How integrity is taught, reinforced and monitored.

E8. Examination and Awarding Organisation Compliance Notes

This section must explicitly state the compliance regime for the programme:

E8.1 Cambridge International programmes

Include:

- Cambridge syllabus code(s) and any internal component rules.
- Key Times and Full Centre Supervision awareness (exam delivery managed under Exams Policy).
- Coursework/internal assessments: Cambridge rules on supervision/authentication/retention followed.
- Malpractice prevention and reporting routes (Head of Centre escalation).

E8.2 Pearson Edexcel / AQA / OCR programmes (JCQ awarding organisations)

Include:

- Confirmation that exam administration follows **JCQ General Regulations** and **ICE** via LMSC Exams Policy.
- Access arrangements follow JCQ requirements (evidence, implementation).
- NEA/coursework (where relevant): authentication, secure storage, supervision, and internal standardisation controls.

E8.3 Other awarding organisations / professional qualifications (if used)

Include:

- Qualification approval status and QA requirements (IQA/EV sampling, evidence rules).
- Record-keeping, malpractice reporting and certification processes.

E9. Staffing, Capability and CPD

E9.1 Staffing model

- Programme staffing list (roles: Programme Lead, teachers, support staff).

- Minimum subject expertise expectations (qualifications/experience).
- Cover arrangements and continuity planning.

E9.2 CPD plan (programme-specific)

- Induction and annual updates on specification changes.
- Exam board training and standardisation priorities.
- Inclusion/SEND/EAL training priorities.
- Academic integrity / malpractice awareness updates.

E10. Resources and Learning Environment

E10.1 Physical resources

- Rooms and specialist facilities required (labs, IT rooms, quiet study areas).
- Health & Safety requirements (where relevant).

E10.2 Digital resources

- Platforms and tools used (e.g., Google tools).
- Access expectations and support for online/hybrid.
- Online safety controls and acceptable use alignment.

E10.3 Learning materials

- Core textbook(s), revision guides, past papers, exemplar materials.
- Practical equipment lists (where required).

E11. Learner Support, Safeguarding and Wellbeing

E11.1 Pastoral and academic support

- Tutor model and review cycle.
- Intervention model (academic mentoring, targeted sessions).
- Attendance monitoring and escalation.

E11.2 Safeguarding integration

- How safeguarding applies to programme activities (including online learning).
- How learners are briefed on reporting routes and support services.

E11.3 Exam wellbeing and special consideration

- How exam stress support is provided.
- How potential special consideration needs are identified and escalated to Exams Officer.

E12. Monitoring, Evaluation and Improvement

E12.1 KPIs and performance monitoring

Set programme KPIs, typically including:

- attendance and punctuality,
- retention,
- progress measures (data drops),
- mock exam performance,
- qualification achievement,
- destinations.

E12.2 Evaluation sources

- Learner voice, parent feedback (where relevant), staff reflections.
- Observation/work scrutiny findings.
- External feedback (moderation, examiner reports, AO visit feedback).

E12.3 Improvement actions

- Current priorities, actions, owners and timelines.
- Evidence of impact and review dates.

E13. Programme Risk Assessment (Curriculum & Compliance)

Document risks and mitigations, for example:

- staffing capacity risk (mitigation: recruitment/CPD/cover plan),
- practical/lab safety risk (mitigation: checks/training),
- online delivery integrity risk (mitigation: platform controls, assessment design),
- coursework authenticity risk (mitigation: checkpoints, viva/verification, drafts),
- exam readiness risk (mitigation: mock series, interventions),
- awarding body compliance risk (mitigation: compliance calendar, audits).

E14. Programme Sign-Off and Version Control

Prepared by (Programme Lead):

Reviewed by (Head of Faculty):

Quality checked by (Quality Nominee):

Exam compliance checked by (Exams Officer): *(where the programme has external exams/regulated assessment)*

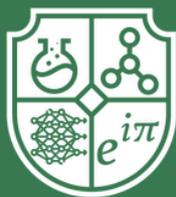**Approved by (Principal / Head of Centre):**

Version history

Version Date Author Summary of change Approved by

E15. Programme Evidence Checklist (What to Keep Attached)

Attach or link to:

- AO specification/syllabus (current version reference)
- Curriculum map + scheme of work
- Assessment plan + mock timetable
- Standardisation/moderation records (where relevant)
- Intervention plans and impact reviews
- CPD records (programme-specific)
- Practical risk assessments (where relevant)
- Learner handbook section for the programme (expectations, integrity, AI rules)
- Exam board updates / examiner reports used in planning

Contact

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MATHS & SCIENCE
COLLEGE**