



WORTHING COLLEGE

EXAMS POLICY

MARCH 2018

Policy name:	Exams Policy
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Through its policies and in its day to day work, the college is committed to promoting equality and fairness and combating discrimination. This applies to everyone, regardless of gender, racial or ethnic background, disability, religion, sexual orientation or age and embraces the college's legal responsibilities.

WORTHING COLLEGE

EXAMS POLICY

Mission

To inspire, build confidence and prepare you for the life you want to live.

Vision

“We’ll believe in you”

Whatever your background, identity or experience of learning to date, we believe in you. We will support your achievement and success.

“We’ll take you further than you expect”

You’ll have the opportunity to choose from the widest possible range of courses in one place and we’ll stop at nothing to connect you with the best university, employer, or apprenticeship for you. And if you’re already working, we’ll help you to keep developing and growing.

“We’ll provide an inspirational environment for you”

You’ll experience a warm welcome from our community. You’ll grow in confidence, resilience and be ready for progression to the next step in your life, whether that’s further study, the world of work or your own unique adventure.

Values

For us to succeed in our mission and vision, the College has shared community values which help pull us together to act in agreed ways as part of an inspirational community:

We listen intently to the voice of those we serve and show unending commitment to continuous improvement and innovation.

We engage fully with the needs of the local community, employers and universities so we can secure your achievement, success and progression.

We respond quickly, so we’re always able to give you the best support, information, advice and guidance, just when you need it.

We celebrate together the successes and diversity of our community.

Worthing College Exams Policy

1. Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- ▶ all aspects of the centre's exam process is documented and other relevant exams-related policies, procedures and plans are signposted
- ▶ the workforce is well informed and supported
- ▶ all centre staff involved in the exams process clearly understand their roles and responsibilities
- ▶ all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that
"...the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute." [JCQ General Regulations for Approved Centres (GR) 1]
- ▶ exam candidates understand the exams process and what is expected of them.

This policy is reviewed every two years to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff. It will be made available to students and parents / carers through the college website.

2. Roles and responsibilities

The Principal is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to awarding body and JCQ instructions, and the qualification specifications issued by the awarding bodies.

The Assistant Principal for Guidance

- ▶ Ensures the exams officer (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
- ▶ Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SEND Coordinator)
- ▶ Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- ▶ Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the Exams Coordinator
- ▶ Ensures "that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the timetabled written examination or on-screen test..."
- ▶ Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions including

- ▶ the location of the centre's secure storage unit is in an area solely assigned to examinations
- ▶ the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- ▶ that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- ▶ Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place – see Appendix 1
- ▶ Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies
- ▶ Ensures required internal appeals procedures are in place – see Teaching and Learning policy
- ▶ Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments.
- ▶ Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to by the end of October confirming they are both aware of and adhering to the latest version of the JCQ regulations and instructions for conducting examinations and approves the Head of Centre formal declaration.
- ▶ Ensures a **non-examination assessment policy** is in place for new GCE and GCSE qualifications which include components of non-examination assessment (For CCEA GCSE centres this would be a controlled assessment policy)

Exams Coordinator

- ▶ Understands the contents of annually updated JCQ publications including:
 - General regulations for approved centres
 - Instructions for conducting examinations
 - Suspected Malpractice in Examinations and Assessments
 - Post-results services (PRS)
- ▶ Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ▶ Ensures key tasks are undertaken and key dates and deadlines met
- ▶ Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the training provided to invigilators for the required period
- ▶ Ensures awarding bodies are notified before the associated entries are submitted, where a candidate is being taught and prepared for examinations and assessments by a relative or where a relative of exams office staff is being entered for examinations and assessments. Supports the administration of public and internal exams
- ▶ Advises the Principal, AP, CTMS, teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- ▶ Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ▶ Ensures that candidates are informed of and understand those aspects of the exam timetable that will affect them
- ▶ Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- ▶ Oversees the systems and processes to support the timely entry of candidates for their exams.

- ▶ Provides candidates with statements of entry for checking through the My Data website.
- ▶ Oversees exam entry data
- ▶ Ensures exams are conducted according to JCQ and awarding body instructions
- ▶ Receives, checks and stores securely all exam papers and completed scripts
- ▶ Oversees and administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- ▶ Oversees the management of exam timetable clashes.
- ▶ Oversees the despatch of candidates' coursework samples and distributes returned coursework to curriculum teams.
- ▶ Oversees the dissemination of exam results and certificates to candidates and forwards, in consultation with the SMT, any appeals/re-mark requests
- ▶ The Examinations Coordinator is responsible for reporting all suspicions or actual incidents of malpractice, referring to the JCQ document *Suspected malpractice in examinations and assessments*.
- ▶ Issues individual exam timetable information to candidates and relevant JCQ information for candidates
- ▶ Where relevant, issues relevant awarding body information to candidates
- ▶ Issues centre exam information to candidates including information on:
 - ▶ exam clashes
 - ▶ arriving late for an exam
 - ▶ absence or illness during exams
 - ▶ what equipment is/is not provided by the centre
 - ▶ food and drink in exam rooms
 - ▶ wrist watches in exam rooms
 - ▶ when and how results will be issued and the staff that will be available
 - ▶ the post-results services and how the centre deals with requests from candidates
 - ▶ when and how certificates will be issued

Special educational needs co-ordinator (SEND Coordinator)

- ▶ Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
Access Arrangements and Reasonable Adjustments
- ▶ Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- ▶ If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- ▶ Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- ▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her

Curriculum Team Managers

- ▶ Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EC and SENDCo
- ▶ Ensures teaching staff keep themselves updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- ▶ Ensures teaching staff attend relevant awarding body training and update events
- ▶ Ensure the accurate and timely completion of exam entry sheets
- ▶ Ensure the accurate and timely completion of coursework mark sheets and declaration sheets.
- ▶ Ensure the accurate completion of changes of course/entry/level.

Teaching staff

- ▶ Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- ▶ Keep updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- ▶ Attend relevant awarding body training and update events

Invigilators

- ▶ Attend training, update, briefing and review sessions as required
- ▶ Provide information as requested on their availability to invigilate
- ▶ Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- ▶ Support the Exam Coordinator in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials

3. The exam cycle

3.1 Information sharing

Exams Coordinator

- ▶ Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
- ▶ Signposts relevant centre staff to JCQ information that should be provided to candidates
- ▶ As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

3.2 Information gathering

MIS Coordinator

- ▶ Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct

3.3 Access arrangements

Assistant Principal for Guidance

- ▶ Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre
- ▶ Ensures the SEND Coordinator is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SEND Coordinator

- ▶ Works with the appointed Exams Concession Assessors to assess candidates and identify access arrangements requirements
- ▶ Gathers evidence to support the need for access arrangements for a candidate
- ▶ Liaises with teaching staff where appropriate to gather evidence of normal way of working of an affected candidate
- ▶ Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- ▶ Gathers signed data protection notices from candidates where required

Exams Coordinator

- ▶ Applies for approval through *Access arrangements online* (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- ▶ Employs good practice in relation to the Equality Act 2010
- ▶ Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the training provided to facilitators for the required period
- ▶ Provides and annually reviews centre procedure for the **use of word processors** in exams and assessments – See Appendix 2
- ▶ Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

3.4 Controlled and Internal assessment and endorsements

Assistant Principal for Guidance

- ▶ Ensures irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

Curriculum Team Managers

- ▶ Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work
- ▶ Ensure appropriate internal moderation, standardisation and verification processes are in place
- ▶ Ensures teaching staff delivering new GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ *Instructions for conducting non-examination assessments* and the specification provided by the awarding body
- ▶ For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body

- ▶ Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body
- ▶ Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline
- ▶ Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- ▶ Ensures work is returned to candidates or disposed of according to the requirements

Teaching staff

- ▶ Ensure appropriate instructions for conducting internal assessment are followed
- ▶ Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams coordinator

- ▶ Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- ▶ Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- ▶ Keeps a record to track what has been sent
- ▶ Logs moderated samples returned to the centre
- ▶ Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

3.5 Invigilation

Exams Coordinator

- ▶ Provides an invigilation handbook and/or trains/updates invigilator annually
- ▶ Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator to regularly enter and observe the rooms where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis)
- ▶ Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to the required ratios

3.6 Seating and identifying candidates in exam rooms

Exams Coordinator

- ▶ Ensures a procedure is in place to verify candidate identity including private candidates
- ▶ Ensures invigilators are aware of the procedure
- ▶ Provides seating plans for exam rooms according to JCQ and awarding body requirements

Invigilators

- ▶ Follow the procedure for verifying candidate identity provided by the EO
- ▶ Seat candidates in exam rooms as instructed by the EO/on the seating plan

3.7 Security of exam materials

Exams Coordinator

- ▶ Has a process in place to record confidential materials delivered to the centre and issued to authorised staff
- ▶ Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- ▶ Receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements

3.8 Internal exams

Exams officer

- ▶ Prepares for the conduct of internal exams under external conditions
- ▶ Provides a centre exam timetable of subjects and rooms
- ▶ Provides seating plans for exam rooms
- ▶ Requests internal exam papers from teaching staff
- ▶ Arranges invigilation

SENCo

- ▶ Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff

- ▶ Provide exam papers and materials to the EO
- ▶ Support the SENCo in making appropriate arrangements for access arrangement candidates

3.9 Candidate absence

Exams officer

- ▶ All absent Candidates are reported to the Exams Office as soon as possible after the Exam starts.
- ▶ A member of the Exams Team will make checks to ensure student is still due to take the Exam and telephone calls are made as appropriate.
- ▶ If contact is not made a message is left if possible. A paper log is kept for reference.
- ▶ An e-mail is sent to the Subject Teacher to advise and persistent absentees are dealt with by CTM's or SMT.
- ▶ The Invigilators Handbook is updated annually.

Invigilators

- ▶ Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

- ▶ Are re-charged relevant entry fees for unauthorised absence from exams

3.9 Candidate late arrival

Exams coordinator

- ▶ Ensures that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place
- ▶ Warns candidates that their work may not be accepted by the awarding body

Candidate late arrival procedure:

- ▶ Candidates who arrive late should be sent to the Exams Office who will then escort them to an Exam Room. Regulations/Instructions are given prior to entering the exam room to avoid disruption once in the room. Candidates who arrive more than 1 hour after the published start time are not allowed to take the exam.
- ▶ Persistent late arrivals will be referred to CTM or SMT.
- ▶ The Invigilators Handbook is updated annually.

3.10 Exam rooms

Food and drink in exam rooms

- ▶ Students may bring water into exams in a clear unlabelled bottle
- ▶ Students may only bring food into the exam room if required for medical reasons with prior notification to a member of the Exams team. This is on the condition that food is free from packaging.

Exams Coordinator

- ▶ Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- ▶ Ensures exam rooms are set up as required in the regulations
- ▶ Ensures sole invigilators have an appropriate means of summoning assistance
- ▶ Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- ▶ Provides authorised exam materials which candidates are not expected to provide themselves
- ▶ Ensures invigilators and candidates are aware of the emergency evacuation procedure
- ▶ Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

3.11 Irregularities

Assistant Principal for Guidance

- ▶ Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Exams Coordinator

- ▶ Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- ▶ Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

3.12 Special consideration

Exams officer

- ▶ Processes appropriate requests for special consideration to awarding bodies
- ▶ Gathers evidence which may need to be provided by other staff in centre or candidates
- ▶ Submits requests to awarding bodies to the external deadline

Candidates

- ▶ Provide appropriate evidence to support special consideration requests, where required

3.13 Post-results services

Assistant Principal for Guidance

- ▶ Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Exams Coordinator

- ▶ Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*)
- ▶ Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- ▶ Provides a process to record requests for services and collect candidate informed consent (**after** the publication of results) and fees where relevant
- ▶ Submits requests to awarding bodies to meet the external deadline
- ▶ Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- ▶ Updates centre results information, where applicable

Teaching staff

- ▶ Meet internal deadlines to request the services and gain relevant candidate informed consent

Candidates

- ▶ Meet internal deadlines to request the services
- ▶ Provide informed consent and fees, where relevant

3.14 Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Certificates procedure

Storage

- Certificates sorted alphabetically on receipt from the exam boards prior to filing with existing certificates. All certificates kept secure in the examinations cupboard.

Distribution

- Certificates for leavers who have paid for recorded delivery (fee paid on re enrolment to Yr 13) are placed in carded envelopes using the most recent address held on the college database.
- Certificates sent by recorded delivery to be processed in the post room where recorded delivery evidence is retained.
- Certificates for students who have chosen not to pay for recorded delivery can be collected from the college. Student will sign to acknowledge receipt.
- Student can give a named third party permission to collect and sign on their behalf. Third party will be required to bring ID.

Retention of certificates

- Certificates are kept for 18 months after the end of the student's programme of study. E.g. certificates for a student finishing in June 2018 will be kept until end December 2019. This exceeds the JCQ requirement <https://www.icq.org.uk/exams-office/results-and-certification/notice-to-centres-unclaimed-certificates-april-2007-despatch> Letters will be sent during the summer of 2019 informing student that uncollected certificates will be destroyed in January 2020.
- Prior to shredding certificates are checked to see if there is a sibling currently studying at the college (in which case the uncollected certificates are attached to those for the current student).
- Names are noted for all certificates that are being destroyed.

Related policies and documents

- Teaching and learning policy
- Fees and Charges policy
- SEND Information Report

Appendix 1: Exam Contingency Plan 2017/18

Contents

Purpose of the plan

Causes of potential disruption to the exam process.

1. Exam officer extended absence at key points in the exam process (cycle).
2. SENCo extended absence at key points in the exam cycle.
3. Teaching staff extended absence at key points in the exam cycle.
4. Invigilators - lack of appropriately trained invigilators or invigilator absence.
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice.
6. Failure of IT systems.
7. Disruption of teaching time - Centre closed for an extended period.
8. Candidates unable to take examinations because of a crisis - Centre remains open.
9. Centre unable to open as normal during the exams period.
10. Disruption in the distribution of examination papers.
11. Disruption to the transportation of completed examination scripts.
12. Assessment evidence is not available to be marked.
13. Centre unable to distribute results as normal.

Further guidance to inform and implement contingency planning.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Worthing College. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The Centre agrees to *"have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;"*

Causes of potential disruption to the exam process:

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services

Action taken at Worthing College to mitigate exam officer extended absence at key points in the exam process (cycle): Knowledge of method of collecting data on qualifications, awarding bodies and specifications is spread across the Student Services team. Data collected from curriculum teams in summer term of preceding year using approved template.

Numbers/availability of invigilators are monitored by exams staff/HR and recruited from internal staff if necessary. Worthing College's Invigilator's Handbook is used to ensure training of any staff recruited in this way - in addition to training given annually prior to main exam season to all existing invigilators.

Production of documented procedures and exam cycle timetable. Deputy nominated to cover all essential tasks relating to estimated and actual entries. Deputy nominated to cover all rooming/timetabling tasks and to ensure dissemination of information to candidates. Up to date knowledge maintained by work shadowing/job rotation. Procedures for storage of materials and submission of internal assessment marks and samples to be produced. Deputy staff identified with appropriate knowledge of all exam conditions and knowledge of reporting procedures to awarding bodies. Procedures produced to cover dispatch of scripts. Deputy with appropriate access to exam results and knowledge of post results services.

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms
- Action taken at Worthing College to mitigate SENCo extended absence at key points in the exam process (cycle): Deputy identified to ensure testing/assessments are carried out and evidence of need recorded. Deputy to work with Exams Co-ordinator to ensure access arrangement requests are made and approval sought in accordance with awarding body regulations and timetable. Team members are able to support access arrangements through job rotation/shadowing. Deputy to work with Exams Co-ordinator to ensure all support requirements are met.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in: candidates not

- being entered for exams/assessments or being entered late
- late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Action taken at Worthing College to mitigate staff extended absence at key points in the exam process (cycle): Estimated entry information is taken directly from application/enrolment data. Exams Co-ordinator/deputy ensures that final entry information is collated with deadline at least a week before the awarding body entry deadline, giving time for issues relating to teaching staff absence to be resolved.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Action taken at Worthing College to mitigate lack of appropriately trained invigilators or invigilator absence: Recruitment of invigilators is monitored by Exams Co-ordinator/deputy and HR to ensure sufficient numbers. Internal staff used if necessary to cover peak days and/or absence on an exam day.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Action taken at Worthing College to mitigate lack of appropriate rooms or main venues unavailable at short notice: SLT to agree use of other areas of the college and/or to consider use of alternative venues if necessary.

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Action taken at Worthing College to mitigate failure of IT systems: Backup system utilised, on-site or off-site if necessary. Use of remote access from off-site venues if required. Invoke Worthing College Business Continuity plan.

7. Disruption of teaching time - Centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

The Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Action taken at Worthing College to mitigate the impact of the disruption: Invoke Worthing College Business Continuity plan.

8. Candidates unable to take examinations because of a crisis - Centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination Centre to take examinations as normal
The Centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The Centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Action taken at Worthing College to mitigate the impact of the disruption: Invoke Worthing College Business Continuity plan and utilise alternative venues.

9. Worthing College unable to open as normal during the exams period

Criteria for implementation of the plan

- Worthing College unable to open as normal for scheduled examinations
A Centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Action taken at Worthing College to mitigate the impact of the disruption: Invoke Worthing College Business Continuity plan and utilise alternative venues advising awarding bodies as appropriate.

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the Centre in advance of examinations
The Centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Action taken at Worthing College to mitigate the impact of the disruption: Exams Co-ordinator/deputy to liaise with awarding bodies to organize alternative delivery. Awarding bodies may provide Worthing College with electronic access to examination papers via a secure external network if insufficient time/capacity to organize a hard copy delivery. Exams staff would need to ensure that any papers downloaded/faxed are copied and stored under secure conditions.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The Centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Action taken at Worthing College to mitigate the impact of the disruption: In the first instance Centre to seek advice from awarding organisations and normal collection agency regarding collection. Worthing College should not to make their own arrangements for transportation without approval from awarding organisations. Worthing College to ensure secure storage of completed examination papers until collection.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
It is the responsibility of the head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Action taken at Worthing College to mitigate the impact of the disruption: Exams Co-ordinator/deputy to contact awarding body(ies) to determine what evidence of achievement will need to be used to generate marks for the affected assessments. Candidates may have to resit the affected assessment at a subsequent assessment window. Exams staff would need to contact all affected students/parents to explain the process that is agreed with the awarding body(ies).

13. Worthing College unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services
Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Action taken at Worthing College to mitigate the impact of the disruption: As we normally issue results by secure logins on-line we would initially produce paper copies and make arrangements for collection from college (or postage). If this is not viable Worthing College will make arrangements to access its results at an alternative site. We will make arrangements to coordinate access to post results services from an alternative site. We will share facilities with other Centres if this is possible

Causes 7-13

all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Appendix 2: Word processor policy

Students will be allowed to provide a word processor (e.g. laptop, computer) with the spelling and grammar check/predictive text disabled where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. This also includes an electronic braille or a tablet.

The word processor:

- ▶ must be used as a type-writer, not as a database, although standard formatting software is acceptable;
- ▶ must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;
- ▶ must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
- ▶ must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
- ▶ must be used to produce scripts under secure conditions, otherwise they may be refused;
- ▶ must not be connected to an intranet or any other means of communication;
- ▶ must not give the candidate access to other applications such as a calculator spreadsheets, graphic packages unless permission has been given to use these;
- ▶ must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;
- ▶ must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- ▶ must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

A word processor cover sheet (Form 4) must be:

- ▶ printed from the JCQ website - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> and
- ▶ included with the candidate's typed script. Please refer to the relevant awarding body's instructions as different processing arrangements apply.

- ▶ An awarding body cannot guarantee a word processed script will be processed unless a cover sheet has been included.

Appendix 3: Procedure for dealing with emergency evacuation of examination room

Invigilators will evacuate the exam room in accordance with the instructions in Section 18 Emergencies of the JCQ ICE 17-18 booklet www.jcq.org.uk outlined below. This can be found in the invigilators handbook.

Evacuation Procedures-Fire Alarm sounds

- ▶ Stop candidates from writing. Make a note of the time the exam was stopped.
- ▶ The Lead Invigilator should put on the blue tabard and collect the Seating Plan
- ▶ Advise candidates to **leave all papers and belongings in the room.**
- ▶ Direct the candidates to leave via the nearest, safest exit and to do so calmly in silence.
- ▶ Escort candidates to the designated area for the Room that you are in. They should be silent and there must be no discussion about the examination.
- ▶ Candidates from each exam venue will assemble with the invigilators assigned to their hall/room. All students must remain silent.
- ▶ Invigilators must remain with the candidates from their venue whereby the Exam Officer will ensure that all invigilators are accounted for, reporting back to the Fire Officer.
- ▶ When the Fire Officer announces that it is safe to return inside, exam candidates will be told to remain silent until dismissed by the Exams Officer.
- ▶ When returning candidates to the exam venue silence must be maintained with no discussion about the examination.
- ▶ Refer to the note made regarding the time at which the exam was stopped. Note how long it lasted and then allow the candidates the full working time set for the exam.
- ▶ The Exam Officer will make a full report of the incident to the Exam Boards concerned and the action taken.

Appendix 4: Access to scripts, enquiries about results and appeals procedures

- ▶ Post results services information will be available in My Data for students and parents. This will give advice in accordance with the Awarding Board procedures on the services available along with deadlines and costs (where applicable).
- ▶ All requests to be made via Student Services
- ▶ Students are informed by phone or text when outcomes to remarks or scripts are available. Outcomes to remarks are posted if there is no response to a telephone call.
- ▶ An appeals process is available to centres who remain dissatisfied after receiving the outcome of an enquiry about results. Centres should refer to the JCQ publication A guide to the awarding bodies'

appeals processes which is available on the JCQ website <http://www.jcq.org.uk/exams-office/appeals>

- ▶ The above-mentioned booklet provides full details of the awarding bodies' appeals processes and the associated timescales.
- ▶ Any student not satisfied with a remark outcome has to follow the Awarding Body appeals procedure as indicated on the outcome letter.

Appendix 5: Internal Appeals Procedure

Responsibilities in Appeals

Learner: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the learner's appeal within the agreed time.

Internal verifier/lead internal verifier/senior management: responsible for judging whether assessment decisions are valid, fair and unbiased.

Head of Centre: responsible for submitting an appeal in writing, to Edexcel if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Aim:

To enable the learner to enquire, question or appeal against an assessment decision.
To attempt to reach agreement between the learner and the assessor at the earliest opportunity. To standardise and record any appeal to ensure openness and fairness.
To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate. To protect the interests of all learners and the integrity of the qualification.

In order to do this, this centre will:

1. Inform the learner at induction, of the Appeals Policy and procedure.
2. Record, track and validate any appeal.
3. Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
4. Keep appeals records for inspection by the awarding body for a minimum of 18 months.
5. Have a staged appeals procedure. See below.
6. Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.

7. Monitor appeals to inform quality improvement.
8. All appeals at or above Stage 2 must be recorded by the Quality Nominee.
9. Records must be retained for at least 18 months.

Appeals procedure

Stage 1 – informal discussion with member of staff assessing. If a resolution is found, the member of staff should record the discussion for reference only, as part of best practice. If a resolution is not achieved, the discussion should be formally recorded and passed on to the CTM, unless the decision under review is that of the CTM. If this is the case, the Quality Nominee or the Senior Management Line Manager for the subject area should be approached.

Stage 2 – formal review. CTM and IV/Lead IV review the assessment decision. A written reply will be given to the learner within 2 college weeks

Stage 3 – Appeal hearing. The learner must apply to the Principal in writing within 4 College weeks of the initiation of the stage 2 formal review. An appeal panel, appointed by the Principal, will meet and review the evidence. A formal response will be given to the learner.

Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied.

Appeals Procedure

- Students will be informed about the appeals procedure and have access to a copy of the written procedure.
- The Quality Nominee and the Exams Officer will be responsible for the management of internal appeals.
- The Head of the Centre will be provided with any appeals and their outcome.
- Appeals will be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision).
- A clear timescale in terms of the student getting a response to the appeal is laid out on the appeals form.
- Students will be allowed representation by a parent/guardian/friend if requested.
- Written records of all appeals will be kept by the college including the outcome of the appeal and reasons for the outcome.
- A copy of the appeals record will be given to the student.
- Edexcel will be informed by the college if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the college.

- Full details of any appeal must be made available to Edexcel on request.
- Students can only appeal on the following grounds:-
 - If they feel the grading criteria is being met.
 - If they feel that they have not been supported during the assessment of the unit.

Internal Appeals Form

Course:	Unit Number/Project title:
Student:	Assessor:
Internal Verifier/Assessor:	Quality Nominee:

Stage One (Unit Assessor)	Response within 5 working days
Reason for Appeal (please give full details):	Outcome:
Date:	Date: Assessor Signature: IV Signature:

I agree/disagree with the outcome of Stage One of the appeal.

Student Signature:

Stage Two (Internal Verifier)	Response within 5 working days
Please enter here the reason for disagreement with outcome of first stage of appeal:	Outcome:
Date:	Date: Assessor Signature: IV Signature:

I agree/disagree with the outcome of Stage Two of the Appeal:

Student Signature:

Stage Three (Senior Manager)	Response within 5 working days
<p>Please enter here the reason for disagreement with outcome of second stage of appeal:</p> <p>Date:</p>	<p>Outcome:</p> <p>Date:</p> <p>Student Signature:</p> <p>Assessor</p> <p>Signature: IV</p> <p>Signature:</p>

Name of Head of Centre:

I confirm that I have received and read a copy of this internal appeal record form.

Signature of Head of Centre:

Date:

Appendix 6: Identification Procedure

- ▶ Once all candidates are seated, invigilator to check that the names registered on the seating plan match the candidates seated at desks (their college ID Badges – or correctly dated temporary badge- should be placed on the desk ‘face up’). Invigilators to mark any absent candidates clearly on the seating plan and report names to the Lead Invigilator.
- ▶ External / Private candidates are required to bring photo ID e.g. driving licence, passport.
- ▶ If necessary a senior member of staff can be asked to assist e.g. where several are missing.

Appendix 7: Non-examination Assessment Policy

What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- ▶ *cover procedures for planning and managing non-examination assessments*
- ▶ *define staff roles and responsibilities with respect to non-examination assessments*
- ▶ *manage risks associated with non-examination assessments*

[NEA 1]

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Assistant Principle for Guidance

- ▶ Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking
- ▶ Ensure the correct conduct of non-examination assessments (including endorsements) which comply with awarding body subject-specific instructions
- ▶ Ensures procedures for internal standardisation as a consortium are followed.
- ▶ Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- ▶ Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- ▶ Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself
- ▶ Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Curriculum Team Manager

- ▶ Confirms that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- ▶ Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- ▶ Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- ▶ Ensures relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- ▶ Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Subject teacher

- ▶ Understands and complies with the general instructions as detailed in NEA
- ▶ Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- ▶ Marks internally assessed work to the criteria provided by the awarding body
- ▶ Makes candidates aware of the criteria used to assess their work
- ▶ Identifies date(s) when tasks should be taken by candidates
- ▶ Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- ▶ Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- ▶ Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- ▶ Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- ▶ Where candidates may work in groups, keeps a record of each candidate's contribution
- ▶ When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- ▶ Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- ▶ Ensures when work has been assessed, candidates are not allowed to revise it
- ▶ Refers to the awarding body's specification to determine where word and time limits apply/are mandatory
- ▶ Where collaboration / group work is allowed by the awarding body's specification, ensures that it is possible to attribute assessable outcomes to individual candidates and assesses the work of each candidate individually.
- ▶ Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

- ▶ Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer
- ▶ Obtains informed consent at the beginning of the course from students if videos or photographs/images of candidates will be included as evidence of participation or contribution
- ▶ When work is being undertaken by candidates under formal supervision and when it is submitted, ensures work is securely stored until the closing date for enquiries about results.
- ▶ Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- ▶ Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Assistant Principal for Guidance.
- ▶ Marks and annotates candidates' work in accordance with the marking criteria provided by the awarding body
- ▶ Informs candidates of their marks which could be subject to change by the awarding body moderation process
- ▶ Indicates on work (or cover sheet) the date of marking
- ▶ Inputs and submits marks online accurately via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline.
- ▶ Provides the moderation sample and authentication of candidates' work by the deadline, including a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- ▶ Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Exams officer

- ▶ Signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff
- ▶ Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment
- ▶ Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services (Information and guidance to centres...)*
- ▶ Provides/signposts relevant centre staff and candidates to post-results services information
- ▶ Ensures the awarding body's attendance register for any externally assessed component is completed correctly and, if relevant, despatched to an awarding body's examiner with the work. Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- ▶ Ensures that for postal moderation
 - ▶ work is dispatched in packaging provided by the awarding body
 - ▶ moderator label(s) provided by the awarding body are affixed to the packaging
 - ▶ proof of dispatch is obtained and kept on file until the successful issue of final results
- ▶ Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

- ▶ Where a candidate is eligible for special consideration, submits the required form or application for via the awarding body's secure extranet site to the prescribed timescale
- ▶ Keeps required evidence on file to support the application

IT Manager

- ▶ Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Special educational needs coordinator (SENCo)

- ▶ Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- ▶ Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- ▶ Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- ▶ Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met

Practical Skills Endorsement for the A Level Sciences designed for use in England

Assistant Principal for Guidance

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- ▶ Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement

Curriculum Team Manger

- ▶ Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- ▶ Undertakes training provided by the awarding body on the implementation of the practical endorsement
- ▶ Disseminates information to subject teachers ensuring the standards can be applied appropriately

Subject teacher

- ▶ Ensures all the requirements in relation to the endorsement are known and understood
- ▶ Ensures the required arrangements for practical activities are in place
- ▶ Provides all the required centre records
- ▶ Ensures candidates provide the required records
- ▶ Provides any required information to the subject lead regarding the monitoring visit
- ▶ Assesses candidates using Common Practical Assessment Criteria (CPAC)
- ▶ Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment

- ▶ Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Exams officer

- ▶ Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Assistant Principal for Guidance

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Curriculum Team Manger

- ▶ Ensures the appropriate arrangements are in place for internal standardisation of assessments
- ▶ Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- ▶ Ensures the required task setting and task taking instructions are followed by subject teachers
- ▶ Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- ▶ Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- ▶ Ensures all the requirements in relation to the endorsement are known and understood
- ▶ Follows the required task setting and task taking instructions
- ▶ Assesses candidates, either live or from recordings, using the common assessment criteria
- ▶ Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- ▶ Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

Exams officer

- ▶ Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

Appendix 7: Management of risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details	CTM Exams officer Exams officer
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Samples assessment criteria in the centre set task	CTM
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates may be produced for candidates	CTM
Subject teacher long term absence during any stage of the NEA process	See appendix 1: exam contingency plan	CTM
Issuing of tasks		
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	CTM
The wrong task is given to candidates	Ensure course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	CTM
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	CTM
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates	Exams officer
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	CTM

Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate	Exams officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work or during the task-taking stage	Ensure a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins and during task-taking stage as part of the centre's quality assurance procedures	CTM
Candidate does not reference information from published source or set out references as required	Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Teacher
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Teacher
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	Exams officer
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	Exams officer
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Awarding body specification is checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them	Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body	Awarding body specification is checked to determine if group work is permitted	Teacher

specification states this is not permitted	Awarding body guidance sought where this issue remains unresolved	
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	See JCQ document Teachers sharing assessment material and candidates' work.	CTM
Candidate plagiarises other material	The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	CTM
Candidate does not sign their authentication statement/declaration	Declaration is checked for signature before accepting the work of a candidate for formal assessment	Teacher
Subject teacher not available to sign authentication forms	Ensure a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	Assistant Principal: Guidance
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Regular monitoring ensures subject teacher use of appropriate secure storage	Exams officer
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	Exams officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Exams officer
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately.	Teacher
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work	Exams officer
Candidate malpractice is discovered	Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	Exams officer
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted	Exams officer

<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</p>	<p>CTM</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	<p>Exams officer</p>