



# New-Bridge Integrated College

## Examination Policy

2023/24

Reviewed and updated annually

Produced/Reviewed by	
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## **New-Bridge Integrated College**

### **EXAMINATION POLICIES & PROCEDURES**

#### **RATIONALE**

The aim of New-Bridge Integrated College is to enable each pupil to achieve his/her academic potential. Examinations provide information of an individual pupil's experiences and achievements. New-Bridge Integrated College is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- All procedures in New-Bridge Integrated College are compliant with the guidelines contained in the JCQ publication 'Instruction for Conducting External Examinations'.
- All centre staff involved in the examination process clearly understands their roles and responsibilities in carrying out internal and external examinations in a professional manner and to ensure incidents of malpractice.
- All pupils understand the importance and significance of procedures involved in the running of internal and external examinations.
- Internal and external examinations are well organised and managed so that they run smoothly.
- Parents are aware of the importance of all procedures in the examination process.
- All aspects of the centre's exam process are documented, and other relevant exams-related policies, procedures and plans are signposted.
- This policy is reviewed annually 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.
- The policy will be available on the school's website and in the Policies and Procedures folder in the staff shared area.

These policies and procedures are reviewed annually by the Examinations' Officer to ensure compliance with current regulations.

They refer to all subjects and qualifications on the curriculum delivered following the specifications and programme guidelines from a range of examination boards.

Where formal planning and remedial action are identified in the appendices the following areas of support are available at all stages of candidates' learning:

- Pastoral Team
- Mentoring Team
- School Prefects
- External agencies for Counselling
- Youth Initiatives

## Roles and Responsibilities

### Head of Centre – Mrs A Anderson – Principal

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
  - [General Regulations for Approved Centres](#) (GR)
  - [Instructions for conducting examinations](#) (ICE)
  - [Access Arrangements and Reasonable Adjustments](#) (AA)
  - [Suspected Malpractice - Policies and Procedures](#) (SMPP)
  - [AI Use in Assessments: Protecting the Integrity of Qualifications](#)
  - [Instructions for conducting non-examination assessments](#) (NEA) (and the instructions for conducting coursework)
  - [Post-Results Services](#) (PRS)
  - [A guide to the special consideration process](#) (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught.
- 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 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 (SENCo).
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO.
- 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 (that allows the principal to act immediately in the event of an emergency or staff absence).
  - **Exam contingency plan (Appendix 1)**
- Ensures required internal appeals procedures are in place.
  - **Internal appeals procedures (Appendix 2)**
- Ensures a disability policy for exams showing the centre’s compliance with relevant legislation is in place.
  - **Disability policy (exams) (Appendix 3)**
- Ensures a complaints and appeals procedure covering general complaints regarding the centre’s delivery or administration of a qualification is in place.
  - **Complaints and appeals procedure**

- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements.
- **Child protection/safeguarding policy**
- Ensures the centre has a data protection policy in place.
- **Data protection policy**
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments.
- Ensures staff are only entered for qualifications through the centre as a last resort where entry through another centre is not available.
- Ensures the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff.
- Any conflict of interest will be declared to the relevant awarding body/bodies at the start of the academic year relevant to the candidate.
- Ensures members of centre staff do not forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites such as Facebook.
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly.

#### **Exams Officer – Mrs J McKeown**

- Understands the contents of annually updated JCQ publications including:
  - [General Regulations for Approved Centres](#) (GR)
  - [Instructions for conducting examinations](#) (ICE)
  - [Suspected Malpractice - Policies and Procedures](#) (SMPP)
  - [AI Use in Assessments: Protecting the Integrity of Qualifications](#)
  - [Instructions for conducting non-examination assessments \(NEA\) \(and the instructions for conducting coursework\)](#)
  - [Post-Results Services](#) (PRS)
  - [A guide to the special consideration process](#) (SC)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies).
- 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.

## Senior Leaders (SLT)

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
  - [General Regulations for Approved Centres](#) (GR)
  - [Instructions for conducting examinations](#) (ICE)
  - [Suspected Malpractice - Policies and Procedures](#) (SMPP)
  - [AI Use in Assessments: Protecting the Integrity of Qualifications](#)
  - [Instructions for conducting non-examination assessments](#) (NEA) (and the instructions for conducting coursework)
  - [Post-Results Services](#) (PRS)
  - [A guide to the special consideration process](#) (SC)

## Special Educational Needs Co-ordinator (SENCo) – Mrs C Kelly

- 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.

## Head of Department (HoD)

- Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo.
- 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.

## 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.

## Chief Invigilators / Assistant 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 EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials.

## Site Staff

- Support the EO in relevant matters relating to exam rooms and resources.

## Candidates

- Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

# The Exam Cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the exam cycle and relevant tasks required within this grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

## Planning: roles and responsibilities

### Information Sharing

#### Head of Centre

- Directs relevant centre staff to annually updated JCQ publications including [GR, ICE, AA, SM, NEA \(and the Instructions for conducting coursework\)](#) and [SC](#)

#### Exams Officer

- 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.



## **Information Gathering**

### **Exams Officer**

- 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.
- Collates all information gathered into one central point of reference.
- Research awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications.
- Produces annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines.
- Collects information on internal exams to enable preparation for and conduct of all examinations.

### **Head of Department**

- Responds (or ensures teaching staff respond) to requests from the EO on information gathering.
- Meets the internal deadline for the return of information.
- Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body.
- Notes the internal deadlines in the annual exams plan and directs teaching staff to meet these deadlines.

## **Access Arrangements**

### **Head of Centre**

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments.
- Ensures a written process is in place to not only check the qualification(s) of their assessor(s) but that the assessment process is administered correctly.
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved.

### **SENCo**

- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements.
- Gathers evidence to support the need for access arrangements for a candidate.
- Liaises with teaching staff 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.
- 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.
- Liaises with the EO regarding exam time arrangements for access arrangement candidates.
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the arrangement(s) and keeps a record of the training provided to facilitators for the required period.
- Provides and annually reviews a centre policy on the use of word processors in exams and assessments.
- **Word processor policy (Appendix 4)**

- **Separate invigilation within the centre** - 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.

### **Senior Leaders, Head of Department, Teaching Staff**

- Support the SENCo in identifying and implementing appropriate access arrangements.
- Senior Leaders provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

## **Internal Assessment and Endorsements**

### **Head of Centre**

- Ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate (or parent/carer) to appeal against and request a review of the centre's marking (see Roles and responsibilities overview).
- Ensures a policy for the management of controlled assessment is in place for GCSE qualifications still being delivered which include elements of controlled assessment.
- **Controlled assessment policy (Appendix 5)**
- 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)
- **Non-examination assessment policy (Appendix 6)**
- Ensures irregularities are investigated and any cases of suspected malpractice reported to the awarding body, **as required**.
- **Malpractice policy (Appendix 7)**

### **Senior Leaders**

- 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.

### **Head of Department**

- Ensures teaching staff delivering qualifications (which contain elements of controlled assessment) follow JCQ Instructions for conducting controlled assessments and the specification provided by the awarding body.
- Ensures teaching staff delivering GCE unitised AS and A-level qualifications and (which include elements of coursework) Entry Level or Project qualifications follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body.
- Ensures teaching staff delivering 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.

### **Teaching Staff**

- Ensure appropriate instructions for conducting internal assessment are followed.
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (controlled assessments, coursework, non-examination assessments, social media) prior to assessments taking place.
- 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 Officer**

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment.
- Signposts teaching staff to relevant JCQ [Information for candidate's documents](#) that are annually updated.

### **Invigilation**

#### **Head of Centre**

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators.
- Ensures, if contracting supply staff to act as invigilators or to facilitate an access arrangement, that such persons are competent and fully trained, understanding what is and what is not permissible.
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher.

#### **Exams Officer**

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year.
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them.
- Provides an annual training event for new invigilators and an update event for invigilators on the conduct of exams.
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s).
- Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Ensures that Invigilators have gone through the process of Access NI.
- Collects evaluation of training to inform future events.

## Entries: roles and responsibilities

### Estimated Entries

#### Exams Officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met.
- The EO will collect data with regards to qualifications being offered the next academic year towards the end of the previous school year. This will inform the estimated entries information, which will be submitted to the ABs via their secure websites within the respective deadline dates.

#### Head of Department

- Provides information requested by the EO to the internal deadline.
- Informs the EO immediately of any subsequent changes to information.

### Final Entries

#### Exams Officer

- Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met.
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge.
- Confirms with HoDs final entry information that has been submitted to awarding bodies.
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies.
- The EO will request entry information a minimum of 4 weeks before the relevant entry deadline for the series. Entries will be sent in EDI files via A2C.

#### Head of Department

- Provides information requested by the EO to the internal deadline.
- Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes:
  - changes to candidate personal details.
  - amendments to existing entries.
  - withdrawals of existing entries.
- Checks final entry submission information provided by the EO and confirms information is correct.

### Entry Fees

- The EO will ensure that all entries are submitted before every entry deadline to the ABs. Any late/amendment/re-sit fees will be charged to the relevant department. Any fees incurred by students wishing to re-sit a qualification will be paid by the student before the entry is made by the school, and before the deadline date for each exam series.

## **Late Entries**

### **Exams Officer**

- Has clear entry procedures in place to minimise the risk of late entries.
- Charges any late or other penalty fees to departmental budgets.

### **Head of Department**

- Minimises the risk of late entries by:
  - following procedures identified by the EO in relation to making final entries on time.
  - meeting internal deadlines identified by the EO for making final entries.

## **Re-sit Entries**

- Re-sit entries will be submitted to the ABs in line with the relevant series' deadline dates and charged to the relevant department.

## **Transfer of Credit**

### **Exams Officer**

- Provides information to relevant centre staff/candidates on transferring credit for qualifications when applicable.
- Meets the awarding body deadline for requesting transfer of credit.

### **Teaching Staff**

- Identify affected candidates to the EO.

## **Candidate Statements of Entry**

### **Exams Officer**

- Provides candidates with statements of entry for checking.

### **Teaching Staff**

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO.

### **Candidates**

- Confirm entry information is correct or notify the EO of any discrepancies.

## Pre-exams: roles and responsibilities

### Access Arrangements

#### SENCo

- 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.**
- **Ensures exam information (JCQ information for candidates' information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.**
- **Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments** (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor.

### Briefing Candidates

#### Exams Officer

- Issues individual exam timetable information to candidates
- Prior to exams issues relevant JCQ information for candidates' documents
- 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.

### Dispatch of exam scripts

#### Exams Officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts as required by each exam board or the awarding body where qualifications sit outside the scope of the exam boards' arrangements.

## **Estimated Grades**

### **Head of Department**

- Ensures teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body).

### **Exams Officer**

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body).
- Keeps a record to track what has been sent.

***Exceptional circumstances may require the Principal and Vice-Principal to carry out these tasks.***

## **Internal Assessment and Endorsements**

### **Head of Centre**

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking.

### **SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements.

### **Teaching Staff**

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements.
- Assess and authenticate candidates' work.
- Assess endorsed components.
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies.

### **Head of Department**

- Ensures teaching staff assess and authenticate candidates' work to the awarding body requirements.
- Ensures teaching staff assess endorsed components according to awarding body requirements.
- Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline.
- Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline.

### **Exams Officer**

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline. Where this is done online, Teachers are to be provided with logins to complete submissions.
- 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.

### **Candidates**

- Authenticate their work as required by the awarding body.

### **Invigilation**

**Exams Officer – tasks listed below are in collaboration with the Administrator responsible for cover.**

- 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.
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates.

### **SENCo**

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates.

### **Invigilators**

- Provide information as requested on their availability to invigilate throughout an exam series.

### **JCQ Inspection Visit**

#### **Exams Officer**

- Will accompany the Inspector throughout the visit.

### **Seating and Identifying Candidates in Exam Rooms**

#### **Exams Officer**

- Ensures a procedure is in place to verify candidate identity including private candidates.

#### **Verifying candidate identity procedure (Appendix 8)**

- 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.



## **Security of Exam Materials**

### **Exams Officer**

- 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.

### **Reception Staff**

- Follow the process to record confidential materials delivered to the centre and issued to authorised staff.

### **Teaching Staff**

- Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential.

## **Timetabling and Rooming**

### **Exams Officer**

- Produces a master centre exam timetable for each exam series.
- Identifies and resolves candidate exam clashes (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort).
- Identifies exam rooms and specialist equipment requirements.
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to required ratios.
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements.
- Liaises with the SENCo regarding rooming of access arrangement candidates.

### **SENCo**

- Liaises with the EO regarding rooming of access arrangement candidates.
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

### **Site Staff**

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements.

## **Alternative Site Arrangements**

### **Exams Officer**

- Ensures question papers are available at an alternative site where the published criteria for an alternative site arrangement have been met.

- Will inform the JCQ Centre Inspection Service using the JCQ Alternative Site form of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations.
- Liaises with the BALC co-ordinator when candidates are to complete assessments off site or when visiting candidates are to complete assessments on site.

## **Transferred Candidate Arrangements**

### **Exams Officer**

- Liaises with the host or entering centre, as required.
- Processes requests to the awarding body deadline.
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements.

## **Internal Exams**

### **SLT**

- Prepares for the conduct of internal exams under external conditions.
- Provides a centre exam timetable of subjects and room's.
- 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.

## **Exam time: roles and responsibilities**

### **Access Arrangements**

#### **Head of Centre**

- Will ensure that there is adequate evidence (i.e., certificates, other documents) that the assessor employed to assess candidates for access arrangements is fully qualified to carry out the testing.
- Will ensure that the SENCo provides a member of the team to be present during all testing for access arrangements to make sure that the assessment process is administered correctly.

#### **SENCo**

- Will ensure a member of the team is present during all testing for access arrangements to make sure that the assessment process is administered correctly.
- applies for approval for access arrangements following the regulations of JCQ.

## **Exams Officer**

- Provides cover sheets for access arrangement candidates' scripts where required for arrangements.
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams.

## **Candidate Absence**

The EO will identify missing candidates at the start of each examination, unless contact has been made to school to inform the EO of candidates who will not be attending due to illness or other circumstances. The EO will then contact home to establish whether the candidate will be attending. If that is the case and the candidate arrives at school for the exam, if they have arrived within an hour of the official start time, they will, where permissible, be given the full time of the exam. Persistent absentees from examinations will be withdrawn from all subjects and their parent/carer will receive an invoice for the subject fees. The EO is responsible for this policy.

## **Invigilators**

- Are informed of the policy/process for dealing with absent candidates through training.
- 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.

## **Candidate Late Arrival**

The EO will be alerted by reception of candidates who arrive late for their examination. The EO will then collect the student and escort them to the exam venue. Where permissible they will be allowed the full time for their exam. They will be given instructions regarding their exam before they enter the exam venue, and the lead invigilator will then instruct them on their individual start and end time. Candidates who are persistently late for their examinations will result in contact being made with their parent/carer to further advise on exam protocol. Support will be provided where possible to alleviate continued lateness.

## **Exams Officer**

- 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.

## **Invigilators**

- Are informed of the policy/process for dealing with late/very late arrival candidates through training.
- Ensure that relevant information is recorded on the exam room incident log.

## **Conducting Exams**

### **Head of Centre**

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies.

## **Exams Officer**

- Ensures exams are conducted according to JCQ and awarding body instructions.
- Uses an exam day checklist to ensure each exam session is fully prepared for, unplanned events can be dealt with, and associated follow-up is completed.

## **Dispatch of Exam Scripts**

### **Exams Officer**

- Dispatches scripts as instructed by JCQ and awarding bodies.
- Keeps appropriate records to track dispatch in collaboration with office staff.

## **Exam Papers and Materials**

### **Exams Officer**

- Organises exam question papers and associated confidential resources in date order in secure storage.
- Attaches erratum notices received to relevant exam question paper packets.
- Collates attendance registers and examiner details in date order.
- Regularly checks mail or inbox for updates from awarding bodies.
- In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the time, date and paper details.
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any clash candidates have completed the exam.

## **Exam Rooms**

### **Head of Centre**

- Ensures that prior to exams commencing, revision or coaching sessions for candidates will not be held in the designated exam room(s).
- Ensures only authorised centre staff are present in exam rooms.
- Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates.
  - **Food and drink in exam rooms:**
- Candidates will be allowed to take a bottle of water with all labels removed into the exam venue. Any candidates requiring food for medical purposes will be allowed to take food into the exam venue, this must be free from packaging.

### **Exams Officer**

- Ensures exam rooms are set up and conducted as required in the regulations.
- Provides invigilators with appropriate resources to effectively conduct exams.
- Briefs invigilators on exams to be conducted on a session-by-session basis (including the arrangements in place for any transferred candidates).
- 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.

#### **Senior Leaders**

- Ensure a documented emergency evacuation procedure for exam rooms is in place.
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated.
- **Emergency evacuation policy (Appendix 9)**

#### **Site Staff**

- Ensure exam rooms are available and set up as requested by the EO.
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms.
- Ensure fire alarm testing does not take place during exam sessions.

#### **Invigilators**

- Conduct exams in every exam room as instructed in training/update events and briefing sessions.

#### **Candidates**

- Are required to remain in the exam room for the full duration of the exam.

#### **Irregularities**

##### **Head of Centre**

- 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.
  - **Managing Behaviour**
- New-Bridge Integrated College has a Behaviour for Learning Policy that should be referred to.

##### **Senior Leaders**

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms.
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate.

##### **Exams Officer**

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities - 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).

**Malpractice** *See Irregularities above.*

Malpractice Policy (appendix 7)

## **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.

## **Unauthorised Materials**

### **Arrangements for unauthorised materials taken into the exam room:**

- Candidates will be asked to hand in any unauthorised materials by the invigilation staff on entry to the exam venues. These materials will be stored at the front of the exam venue until the end of the exam. Personal belongings will either be left outside the exam venue in a holding place, or at the front/back of the exam room depending on the venue.

### **Invigilators**

- Are informed of the arrangements through training.

## **Internal Exams**

### **SLT**

- Briefs invigilators on conducting internal exams.
- Returns candidate scripts to teaching staff for marking.

### **Invigilators**

- Conduct internal exams as briefed by the SLT.

## **Results and Post-results: Roles and Responsibilities**

### **Internal Assessment**

#### **Head of Department**

- 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.

## **Managing Results Day(s)**

### **Senior Leaders**

- Identify centre staff who will be involved in the results' day(s) throughout the academic year pertaining to each exam series.
- Ensure senior members of staff are accessible to candidates after the publication of results so that results may be discussed, and decisions made on the submission of enquiries and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly.

### **Exams Officer**

- Works with senior leaders to ensure procedures for managing the results' day(s) (a results day programme) are in place.
- Summer series: results will be issued from 09:00am for years 12 & 14, and from 11:00am on the same days for other year groups. Parents/carers will be able to collect results on their child's behalf only if written consent can be provided on the day and evidence of identification to be presented.
- Other series: results will be issued to students in class time on results' days.

### **Site staff**

- Ensure the centre is open and accessible to centre staff and candidates, as required. If other influences impede this the relevant alternative guidelines will be followed.

## **Accessing Results**

### **Exams Officer**

- Informs candidates in advance of when and how results will be released to them.
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body.
- Resolves any missing or incomplete results with awarding bods.
- Issues statements of results to candidates on issue of results date.
- Provides summaries of results for relevant centre staff on issue of results date.

## **Post-results Services**

### **Head of Centre**

- 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.
- Understands that in the event of an awarding body initiating an extended review of marking, candidates' marks and subject grades may be lowered, confirmed or raised.

### **Exams Officer**

- 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.
- Identify the budget to which fees should be charged.
- 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.
- Identify the budget to which fees should be charged if appropriate for the College to pay.

### **Candidates**

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

### **Analysis of Results**

- Provides analysis of results to appropriate centre staff.
- Provides results information to external organisations where required.
- Provides data for the census to be returned to DE by October.

### **Certificates**

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

#### **Issue of certificates procedure**

Certificates are issued to candidates at Presentation Evenings for year 12 & year 14. Students not attending will be contacted to advise that they are able to collect their certificates from school. Students can have their certificates posted to a home address, but school cannot be held responsible if the certificates are lost in the post. Alternatively, students can send in written consent for another person to collect their certificates on their behalf.

#### **Candidates**

May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

### **Retention of Certificates Policy**

The EO will store unclaimed/uncollected certificates in the centre for a minimum of 3 years. After that the certificates will be confidentially destroyed. A record of all certificates that have been destroyed will be kept on file by the EO for 4 years.



## **Review: Roles and Responsibilities**

### **Exams Officer**

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle.
- Collects and evaluates feedback from staff, candidates and invigilators to inform review.

### **SLT**

- Works with the EO to produce a plan to action any required improvements identified in the review.

## **Retention of Records: Roles and Responsibilities**

### **Exams officer**

- Keeps records as required by JCQ and awarding bodies for the required period.
- Keeps records as required by the centre's records management policy
- Provides an exam archiving policy that identifies information held, retention period and method of disposal

## Appendix 1: Examination Contingency Plan

### Key staff involved in Examination Contingency Plan

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown

### 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 New-Bridge Integrated 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.

At all times, the Examinations Officer, Lead Invigilator and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

**In the case of extended absence of the Principal, the Vice-Principal and SLT may deputise. Guidance from staff from the BALC arrangements may also provide assistance.**

### **Risk Factor 1: Examinations Officer extended absence at key points in the examination cycle**

The following are the key tasks involved in the management and administration of the examination cycle which would be at risk in the event of the Examinations Officer being absent:

#### 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

### Options

- The Examinations Officer of another school can be requested to provide assistance.
- The SLT should nominate a “Deputy” to cover a role or task.
- Consideration should be given to Work Shadowing.
- All procedures should be documented. There are products available via:
  - The Key Tasks section of The Exams Office website.
  - The Examinations Oracle and Centre Support Service of the Examination Officers Association.
  - The Examinations Administration section of the DFE website.
  - Examination Board helplines.
  - The Exams Office section of the Joint Council for Qualifications website.

### **Risk Factor 2: SENCO extended absence at key points in the exam cycle**

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 supports not arranged for exam rooms.

#### Options

Request SENCo assistant to take over until SENCo returns.

SENCo assistant to identify any candidates not yet approved by awarding bodies and complete.

Examinations Officer to identify any shortfalls in invigilation requirements and ensure that gaps are filled.

Once gaps are filled, Examinations Officer to arrange suitable rooms and SENCo assistant to provide training.

### **Risk Factor 3: Teaching staff extended absence at key points in the exam cycle**

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

#### Options

- Subject Head of Department or SLT member to provide Examinations Officer with details of Estimated/Final entries.
- Subject Head of Department or SLT member to ensure Examinations Officer is provided with Estimated Grades/Coursework Marks /Controlled Assessment marks and that Coursework samples are transmitted to Moderators.

### **Risk Factor 4: Lack of appropriately trained invigilators or invigilator absence**

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

### Options

- Examinations Officer to maintain a panel of suitable Invigilators which can be called upon in the event of a shortfall.
- Conduct a review of available invigilators and their availability for the next exams series.
- Use provisional timetable and estimated entry information to determine invigilator numbers required.
- Identify where invigilators may be short.
- Request permission to recruit additional invigilators.
- SLT member responsible for Cover to provide additional Invigilator resource in the event of a shortfall at short notice.
- Staff agencies to be contacted if none of the above is successful.

### **Risk Factor 5: Disruption to Public Transport preventing students from reaching Exams Centre.**

- Candidates unable to take examinations due to planned lack of public transport.
- Candidates unable to take examinations due to sudden disruption to public transport.
- Candidates arrive late due to public transport problems.

### Options:

- Monitor news agencies on a regular basis to identify any potential transportation difficulties.
- Centre to utilise own bus facilities to transport candidates to centre.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.
- Latecomers to be permitted to take their examinations providing they are within the JCQ regulations.

### **Risk Factor 6: Candidates unable to take examinations because of a crisis – centre remains open**

- Candidates are unable to attend the examination centre to take examinations as normal

### Options

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their centre not to attend an examination.
- If a candidate chooses not to sit an examination, they should be aware that special consideration rules will not apply.
- JCQ guidance on special consideration can be accessed through the JCQ website.

### **Risk Factor 7: Centre unable to open as normal during the exams period**

- Centre closed or candidates are unable to attend for an extended period.
- The provision of normal teaching and learning is interrupted.
- Centre closed due to inaccessibility or risk of injury caused by severe weather.

### Options

- It remains the responsibility of centres to prepare students, as usual, for examinations.
- If the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible.
- Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

- The centres to open for examinations and examination candidates only, if possible.
- Alternative centres should be considered if candidates cannot come to school.
- Centres may advise candidates to sit examinations in an alternative series.
- Special Consideration can be used where candidates are unable to achieve a result due to one of the above factors.
- An exam result can be generated by the awarding body, based on factors such as a child's performance on other assessments in the same subject.

**Risk Factor 8: Failure of IT systems**

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

**Options**

- Awarding bodies to be informed of the situation and an extension to the deadline should be requested.
- MIS contractor and ICT team on standby to repair damage quickly.
- Special Consideration can be applied for in the event of a serious disruption.
- Results can be obtained at an alternative site.

**Risk Factor 9: Lack of appropriate rooms or main venues unavailable at short notice**

- Exam's 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 expected incident at exam time

**Options**

Identify, working with responsible SLT member, a short – list of suitable rooms including reserves.

- Move pupils from normal classrooms for the duration of the examinations.
- Plan alternative accommodation for the duration of the incident.

**Risk Factor 10: Disruption to the distribution of examination papers.**

- Disruption to the distribution of examination papers to centres in advance of examinations.

**Options**

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network.
- Awarding organisations may be able to fax examination papers to centres if electronic transfer is not possible.
- The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions.
- Source alternative couriers for delivery of hardcopies.

**Risk Factor 11: Disruption to the transportation of completed examination scripts**

- Delay in normal collection arrangements for completed examination scripts

**Options**

- In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. Centres are not to make their own arrangements for transportation without approval from awarding organisations.
- Centres to ensure secure storage of completed examination papers until collection.

**Risk Factor 12: Assessment evidence is not available to be marked**

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

**Options**

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Candidates to retake affected assessment at subsequent assessment window.

**Risk Factor 13: Centre unable to distribute results as normal**

- **Centre** is unable to access or manage the distribution of results to candidates, or to facilitate post results services.

**Options**

- Centre to make arrangements to access its results at an alternative site.
- Centre to make arrangements to coordinate access to post results services from an alternative Site.
- Centre to share facilities with other centres if this is possible.

**Risk Factor 14: Exam Timetable clashes**

- Centre to make arrangements for continuous invigilation from the start of the first exam through to the end of the second exam.
- Candidates to sign an agreement to display understanding of procedures.

**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/ice---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>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

## Appendix 2: Internal Appeals Procedure

### Key staff involved in internal appeals procedures

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown

#### 1. Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms NBIC's compliance with JCQ's General Regulations for Approved Centres section 5.7 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking".

Certain components of GCSE and GCE (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments) and other qualifications, such as BTECs, that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

NBIC is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

NBIC ensures that all centre staff follow a robust non-examination assessment policy (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE, Project qualifications (include any other qualifications delivered in your centre to which these procedures apply)], including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. NBIC is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has **not properly** applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

- NBIC will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- NBIC will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
- NBIC will, having received a request for copies of materials, promptly make them available to the candidate.
- NBIC will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

- NBIC will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing.
- NBIC will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- NBIC will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- NBIC will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- NBIC will inform the candidate in writing of the outcome of the review of the centre's marking.
- The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.
- The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

## **2. Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal.**

**Any candidate who wishes to appeal against the decision of the school not to request an enquiry about results:**

- Contact the HOD as soon as possible (at least 10 working days before the published deadline for enquiry about results) to discuss the mark/grade.
- If the HOD does not agree to support the enquiry about results the student may appeal against the decision. Appeals should be submitted in writing at least 5 working days before the published deadline for EaRs, detailing the reason for the appeal. The appeal will be reviewed by the Examinations Officer and the relevant HOD. The outcome of the appeal will be communicated to the student within 24 hours of receipt. The decision is final.
- If the centre does not support the enquiry about results the student may still **proceed but** all fees involved will be paid by the candidate before the enquiry about results is submitted to the awarding body. Requests should be made to the Examinations Officer before the published deadline for enquiries about results. If the enquiry about results is successful, the fee will be refunded to the candidate.
- The Examinations Officer will forward the outcome of the enquiry about results to the student as soon as possible.



## Appendix 3: Disability Policy

### Key staff involved in the policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly/Mrs S Forde

### Contents

- Purpose of the policy
- The Equality Act 2010 definition of disability
- Identifying the need for access arrangements
- Use of word processors
- Requesting access arrangements
- Implementing access arrangements and the conduct of exams
- External assessments
- Internal assessments
- Internal exams

This document is provided as an exams-specific supplement to NBICs Equality and Diversity Policy which details how the centre

“Recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...

or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from section 5.4 of the current JCQ publication *General regulations for approved centres*]

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

### **The Equality Act 2010 Definition of Disability**

A definition is provided in the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* **Access Arrangements and Reasonable Adjustments**.

## **Identifying the Need for Access Arrangements**

### **Roles and Responsibilities**

#### **Head of Centre**

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#).
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.
- Supports the SENCo in determining the need for and implementing access arrangements.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented.
- Ensures the quality of the access arrangements process within the centre.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams.

#### **Senior Leaders**

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#).
- Supports the SENCo in determining the need for and implementing access arrangements.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented.
- Ensures the quality of the access arrangements process within the centre.

#### **Special Educational Needs Coordinator (SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#).
- Ensures the quality of the access arrangements process within the centre.
- Heads on the access arrangements process to facilitate access for candidates.
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements.
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process.
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.
- Ensures the need for access arrangements for a candidate will be considered on a subject-by-subject basis.
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Provides information to evidence the normal way of working of a candidate ☐ Provides appropriate evidence to confirm the need(s) of a candidate.

## Exams Officer

- Provides a policy on the use of word processors in exams and assessments.
- Ensures the need for access arrangements for a candidate will be considered on a subject-by-subject basis.

## Teaching Staff

- Informs the SENCo of any support that might be needed by a candidate.
- Provides information to evidence the normal way of working of a candidate.
- Provides appropriate evidence to confirm the need(s) of a candidate.

## Support Staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- Provide comments/observations to support the SENCo in painting a holistic picture of need confirming normal way of working for a candidate.
- Provide information to evidence the normal way of working of a candidate.
- Provide appropriate evidence to confirm the need(s) of a candidate.

## Assessor of Candidates with Learning Difficulties

- Has detailed understanding of the current JCQ publication [AA](#).
- Ensures the assessment process is administered in accordance with the regulations.
- Conducts appropriate assessments to identify the need(s) of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.
- **Use of Word Processors (see Appendix 4)**

## Requesting Access Arrangements

### Roles and responsibilities

#### Special educational needs coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated.
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO.
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ [Form 8](#) (Application for access arrangements – Profile of learning difficulties), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre.
- Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes.
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre.
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted.

- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does not meet the criteria for the arrangement(s).
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated).
- Ensures that where approval is required that this is applied for by the awarding body deadline.
- Maintains a file for each candidate that will include:
  - completed JCQ/awarding body application forms and evidence forms.
  - appropriate evidence to support the need for the arrangement where required.
  - appropriate evidence to support normal way of working within the centre.
- In addition, for those qualifications listed on page 2 of AA (where approval is required), a printout of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared).
- Presents the files when requested by a JCQ Centre Inspector.
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates.
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO.
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside the centre.
- Following the appropriate process (AAO for those qualifications listed in AA; JCQ Form 7 or Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.

### **Exams Officer**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)

## **Implementing Access Arrangements and the Conduct of Exams**

### **Roles and Responsibilities**

#### **External Assessments**

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

## Head of Centre

- Supports the SENCo, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the *Checklist for Heads of Centre and Examination Officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE

## Special Educational Needs Coordinator (SENCo)

- 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 and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s)
- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained 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
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

## Exams Officer

- Is familiar with and follows the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current [ICE 2023-2024](#).
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time.
- Ensures exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.

- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in [ICE 2023-2024](#).
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Liaises with the SENCo to ensure exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates.
- Liaises with the SENCo regarding rooming of access arrangement candidates.
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams.
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required).
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam.
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only).
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam.
- Provides cover sheets prior to the start of an exam where required for access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers • prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of AA.
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.

#### **Other Relevant Centre Staff**

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

- Staff responsible for IT or other specialist equipment that may need to be provided or adapted for a candidate.
- Estates/site staff responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate.
- Senior staff responsible for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

### **Internal Assessments**

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

#### **Special Educational Needs Coordinator (SENCo)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment.
- Ensures candidates are aware of the access arrangements that are in place for their assessments.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s).
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment.

#### **Exams Officer**

- Ensures cover sheets are completed as required by facilitators.
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment.

#### **Teaching Staff**

- Support the SENCo in implementing appropriate access arrangements for candidates.
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate.

### **Internal Exams**

These are exams or tests which are set and marked within the centre, normally a pre-cursor to external assessments.

#### **Special Educational Needs Coordinator (SENCo)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

#### **Teaching Staff**

- Support the SENCo in implementing appropriate access arrangements for candidates.
- Provide exam materials that may need to be modified for a candidate.

#### **SLT**

- Provides the SENCo with internal exam timetable to ensure arrangements are put in place when required,

### Facilitating Access

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations. On a candidate-by-candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides **example** arrangements, adjustments considered/taken and adaptations that are considered to meet the need(s) of a candidate and the actions by the centre for the purposes of facilitating access. Circumstances which arise which have no precedent the College will act accordingly within the guidelines of JCQ.

Example of Candidate Needs	Arrangements Explored	Centre Actions
<p>A medical condition which prevents the candidate from taking exams in the centre Alternative site for the conduct of examinations Supervised rest breaks SENCo gathers evidence to support the need for the candidate to take exams at home Pastoral head provides written statement for file to confirm the need.</p>	<p>Alternative site for the conduct of examinations Supervised rest breaks</p>	<ul style="list-style-type: none"> <li>✓ SENCo gathers evidence to support the need for the candidate to take exams at home.</li> <li>✓ Pastoral Head provides written statement for file to confirm the need.</li> <li>✓ Approval confirmed by SENCo; AAO approval for both arrangements not required.</li> <li>✓ Head of Year discussion with candidate to confirm the arrangements should be put in place.</li> <li>✓ EO submits appropriate 'Alternative site for the conduct of exams form'.</li> <li>✓ EO provides candidate with exam timetable and JCQ information for candidates.</li> <li>✓ Head of Year confirms with candidate the information is understood.</li> <li>✓ Head of Year agrees with candidate that prior to each exam will call to confirm fitness to take exam.</li> <li>✓ EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials.</li> <li>✓ Invigilator monitors candidate's condition for each exam and records any issues on incident log.</li> <li>✓ Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam.</li> <li>✓ Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition.</li> <li>✓ EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged).</li> </ul>



		<ul style="list-style-type: none"> <li>✓ EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</li> <li>✓ Head of Year/EO informs candidate that special consideration has been requested</li> </ul>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<ul style="list-style-type: none"> <li>✓ Confirms candidate is disabled within the meaning of the Equality Act 2010.</li> <li>✓ Papers checked for those testing reading.</li> <li>✓ Computer reader/reader/examination reading pen sourced for use in papers (or sections of papers) testing reading <b>OR</b> up to 50% extra time awarded.</li> <li>✓ Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice.</li> </ul>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<ul style="list-style-type: none"> <li>✓ Gathers evidence to support substantial and long-term adverse impairment.</li> <li>✓ Confirms with candidate how and when they will be prompted.</li> <li>✓ Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room).</li> </ul>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<ul style="list-style-type: none"> <li>✓ Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</li> <li>✓ Provides height adjustable desk in exam room</li> <li>✓ Allocates exam room on ground floor near adapted bathroom facilities</li> <li>✓ Spaces desks to allow wheelchair access</li> <li>✓ Seats candidate near exam room door</li> <li>✓ Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</li> <li>✓ Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</li> </ul>
Broken wrist on writing arm	<p>Separate invigilation within centre</p> <p>Scribe</p> <p>Word processor</p> <p>Extra time</p> <p>Special consideration</p>	<ul style="list-style-type: none"> <li>✓ EO applies for temporary access arrangements via AAO</li> <li>✓ EO contacts SENCo to request scribe if word processor not suitable</li> <li>✓ Separate room sourced if one not already available</li> <li>✓ Invigilator sourced if one not already available</li> <li>✓ EO processes request(s) for special consideration where applicable</li> </ul>

## Appendix 4: Word Processor Policy

### Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs A Cumiskey/Mrs S Chadwick

### Contents

- Introduction
- Purpose of the policy
- Principles for using a word processor
- The use of a word processor
- Centre Specific Processes
- Word processors and their programmes
- Laptops and tablets
- Accommodating word processors in examinations
- The criteria NBIC uses to award and allocate word processors for examinations

### Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments 2023-2024](#) and [Instructions for conducting examinations 2023-2024](#).

### Purpose of the Policy

This policy details how NBIC manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

### Principles for Using a Word Processor

NBIC complies with AA - Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage because of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate.

- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments.
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom (where appropriate); or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or
  - in internal school tests/examinations
  - mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

### **The Use of a Word Processor**

- NBIC complies with Access Arrangements available as follows:
  - Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
  - Only grants the use of a word processor to a candidate where it is their normal way of working within the centre
  - Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

(The above also extends to the use of electronic brailers and tablets)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.
- Allows candidates to use a word processor in an examination to type certain questions, i.e., those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

### **Centre Specific Processes**

Under normal circumstances candidates at NBIC will be considered for use of a word processor if it is their normal way of working when they reach year 10, due to issues that have been raised previously. They will not be allocated a word processor just because a candidate prefers to use one

### **Word Processors and their Programmes**

NBIC complies with [ICE 2023-2024](#). Word processors instructions by ensuring:

- word processors are used as a typewriter, not as a database, although standard formatting software is acceptable

- word processors have been cleared of any previously stored data, as must any portable storage medium have used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are 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 separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software are not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Laptops and Tablets**

NBIC further complies with [ICE 2023-2024](#) instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points.
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

- candidates are instructed to appropriately number each page.
- candidates are instructed to use a minimum 12pt font and double spacing.
- invigilators remind candidates to save their work at regular intervals.
- where it is possible 'autosave' is set up on each laptop/tablet.
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

### **Accommodating Word Processors in Examinations**

- Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:
- unless requiring another access arrangement (reader, scribe etc.) candidates will be accommodated in the main exam hall
- Invigilation arrangements relating to the use of word processors include the following:
- Candidates requiring separate invigilation using word processors will have separate invigilation in line with JCQ guidelines

### **The criteria NBIC uses to award and allocate word processors for examinations – in conjunction with JCQ guidelines**

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

#### **Awarding word processors**

There are also exceptions where a candidate may be awarded the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates. Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

There may be a need for candidates to use a word processor due to a temporary injury or impairment at the time of an examination.

Candidates will not be awarded a word processor just because they prefer to use one rather than handwriting, or because they use a laptop at home.

#### **Allocating word processors**

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCo and the Exams Officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with [ICE 2023-2024](#).

## Appendix 5: New-Bridge Integrated College Controlled Assessment Policy

### Key staff involved in Controlled Assessment Policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

### Context of Policy

From September 2009, Controlled Assessment replaced coursework for new GCSE courses. This is one of the changes in the Government's reform of education for 14–19-year-olds, designed to ensure that specification content meets the aims of the revised secondary curriculum.

### **Key Features:**

- ✓ Enables a more integrated approach to teaching and learning and assessment
- ✓ Provides an increased facility to ensure that work is the students own
- ✓ Enables teachers to choose the timing of the controlled assessment.
- ✓ Enables teachers to select choice of tasks and contextualize them
- ✓ Is viewed as part of the course, rather than a separate activity – an integral part of teaching and learning
- ✓ Usually takes place in the classroom, within the normal timetable
- ✓ Features levels of control designed to maximize reliability and authenticity.

### Process of Controlled Assessment

The process has 3 stages

1. Task setting
2. Task Taking
3. Task Marking

### Task Setting

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control (and in both cases, must be developed according to the requirements of the specifications.

### Task Taking

Three levels of control apply:

1. Low Control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium Control – students can work under informal supervision. This is normally the analysis stage.
3. High Control – students complete their task under direct supervision throughout. This is the write up stage.

### Task Marking

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the task. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

### **Outlining Responsibility - GCSE controlled assessment**

Responsibility: This policy is compliant with the Joint Council for Qualifications statutory requirements for Controlled Assessment in schools. It is the responsibility of the Governors to review the policy at regular intervals and monitor its implementation. The policy lists the responsibilities of the relevant staff in terms of organizing, administering and overseeing controlled assessments.

- 1. Senior leadership team (Vice Principal)**
- 2. Subject Leaders**
- 3. Teaching staff**
- 4. Examination Officer**
- 5. Special Educational Needs Coordinator**

New-Bridge fully recognises its responsibilities for controlled assessments as part of the GCSE specifications, to ensure that the planning and management of the assessments are conducted efficiently and in the best interests of the candidates.

To ensure there are clear guidelines for all relevant staff, it is the responsibility of everyone involved in the centre's exam process to read, understand and implement this policy.

#### **Staff responsibilities**

##### **1. Senior Leadership Team – Vice Principal**

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

In the summer term prior to the start of each academic year, begin co-ordinating with heads of department/subject to schedule controlled assessments.

Map overall resource management requirements for the year. As part of this resolve:

- clashes/ problems over the timing or operation of controlled assessments.
- issues arising from the need for facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved has a calendar of events.
- Provide '**Risk Management Process**' for each department (see attached)
- Provide guidance to parents on controlled assessments, along with monthly controlled assessment schedule. Information booklet distributed to parents beginning of Year 11.

##### **2. Subject Leaders**

- Decide on the awarding body and specification for a particular GCSE.
- Obtain the controlled assessment task details from the exam boards or Examination Officer or ensure that internally set tasks are acceptable by the exam boards, if needed.
- Ensure the correct % assessment is taken at the end of Year 12 to satisfy the terminal assessment requirements in accordance with the awarding body specification.
- Ensure that individual teachers understand their responsibilities about controlled assessment. Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- **Choose the most appropriate time for the controlled assessment to take place, in consultation with the Daily Co-ordinator and the Controlled Assessment Schedule/Calendar (displayed in staff room) to minimize clashes. Controlled Assessment should take place during normal class timetable, where possible.**

- Departments must plan when and how the assessment will take place, considering the accommodation and resources required. Parents and students should be notified, in advance, of exact date for controlled assessment. This communication must be evident in the Yearbook.
- All staff within the department must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted eg high control means that students are under exam conditions.
- **The Examination Officer should be notified when high level-controlled assessment is taking place.**
- **Relevant display materials must be removed or covered up for high level control. The relevant JCQ posters ‘Warning to Candidates’ and ‘No Mobile Phones’ must be displayed inside and outside each examination room.**
- All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- Separate user accounts for exam use must be used for high control level work. These must have no access to internet or email and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.
- If a student is absent, one further opportunity to complete the relevant controlled assessment will be offered. Each department will have to make arrangements for absent students.
- For long absences, special consideration should be applied for.
- **If a student is ill or is experiencing other circumstances which the Subject Leader or teacher/Year Head/Form Tutor deem detrimental to the student’s performance, at the time of controlled assessment, this must be reported to the Examinations Officer. Records of controlled assessment completed throughout the two-year course can accurately inform the relevant exam board at the end of the courses in Year 12. Evidence from parents/medical profession or other sources, must accompany the request for special consideration.**
- Entries for controlled assessment must be made at the appropriate time
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Attendance records from assessment sessions should be kept by the class teacher.
- Where work is assessed by the teacher and externally moderated by the exam board, standardization of marking must take place in the school, if more than one teacher is involved in the assessing.
- The assessment marks must be submitted to the exam board by the appropriate date.
- Candidate’s work must be securely stored until all results have been verified.
- If suspected malpractice occurs, the Exams Officer must be informed.
- If a student’s piece of work is lost within the school, this must be reported to the Examinations Officer.

Subject Leaders must ensure that departmental policy on practice, reflects the statutory requirements of the Joint Council for Qualifications ‘Instruction for Conducting Controlled Assessments’.

Subject Leaders to refer to **Risk Management Process** to ensure smooth running of controlled assessment within each department (Risk Management Process attached) – to be kept in Departmental Handbook.

### 3. Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication ***Instructions for conducting controlled assessments.***
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers’ notes or additional information on the awarding body’s website.
- Supply to the exam’s office details of all unit codes for controlled assessments.



- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Work may be handwritten in black ink or word processed. Print outs, charts and videos can be included where appropriate.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Attendance records from assessment sessions should be kept **by the class teacher**.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Authentication forms must be signed by the teachers and candidates.
- Meet deadlines for posting Controlled Assessment to Moderators or Examiners.

#### **4. Examination Officer**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exam's office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Distribute and collate documentation for teaching to staff to use, relating to marking and estimated grades.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- The Exam Officer must be informed by Subject Leader, of date and time of high-level control assessment taking place.
- Apply for special consideration for individual pupils, when required.

## 5. Special Educational Needs Coordinator

- Access arrangements do apply for controlled assessments
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

## 6. Learner Malpractice

The Head Teacher will:

- Report at the earliest opportunity any case of suspected/actual malpractice to the relevant awarding body.
- In the case of malpractice prior to the student signing the declaration form will investigate internally and record the outcome on the form supplied by the relevant awarding body.
- In the case of malpractice being identified after the student has signed the declaration form will inform the awarding body of all relevant details at the earliest opportunity.
- Will supervise all investigations resulting from an allegation of malpractice.
- Ensure that any member of staff who has been requested to investigate an allegation is impartial and not connected to the department involved, therefore avoiding any conflict of interest.
- Respond quickly to all requests for an investigation as this is in the best interests of the students, the staff and others involved. vii) Teacher Malpractice the Head Teacher will:
- Ensure that all cases of alleged malpractice are investigated and dealt with in accordance with the School's Staff disciplinary policy.
- Ensure that the awarding body is informed of all relevant details if applicable

## 7. Teacher Malpractice the Head Teacher will:

- Ensure that all cases of alleged malpractice are investigated and dealt with in accordance with the School's Staff disciplinary policy.
- Ensure that the awarding body is informed of all relevant details if applicable.

Further guidance, for all staff, is detailed in **JCQ 'Instructions for conducting controlled assessments' Malpractice policy (Appendix 7)**

## Appendix 6: NON-EXAMINATION ASSESSMENT POLICY

### Key staff involved in Controlled Assessment Policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

### 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. *“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as nonexamination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

### 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

### What are non-examination assessments?

*“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:*

- task setting;
- task taking;
- task marking.

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

#### The basic principles

##### Head of Centre

- Ensures that the centre’s non-examination assessment policy is fit for purpose
- Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

## **SLT**

- Ensure the correct conduct of non-examination assessments which comply with the NEA and awarding body subject specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

## **Quality Assurance (QA) Lead/Lead Internal Verifier**

- Confirms with subject heads/programme leaders that appropriate awarding body forms and templates for non-examination assessments 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 appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

## **Subject Head/Lead**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

## **Subject Teacher**

- Understands and complies with the general instructions as detailed in the 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
- Ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries

## **Exams Officer**

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

## **Task Setting -Subject Teacher**

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

## **Issuing of tasks -Subject Teacher**

- Determines when set tasks are issued by the awarding body

- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished

#### **Task taking Supervision -Subject teacher**

- 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
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - social media
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

#### **Advice and feedback - Subject Teacher**

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

#### **Resources - Subject Teacher**

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures, where appropriate, to include references, that candidates keep a detailed record of their own research, planning, resources etc.

#### **Word and time limits - Subject Teacher**

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

#### **Collaboration and group work - Subject Teacher**

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates

- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

### **Authentication procedures - Subject Teacher**

- Where required by the awarding body's specification
  1. ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  2. signs the teacher declaration of authentication confirming the requirements have been met
- 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
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- 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 the NEA and informs the Exams Officer

### **Presentation of work - Subject Teacher**

- Instructs candidates to present work as detailed in the NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

### **The use of Inappropriate or Offensive Language in Assessment Materials – Subject Teachers**

- Centre to remind candidates they should not use “inappropriate, offensive, obscene, homophobic, transphobic, racist or sexist material in scripts, controlled assessments, coursework, non-examination assessments or portfolios.” *JCQ Suspected Malpractice Policies and Procedures, 1 September 2023 – 31 August 2024* [pg. 48]. Failure to comply with this requirement can lead to a sanction being applied, ranging from a warning or loss of marks to disqualification from all qualifications in that series, or being barred from entering examinations for a set period of time. Further detail on the types of offence and associate sanctions can be found on pg. 46 of [https://www.jcq.org.uk/wp-content/uploads/2023/09/Malpractice\\_Sep23\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/09/Malpractice_Sep23_FINAL.pdf)

### **GCSE English Language**

Because of the nature of the assessment and opportunities for creative writing, instances of the above offence tend to be higher in GCSE English Language than in other qualifications. CCEA therefore asks that teachers of GCSE English Language share with their students the Competence Level Strand de-scriptors to show that language used in assessments should be selected to demonstrate a wide and precise vocabulary, and to build rapport with the specified audience.

The writing tasks in Units 1 and 4, both of which are assessed by examination, are underpinned by the requirement for candidates to match form, audience, and purpose. The forms used in previous examination papers have been school-based or forms intended for the public domain. Therefore, students must not use inappropriate language to set context or create a particular atmosphere.

## **Keeping materials secure - Subject Teacher**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Secure storage instructions are followed as defined in the NEA section of JCQ and awarding body guidelines
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line on social media or through any other means
- 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

## **IT Department**

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

## **Task marking – externally assessed components**

### **Conduct of externally assessed work - Subject Teacher**

- Liaises with the EM regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
- Exams Officer
- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed nonexamination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for Conducting Examinations*

## **Submission of work**

### **Subject teacher**

- Provides the attendance register to a Visiting Examiner

### **Exams Officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series

- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

## **Task marking – internally assessed components -Marking and annotation**

### **Subject teacher**

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

### **Internal standardisation**

#### **Quality assurance (QA) lead/Lead internal verifier (BTEC HB separate document)- Subject Teacher**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

#### **Submission of marks and work for moderation - Subject Teacher**

- Inputs marks into *SIMS assessment mark sheets/exam board secure website whichever is applicable* according to the internal deadline set by the Exams Officer.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted.
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

### **Exams Officer**

- Submits marks to the awarding body via the secure site, keeping a record of the marks submitted to the external deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors



### **Storage and retention of work after submission of marks - Subject Teacher**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

### **Exams Officer**

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

### **External moderation - feedback -Subject Head/Lead**

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

### **Exams Officer**

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration
- **Access arrangements**

### **Subject Teacher**

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

### **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 qualifications 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
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

### **Special consideration - Subject teacher**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
- is absent
- produces a reduced quantity of work
- work has been lost

- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments

#### **Exams Officer**

- Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

### **Malpractice**

#### **See Malpractice Policy (Appendix 7)**

#### **Head of Centre**

- Understands the responsibility to report to the relevant awarding body any suspected cases 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*.

#### **Subject Teacher**

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* • Ensures candidates understand of the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - social media*

#### **Exams Officer**

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads*
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

See Appendix = Malpractice Policy

### **Enquiries about results**

#### **Head of Centre**

- 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 an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

### Subject Head/Programme Leader

- Provides relevant support to subject teachers making decisions about enquiries about results

### Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the Exams Manager with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the Exams Officer in collecting candidate consent where required

### Exams Officer

- 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 for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline.

Possible Remedial Action			
Risks and Issues	Forward planning	Action	Staff
<b>Task Setting</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HOD
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HOD
Subject teacher long term absence during the task setting stage or issuing of tasks	See centre's exam contingency plan – Teaching staff extended absence at key points in the exam cycle		HOD
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	HOD with support from Network Manager/IT Technician
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HOD with support from Exams Officer/IT Technician
<b>Issuing Tasks</b>			
The wrong task is given to candidates (i.e. – Task for legacy specification)	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	HOD / Subject Teacher
Awarding body set task not issued to candidates on time	Dates are set on departmental timetable Awarding body key date for accessing set task as detailed in the specification noted prior to start of course	Awarding body guidance sought where this issue remains unresolved	HOD/EO
	Course information issued to candidates 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.		
<b>Task Taking</b>			
<b>Accommodation</b>			
NEA schedule clashes with other activities Plan/establish priorities well ahead (e.g., at the start of the academic year) Plan dates in consultation with school calendar – negotiate with other parties SLT / HoD	Plan/establish priorities well ahead (e.g., at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other stakeholders	SLT / HoD
Insufficient space in classrooms for candidates Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA Use more than one classroom or multiple sittings where necessary HoD	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA	Use more than one classroom or multiple sittings where necessary	HOD/Admin Cover
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	See Contingency Policy	HOD
<b>Supervision</b>			
Teaching staff do not understand that the supervision of NEA is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments/coursework/portfolios and their role in supervising assessments	HODs briefed at the start of the year and item featured on first dept meeting.	HOD/SLT
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Exams Officer to schedule CAs and exams and ensure that they are appropriately staffed by invigilators.	EO
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 are followed	An internal investigation and where appropriate internal disciplinary procedures are followed	HOD/Subject Teacher/SLT
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Lists of pupils eligible for Access Arrangements are kept in the centre's shared area and updated by SENCo, all staff are directed to look here regularly. Information is updated regularly by Exams Officer	Relevant staff are signposted to the JCQ publication A guide to the special consideration process to determine the process to be followed to apply for special consideration for the candidate	SENCo, Exams Officer, YC

<b>Advice and Feedback</b>			
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensure a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component.	Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component. Candidate confirms/records advice and feedback given prior to starting on their work.	HoD / Subject Teacher
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensure a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures	Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component. Candidate confirms/records advice and feedback given during the task-taking stage.	HoD / Subject Teacher
A third-party claim that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	Records as detailed above are documented to confirm all assistance given	An investigation is conducted; candidates and subject teacher are interviewed, and statements recorded where relevant. Where appropriate, a suspected malpractice report is submitted to the awarding body.	HOD/SLT
Candidate does not reference information from published source	Candidates are advised at a general level to reference information before work is submitted for formal assessment. Candidates are again referred to the JCQ document Information for candidates: non-examination assessments.	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Subject Teacher/HOD
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	HoD / Subject Teacher
<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOD to ensure all staff are trained on the correct procedures when conducting CA.
<b>Resources</b>			
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	HoD / Subject Teacher

		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	
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidates are advised that detailed records of his/her own research, planning, resources etc. are to be 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 acknowledge 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.	HOD/Subject Teacher
<b>Word and Time Limits</b>			
A candidate is penalised by the awarding body for exceeding word or time limits	Records to be kept confirming the awarding body specification has been checked to determine if word or time limits are mandatory. Where limits are for guidance only, candidates are discouraged from exceeding them.	Candidates confirm/record any information provided to them on word or time limits is known and understood	Subject Teacher/HOD
<b>Collaboration and Group Work</b>			
Candidates have worked in groups where the awarding body specification states this is not permitted	Records are kept confirming the awarding body specification has been checked to determine if group work is permitted	Awarding body guidance sought where this issue remains unresolved	Subject Teacher/HOD/EO/SLT
<b>Authentication Procedures</b>			
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	Records are kept confirming that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	Year assembly to remind and update on procedures relating to assessments	Subject Teacher/HOD
Candidate plagiarises other material	Records are kept confirming that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments. The candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body.	HoD / Subject Teacher/SLT
Candidate does not sign their authentication statement/declaration	Records are kept confirming that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments. Declaration is checked for signature before accepting the work of a candidate for formal assessment.	Subject Teacher/HOD

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	HOD to sign if teacher if subject teacher not available	HOD
<b>Presentation of Work</b>			
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Mentoring programme to assist in study skills	Subject Teacher/HOD
<b>Keeping Materials Secure</b>			
Candidates work between formal supervised sessions is not securely stored	Records are kept confirming subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	Regular monitoring ensures subject teacher use of appropriate secure storage	HoD / Subject Teacher/EO
Adequate secure storage not available to subject teacher		Alternative secure storage sourced where required	HOD/EO
<b>Task Marking- externally assessed components</b>			
A candidate is absent on the day of the examiner visit for an acceptable reason	Communication to be received if a planned absence.	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.	
A candidate is absent on the day of the examiner visit for an unacceptable reason		The candidate is marked absent on the attendance register and /or withdrawn from subject if written confirmation received from parent/guardian	Subject Teacher/EO
<b>Task Marking – internally assessed components</b>			
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; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.	Subject Teacher/HOD/EO
A candidate is unable to finish their work for unforeseen reason		Relevant staff are signposted to the JCQ publication A guide to the special consideration process to determine eligibility and the process to be followed for shortfall in work	HoD / Subject Teacher/EO
The work of a candidate is lost or damaged		Relevant staff are signposted to the JCQ publication A guide to the special consideration process to determine	HoD / Subject Teacher/EO

		eligibility and the process to be followed for lost or damaged work	
Candidate malpractice is discovered		Instructions and processes in the current JCQ publication Instructions for conducting nonexamination assessments (chapter on Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed.	HoD / Exams Officer/SLT
After submission of marks, it is discovered that the wrong task was given to candidates	See task setting	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process to determine eligibility and the process to be followed to apply for special consideration for candidates	HoD / Exams Officer
A candidate wishes to appeal the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body.  Records confirm candidates have been informed of their marks.  Candidates are informed that these marks are subject to change through the awarding body's moderation process.	Through the centre's internal appeals procedures candidates are made aware of the timescale for submitting an appeal prior to the submission of marks to the awarding body	HoD / Exams Officer
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course. Candidates confirm/record deadlines known and understood.	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.	HOD/EO/SLT
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for re-marking. Consult the awarding body's specification for appropriate procedures	HOD/SLT
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e., when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HOD/EO



Deadline for submitting marks and samples of candidate's work is not met by subject teacher	Internal/external deadlines are published at the start of each academic year. Reminders are issued through senior leaders/subject heads as deadlines approach. Records confirm deadlines known and understood by subject teachers.	Where appropriate, internal disciplinary procedures are followed	HOD/EO/SLT
Errors are made in the administration of transferring marks.	NEA are completed early enough to allow for admin to be done without time pressure.	At least two people involved in collating and recording NEA grades.	HOD/Subject Teacher
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle).		HOD/EO

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## Appendix 7: Malpractice Policy

### Key staff involved in the policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

This policy is reviewed and updated annually to ensure that any malpractice at New-Bridge Integrated College is managed in accordance with current requirements and regulations.

Reference in the policy to [GR](#), and [SMPP](#) relate to relevant sections of the current JCQ publications [General Regulations for Approved Centres](#) and [Suspected Malpractice - Policies and Procedures](#).

### Introduction

What is Malpractice and Maladministration?

Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered.
- a failure to follow established procedures in relation to a qualification.

which:

- gives rise to prejudice to candidates
- compromises public confidence in qualifications compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

### Purpose of the Policy

The purpose of this policy is to confirm how NBIC manages malpractice under normal delivery arrangements in accordance with the regulations.

### General Principles

In accordance with the regulations NBIC will:

Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)

Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)

As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11).

### **Candidate Malpractice**

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

### **Centre Staff Malpractice**

'Centre staff malpractice' means malpractice committed by:  
a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre;

or

an individual appointed in another capacity by a centre such as an invigilator, a communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe.

### **Preventing Malpractice**

NBIC has in place:  
robust processes to prevent and identify malpractice, as outlined in section 3.3 of the JCQ publication Suspected Malpractice: Policies and Procedures.

### **Identification and Reporting of Malpractice**

The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP4.1.3)

Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration.

Malpractice by a candidate discovered in a controlled assessment, coursework or nonexamination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately.

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals.

Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the case to the relevant awarding body, accompanied by the information obtained during the course of their enquiries.

The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly.

### **Communication Malpractice Decisions**

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal.

### **Appeals Against Decisions Made in Cases of Malpractice**

NBIC will:

Provide the individual with information on the process for submitting an appeal, where relevant.

Refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals processes

### **Additional Information:**

#### **AI - Use in Assessments**

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or format .

#### **What is AI Misuse**

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include

disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of
- information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or
- bibliographies.

### **Acknowledging AI Use**

If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own

See [AI Use in Assessments: Protecting the Integrity of Qualifications](#) for further information.

## Appendix 8 : Enquiries about Results, Access to Scripts, Appeals Procedure (N.I. – RORs – Review of Results)

### Key staff involved in the policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

This procedure has been produced in accordance with the JCQ General Regulations.

NBIC is committed to ensuring all candidates have access to the full range of post results services offered by the awarding bodies.

### Enquiries about Results

- All requests for enquiries about results should firstly be directed to the HOD for the particular subject. Once agreed the request must be submitted to the Examinations Officer by the internal date specified. The only exceptions are Priority 2 requests (only available if a GCE A-level candidate's place in higher education is dependent on the outcome), for which the deadline to submit the request is 6 days after the publication of GCE results.
- Any requests for enquiries about results that are not agreed by the HOD of the particular subject will be processed but candidates will be advised that this is their decision.
- All requests for enquiries about results will only be actioned on receipt by the Examinations Officer of a fully completed candidate consent form signed by the candidate (or with the candidate's e-mail consent attached) together with payment of the fee. The consent form acknowledges that the candidate is aware that the outcome of a remark may result in a higher grade, a lower grade or no change to the grade initially awarded.
- If the outcome of a candidate's enquiry about results is a change of grade which negates the fee, the Examinations Officer will arrange for the appropriate fee to be reimbursed to the candidate.
- The school will inform the candidate as soon as possible about the outcome of an enquiry about results.

### Access to Scripts

A 'script' refers to the written work of a candidate which has resulted from an externally assessed component. Arrangements for Access to Scripts do not apply to internally assessed components, orals or digital recordings/files.

#### **A candidate has a right to instruct their centre not to request their scripts.**

- HODs or candidates may request scripts to support reviews of marking. Candidates must sign the Access to Scripts consent form, so their scripts can be accessed by the centre, and also indicate whether they would like the right to anonymity. Requests must be submitted to the Examinations Officer by the internal date specified.

- HODs may request scripts to support teaching and learning. Candidates will be contacted for their written consent as above, and signed requests must be submitted to the Examinations Officer by the internal date specified.
- Any requests made directly by a candidate (i.e., not requested by the HOD, will only be actioned on receipt by the Examinations Officer of appropriate payment (fees vary between awarding bodies).
- The school will forward the script/s requested directly by candidates as soon as possible on receipt.

## **Appeals**

### **1. Any candidate who wishes to appeal against the decision of the school not to request an enquiry about results:**

- Contact the HOD as soon as possible (at least 10 working days before the published deadline for enquiry about results) to discuss the mark/grade.
- If the HOD does not agree to support the enquiry about results the student may appeal against the decision. Appeals should be submitted in writing at least 5 working days before the published deadline for RORs, detailing the reason for the appeal. The appeal will be reviewed by the Examinations Officer and the relevant HOD. The outcome of the appeal will be communicated to the student within 24 hours of receipt. The decision is final.
- If the centre does not support the enquiry about results the student may still proceed but all fees involved will be paid by the candidate before the enquiry about results is submitted to the awarding body. The student also has to sign the candidate consent form. Requests should be made to the Examinations Officer before the published deadline for enquiries about results. If the enquiry about results is **successful or the grade is lower** the fee will be refunded to the candidate.
- The Examinations Officer will forward the outcome of the enquiry about results to the student as soon as possible.

### **2. An appeal to an awarding body following the outcome of an enquiry about results:**

This formal appeals procedure is for use in cases where the centre or candidate is dissatisfied with examination results following the outcome of the enquiry about results process. Appeals should focus on whether the awarding body:

- has used procedures that were consistent with regulatory requirements.
- has applied its procedures properly and fairly in arriving at judgements.
- for AS, A-level and Project qualifications, has not properly applied the mark scheme. To ensure there is no doubt, the Head of Centre must indicate precisely where this has been the case.

Appeals can only be accepted by awarding bodies by the Head of Centre on behalf of a candidate, therefore the decision whether to appeal is subject to the outcome of the original appeal to the centre against the school deciding not to request an enquiry about results. The Head of Centre will only proceed with an appeal if the centre supported the candidate's original appeal.

## Appendix 9: Procedure for Identifying Candidates in The Exam Room

### Key staff involved in Procedure for Identifying Candidates in the Exam Room

#### Key staff involved in the policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

- Where the head of centre has allowed a senior member of staff, such as an Assistant Headteacher, to be present in the examination room, he/she can identify the candidates as they enter the exam room.
- Alternatively, a folder containing candidate photographs and names will be available in each exam room allowing invigilators to identify candidates at the beginning of the examination. Appropriate arrangements must be in place to allow invigilators to carry out adequate checks on the identity of all candidates.
- SLT may refer to SIMS data on an iPad to identify students as photographs are on SIMS.
- Candidates may place their ID on the desk before the start of the exam. This may be the form of a driver's licence, passport, etc.
- In cases where it is impossible to identify candidates due to the wearing of religious clothing, such as a veil, the candidate should be taken to a private room by a female member of staff and politely asked to remove the veil for identification purposes. Once identification has been established the veil should be replaced and the candidate should proceed to the exam.
- Year Co-ordinators may be present at the door of the exam room to identify students in their year group.



## Appendix 10: Emergency Evacuation Policy

### Key staff involved in the emergency evacuation policy and procedures

#### Key staff involved in the policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

#### Purpose of the policy

This policy details how NBIC deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

#### When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

#### Emergency evacuation of an exam room

##### Roles and responsibilities

##### Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation

##### SLT

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

##### Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

## **Exams Officer**

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed prior to exams taking place, on what will happen in the event of an emergency in the exam room. This will be included in the handbook issued to students at the start of every academic year
- Provides invigilators with a copy of the emergency evacuation procedures for every exam room
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process

## **Invigilators**

- By attending training, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

## **Other Relevant Centre Staff**

- Support the senior leader, SENCo, Exams Officer and Invigilators in ensuring the safe emergency evacuation of exam rooms

## **Emergency evacuation procedure**

- Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

## **Actions to be taken**

- Stop the candidates from writing
- Collect the attendance register (in order to ensure all candidates are present)
- Evacuate the examination room in line with the instructions given by the appropriate authority
- Advise candidates to leave all question papers and scripts in the examination room
- Candidates should leave the room in silence
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination

- Candidates should be escorted to the assembly point, on the playground. In the event that numbers are small enough and there is an alternative assembly point closer than the playground, the candidates should be escorted there
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- Make a full report of the incident and of the action taken, and send to the relevant awarding body
- Where necessary the Exams Officer will make a request for special consideration to the awarding body

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## Appendix 11: Archiving Policy

Record Type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the SENCo relating to an access arrangement candidate.	To be retained by SENCo as records owner at end of the candidate's final exam series.	Confidential destruction
Attendance registers copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Awarding body administrative information Any hard copy publications provided by awarding bodies. To be retained until the current academic year update is provided.	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	
Candidates' work	Non-examination assessment work (including controlled assessment, coursework, portfolios) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Returned to candidates or safe disposal
Certificates Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. Confidential destruction		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue.	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction	Confidential destruction
Certificate issue information A record of certificates that have been issued to candidates. To be retained for 4 years from the date of certificate destruction. Confidential destruction	A record of certificates that have been issued to candidates.	To be retained for 4 years from the date of certificate destruction.	Confidential destruction
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	To be retained for the relevant academic year.	Disposal
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage	To be retained for the relevant academic year.	Disposal

	throughout the time the material is confidential.		
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners, to awarding bodies via Parcel Force	To be retained until after the deadline for RORs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Disposal
Entry information	Any hard copy information relating to candidates' entries.	To be retained until after the deadline for RORs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.	
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Disposal
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for RORs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of.	Confidential destruction
Examiner reports		To be immediately provided to head of department as records owner. May be accessed on Exam Boards' secure websites. Logins provided.	Change logins if staffing changes
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Retained electronically or deleted
Moderator reports to be immediately provided to head of department as records owner.		To be immediately provided to head of department as records owner.	
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential destruction

Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for a ROR or ATS request to be submitted to an awarding body.	ROR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential destruction
Post-results services: requests/outcome information	Any hard copy information relating to a post results service request (RORs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained with the ROR consent for at least six months following the outcome of the enquiry or any subsequent appeal. To be retained with the ATS consent for at least six months from the date consent given.	Confidential destruction
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts.	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential destruction
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until after the deadline for RORs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Disposal
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	To be retained until the date of the exam clash or timetable variation has passed.	Confidential destruction
Results information destruction	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential destruction
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for RORs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate. Evidence supporting an on-line special consideration application	To be retained until after the deadline for RORs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results.	Confidential destruction

Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Evidence supporting a malpractice investigation/report must be kept until after the publication of results.	Confidential destruction
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential destruction
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential destruction
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for JCQ inspection purposes for the relevant exam series	Confidential destruction

## Appendix 12: Whistleblowing Policy

### Key staff involved in the policy

Role	Name(s)
Principal	Mrs A Anderson
Vice- Principal	Mrs H Harbinson
SLT Member	Mr G Thompson
Exams Officer	Mrs J McKeown
SENCo	Mrs C Kelly / Mrs S Forde

### Introduction

Whistleblowing at New-Bridge Integrated College is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at New-Bridge Integrated College we aim to create and maintain an approach to examinations that reflects an ethical culture and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**<sup>1</sup>, New-Bridge Integrated College will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures**<sup>2</sup> and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*<sup>3</sup>.

This policy sets out the whistleblowing procedures New-Bridge Integrated College. It has been produced by Head of Centre who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. The Head of Centre is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.



## Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if New-Bridge Integrated College fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

## The Whistle-blower

A whistle-blower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

## Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with Head of Centre – Mrs A Anderson.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

## Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g., by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g., accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g., the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

## Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure<sup>4</sup> to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)<sup>5</sup> offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights<sup>6</sup>. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent.

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it<sup>7</sup>.

Alternatively, a worker could consider making a disclosure to Ofqual<sup>8</sup> as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

### Anonymity

In some circumstances, the whistle-blower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistle-blowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'<sup>9</sup>. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistle-blower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistle-blower.

### Students

Students at New-Bridge Integrated College are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

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<sup>4</sup> Reference [www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/](http://www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/)

<sup>5</sup> Reference Public Interest Disclosure Act 1998 [www.legislation.gov.uk/ukpga/1998/23/contents](http://www.legislation.gov.uk/ukpga/1998/23/contents)

<sup>6</sup> Reference <https://protect-advice.org.uk/pida/>

<sup>7</sup> Reference [www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/](http://www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/)

<sup>8</sup> Reference [www.gov.uk/guidance/ofquals-whistleblowing-policy](http://www.gov.uk/guidance/ofquals-whistleblowing-policy)

<sup>9</sup> Reference [www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies](http://www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies)