



Arrow Vale and Waseley Hills High School Exams Policy

2024/2025

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Governors 	
Date of next review	Dec 2025

Key staff involved in the policy

	Arrow Vale	Waseley Hills
Role	Name(s)	Name(s)
Head Of Centre	Matthew Rash	Thomas Preston
Exams Officer Line Manager (Senior leader)	John Barratt	Oliver Jones
Exams Officer	Joanne Power	Matthew Blatherwick-Hindmarsh
ALS Lead/SENCo	Laura Davis	Michelle Stokes/Claire Round
Head of School	Matthew Rash	Thomas Preston

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Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

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.

Roles and responsibilities overview

The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of JCQ General Regulations for Approved Centres booklet. In particular, heads of centre must familiarise themselves with sections 5.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments. ([GR](#), section 1)

The examinations officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The headteacher/Principal on site (the head of centre) may not appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan. ([GR](#), section 2)

Head of centre responsibilities

The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the (Instructions for conducting examinations) **booklet.** Failure to do so may constitute malpractice as defined in the JCQ publication Suspected Malpractice: Policies and

Head of centre

- 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 \(SM\)](#)
 - [Instructions for conducting non-examination assessments \(NEA\)](#) (and the instructions for conducting coursework)
 - [A guide to the special consideration process \(SC\)](#)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
 - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see **National Centre Number Register and other information requirements** section)
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

Recruitment, selection, training and support

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the ALS lead/SENCo to receive appropriate training and support in order to facilitate the effective delivery of
-

examinations and assessments within the centre, and ensure compliance with the published JCQ regulations

- Appoints an ALS lead/SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
Ensures that the ALS lead/SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures that the examinations officer has sufficient time to perform their role and familiarise him/herself with relevant awarding body and JCQ documentation.
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system

External and internal governance arrangements

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent

Escalation Process

The Head of School at each establishment has an oversight of the exams process and is authorised to deal with all matters, taking guidance from the Exams Manager.

- Has in place a member of the senior leadership team who will provide effective support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments
- Makes sure that a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a Learning Support Assistant who has supported one or more candidates, is not an invigilator during the examination

Delivery of qualifications

- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned

Public liability

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - the location of the centre's secure storage facility in a secure room which must only be used for the purpose of administering secure examination materials
 - the secure room only contains exam-related material
 - there are between two and six keyholders only, each keyholder must fully understand their responsibilities as a key holder to the secure storage facility

- access to the secure room and secure storage facility is restricted to the authorised two to six keyholders (the exams officer must be one of the keyholders) and staff approved by the head of centre are accompanied by a keyholder at all times
- appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff
- appropriate arrangements are in place for handling secure electronic materials ○ the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- that when it is permitted to remove question paper packets from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened
(If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)
- Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication Instructions for conducting examinations
- Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

Malpractice

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments have taken place
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication Suspected Malpractice – Policies and Procedures
- Ensures irregularities are investigated and informs the awarding bodies 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, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provides such information and advice as the awarding body may reasonably require

Policies/procedures

Malpractice Policy Including AI (Exams)

See Appendix 1 (including AI)

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act
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immediately in the event of an emergency or where the head of centre, the examinations officer or SENCo is absent at a critical stage of the examination cycle)

The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

Exam Contingency Plan

See Appendix 2

Lockdown Policy (Exams)

To follow the school lockdown procedures as maintained by the Safeguarding Department

Ensures an internal appeals procedure is in place and drawn to the attention of candidates and (where relevant) their parents/carers

Internal Appeals Procedure

See Appendix 4

- Ensures the centre's equalities policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements

Equalities Policy

Refer to Central Region Schools Trust Policy schoolbus.co.uk/compliancemanager/public/equality-policy/14717102-c875-49e4-bb605bd1a541b797/67891

- Ensures a complaints policy covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers

Complaints Policy (Exams)

Refer to Central Region Schools Trust Policy schoolbus.co.uk/compliancemanager/public/complaints-procedures-policy/ef16d07d-01404789-9760-ad95d75c0400/67889

- 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 (Exams)

Refer to local school Safeguarding and Child Protection Policy schoolbus.co.uk/compliancemanager/public/child-protection-and-safeguardingpolicy/11f73b63-b5fa-46e4-859a-84f5950c17dc/11713

- Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations

Data Protection Policy (Exams)

Refer to Central Region Schools Trust Policy

schoolbus.co.uk/compliancemanager/public/data-protection-policy/3b420947-26d3-4c44a9e2-e10054e10ed5/67885

- Ensures the centre has a whistleblowing policy in place

Whistleblowing Policy (Exams)

Refer to Central Region Schools Trust Policy – For concerns about invigilators all matters reported to Exams Manager. For concerns about the Exams Manager all matters reported to Head of Centre.

schoolbus.co.uk/compliancemanager/public/whistleblowing-policy/a014f04a-8813-4b7d-9c254be3860ba52e/67905

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

Access Arrangements Policy

Refer to Appendix 5

Conflicts of interest

- Ensures the relevant awarding bodies are informed before the published deadline for entries for each examination series of any potential conflict of interest where:
 - a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
 - a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a close relationship to the candidate
- Maintains clear records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where:
 - a member of exams office staff has a close relationship to a candidate being entered for exams and assessments at the centre or at another centre
 - a member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
 - a member of centre staff is taking a qualification at another centre

Conflicts of Interest Policy (Exams)

Refer to Appendix 14

National Centre Number Register and other information requirements

- Provides contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed which must be the registered address of the centre
- Ensures the National Centre Number Register annual update is responded to by the end of October every year

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- Takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update by completion of the Head of Centre Declaration
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papers
 and ultimately, awarding bodies could withdraw their approval of the centre

Centre inspections

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit, and takes all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify him/herself with a photo ID card and **must** be accompanied throughout his/her tour of the premises, including inspection of the centre's secure storage facility

Exams officer

Understands the contents of annually updated JCQ publications including:

- [General Regulations for Approved Centres](#)
- [Instructions for conducting examinations](#)
- [Suspected Malpractice - Policies and Procedures](#)

- [Post-Results Services \(PRS\)](#)
 - [A guide to the special consideration process](#)
- Completes/submit the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annualupdate/>) by the end of October every year
- Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register
 - Informs the National Centre Number Register Team **immediately** (e-mail address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place
 - (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility
 - Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
- 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 content of training provided to invigilators for the required period
- Works with the ALS lead/SENCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - [General Regulations for Approved Centres](#)
 - [Instructions for conducting examinations](#)
 - [Access Arrangements and Reasonable Adjustments](#)
 - [Suspected Malpractice - Policies and Procedures](#)
 - [Instructions for conducting non-examination assessments](#) (and the instructions for conducting coursework)
 - [A guide to the special consideration process](#)
- Ensure 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 ALS lead/SENCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacherspecific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Additional Learning Support (ALS) lead/Special educational needs co-ordinator (SENCo)

- Understands 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')

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- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and ALS lead/SENCo
 - Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
 - Attend relevant awarding body training and update events
- ### **Invigilators**
- Attend/undertake training (on the current regulations), 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 the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam 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 have 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

- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an 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 (insert the titles these internal exams are referred to in the centre) **Senior leaders**
- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform 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
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

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 the appointed assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Ensures the ALS lead/SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved **ALS lead/SENCo**
- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments 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 **Personal data consent** forms from candidates where required and ensures **Data protection confirmation(s)** by the examinations officer or SENCo are completed
- Applies for **approval** through **Access arrangements online** (AAO) via the **Centre Admin Portal** (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- 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 thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period

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- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations

Word Processor Policy (Exams)

Refer to Appendix 6

- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Alternative Rooming Arrangements Policy (Exams)

Refer to Appendix 7

Senior leaders, Teaching staff

- Support the ALS lead/SENCo in determining and implementing appropriate access arrangements/reasonable adjustments
- Produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre **Controlled assessments, coursework and non-examination assessments**

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. internally assessed marks
- Ensures arrangements are in place to co-ordinate and standardise all marking of centre-assessed components and ensures that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subjectspecific forms by the required date
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for 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

Refer to NEA Policy (separate attachment within Appendices)

- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement

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 (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications (and CCEA GCE unitised AS and A-level qualifications) follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body

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- Ensure teaching staff delivering reformed GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting nonexamination assessments](#) and the specification provided by the awarding body
For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
Ensure 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 (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 candidates 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, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times **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 thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- 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 briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible •
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
- Makes candidates aware of the JCQ **Information for candidates – Privacy Notice** at the start of a course leading to a vocational qualification or when entries are submitted to awarding bodies for processing for general qualifications

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

Final entries

Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. 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
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification **Senior leaders**
- Provide information requested by the EO to the internal deadline
- Inform 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
- Check final entry submission information provided by the EO and confirms information is correct

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 **Senior leaders**
- Minimise 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

Private candidates

Any requests for Private Candidates are approved by SLT in the first instance. When approval has been given, costs that include the exam entry fee and administration fee (invigilation) are confirmed in writing to the candidate. When accepted, the Private Candidate must provide the Exams Officer with identification which includes photo ID and proof of address. At this point, school bank details are given to the candidate.

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- Upon receiving confirmation of payment from School Finance, the Exams Officer prepares a statement of entry for the candidate to confirm details. Upon confirmation, the Exams Officer enters the candidate for the exam(s).
Also refer to Appendix 8.

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 and reasonable adjustments

ALS lead/SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments 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 documents, 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 and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- 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 timetable 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 ○ unauthorised items in exam rooms
 - when and how results will be issued and the staff that will be available ○ post-results services information and how the centre will deal 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 with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Senior leaders

- Ensure 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

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 **ALS lead/SENCo**
- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements **Teaching staff**
- Support the ALS lead/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 **Senior leaders**
- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure 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
 - 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

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates experienced invigilators on any regulation changes and any changes to centre-specific processes
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios

- Liaises with the ALS lead/SENCo regarding the facilitation and invigilation of access arrangement candidates **ALS lead/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 Centre Inspections

Exams officer or Senior leader

- Will accompany the Inspector throughout a visit

ALS lead/SENCo or relevant Senior leader (in the absence of the ALS lead/SENCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates

Candidate Identification Procedure

Refer to Appendix 8 (including Private Candidates)
--

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded) **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

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times. There must be between two and six keyholders only (the exams officer must be one of the keyholders), each keyholder must fully understand their responsibilities as a keyholder to the secure storage facility
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check

- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
 - Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
 - Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)
- At least two and no more than six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer*. Other members of centre staff may assist with printing and collation provided they are under supervision. *For AQA examinations, one member of centre staff can be authorised to handle secure electronic material.

Reception staff

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

Teaching staff

- Adhere to the process to record the secure movement of 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 timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

Overnight Supervision Arrangements Policy

Refer to Appendix 9

- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) 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 ALS lead/SENCo regarding rooming of access arrangement candidates **ALS**

lead/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

- (Where/if applicable to the centre) Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met

-

Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site arrangement notification using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Centre consortium arrangements

Exams officer

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP) **Senior leaders**
- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams

Exams officer

- Prepares for the conduct of internal exams under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre) **ALS lead/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 ALS lead/SENCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exams ○ applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Candidate Absence Policy

Refer to Appendix 10

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 behaviour

See Irregularities below.

Candidate belongings

See Unauthorised items below.

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script 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

Candidate Late Arrival Policy

Refer to Appendix 11

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

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility

-
- Attaches erratum notices received to relevant sealed question paper packets
Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- 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 timetable clash candidates have completed the exam

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

Food and Drink Policy (Exams)

Refer to Appendix 12

Leaving the Examination Room Policy

Refer to Appendix 13

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 and access arrangement candidates)
 - Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
 - Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
 - Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
 - 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 (Exams)

Refer to Appendix 3

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 according to JCQ Instructions for conducting examinations and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- Ensures (as required by an awarding body) 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 Policy (Exams)

Refer to Appendix 1 (Malpractice Policy)
--

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 or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

Malpractice

See Irregularities above.

Special consideration

Senior leaders

-
- Provide signed evidence to support eligible applications for special consideration

Exams officer

Processes eligible applications 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 applications, where required

Invigilators

- Are informed of the arrangements through training

Internal exams

Exams officer

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking **Invigilators**
- Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Internal assessment

Senior leaders

- 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 after the retention period or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure 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 main summer results day(s) (a results day programme) are in place **Site staff**

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series

- 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 bodies
- 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 re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as 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, Reviews of 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 to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- 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 **Candidates**
- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

(Exams and Data Manager)

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre) <https://tableschecking.education.gov.uk>

Certificates

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

Certificate Issue Procedure and Retention Policy

Refer to Appendix 14

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

Exams 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 an exams review

Senior leaders

- Work 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 exams archiving policy that identifies information held, retention period and method of disposal

Exams Archiving Policy

Refer to Appendix 14

Appendices

- 1. Malpractice Policy (including Behaviour and AI)**
- 2. Exam Contingency Plan**
- 3. Emergency Evacuation Policy**
- 4. Internal Appeals Policy**
- 5. Access Arrangements Policy**
- 6. Word Processor Policy**
- 7. Alternative Rooming Arrangements Policy**
- 8. Candidate Identification Procedure**
- 9. Overnight Supervision Policy**
- 10. Candidate Absence Policy**
- 11. Candidate Late Arrival Policy**

- 12. Food and Drink Policy**
- 13. Leaving the Exam Room**
- 14. Exams Archiving Policy**
- 15. Non-Examination Assessment Policy (separate document)**

Appendix 1 – Malpractice Policy (Including Behaviour and AI)

Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at the Centre is managed in line with JCQ regulations.

Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, the Centre will:

ensure the JCQ **Information for candidates** (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place (GR 5.8)

ensure candidates are also made aware of the content of the JCQ **Unauthorised items** and **Warning to candidates** posters (GR 5)

prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5)

candidates are made aware of JCQ information/briefed being issued with instructions/guidelines followed up by a special assembly led by the senior link for exams during the first term of school.

Candidate malpractice

Inappropriate behaviour by a candidate in the examination room is deemed '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 (SMPP, Definitions)

'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1)

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1)

Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP, Definitions)

Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at the Centre:

Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24)

The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24)

Form JCQ/M1 - **Report of suspected candidate malpractice** must be completed (ICE 24)

The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24)

Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ publication **Suspected Malpractice: Policies and Procedures** (ICE 24)

In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24)

Roles and Responsibilities

The role of the invigilator

Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20)

Warn a disruptive candidate that he/she may be removed from the examination room (ICE 24)

Record what has happened and actions taken on the exam room incident log (ICE 24)

The role of the exams office/officer

Ensure that the JCQ **Information for candidates documents** (coursework, non-examination assessments, onscreen tests, privacy notice, social media and written examinations) are distributed to all candidates prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ **Unauthorised items** and **Warning to candidates** posters (GR 5)

Ensure the JCQ **Unauthorised items** and **Warning to candidates** posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5)

Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24) **The role**

of the head of centre

Where a candidate is seriously disrupting others, makes the decision to remove the candidate from the examination room (ICE 24)

Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination by completing form JCQ/M1 (ICE 24)

The role of the senior leader

Ensure support is provided for the exams officer and invigilators when dealing with disruptive candidates in examination rooms

Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Examples of 'candidate malpractice'

These include:

Introduction of unauthorised material into the examination room

Own blank paper

used for rough work used

for final answers

Calculators, dictionaries (when prohibited)

not used used or

attempted to use

Bringing into the
examination room notes
in the wrong format or
prohibited annotations

notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to
subject notes/annotations are relevant and give an unfair advantage notes/annotations introduced in a
deliberate attempt to gain an advantage

Unauthorised notes, study guides and personal organisers

content irrelevant to subject content
relevant to subject relevant to subject
and evidence of use

Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone,
smartwatch, airpods, earphones and headphones)

not in the candidate's possession but make a noise in the examination room in
the candidate's possession but no evidence of being used by the candidate in
the candidate's possession and evidence of being used by the candidate

Watches (not smartwatches) in candidate's possession

Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the
examination rules and regulations

minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after
being told to stop

major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing
after being told to stop related non-compliance

Failing to abide by the conditions of supervision designed to maintain the security and integrity of the
examinations

leaving examination early (no loss of integrity); removing script from the examination room, but
evidence of the integrity was maintained removing script from examination room but with no proof that
the script is safe; taking home materials

deliberately breaking a timetable clash supervision arrangement; removing script from the examination
room and with proof that the script has been tampered with; leaving examination room early so integrity is
impaired

Disruptive behaviour in the examination room or assessment session (including use of offensive language)

minor disruption lasting a short time; calling out, causing noise, turning around repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions

warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property

Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to):

Verbal communication

isolated incidents of talking before the start of the examination or after papers have been collected
talking during the examination about matters not related to the exam; accepting examination related information talking about examination related matters during the exam; whispering answers to questions

Communication

passing/receiving written communications which clearly have no bearing on the assessment
accepting assessment related information passing assessment related information to other candidates; helping one another; swapping scripts

Offences relating to the content of candidates' work

The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non-examination assessments or portfolios

isolated words or drawings, mildly offensive, inappropriate approaches or responses

frequent mild obscenities or drawings; isolated strong obscenity; isolated mild obscenities or mildly offensive comments aimed at the examiner or member of staff

offensive comments or obscenities aimed at a member of staff, examiner or religious group; homophobic, transphobic, racist or sexist remarks or lewd drawings

(SMPP, Appendix 6)

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 Malpractice Policy 4
- 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 ([Malpractice - JCQ Joint Council for Qualifications](#)). 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 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must retain a copy of the question(s) and computergenerated content for reference and authentication Malpractice Policy 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 - JCQ Joint Council for Qualifications](#) for further information.

Appendix 2 – Exam Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted' and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland.

This plan details how the centre complies with the JCQ's **General Regulations for Approved Centres** (section 5, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

Operating across more than one centre

This does not apply to our centres.

Possible causes of disruption to the exam process

Exams officer absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

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

Planning

Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered

Annual exams plan not produced identifying essential key tasks, key dates and deadlines
Sufficient invigilators not recruited

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

Invigilators not trained or updated on changes to instructions for conducting exams

Exam timetabling, rooming allocation; and invigilation schedules not prepared

Candidates not briefed on exam timetables and awarding body information for candidates

Confidential 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, for example very late arrival, suspected malpractice, special consideration

Candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Regular senior link meetings to provide additional persons who can carry out the processes above

Use experienced invigilators to provide additional exams administration support. Use Trust staffing to support any processes at key points throughout the year

ALS lead/SENCo extended absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

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

Planning

Candidates not tested/assessed to identify potential access arrangement requirements

Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010

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

Centre-delegated arrangements not put in place

Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline Staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

Access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Regular training provided to SEN team to provide additional persons who can carry out the processes above Use

Trust staffing to support any processes at key points throughout the year

Teaching staff extended absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption listed above

The centre will:

SLT department link to liaise with subject teacher and exams officer

Use Trust staffing to support any processes at key points throughout the year

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Use teaching staff who are regularly trained on the JCQ regulations around invigilation but who are not teachers of that subject and have no conflict of interest

Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption listed above

The centre will:

(Where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body

(Where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Alternative venue details:

With the permission of the awarding body we would use another school in the trust (AV: Tudor Grange Academy; WH Colmers High School)

Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue

Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

Use appropriate digital forms of communication as outlined in our digital contingency plan

Ensure the secure transportation of question papers or assessment materials to the alternative venue (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Cyber-attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Any cyber-attack will be reported to the NCSC. <https://www.ncsc.gov.uk/section/about-this-website/contact-us> The school will contact local law enforcement.

We will also inform the DfE by emailing: sector.securityenquiries@education.gov.uk

The Exams Manager will contact awarding bodies to seek guidance on how to access secure systems remotely.

Failure of IT systems

Criteria for implementation of the plan

MIS/IT system failure at final entry deadline

MIS/IT system failure during exams preparation

MIS/IT system failure at results release time

Centre actions to mitigate the impact of the disruption listed above

The centre will:

All deadlines are calendared with flags raised 4 weeks prior to the deadlines to ensure key dates are not missed

Entries are never left to deadline day. Exams Manager sets internal deadline in advance of the exam board

deadline day. Exams Manager & SLT are aware of the key results dates in August

The Exams Manager, in consultation with SLT, will make the entries from another venue direct to the Awarding Bodies

Results may also be accessed directly from the Awarding Bodies

At all times during the system failure the Exams Manager will liaise with the Awarding Boarding to minimise the disruption.

Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)

Contact the relevant awarding body as soon as possible and follow its instructions

Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

(After the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Disruption of teaching time in the weeks before an exam - centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Recognise it remains the responsibility of the centre to prepare students, as usual, for examinations facilitate alternative methods of learning

Communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

Use appropriate digital forms of communication as outlined in our digital contingency plan

Take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available

Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations

Advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Candidates at risk of being unable to take examinations - centre remains open

Criteria for implementation of the plan

Candidates at risk of being unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations

Discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control

Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue

Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

Use appropriate digital forms of communication as outlined in our digital contingency plan

Consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Centre at risk of being unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre at risk of being unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open

Contact the relevant awarding body as soon as possible and follow its instructions

Discuss alternative arrangements with the awarding body if the exam or assessment cannot take place

Follow guidance provided by the awarding body on the conduct of examinations in such circumstances

Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

Use appropriate digital forms of communication as outlined in our digital contingency plan

consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Disruption in the distribution of examination papers

Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions Follow guidance provided by the awarding body on the conduct of examinations in such circumstances understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date

Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Disruption to transporting completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption listed above

The centre will: Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, contact the relevant awarding bodies for advice and instructions and will not make its own arrangements for transportation unless told to do so by the awarding body

For any examinations where the centre makes its own collection arrangements, investigate alternative options that comply with the requirements detailed in the JCQ publication 'Instructions for Conducting Examinations'
Ensure the secure storage of completed examination scripts until collection

Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body

Where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body

Make arrangements to coordinate access to post results services from an alternative venue

Make arrangements to make post results requests at an alternative location

Contact the relevant awarding body if electronic post results requests are not possible

Inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

Communication details:

Use appropriate digital forms of communication as outlined in our digital contingency plan

Any other cause of disruption to the exam process

No further causes of disruption identified.

Appendix 3 – Emergency Evacuation Policy

Introduction

An emergency evacuation is required where it is unsafe for candidates to remain in the examination room. This might include a fire, 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 room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so, particularly where there is concern about the security of the examination(s) (ICE 25)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control (ICE 25)

Purpose of the policy

The purpose of this policy is to confirm the arrangements for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which is subject to inspection by the JCQ Centre Inspection Service.

Emergency evacuation procedure

Actions taken in the event of an emergency evacuation of the examination room

The following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

Candidates are instructed to stop writing

The attendance register is collected (in order to ensure all candidates are present)

The examination room is evacuated in line with the instructions given by the appropriate authority

Candidates are instructed to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)

Candidates are instructed to leave the room in silence

Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination

The time of the interruption is noted and how long it lasted

Candidates are allowed the remainder of the working time set for the examination once it resumes

If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination

A full report is made of the incident and of the actions taken, and sent to the relevant awarding body

Additional actions taken:

In the event of a fire alarm, invigilators are trained to evacuate the examination room immediately by the nearest fire exit, and escort candidates to the assembly point(s) on the tennis courts as per the Fire Safety Policy and await further instructions,

When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so

Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)

Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see

Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies

Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's Exam Contingency Plan will be invoked and invigilators/candidates briefed accordingly at the time

Roles and Responsibilities

The role of the head of centre

Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation

Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25)

The role of the senior leader

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

The role of the Additional learning support (ALS) lead/Special educational needs coordinator (SENCo)

Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate. Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

The role of the exams office/officer

Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded

Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room

Provide invigilators with a copy of the emergency evacuation procedure in every room

Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds

Provide an exam room incident log in every examination room

Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate

Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate

Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken through application of the **special consideration** process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

The role of invigilators

By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room

Follow the actions required in the emergency evacuation procedure issued to them for every examination room

Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

The role of other centre staff

Not applicable

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

The actual time of the start of the interruption

The actions taken

The actual time the exam(s) resumed

The actual finishing time(s) of the resumed exam(s)

Further details which may also be recorded include:

A report on candidate behaviour throughout the interruption/evacuation

A judgement on the impact on candidates after the interruption/evacuation

Appendix 4 – Internal Appeals Policy

Introduction

Certain qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

The moderation process carried out by the awarding body 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 line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

The qualifications delivered at Arrow Vale High School containing components of non-examination assessment/units of coursework are:

GCSE
GCE
BTEC
OCR Cambridge Nationals
Entry Level Certificate Project
qualifications, etc.

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Arrow Vale High School for dealing with candidate appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

have in place and be available for inspection purposes, 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
before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Arrow Vale High School will ensure that the following principles are in place in relation to marking the work of candidates:

A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly,

consistently and in accordance with the awarding body's specification and subject-specific associated documents. All centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation 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.

A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed mark(s), if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking.

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) 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.

Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria.

Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment.

Having received a request for copies of materials, promptly make them available to the candidate (for some marked assessment materials, such as art work and recordings, inform the candidate that the originals will be shared under supervised conditions) within the period of time as specified (see **Deadlines** below).

Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be. Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below).

Require candidates to make requests for a review of centre marking by

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 for the submission of marks (see **Deadlines** below).

Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.

Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

Inform the candidate in writing of the outcome of the review of the centre's marking.

Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. Ensure a written record of the review is kept and made available to the awarding body upon request. Ensure the awarding body is informed if the centre does not accept the outcome of a review.

Deadlines and timescales

Upon request, copies of materials will be made available to the candidate.

The deadline to request a review of marking must be made within Not applicable of the candidate receiving copies of the requested materials

The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed all before the awarding body's deadline for the submission of mark

Appendix 5 – Access Arrangements Policy

Introduction

(AA Definitions)

Access arrangements

Access arrangements are agreed after several assessments and evidence gathered as per JCQ requirements. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to: the needs of the disabled candidate; the effectiveness of the adjustment; the cost of the adjustment; **and** the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it: involves unreasonable costs to the awarding body; involves unreasonable timeframes; or affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Purpose of the policy

The purpose of this policy is to confirm that the centre has a written record which clearly shows the centre is leading on the access arrangements process and:

is complying with its obligation to identify the need for, request and implement access arrangements (GR 5) has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per JCQ publication Access Arrangements and Reasonable Adjustments (GR 5)

General Principles

The principles to consider include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4)

The person who leads on additional learning support/special educational needs, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate (AA 4)
Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4)

Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4)

Arrangements must always be approved before an examination or assessment (AA 4)

The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4)

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination (AA 4)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in Equality Policy (CRST).

The assessment process

Assessments are carried out by an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7)

Details and qualification(s) of the current assessor(s)

Claire Round - Trust Director of SEND/Inclusion Lead & SENCO Arrow Vale High School (CPT3A - 2013)

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed:

Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7)

This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7) A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7)

Additional information:

The process of collecting the assessors qualifications is carried out prior to the assessor undertaking any assessment of a candidate.

Reporting the appointment of the assessor(s)

Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA7.3 and AA 7.4).

When requested, the evidence will be presented to the JCQ Centre Inspector by Claire Round - Trust Director of SEND/Inclusion Lead.

In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within **Access arrangements online**. (AA 7.4)

The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into **Access arrangements online** to confirm their status (AA 7.4)

Process for the assessment of a candidate's learning difficulties by an assessor

The centre confirms:

Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties will be completed (AA 7, 7)

Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7)

Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7)

The assessor must carry out tests which are relevant to support the application. (AA 7)

A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using **Access arrangements online**. (AA 7)

Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7)

Picture of need/normal way of working

The centre confirms

Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7)

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the head of centre to assess the candidate.

All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the person appointed in the centre. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the centre. (AA 7)

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication **Access Arrangements and Reasonable Adjustments**.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by Claire Round - Trust Director of SEND/Inclusion Lead. Appropriate evidence, where required by the arrangement, is held on file by Claire Round - Trust Director of SEND/Inclusion Lead.

The use of a word processor

The Word Processor Policy details the criteria specifically used to award and allocate word processors for examinations and assessments.

Separate invigilation within the centre

The Separate Invigilation Policy details the criteria used to award separate invigilation within the centre.

Modified papers

Modified papers are ordered using AAO.

Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6)

Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6)

Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6)

For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6)

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4)

It is the responsibility of Claire Round - Trust Director of SEND/Inclusion Lead: to collect a candidate's consent (a completed candidate **Personal data consent form**) to record their personal data on-line through AAO to complete the **Data protection confirmation by the examinations officer or SENCo**, prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved to submit applications for approval using AAO to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form (AA 8) to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO

It is the responsibility of the following to order modified papers:

Claire Round - Trust Director of SEND/Inclusion Lead

Joanne Power (Exams Officer. AV)

Matthew Blatherwick (Exam Officer, WH)

Appendix 6 – Word Processor Policy

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 and Instructions for conducting examinations. Centre candidates who require a word processor for their examinations are provided with word processors / laptops which comply with the current JCQ regulations:

“Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs”

Principles for using a Word Processor

The use of word processors is allowed to remove barriers for candidates who would otherwise be 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 on our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments. (including controlled assessments/coursework)

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'. The only exception to this, is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

Particular types of candidates may benefit from using a word processor, for example:

a student whose handwriting is illegible/ incomprehensible.

a student whose handwriting speed is slow and when assessed the student has a handwriting speed (DASH) standardised score of less than 85. a student who has a medical condition whereby it is uncomfortable and/or painful for them to write for extended periods. a student with a physical disability which affects their ability to write.

A word processor will not be granted to a candidate simply because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home. **(this list is not exhaustive)**

For examinations the Centre will:

provide a word processor with the spelling and grammar check facility/predictive text disabled. only grant the use of a word processor to a candidate where it is their normal way of working within the centre. only grant the use of a word processor to a candidate if it is appropriate to their needs.

in all cases, ensure that a word processor cover sheet (JCQ Form 4 for AQA, Edexcel, OCR and WJEC exams) is completed and included with each candidate's typed script ensure word processors have been cleared of any previously stored data. ensure word processors are in good working order at the time of the examination. ensure

a candidate using a word processor during an examination will be accommodated separately and a separate invigilator is used.

ensure word processors have the facility to print to a nearby network printer in the exam venue, ensure documents are printed after the examination is over.

ensure candidates are present to verify that the work printed is their own - handed in with the answer booklet and the cover sheet. ensure word processed scripts are inserted in any answer booklet which contains some of the answers. ensure word processors are not used to perform skills which are being assessed. ensure word processors are not connected to an intranet or any other means of communication. ensure candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor

Appendix 7 – Alternative Rooming Arrangements

Introduction

Alternative rooming arrangements within the centre is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate may be eligible to take an examination accommodated outside of the main examination room(s), for example in a room for a smaller group of candidates.

Purpose of the policy

The purpose of this policy is to confirm the criteria when this arrangement may be considered and granted for a candidate in compliance with the regulations.

Decisions on the awarding of the arrangement

Decisions on the awarding of the arrangement are made by Laura Davies (AV)/ Michelle Stokes (WH) (SENCO) and SEN team and are based on:

Whether the candidate has a substantial and long term impairment which has an adverse effect (AA 5)

The candidate's normal way of working within the centre (AA 5)

Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4)

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for alternative rooming arrangements within the centre.(AA 5)

Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** publication (ICE 14)

The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5)

Alternative rooming reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 5)

Where a candidate is subject to alternative rooming within the centre, the regulations and guidance within the JCQ publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14)

Appendix 8 – Candidate Identification Procedure

Purpose of the procedure

The purpose of this procedure is to confirm that the Centre: verifies the identity of all students that it enters for examinations or assessments (GR 5) has processes in place to be satisfied that all candidate identities have been checked (GR 5) has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5)

Process to check candidate identity

Internal candidates

The identity of students on roll at the Centre is checked as part of the initial registration process. (GR 5). The process is to follow the Admissions policy with regard to applying for a place at the school which involves appropriate identification of students during the data collection part of the application process.

Private candidates

The identity of students (private candidates), not on roll at a centre but who may be accepted to take examinations, must be checked by a verification process which involves photo-ID. (GR 5) At the Centre photographic ID will be checked by the exams office and a Senior member of staff before making entries for such candidates.

Procedures to verify candidate identity at the time of the examination/assessment

Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16). Centre arrangements are:

Students will be provided with desk ID cards/identification stickers on exam desks

A senior member of centre staff (approved by the head of centre, who has not taught the subject being examined) will be present at the start of the examination prior to admission into the exam venue to assist with the identification of candidates.

The following measures are also in place:

A private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence (ICE 16)

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16)

Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16)

Roles and Responsibilities

The role of the exams office/officer

Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (ICE 16)

Prior to the examination, inform a private/external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. (ICE 16) Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes

and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16)

Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement (s) awarded (ICE 16)

Appendix 9 – Overnight Supervision Policy

Purpose of the policy

This purpose of this policy is to confirm that the Centre:

follows the correct procedures when considering the arrangements for a candidate entered for multiple examinations timetabled for the same day

reserves the right to exercise discretion when considering allowing a candidate to take an examination the following morning

has appropriate arrangements in place to maintain the security and integrity of the examination(s)

Overnight supervision arrangements

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:

more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or

more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks

candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays (ICE 8)

These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8)

Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted (ICE 8)

The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout (ICE 8)

Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8)

The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone, e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations (ICE 8)

Roles and Responsibilities

The role of the head of centre

Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while the candidate is on the premises sitting examinations (ICE 8)

Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8)

Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8)

The role of the exams office/officer

Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and once all other options have been exhausted (ICE 8)

Re-arrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is re-arranged for Saturday morning (ICE 8) Ensure the JCQ **Overnight Supervision** and **Overnight Supervision Declaration** forms are completed before the overnight supervision is to commence (ICE 8)

Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff, determining a method of supervision which ensures the candidate's well being (ICE 8)

Download the JCQ **Overnight Supervision Declaration** form for signing by the candidate, the supervisor and the head of centre (ICE 8)

Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties, as detailed in the JCQ publication **Suspected Malpractice: Policies and Procedures** (ICE 8)

Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8)

Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8)

If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the earlier day are sealed in an envelope and returned to the centre's secure storage facility until all candidates at the centre have taken that examination (ICE 8)

Appendix 10 Candidate Absence Policy

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination taking place at the Centre.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point the Centre reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See **Candidate Late Arrival Policy**)

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if the candidate is not present on completion of the attendance register once candidates are seated and have started the examination (ICE 22.5).

Once a candidate is identified as absent from an examination, the candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker

The candidate absence is noted on the seating plan by crossing through the candidate details

Roles and Responsibilities

Overview

It is the responsibility of the Exams Manager to deal with candidate absence once it has been identified.

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations: Heads of Year

Attendance Officer

The role of invigilators

Invigilators will:

Be informed of the process for dealing with absent candidates through training

Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

The role of candidates

Candidates will be re-charged any relevant entry fees for unauthorised absence from examinations

Special consideration

If a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met:

The examination is in the candidate's terminal exam series (SC 4)

The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4)

The application for special consideration can be supported by signed evidence produced by a member of the senior leadership team (SC 6)

It is the responsibility of the Exams Manager to deal with special consideration requests and applications.

Appendix 11 Candidate Late Arrival Policy

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at the Centre.

A candidate will be considered late if they arrive: after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1)

A candidate will be considered very late if they arrive:

more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination (ICE 21.3) after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that the Centre reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms: the correct procedures are followed when dealing with a candidate who arrives late to an examination appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

Candidates who arrive late

The following procedures are applied at the Centre in relation to candidates who arrive late to examinations:

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21)

A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21) A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21) **will** be permitted by the centre to sit the examination

A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21) and **will** be permitted by the centre to sit the examination

A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21) and **will** be permitted by the centre to sit the examination

A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21) and **will** be permitted by the centre to sit the examination A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21) A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. The awarding body will be informed of the situation and will decide whether or not to accept the script (ICE 21)

In all cases the centre will submit a declaration for the very late arrival of a candidate for examinations, in accordance with the current JCQ publication **Instructions for conducting examinations** (GR 5)

Roles and Responsibilities

The role of the exams office/officer

Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training

Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late

Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21)

Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21)

Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - **Report on candidate admitted very late to examination room** within seven days of the date of the paper concerned, providing the following details: the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre

- the actual starting and finishing times of the examination

- the time the candidate started the examination

- the time the candidate finished the examination (ICE 21)

The role of invigilators

Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates

Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late

Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26)

Appendix 12 Food and Drink Policy

Purpose of the policy

This policy confirms that the Centre reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

- the correct procedures are followed regarding food and drink in the examination room

- appropriate arrangements are in place for the management of food and drink in the examination room

Food and drink in the examination room

Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18)

Any food and drink brought into the examination room whether by the candidate or the centre must be free from packaging and all labels are removed from drink containers (ICE 18)

To enable invigilators to check these items quickly and efficiently: food brought into the examination room by the candidate must be free of packaging and in a transparent container

drink bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles (ICE 18)

The following arrangements are applied at the Centre: Food and drink is allowed in the examination room only where:

food is free from packaging and in a transparent container
all labels are removed from drink containers and drink bottles are transparent

Additional centre-specific arrangements:

Food is to be taken into examinations in exceptional circumstances only at the discretion of the Head of Centre, drinks will be in unlabelled packaging and not fizzy - water is preferable.

Roles and Responsibilities

The role of the exams office/officer

Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room

Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room

Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)

Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

The role of the invigilator

Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20)

Record what has happened and actions taken on the exam room incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room

The role of the head of centre

Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24)

Appendix 13 Leaving The Exam Room

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at Arrow Vale High School is managed in line with JCQ regulations.

This policy confirms: the correct procedures are followed in relation to candidates leaving the examination room
the Centre reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

Arrangements for leaving the examination room

For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23)

For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23)

Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23)

Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23)

At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room.
(ICE 23)

Roles and responsibilities

The role of the exams office/officer

Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded.

The role of the invigilator

Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23)

Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20)

Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23)

At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23)

Appendix 14 Exam Archiving Policy

Purpose of the policy

The purpose of this policy is to: identify exams-related information/records held by the exams office identify the retention period determine the action required at the end of the retention period and the method of disposal inform or supplement the centre-wide records management policy/data retention policy

Access arrangements information

Record(s) description

- Access Arrangements are stored by the SENCO

Alternative site arrangements

Record(s) description

Notifications submitted online via CAP.

Retention information/period

Records are kept until the review of results deadline for the series.

Action at the end of retention period (method of disposal) Records are destroyed via confidential waste service.

Attendance register copies

Record(s) description

A carbon copy of the attendance record, seating plan and invigilator record form is kept securely.

Retention information/period

Records are kept in accordance with the requirements of ICE and are kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Action at the end of retention period (method of disposal) Records are disposed using the confidential waste service.

Candidates' scripts

Record(s) description

Unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.

Retention information/period

To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts in accordance with the requirements of GR,section 3.

Action at the end of retention period (method of disposal) Records are disposed using the confidential waste service.

Candidates' work

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Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

Records logged on return to the centre and 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) in accordance with the requirements of GR, section 3 (...store safely and securely all nonexamination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically.

Action at the end of retention period (method of disposal) Records are disposed of using the confidential waste service.

Certificates**Record(s) description**

Candidate certificates issued by awarding bodies.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14. All unclaimed certificates are retained under secure conditions for a minimum of 12 months from the date of issue.

Action at the end of retention period (method of disposal)

Confidential destruction

Certificate destruction information**Record(s) description**

A record of unclaimed certificates that have been destroyed.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14. Certificates are destroyed after a minimum of twelve months from the date of issue and a record held for four years of any certificates that have been destroyed.

Action at the end of retention period (method of disposal)

Confidential destruction

Certificate issue information**Record(s) description**

A record of certificates that have been issued.

Retention information/period

A student/student representative signed statement of results is held for twelve months following collection of certificates.

Action at the end of retention period (method of disposal) Records are destroyed using confidential waste service.

Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Confidential materials: receipt, secure movement and secure storage logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Conflicts of interest records

Record(s) description

Records demonstrating the management of conflicts of interest.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Dispatch logs

Record(s) description

Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Entry information

Record(s) description

Any hard copy information relating to candidates' entries.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Records are destroyed using the confidential waste service.

Exam question papers

Record(s) description

Question papers for timetabled written exams.

Retention information/period

Question papers are released to centre staff after the published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination.

Action at the end of retention period (method of disposal) Issued to DLS.

Exam room checklists

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Exam room incident logs

Record(s) description

Logs recording any incidents or irregularities in exam rooms for each exam session.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Exam stationery

Record(s) description

Awarding body exam stationery provided solely for the purpose of external exams.

Retention information/period

Exam board stationery is kept in the secure store to be used for future external examinations. Out of date stationery is destroyed confidentially.

Action at the end of retention period (method of disposal)

Confidential destruction

Examiner reports

Record(s) description

Examiner reports

Retention information/period

Where/if provided by awarding body records are immediately provided to head of department as records owner.

Finance information

Record(s) description

Records held by finance team.

Invigilation arrangements

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records

are destroyed using the confidential waste service.

Invigilator and facilitator training records

Record(s) description

Invigilator training records.

Retention information/period

Records retained in accordance with the requirements of ICE, section 12. A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Moderator reports

Record(s) description

Moderator Reports

Retention information/period

Records immediately provided to head of department as records owner.

Moderation return logs

Record(s) description

Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.

Retention information/period

Records retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Overnight supervision information**Record(s) description**

The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP for signing by the candidate, the supervisor and the head of centre

Retention information/period

Records retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Post-results services: confirmation of candidate consent information**Record(s) description**

Hard copy or email record of required candidate consent.

Retention information/period

Records retained in accordance with the requirements of PRS, section 4 plus appendix A and B (Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal. This form should be retained on the centre's files for at least six months.).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Post-results services: request/outcome information**Record(s) description**

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.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Private candidate information

Record(s) description As
per internal candidate.

Retention information/period As
per internal candidate.

Action at the end of retention period (method of disposal) As
per internal candidate.

Proof of postage - candidates' work

Record(s) description
Proof of postage/dispatch of candidates' scripts to awarding body examiners/markers. Proof of postage/dispatch of sample of candidates' work submitted to awarding body moderators.

Retention information/period
Proof of posting receipts are kept at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records
are destroyed using the confidential waste service.

Resolving timetable clashes

Record(s) description
Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers.

Retention information/period
Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records
are destroyed using the confidential waste service.

Results information

Record(s) description
Electronic Browsable sheets of public examination results summarising candidate final grades by subject by exam series.

Retention information/period
Records for current year plus previous 6 years retained as a minimum.

Seating plans

Record(s) description
Plans showing the seating arrangements of all candidates for every exam taken.

Retention information/period
Records are kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Special consideration information

Record(s) description

Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and signed evidence produced by a senior leader in support of the application.

Retention information/period

Evidence is retained until after the publication of results.

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Suspected malpractice reports/outcomes

Record(s) description

Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Transferred candidate arrangements

Record(s) description

Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.

Very late arrival reports/outcomes

Record(s) description

Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.

Retention information/period

Records are retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal) Records are destroyed using the confidential waste service.