



MacIntyre Academies Quest Academy

Examinations Policy

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1. Exam Contingency

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the exams process at the centre. 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 scenarios contained in the Joint Contingency Plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

“It is the responsibility of the head of centre to ensure that his/her centre... has in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle.

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

NB The school will adhere to the requirement from JCQ for it to set aside a prescribed day as an Examination Contingency Day. This allows flexibility in the event that a significant, unexpected event arises nationally or locally during the exam period such that no pupils (or a large number of them) are able to take an exam when planned. The date set for 2019 is 26th June and the date prescribed by JCQ in subsequent years will be adhered to accordingly.**

[JCQ [General regulations for approved centres](#) 5.3]

Causes of Potential Disruption to the Exam Process

Exam Officer extended absence at key points in the exam process (cycle)

Criteria for Implementation of the Plan

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

Planning

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

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*
- *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 the post-results services*

Centre actions

- *SLT to arrange suitably cover replacement /to deputise for Examinations Officer*

SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *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 providing support to access arrangement candidates not allocated and trained*

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions

- *Access arrangements assessor from other MAT schools to be contracted to deputise*

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*
- *Non-examination assessment tasks not set/issued/taken by candidates as scheduled*
- *Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

Centre actions

- Appropriate teaching cover arranged. SLT to support with administration and teaching

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

- Trained TAs to deputise.

Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

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

Insufficient rooms available on peak exam days

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

Centre actions

- Back up location of Discovery Academy.

Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions

MIS support teams on standby at crucial times

Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

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

Centre actions

- Examination candidates to be supervised by invigilators and examinations officer during evacuation or lock down to preserve examination conditions.
- Advice sought from awarding body in the event of an extended incident.
- Special considerations applied for by exams officer.

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre closed interrupting the of normal teaching and learning

Centre actions

- 'Discover me' programme implemented in the event of candidate being unable to attend for an extended period.
- Discovery academy to be used as an alternative venue in the event of an extended centre closure.
- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

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

Centre actions

- Special considerations applied for by examination officer.
- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre unable to open as normal during the exams period

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)

Centre actions

- Discovery academy used as an alternative venue
- A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

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

- *The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]*

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts
- The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions

- Examinations Officer to contact relevant Awarding Body and to agree appropriate course of action re expediting collection and/or additional storage arrangements

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

Centre actions

- *It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]*

Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions

- Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Causes 8-14 – *all scenarios, criteria and specific communications have been taken directly from the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

2. Disability (Exam Specific)

Purpose of the Policy

This document is provided as an exams-specific supplement to the centre-wide accessibility policy/plan which details how the centre

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

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

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

This publication is further referred to in this policy as [GR](#).

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

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

The Equality Act 2010 Definition of Disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#)

This publication is further referred to in this policy as [AA](#).

Identifying the Need for Access Arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Senior Leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special Educational Needs Coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

Teaching Staff

- Inform the SENCo of any support that might be needed by a candidate

Assessor of Candidates with Learning Difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication [AA](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures a appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Support the SENCo in determining the need for and implementing access arrangements
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (Access arrangements policy)
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Requesting Access Arrangements

Roles and Responsibilities

Special Educational Needs Coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role
- Follows guidance in [AA](#) Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process(AAO for GCE and GCSE; JCQ Form 7 or Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities

External Assessments

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

Head of Centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current [ICE](#) (page 44)

Special Educational Needs Coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams Officer

- Is familiar with and follows the Checklist for Heads of Centre and Examination Officers – The Equality Act 2010 and conduct of examinations provided in the current [ICE](#) (page 44)
- 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
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams

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

Other Relevant Centre Staff

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

Internal Assessments

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

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments](#) – Foreword, page 3]

Special Educational Needs Coordinator (SENCo)

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

Teaching Staff

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

Internal Exams

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

Special Educational Needs Coordinator (SENCo)

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

Teaching Staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating Access - Examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

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

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p>

		<p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p>

		<i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>
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3. Non- examination Assessment

What does this Policy Affect?

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

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

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments](#)– Foreword, page 3]

This publication is further referred to in this policy as [NEA](#)

Purpose of the Policy

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

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

[[NEA](#) – The basic principles, page 4]

What are Non- examination Assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

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

[[NEA](#) – The basic principles, page 4]

Procedures for Planning and Managing Non-examination Assessments Identifying Staff Roles and Responsibilities

The Basic Principles

Head of Centre

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

Senior Leaders

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

Quality Assurance (QA) Lead/Lead Internal Verifier

- Confirms with subject leads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject Head/Lead

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

Subject Teacher

- Understands and complies with the general instructions as detailed in [NEA](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Exams Officer

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

Task Setting

Subject Teacher

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

Issuing of Tasks

Subject Teacher

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

Task Taking

Supervision

Subject Teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

Advice and Feedback

Subject Teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level

- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject Teacher

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

Word and Time Limits

Subject Teacher

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

Collaboration and Group Work

Subject Teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication Procedures

Subject Teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector

- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

Presentation of Work

Subject Teacher

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

Keeping Materials Secure

Subject Teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA](#) 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Exams Officer via Network Support Team (Gaia)

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

Task Marking – Externally Assessed Components

Subject Teacher

- Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations

Submission of Work

Subject Teacher

- Provides the attendance register to a Visiting Examiner

Exams Officer

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

Task Marking – Internally Assessed Components

Marking and annotation

Subject Teacher

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

Quality Assurance (QA) Lead/Lead Internal Verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject Teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Consortium Arrangements

Subject Head/Lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject Teacher

- Provides marks to the Exams Officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

Exams Officer

- Arranges completion of form JCQ/CCA [Centre consortium arrangements for centre - assessed work](#)
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

Submission of Marks and Work for Moderation

Subject Teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams Officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline

- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and Retention of Work after Submission of Marks

Subject Teacher

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

Exams Officer

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

External Moderation - Feedback

Subject Head/Lead

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

Exams Officer

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

Access Arrangements

Subject Teacher

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

Special Educational Needs Coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place

- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special Consideration

Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams Officer

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

Malpractice

Head of Centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)

Subject Teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)

Exams Officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the Head of Centre
- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents

- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

Enquiries about Results

Head of Centre

- Ensures the Centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject Head/Lead

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

Subject Teacher

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

Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services, Information and guidance for centres](#)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

Subject Teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

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

Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement
- Quality Assurance (QA) Lead/Lead Internal Verifier
- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject Head/Lead

- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England
- Ensures the required task setting and task taking instructions are followed by Subject Teachers
- Ensures Subject Teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject Teacher

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

Exams Officer

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

Management of Issues and Potential Risks Associated with Non- examination Assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	LB
Centre set task: Subject Teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that Subject Teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that Subject Teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	TO
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	TO
Subject Teacher long term absence during the task setting stage	See centre's Exam Contingency Plan	TO
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<p>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	TO
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p>	TO

	Set task accessed well in advance to allow time for planning, resourcing and teaching	
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	TO
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	SLT
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	LB
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	LB
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	TO
A candidate is suspected of altering their work prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	LB
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate	BM

Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work</p>	TO
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	TO
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	LB
Candidate does not reference information from published source	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	TO
Candidate does not set out references as required	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</p>	TO

	<p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	TO
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	LB
An excluded pupil wants to complete his/her non-examination assessment(s)	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</p> <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate</p>	LB
Resources		
A candidate augments notes and resources between formally supervised sessions	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	TO
A candidate fails to acknowledge sources on work that is submitted for assessment	<p>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p> <p>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</p>	TO
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood</p>	BM

Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	TO
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	TO
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	TO
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	TO
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	TO
Keeping materials secure		

Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage	LB
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	LB
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	LB
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	LB
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	TO
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work	LB
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	LB
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	LB

A teacher marks the work of his/her own child	<p>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</p> <p>Marked work of child is submitted for moderation whether part of the sample requested or not</p>	TO/LB
An extension to the deadline for submission of marks is required for a legitimate reason	<p>Awarding body is contacted to determine if an extension can be granted</p> <p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</p>	LB
After submission of marks, it is discovered that the wrong task was given to candidates	<p>Awarding body is contacted for guidance</p> <p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	LB
A candidate wishes to appeal the marks awarded for their work by their teacher	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</p>	LB
Deadline for submitting work for formal assessment not met by candidate	<p>Records confirm deadlines given and understood by candidates at the start of the course</p> <p>Candidates confirm/record deadlines known and understood</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	TO/LB

Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	TO/LB
Subject teacher long term absence during the marking period	See centre's Exam Contingency Plan	SLT

4. Emergency Evacuation of the Exam Room

Purpose of the Policy

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

When is an Emergency Evacuation Required?

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

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

Emergency Evacuation of an Exam Room

Roles and Responsibilities

Head of Centre

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

Senior Leader

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

Special Educational Needs coordinator (SENCo)

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

Exams Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (Candidate Exam Handbook), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedures for every exam room
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room

- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process

Invigilators

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

Other Relevant Centre Staff

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

5. Appeals and complaints

Refer to the Quest Academy Complaints Policy and Procedure which draws to the attention of candidates and their parents/carers the process for making a complaint regarding the school's delivery or administration of a qualification.

6. Internal Appeals

Appeals Procedure Against Internally Assessed Marks

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

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

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark to be submitted to the awarding body

1. Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.
2. Appeals must be made in writing to the examinations officer (using the internal appeals form)
3. The Head of Centre will appoint a senior member of staff to investigate the appeal. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject-specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of the school and is not covered by this procedure.

The above template (in italics) is taken from the JCQ publication [Appeals against internally assessed marks – suggested template for centres](#) (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Appeals Procedure Against Centre Decisions Not to Support an Enquiry About Results

Following the issue of results awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

The service, enquiries about results (EARs), may be requested by centre staff or candidates (or their parents/carers). (EAR service 3 is not available to individual candidates). If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When the centre does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the internal appeals form at least one week prior to the internal deadline for submitting an EAR.

Appeals Procedure Following the Outcome of an Enquiry About Results

Where the head of centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-results services <http://www.jcq.org.uk/exams-office/post-results-services> and A guide to the awarding bodies' appeals processes <http://www.jcq.org.uk/exams-office/appeals>

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer is not satisfied, they may make a further representation to the head of centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the Centre's internal appeals arrangements. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 10 calendar days of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Appeals Relating to BCS Qualifications

Learners and or their parents/carers have the right of appeal directly to BCS within 20 days of learning the results of an assessment taken with BCS.

Enquiries about results (EaRs)/Access to Scripts

All students will be provided with EaRs and Access to Script information in the Candidate Information Booklet.

7. Suspected Malpractice in Examinations and Assessments Policies and Procedures

Refer to Appendix E 'Suspected Malpractice in Examinations and Assessments Policies and Procedures' for more detailed information which is attached at the end of this Policy.

8. Assessment

Assessment Policy Aim

To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or any individuals.

To ensure that the assessment procedure is open, fair and free from bias and to national standards.

To ensure that there is accurate and detailed recordings and tracking of assessment decisions.

In order to do this, the school will:

- Ensure that learners are provide with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment and which are verified before being issued to learners.
- Assess learner's evidence using only the published assessment and grading criteria and provide robust feedback to learners on why assessment decisions were made and how they can/ could have improved.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or cap learner achievement when work is submitted late (students must follow the correct procedure for missing deadlines)
- Provide an appeals policy for learners to follow in the event of disputed assessment decisions.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples for Standards Verification as required by BTEC, ASDAN and NFCE.
- Monitor standards verification reports and undertake any action required.
- Share good assessment practice between all BTEC, ASDAN and NFCE staff.
- Ensure that BTEC, ASDAN and NFCE assessment methodology and the role of the assessor are understood by all staff involved in the delivery of BTEC, ASDAN and NFCE qualifications.
- Provide resources to ensure that assessment can be per formed accurately and appropriately.
- Provide students with the opportunity to complete assignments in a format that best suits them and is appropriate to the work/ assignment.
- Provide learners with feedback in a timely fashion.
- Where possible use forms provided by BTEC, ASDAN and NFCE to record assessment decisions and feedback for learners.
- Discuss assessment decisions with learners confidentially (once the IV process has taken place).
- To provide students with the best opportunities for achieving the highest assessment criteria within their capabilities.
- Provide support for assessors.

- Review the assessment policy every 12 months

Access to Fair Assessment

NB – Please also refer to Appendix D ‘Internal Moderation Policy Specific to BTEC, ASDAN and NCFE’ which is attached to the end of this Policy

Statement of Assessment

- The school will ensure that all staff, pupils, parents and carers are aware of this policy by displaying it on its website at <http://www.thequestacademy.org/policies> . In addition to this it is included in the Staff Handbook and all pupils following external examination courses are made aware of it as part of the learner induction programme for transition into KS4.
-
- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- All candidates will have the opportunity to achieve a qualification, regardless of disability or any other common attribute.
- Assessment processes will be implemented in a way which is fair and non-discriminatory.

What students can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the requirements of the relevant awarding body.
- All portfolio-based work will be assessed fairly against the qualification standards and leaders involved will be fully trained.
- Internal assessments will be carried out fairly and according to instructions.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- The fair assessment statement should be read in conjunction with the school’s related processes for Access Arrangements, Reasonable Adjustments, Special Consideration and its Equality and Diversity Policy.

The school has the necessary systems and procedures in place to allow the provision of access to fair assessments. These reflect the needs of individual students while also ensuring that the assessment continues to enable a valid, reliable and consistent judgement to be made about the achievement of all learning outcomes against the stated assessment criteria. We aim to provide an assessment framework which provides all students with the opportunity to achieve their full potential by the most appropriate and direct route. Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness. We will endeavour to ensure that all our assessment processes are fair and non- discriminatory. Students and staff are made aware of the existence of this policy on

the website and have open access to it: This policy is reviewed annually and may be revised in response to feedback from students, teachers and external organisations.

Policy Statement

Every student at the school will be assessed fairly. This means that assessment will be a test of the student's knowledge, what they understand, and what they are able to do. Every student will be assessed using the same overall set of criteria. Assessments will be standardised and work moderated across the classes to ensure that all students have been judged against the same standards. The school's policy of 'access to fair assessment' ensures that all assessments/assessment activities undertaken by students are reliable, valid, fit for purpose, and transparent. We recognise and respect equality and diversity and therefore use a variety of assessment strategies and language appropriate to the needs of the student. Students can expect appropriate assessment opportunities throughout the year. Learning outcomes, performance criteria and other significant elements of learning and assessment will be made clear. Constructive and focussed feedback which is appropriate to the needs of the learner will be given by the teacher to enable the student to improve their performance.

Teachers' Responsibilities

- Record the outcomes of all assessment activities
- Provide clear and constructive feedback to students mapped against achievement of the learning outcomes and assessment criteria where appropriate.
- Ensure that assessment tasks allow for the generation of evidence in diverse ways
- Ensure that they use appropriate language at a level suitable to the student. Ensure that the assessment strategy allows for the generation of evidence against all the learning outcomes and assessment criteria.

Externally Accredited Courses

For students working on externally accredited courses

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set. To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

Students working on any BTEC, ASDAN or NCFE award must achieve the required units in order to gain a qualification. It may sometimes be the case that some full qualifications are inaccessible

because of a student's inability to demonstrate competence in all parts of the qualification or to meet the individual needs of the student. In these cases individual unit certification is available.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own.

Therefore students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy and Procedure.

9. Access Arrangements and Special Considerations

What are Access Arrangements?

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQCIC awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment."

[JCQ website [An overview](#)]

Purpose of the Policy

The purpose of this policy is to confirm that the school fulfils "its obligations in respect of identifying the need for, requesting and implementing access arrangements."

[JCQ 'General regulations for approved centres' Chapter 5.5]
This document is further referred to in this policy as [GR](#)

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication

'Adjustments for candidates with disabilities and learning difficulties
Access Arrangements and Reasonable Adjustments
General and Vocational qualifications'

This publication is further referred to in this policy as [AA](#).

Disability Policy (Exams)

A large part of the access arrangements policy is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The access arrangements policy further covers the assessment process and related issues in more detail.

The Assessment Process

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required in JCQ regulations as follows:

- an Access Arrangements Assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or
- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or
- a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.

In addition to the above:

An Access Arrangements Assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- the appropriate use of nationally standardised tests for the age group being tested;
- the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
- the appropriate selection and objective use of tests of cognitive skills, see paragraph 7.5.12, page 86;
- the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...

[AA 7.3]

Checking the Qualification(s) of the Assessor(s)

The qualification evidence will be held in the exam policies file in the exams office. This will be countersigned by the head of centre to confirm authenticity has been verified.

How the Assessment Process is Administered

Screening tests used as normal intervention screening and classroom based evidence of need and normal way of working will be collected and presented to the specialist assessor who will then test candidates accordingly

Recording Evidence of Need

Forms (See appendix C) will be issued to class teachers and HLTAs to record evidence of need

Gathering evidence of normal way of working

Forms (See appendix C) will be issued to class teachers, teaching assistants and HLTAs to record evidence of need

Processing Applications for Access Arrangements

Access Arrangements Online

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

“For GCSE and GCE qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement.”

Further information on Access arrangements online is available from:

<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>

[AA 8.1]

The exams officer will be responsible for submitting information from the specialist assessor on to AAO. This will be done in line with the relevant deadlines published by JCQ and other examining bodies

Centre-Delegated Access Arrangements

All other access arrangements will be collated and kept in a paper file in the examinations office until the exam season is finalised

Word Processor Policy

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. See Word processor Policy

Separate Invigilation within the Centre

A decision where an exam candidate may be approved separate invigilation within the centre will be based on whether the candidate

- ...has a substantial and long term impairment which has an adverse effect; and
 - the candidate's normal way of working within the centre.
- [AA 5.16]

What Is Special Consideration?

“Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”

[JCQ A guide to the special consideration process Chapter 1]
This document is further referred to in this policy as [SC](#)

Purpose of the Policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Quest Academy agrees to “submit any applications for special consideration where candidates meet the published criteria.” [JCQ General regulations for approved centres Chapter 5]

Eligibility for Special Consideration

Roles and Responsibilities

Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [SC](#)
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the exams officer

Exams Officer

- Understands the criteria as detailed in [SC](#) to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

Teaching Staff and/or SENCo

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration.

Candidates (or Parents/Carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying For Special Consideration

Where eligible, special consideration is applied for in a specific exam series where candidates “have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.” [\[SC 2\]](#)

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration is not applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in [SC 5](#) and applied for where eligible. This might include, for example:

- requesting an honorary certificate
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre follows [SC 7](#) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing Applications For Special Consideration

Roles and Responsibilities

Head of Centre

- Ensures where a candidate may be a relative of the exams officer, the application is authorised by an alternative member of centre staff
- Exams Officer
- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

Teaching Staff and/or SENCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or Parents/Carers) will

- Provide any required medical or other evidence that may be required to support an application for special consideration

Submitting Applications For Special Consideration

Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in [SC](#).

Evidence to support applications is kept on file until after the publication of results.

Timetabled Written Exams

- For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason detailed in [SC 6](#) are followed
- For other qualifications, applications are submitted online where the awarding body's secure system accepts these
- The paper [form 10](#) JCQ/SC Application for special consideration is only completed and submitted where the online system does not accept applications for a particular qualification
- For groups of candidates, applications are made online where the awarding body's secure system accepts group applications or form 10 will be completed
- The paper [form 14](#) JCQ/ME Self certification for candidates who have missed an examination is only completed by a candidate where circumstances warrant this and is not used where the centre knows the candidate was ill

Internally Assessed Work

- Where appropriate, applications are made online where the awarding body's secure system accepts them or form 10 is completed and submitted

- Where a short extension to a deadline is being requested an application is submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body
- Where an application relates to lost or damaged work, this is submitted online or by completing [form 15](#) JCQ/LCW Notification of lost centre assessed work, dependent on the awarding body

Post Assessment Adjustments – Vocational Qualifications

- Where relevant and eligible, form [VQ/SC](#) Application for special consideration Vocational qualifications is completed and submitted to the awarding body

10. Word Processors

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](#).

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2016/17 and ICE to JCQ Instructions for conducting examinations 2016/17.

Purpose of the Policy

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

Principles for Using a Word Processor

The school complies with AA chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence 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

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations
- 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.

The Use of a Word Processor

The school complies with AA chapter 5 Access arrangements available as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

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

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word Processors and their Programmes

The school complies with ICE 8.8 Word processors instructions by ensuring:

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

Laptops and Tablets

The school further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating Word Processors in Examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Separate housing for examinations
- Access to power supply

Invigilation arrangements relating to the use of word processors include the following:

- Invigilators are trained in the use of word processors and the requirements.

11. Child Protection, Safeguarding and Health and Safety

See academy policies on [Child Protection](#) and [Health and Safety](#)

12. Data Protection

See academy policies on Data Protection

See academy [Equality Policy](#)

13. Identity Verification

Candidates are all internal students. No external students are accepted. Invigilators are familiar with all students and have met them before to reduce anxieties surrounding exams. In addition, students are issued with individual name badges by the Examinations Officer prior to entering the examination room and invigilators allocate them to their seat by cross referencing the name badge and the seating plan.

14. Managing Behaviour in exam rooms

Behaviours are likely to be heightened during an examination period as stress levels are increased. Students will use strategies for managing behaviour consistent with those in their current IEP. Access arrangements to accommodate these will be applied for according to the Access arrangements policy.

Separate Invigilation

Students who have the potential to disrupt others will be housed separately as will those whose anxieties prevent them from being in a larger examination room. These will predominantly be 'Pods' within school

Food and Drink in Examination Rooms

This will be allowed and provided by the school and distributed by invigilating staff.

15. Lateness to Examinations

The Exams Officer/Member of Staff will contact the parent/carer of any candidate absent at the start of an exam. The parent/carer will be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of the centre staff. In these circumstances the parent/carer and the candidate will be asked to sign an appropriate statement to confirm the supervision arrangements which were put in place.

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. The candidate will be allowed the full-time, provided that adequate supervision arrangements are in place.

The awarding body will consider each case individually in light of statements from the parent/carer, the candidate and the centre.

Students who arrive very late for the exam, namely after candidates may have been allowed to leave the examination room, will be allowed to sit the exam. However, unless they have been supervised during that time, the awarding body is unlikely to be able to accept the work.

A candidate will be considered very late if they arrive:

- More than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00 am for a morning examination or after 2.30 pm for an afternoon examination. 6. For an examination that lasts less than one hour, a candidate will be considered very late if they arrive:
- After the awarding body's published finishing time for the examination.

When a candidate arrives very late for an examination, the following will be undertaken:

- The script will be sent to the awarding body/examiner in the normal way.
- Form JCQ/VLA (Report on candidate admitted very late to examination room) will be completed by the Exams Officer within 7 days of the examination taking place.
- The candidate will be warned that the awarding body may not accept their work.

If a candidate arrives in the afternoon for a paper that had been re-arranged for a morning session, the candidate may be allowed to take the paper at the published time as long as he/she has not had any contact with any candidate who sat the paper earlier. The awarding body will then decide whether or not to accept the script.

The Exams Officer/Classroom lead will liaise with candidates and their parents/carers who persistently arrive late for examinations.

16. Absence from Examinations

If a candidate is going to be absent from a written exam they or their parent/carer should tell the school office as soon as possible before the exam begins, giving full details of the reason for absence. This information is immediately passed to the EO, who will in turn inform the Senior Invigilator for that paper/assessment. Candidates who miss an exam for medical reasons should seek signed a medical note from their doctor without delay and give it to the exams officer as quickly as possible, so that it can be used in an application for special consideration should the candidate be deemed to meet the criteria for this by the school. Special Consideration If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the final relevant examination session and the “minimum requirements for enhanced grading in cases of acceptable absence” can be met. For full details of the school’s policy and the minimum enhanced grading requirements please see the Exams Special Consideration Policy.

17. Exams 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 method of disposal
- inform/supplement the centre-wide records management policy

The policy is annually reviewed to ensure that records are archived/retained in accordance with current requirements.

A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff is contained in appendix A.

18. Lockdown Policy

See academy Lockdown Policy

19. Quality Assurance relating to BCS qualifications

The school is committed to Quality Assurance and believes it is an integral part of the Centre's processes. The focus of the Centre is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles. The provision is regularly monitored and reviewed. All of our BCS assessment will be done online so internal verification is not required. All new invigilators are required to be observed during their first test session and annually thereafter to ensure assessment regulations are being followed. Existing invigilators should be observed conducting an assessment at least once a year. Information from the awarding body is disseminated to all members of staff involved in assessing. The organisation's policy for Equal Opportunities is followed and monitored

Appendix A - A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	
Attendance register copies		To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference ICE 6,15]	Confidential waste/shredding
Awarding body administrative guides/manuals	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	
Candidates' work	Non-examination assessment work (inc. controlled assessment/coursework) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiries/appeals or malpractice investigations for the exam series. [Reference GR 3, 5]	Returned to candidates or safe disposal
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. [Reference GR 5]	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction. [Reference GR 5]	Confidential destruction

Certificate issue information	A record of certificates that have been issued to candidates.	[Reference GR 5]	
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.		
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.		
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service		
Entry information	Any hard copy information relating to candidates' entries.		
Exam question papers	Question papers for timetabled written exams.	<p>Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam.</p> <p>Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.</p> <p>[Reference ICE 16 and GR 6,5]</p>	
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	<p>To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.</p> <p>[Reference ICE 6]</p>	

Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.		
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. [Reference ICE page 4 and ICE 23]	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See Exam room checklists		
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	
Moderator reports		To be immediately provided to head of department as records owner.	
Overnight supervision information	Copy of JCQ form Timetable variation and confidentiality declaration for overnight supervision for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes.	
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 6, appendix A and B]	

Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.		
Post-results services: scripts returned from ATS service	Copy or original exam scripts returned to the centre by the awarding body.	Where scripts are retained by the centre, they must be securely stored (including any electronic versions) and not edited in any way or disposed of until after the awarding body deadline. [Reference PRS 8]	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.		
Private candidate information	Any hard copy information relating to private candidates' entries.		
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.		
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.		
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum. [Reference Information Management Toolkit for Schools page 52]	

Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be kept until the deadline for EARs and the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference ICE 6]	
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results. [Reference SC 6]	
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.		
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	

Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.		
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Appendix B - Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- internally assessed marks**
- the centre decision not to support an enquiry about results**
- the outcome of an enquiry about results**

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the Exams Officer, on behalf of the Head of Centre, within the timescale indicated in the internal appeals procedure.

The internal appeals procedures for this centre have been produced to demonstrate compliance with the publications below.

JCQ General Regulations for approved centres <http://www.jcq.org.uk/exams-office/general-regulations>

Controlled Assessments, Coursework and Portfolios of Evidence

5.8 The centre agrees to

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 made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

Post-Results Services and Appeals

5.14 This Centre agrees to:

have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; the attention of any potential appellants is drawn to the **JCQ Post-results services** <http://www.jcq.org.uk/exams-office/post-results-services>

6.4 Submission of requests

Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding

bodies can only enter into discussions over enquiries about results with centres and private candidates.

7. Appeals

Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over appeals with centres and private candidates.

However, in summer of 2016, JCQ issued the following information in their [Notice to Centres – Post-Results Services and Appeals](#)

The JCQ publication Post-Results Services – Information and guidance to centres for examinations taken in June 2016 and November 2016 sets out common arrangements. Although the published information remains valid for the June 2016 examination series, this supplementary document clarifies some key points associated with the reform of post-results services and appeals.

Centres should also refer to awarding bodies' websites for further information as awarding bodies may offer additional post-results services.

JCQ A guide to the awarding bodies' appeals processes <http://www.jcq.org.uk/exams-office/appeals>

12. Internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the Centre's internal appeals arrangements.

Ofqual GCSE, GCE, Principal Learning and Project Code of Practice

<https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice>

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

- iii. a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry.

Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their parents or carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

However, in summer of 2016, JCQ issued the following information in the [Notice to Centres – Post-Results Services and Appeals](#)

Ofqual has announced that the Code of Practice in relation to GCE AS, A-level and GCSE qualifications will be withdrawn in August 2016, being replaced by Qualification Level Conditions. Centres may, however, continue to refer to the Code of Practice for the awarding bodies' provision of post-results services and appeals, June 2016 examination series.

Arrangements for the awarding bodies' provision of post-results services and appeals, November 2016 examination series, may be subject to change. Centres will be notified of any changes in due course.

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from:

Appeal an exam result <https://www.gov.uk/appeal-exam-result>

The Appeals Process <http://www.jcq.org.uk/examination-system/the-appeals-process>

Appendix C - Consideration for Exam Access Arrangements Form

Student..... Year Group..... Reg.....
 Teacher's Name (completing this form).....

Access arrangements provided for the student (during assessments, tests, exams, classwork)	Provided?		Start date of access arrangement	Frequency of access arrangement					Comment on student's use if the access arrangement, e.g is it beneficial /is there a difference? How does he/she use it?
	YES	NO		Never	Rarely	Sometimes	Frequently	Always	
Extra time up to 25%									<input type="checkbox"/> Allows the candidate to fully show their understanding <input type="checkbox"/> Reduces anxiety over assessments/tasks etc. <input type="checkbox"/> There is no/little change with extra time <input type="checkbox"/> The candidate requires more than 25% extra time to demonstrate full understanding <input type="checkbox"/> Other
A word processor									<input type="checkbox"/> Allows the candidate to independently record work without the fear

									<p>of getting spellings wrong</p> <p><input type="checkbox"/> Allows the candidate to demonstrate understanding in a legible form</p> <p><input type="checkbox"/> Improves the recording speed of the candidates answers</p> <p><input type="checkbox"/> There is little change with using a word processor</p> <p><input type="checkbox"/> The candidate doesn't like to use it</p> <p><input type="checkbox"/> Other</p>
A scribe									<p><input type="checkbox"/> Allows the candidate to use extended and varied vocabulary</p> <p><input type="checkbox"/> Allows the candidate to accurately record their understanding of the subject</p> <p><input type="checkbox"/> Reduces the candidate's anxiety</p> <p><input type="checkbox"/> There is no difference for the student using a scribe</p>

Other, please state:									
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Appendix D – Internal Moderation Policy Specific to BTEC, ASDAN and NCFE



MacIntyre Academies
Quest Academy

**INTERNAL MODERATION POLICY SPECIFIC TO
BTEC, ASDAN and NCFE**

INTERNAL MODERATION POLICY SPECIFIC TO BTEC, ASDAN and NCFE

Internal Moderation Principles

Internal moderation ensures that the decisions of all assessors are consistent and fair to all learners. This is particularly important for BTEC, ASDAN and NCFE qualifications, which are internally assessed and externally moderated. Internal moderation procedures include the sampling and checking of candidate work, the standardisation and recording of assessors' decisions, and the mechanism for the internal moderator to feedback to assessors' in order to improve practice (this includes both internal and external moderation feedback).

1. The purpose of the policy (e.g. to promote fairness and consistency and to meet Awarding Organisation requirements).
2. Assessment decisions are in line with the BTEC, ASDAN and NCFE qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
3. Internal moderation will be on-going throughout the course, with feedback being given to the assessors. There will be evidence of feedback being actioned where necessary.
4. Summative internal moderation will be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards will be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards.
5. It is the responsibility of all staff teaching BTEC, ASDAN and NCFE courses to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
6. All assessment evidence, which has been internally moderated, will be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the BTEC, ASDAN and NCFE awarding bodies.

7. All staff who will be involved in internal moderation will be given access to the required training and support to ensure they are able to be effective in the role. This will include access to in-house CPD and training courses provided by relevant external providers.

INTERNAL MODERATION PROCESS

First 6 weeks of term

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Register candidates
- Allocate IM(s) to assessor(s)

2nd half of first term

- Co-ordinator to ensure that all IMs and assessors have met
- First round of formative internal moderation to be conducted. One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation. Minutes taken.

1st half of second term

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio.
- Any action noted by IM on first round to be checked and signed off.
- Meeting held to discuss issues arising.

2nd half of second term

- Third round of internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio.
- Any continuing issues to be addressed and signed off.
- Meeting held to discuss issues and plans for external moderation

1st half of third term

- Co-ordinator to establish candidates and units to be put forward for external moderation

- Summative internal moderation to be conducted
- Arrangements to be made for External Moderation

2nd half of third term

- External moderation takes place
- Meeting to be arranged to discuss feedback from External Moderation and plan put in place to address any issues arising

Back to Term 1 again

Keeping Records for Standardisation and Internal Moderation**Minutes from Internal Moderation Meeting**

Persons present:	Date:
Issues arising:	Action agreed / person(s) responsible

Date agreed for next meeting:	

Feedback to Assessor Sheet for Formative Internal Moderation

Candidate name:		Date:
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Assessor name:		
Moderator name:		
Qualification title:		
Unit(s) moderated:		
Comments / feedback on how assessment / evidence meets the standards:		

Comments / feedback on completion of mandatory paperwork:		
Assessor signature		Date:
Internal Moderator signature:		
Date agreed for any action identified by:		
Internal Moderator signature to confirm action completed:		

Appendix E – Suspected Malpractice in Examinations and Assessments Procedures



MacIntyre Academies
Quest Academy

Suspected Malpractice in Examinations and Assessments Procedures

Malpractice

“Malpractice” means any act, default or practice which is a breach of the regulations or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of an examination result or certificate
- damages the authority, reputation or credibility of any awarding body or centre, or any officer, employee or agent of any awarding body or centre

A failure by a centre to investigate allegations of suspected malpractice in accordance with the requirements in this document also constitutes malpractice.

Ensuring Awareness

The school will ensure that all staff, pupils, parents and carers are aware of this policy by displaying it on its website at <http://www.thequestacademy.org/policies> . In addition to this it is included in the Staff Handbook and all pupils following external examination courses are made aware of it as part of the learner induction programme for transition into KS4.

Centre Staff Malpractice

“Centre Staff Malpractice” means malpractice committed by a member of staff at a centre, or an individual appointed as an oral language modifier, a practical assistant, a prompter, a reader, a sign interpreter or a scribe to a candidate.

Candidate Malpractice

“Candidate Malpractice” means malpractice by a candidate in the course of any examination or assessment, including the preparation and authentication of any coursework, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Procedures for dealing with allegations of malpractice

Any suspicion of malpractice should be brought to the attention of the examinations officer or head of centre who will deal with the matter and follow the NAA guidelines. The handling of malpractice complaints and allegations involves the following phases:

- the allegation
- the awarding body’s response
- the investigation
- the report
- the decision
- the appeal

Communications

Awarding bodies will normally communicate with the head of centre when reporting allegations of malpractice, except when the head of centre is under investigation.

Suspected malpractice identified by a centre

Where suspected malpractice is identified by a centre, the head of centre must submit the fullest details of the case at the earliest opportunity to the relevant awarding body, for example, ASDAN'S Malpractice and Maladministration Policy and Procedure Section 3.2 will be adhered to in respect of their qualifications. Malpractice in coursework components of a specification discovered prior to the candidate signing the declaration of authentication need not be reported to awarding bodies, but must be dealt with in accordance with the centre's internal procedures. Centres should not normally give credit for any work submitted which is not the candidate's own work, but if any assistance has been given, a note must be made of this on the cover sheet of the coursework or other appropriate place.

Investigations carried out by the head of centre

It will normally be expected that investigations into allegations of malpractice will be carried out by the head of centre. The head of centre should seek to deal with the investigation in a timely manner.

Those responsible for conducting an investigation should establish the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true.

Sanctions for centre staff malpractice – individuals

In cases of centre staff malpractice, the role of the awarding body is confined to considering whether the integrity of its examinations and assessments has been placed in jeopardy and whether that integrity might be jeopardised if an individual found to have indulged in malpractice were to be involved in the future conduct, supervision or administration of the awarding body's examinations or assessments.

Where a member of staff or contractor has been found guilty of malpractice, an awarding body may impose the following sanctions or penalties:

1. Written Warning - Issue the member of staff with a written warning that if the offence is repeated within a set period of time, further specified sanctions will be applied.

2. Special Conditions - Impose special conditions on the future involvement in its examinations and/or assessments by the member of staff, whether this involves the internal assessments, the conduct, supervision or administration of its examinations and assessments.

3. Training - Require the member of staff, as a condition of future involvement in its examinations, to undertake specific training or mentoring, within a particular period of time and a review process at the end of the training.

4. Suspension - Bar the member of staff from all involvement in the delivery of its examinations and assessments for a set period of time. Other awarding bodies and the regulators will be informed when a suspension is imposed.

These sanctions will be notified to the head of centre who will be required to ensure that they are carried out.

If a member of staff moves to another centre while being subject to one of the above sanctions, the head of centre should notify the awarding body of the move. Awarding bodies reserve the right to inform the head of centre to which the staff member is moving to of the nature of, and the reason for, the sanction.

Investigations carried out by the head of centre

It will normally be expected that investigations into allegations of malpractice will be carried out by the head of centre. The head of centre should seek to deal with the investigation in a timely manner.

Those responsible for conducting an investigation should establish the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true.

Sanctions for centre staff malpractice – individuals

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Where a member of staff or contractor has been found guilty of malpractice, an awarding body may impose the following sanctions or penalties:

1. Written Warning - Issue the member of staff with a written warning that if the offence is repeated within a set period of time, further specified sanctions will be applied.

2. Special Conditions - Impose special conditions on the future involvement in its examinations and/or assessments by the member of staff, whether this involves the internal assessments, the conduct, supervision or administration of its examinations and assessments.

3. Training - Require the member of staff, as a condition of future involvement in its examinations, to undertake specific training or mentoring, within a particular period of time and a review process at the end of the training.

4. Suspension - Bar the member of staff from all involvement in the delivery of its examinations and assessments for a set period of time. Other awarding bodies and the regulators will be informed when a suspension is imposed.

These sanctions will be notified to the head of centre who will be required to ensure that they are carried out.

If a member of staff moves to another centre while being subject to one of the above sanctions, the head of centre should notify the awarding body of the move. Awarding bodies reserve the right to inform the head of centre to which the staff member is moving to of the nature of, and the reason for, the sanction.

Sanctions for centre staff malpractice – centres

Awarding bodies may, at their discretion, impose the following penalties and special conditions against centres. These penalties and special conditions may be applied individually or in combination. Awarding bodies will determine the appropriateness of a

sanction depending on the evidence presented, the nature and circumstances of the malpractice, and the type of qualification involved.

Written warning

A letter to the head of centre advising of the breach (including the report) and advising of the further action that may be taken (including the application of penalties and special conditions) should there be a recurrence of this breach, or subsequent breaches at the centre.

Review and Report (Action Plans)

The head of centre will be required to review the centre's procedures for the conduct or administration of a particular examination/assessment, or all examinations/assessments in general and to report back to the awarding body on improvements implemented by a set date.

Sanctions and penalties applied against candidates

Awarding bodies may, at their discretion, impose the following sanctions and penalties against candidates found guilty of candidate malpractice:

Penalty 1 – Warning

The candidate is issued with a warning that if the offence is repeated within a set period of time, further specified sanctions will be applied.

Penalty 2 – Loss of marks for a section

The candidate loses all the marks gained for a discrete section of the work. A section may be part of a component, or a single piece of coursework or controlled assessment if this consists of several items.

Penalty 3 – Loss of marks for a component

The candidate loses all the marks gained for a component.

Penalty 4 – Loss of all marks for a unit

The candidate loses all the marks gained for a unit. This penalty usually allows the candidate to aggregate or request certification in that series, albeit with a reduced mark or grade.

Penalty 5 – Disqualification from a unit

The candidate is disqualified from the unit. The effect of this penalty is to prevent the candidate aggregating or requesting certification in that series, if the candidate has applied for it.

Penalty 6 – Disqualification from all units in one or more qualifications

If circumstances suggest, penalty 5 may be applied to other units taken during the same examination or assessment series. (Units which have been banked in previous exam series are retained.)

Penalty 7 – Disqualification from a whole qualification

The candidate is disqualified from the whole qualification taken in that series or academic year. Any units banked in a previous series are retained, but the units taken in the present series and the aggregation opportunity are lost.

Penalty 8 – Disqualification from all qualifications taken in that series

If circumstances suggest, penalty 7 may be applied to other qualifications. Any units banked in a previous series are retained, but the units taken in the present series and the aggregation opportunity are lost.

Penalty 9 – Candidate debarral

The candidate is barred from entering for one or more examinations for a set period of time. This penalty is applied in conjunction with any of the other penalties above, if the circumstances warrant it.

Examples of Malpractice

The following are examples of malpractice. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

Part 1: Centre Staff Malpractice

Breach of security

Breaking the confidentiality of question papers or materials and their electronic equivalents, or the confidentiality of candidates' scripts or their electronic equivalents. It could involve:

- failing to keep examination material secure prior to an examination
- moving the time or date of a fixed examination (beyond the arrangements permitted by the regulations within the JCQ publication – Instructions for Conducting Examinations) without notifying the relevant awarding body. Conducting an examination before the published date is centre staff malpractice and a clear breach of security
- failing to supervise adequately candidates who have been affected by a timetable variation. This would apply to candidates subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day
- permitting, facilitating or obtaining unauthorised access to examination material prior to an examination
- failing to retain and secure examination papers after an exam in cases where the life of the paper extends beyond the particular session (such papers are always clearly marked). For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation
- tampering with candidate scripts or coursework after collection and before despatch to the awarding body / examiner / moderator
- failing to keep student computer files which contain coursework secure
- **Deception**
- Any act of dishonesty in relation to any examination or assessment, but not limited to:
 - inventing or changing marks for internally assessed components (eg. Coursework & controlled assessment) where there is no actual evidence of the candidates' achievement to justify the marks being given
 - manufacturing evidence of competence against national standards
 - fabricating assessment and/or internal verification records or authentication statements
- entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud)

Improper assistance to candidates

Giving assistance beyond the requirements of the specification to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment.

For example:

- assisting candidates in the production of coursework or controlled assessment, or evidence of achievement, beyond that permitted by the regulations
- assisting or prompting candidates with the production of answers
- permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc)
- prompting candidates in language speaking examinations by means of signs or verbal or written prompts
- assisting candidates granted the use of an oral language modifier, a practical assistant, a prompter, a reader, a scribe or a sign interpreter beyond that permitted by the regulations
- Maladministration, which may include failure to adhere to the regulations regarding the conduct of coursework, controlled assessments, portfolios and examinations.
- Malpractice in the conduct of the examinations or assessments and/or the handling of examination papers, candidate scripts, marksheets, cumulative assessment records and certificate claim forms etc. For example:
 - failing to ensure that candidates' coursework is adequately monitored and supervised
 - inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed by the JCQ regulations
 - failure to use current assignments for assessments
 - failure to train invigilators adequately, leading to non-compliance of JCQ regulations
 - failing to issue to candidates the appropriate notices and warnings
 - failure to inform JCQ Centre Inspection Service of alternative sites for examinations
 - failing to post notices relating to the examination or assessment on all rooms (including music and art rooms) where examinations and assessments are held
 - not ensuring that the examination venue conforms to awarding body requirements
 - failing to ensure that mobile phones are placed outside the examination room
- failure to keep accurate records in relation to late arrivals and very late arrivals
- failure to keep accurate and up to date records regarding the conferring of centre delegated access arrangements
- failure to supervise effectively the printing of computer based assignments when this is required
- failing to retain candidates' coursework and controlled assessments in secure conditions after the authentication statements have been signed
- failing to despatch candidate scripts/coursework to the awarding bodies or examiners or moderators in a timely way
- failing to report an instance of suspected malpractice in examinations or assessments to the appropriate awarding body as soon as possible after such an instance occurs or is discovered

Part 2: Candidate Malpractice

- For example:
- a breach of the instructions or advice of an invigilator, supervisor or the awarding body in relation to the examination or assessment rules and regulation
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments
- working collaboratively with other candidates, beyond what is permitted
- copying from another candidate (including the use of ICT to aid the copying)
- allowing work to be copied
- the deliberate destruction of another candidate's work
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication
- making a false declaration of authenticity in relation to the authorship of coursework or the contents of a portfolio
- the misuse or attempted misuse of examination and assessment materials and resources (eg. exemplar materials)
- being in possession of confidential material in advance of the examination
- the inclusion of inappropriate, offensive or obscene material in scripts, coursework or portfolios
- plagiarism: unacknowledged copying from published sources or incomplete referencing
- theft of another candidate's work
- bringing into the examination room or assessment situation unauthorised material, eg. Notes, study guides, personal organisers, own blank paper, calculators, dictionaries (when prohibited), wordlists, IPODs, mobile phones, MP3 players
- behaving in a manner as to undermine the integrity of the examination

Illustrations of Malpractice

The following illustrations of malpractice are edited examples from the records of all the awarding bodies which are party to the JCQ regulations.

Centre staff malpractice:

- tampering with candidate's scripts or coursework after collection and before despatch to the awarding body
- assisting candidates in the production of coursework/controlled assessment
- assisting candidates in the production of answers
- fabricating assessment and/or internal verification records or authentication statements
- poor invigilation
- failing to conduct a proper investigation into suspected malpractice

Candidate malpractice:

- the alteration of any result document, including certificates
- a breach of the instructions or advice of an invigilator, supervisor or the awarding body in relation to the examination or assessment rules and regulations
- failing to abide by conditions of supervision designed to maintain the security of the examinations or assessments
- collusion: working collaboratively with other candidates, beyond what is permitted
- copying from another candidate (including the use of ICT to aid the copying)
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- exchanging, obtaining, receiving or passing on information which could be examination related (or the attempt to) by means of talking, written or nonverbal communication
- plagiarism: unacknowledged copying from published sources, incomplete referencing
- theft of another candidate's work
- bringing into the examination room or assessment situation unauthorised material, eg. notes, study guides, personal organisers, own blank paper, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- behaving in a manner as to undermine the integrity of the examination

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