

Title	EXAMS POLICY
Person responsible for policy formulation, implementation, maintenance and evaluation	J. Neale – Exams Officer D. Hubbard – Assistant Head (Exams)
Persons consulted	The Exams Office (https://www.theexamsoffice.org/)
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REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed by	Date
V4.2	04/2026	- Additional Cyber security information - New section on Examination complaints - Change of personnel for SENCO absence plan - Other minor changes	DHU/JNE	04/26
V4.1	04/2025	- Updated contingencies - AI use in assessments - Checking the qualifications of centre assessors - Update on conflicts of interest - Update to reviews of scripts and appeals - Other minor changes including name of Head	DHU/JNE	02/25
V4.0	05/2024	- Updated word processor policy - Additional guidance on Artificial Intelligence - Other minor changes including name of Head	DHU/JLE	04/24
V3.0	05/2023	- Whistleblowing policy added - Other minor changes	DHU/JLE	04/23
V2.0	05/2022	- Removal of some COVID related information / policy	DHU/JLE	04/22
V1.0	05/2021	Rewrite of Exams Policy into current format	DHU/JLE	04/21

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to an annual review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

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1 INTRODUCTION

The purpose of this Exams Policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates;
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff and candidates

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The Exam Policy will be reviewed annually.

The Exam Policy will be reviewed by the Exams Officer and Assistant Head Master with responsibility for exams.

2 EXAM RESPONSIBILITIES

Exams Officer

- Manages the administration of public and internal exams;
- Advises the Senior Leadership Team, HODs and subject teachers and other relevant support staff of annual exam timetables and application procedures as set by the various awarding bodies;
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them;
- Consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ guidelines;
- Provides and confirms detailed data on estimated entries;
- Receives, checks and stores securely all exam papers and completed scripts;
- Administers access arrangements in line with JCQ regulations and SENCo advice;
- Identifies and manages exam timetable clashes;
- Line manages the invigilation team, organising the recruitment, training and monitoring a team of exams invigilators responsible for the conduct of exams;
- Submits candidates' coursework/controlled assessment marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- Maintains systems and processes to support the timely entry of candidates for their exams;
- Ensures that all special considerations for candidates are forwarded to the appropriate Exams Boards with all supporting evidence

Heads of Department are responsible for:

- Deciding with the Senior Leadership Team which specification will be taught and informing the Exams Officer of any changes;
- Ensuring that all exam codes are correct;
- Liaising with the teachers in their department to make sure that all candidates are entered for the correct exams/tiers; making sure that all the entries are received by the Exams Officer in time, and authorising any late entries if needed/withdrawals;
- Submitting all estimated grades and coursework/NEA/controlled assessment grades to the Exams Officer or directly to the Exam Board if agreed with the Exam Officer;
- Ensuring that all coursework/controlled assessments are marked and dispatched on time;
- Providing the Exams Officer with information to support any Special Consideration applications for NEA/coursework.
- Deciding on individual resit requests at GCSE and A Level in conjunction with the Deputy Headteacher with responsibility for exams.

Teachers are responsible for:

- Identifying and then notifying the SENCo/Inclusion Manager of any concerns regarding individual students who may need access arrangement requirements;
- Provide evidence to support the application to JCQ to the SENCo in a timely manner;

The SENCo is responsible for:

- Identification of candidates that may require access arrangements;
- Arranging for testing of candidates and determining required access arrangements for students;
- Making applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration'.
- Notifying all staff of a candidate's entitlement to Exam Access Arrangements once confirmed;
- Ensuring that the relevant documentation and evidence is held in accordance with JCQ regulations.
- Provision of additional support, with dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims.

Candidates are responsible for:

- Confirmation and signing of entries;
- Notifying the Exams Officer of any errors to entries;
- Understanding coursework/NEA regulations and signing a declaration that authenticates the coursework/NEA as their own;
- Informing the centre of any circumstances which may require special consideration to be applied for.

3 QUALIFICATIONS

The qualifications offered at this centre are decided by Heads of Departments and Senior Leadership Team. The qualifications offered are GCSE, GCE and Level 3.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the Exams Officer must be informed.

Informing the Exams Officer of changes to a specification is the responsibility of the Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Assistant Head Master with responsibility for examinations.

4 EXAM SERIES AND TIMETABLES

Exam seasons

Internal Year 11 and 13 Mock exams and assessments are scheduled in Winter and Year 12 in Summer, all of which are held under external exam conditions. Internal trials for Years 7 to Year 10 are currently determined by the Senior Leadership Team and arranged by the Assistant Head Master with responsibility for exams.

External exams and assessments are scheduled in November, May and June.

The Assistant Head Master for exams decides which exam series are used in the Centre in consultation with the Head Master.

Timetables and communication

In advance of each exam season (mock and external), examination timetables are provided by the Examinations Officer to students and staff.

A member of the Senior Leadership Team will ensure parents receive details of examination arrangements and that all relevant JCQ documentation and candidate notices are provided in line with JCQ regulations.

In advance of each exam season supporting guidance for students and/or parents is provided by the appropriate member of the Senior Leadership Team.

Information will be published on the school website.

5 ENTRIES, ENTRY DETAILS AND LATE ENTRIES, INCLUDING RETAKES

Candidates are selected for their exam entries by Heads of Department. Entry deadlines are sent to Heads of Department by email.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The Centre only accepts entries from external candidates where there is an existing relationship, for example a former student wishing to return the following year for a re-sit.

The Centre does not act as an exam centre for other organisations.

GCSE retakes will be permitted under exceptional circumstances. Decisions regarding individual retakes will be taken by the Deputy Headteacher (exams) after consultation with the Head of Department. Parents/students may request a retake. These are paid for by the candidates.

There is no restriction on the number of A-level retakes. These are paid for by the candidates. A-Level retake decisions will be made in consultation with candidates, subject teachers and Heads of Department.

6 EXAM FEES

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies. Departments may be charged for late withdrawals or changes which incur a cost to the school.

GCSE entry exam fees are paid by the centre the first time.

AS entry exam fees are paid by the centre the first time.

A-Level entry exam fees are paid by the Centre the first time.

Late entry or amendment fees are paid by the Departments.

Fee reimbursements are sought from internal candidates under the following circumstances:

- those who decide to sit an exam after the late entry deadline;
- those who decide to withdraw after the withdrawal deadline;
- those who fail to sit an exam

Re-sit fees are paid by the candidates. Consideration will be given to pupil premium students.

7 EQUALITY ACT

All exam centre staff must ensure that they meet the requirements of the Equality Act (2010) and Holyport College Whole School Equality Policy.

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 documents including GR and AARA

Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ documents including GR and AARA

Special educational needs coordinator (SENCo) or equivalent role

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ document AARA

Teaching staff

- (where appropriate) inform the SENCo (or equivalent role) of any concerns, observations or feedback about a candidate or any support that might be needed by a candidate

Support staff (for example, Classroom Support Officer and Communication Support Workers)

- (where appropriate) provide comments and observations to support the SENCo (or equivalent role) to 'paint a holistic picture of need', confirming normal way of working for 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 teacher assessor)

- Has detailed understanding of the JCQ publication AARA

Requesting access arrangements

Roles and responsibilities

SENCo or equivalent role

- 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
- To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates are informed that an application for access arrangements will be processed using Access arrangements online

Exams officer (EO)

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AARA where this may be relevant to the EO role

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 staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

ALS lead/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 the exam)

Exams officer

- Understands and follows instructions for invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2025-26.

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 moderated/standardised by the centre and externally moderated by the awarding body.

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as 'NEA'.

SENCo or equivalent role

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams/assessments

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

SENCo or equivalent role

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

8 ACCESS ARRANGEMENTS

Some candidates may be entitled to access arrangements which allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. This can occur where a candidate has a significant difficulty or disability which has a clear, measurable and substantial adverse effect on their performance. The Centre has a responsibility to clearly explain candidates' normal way of working, and to clearly demonstrate the need for any access arrangements.

It is the responsibility of the SENCo to arrange for assessment whether candidates should be entitled to access arrangements, and to store all relevant evidence. If parents have concerns regarding their son/daughter, they should contact the SENCo. The Centre does not accept privately commissioned assessments or reports.

If the SENCo believes that a candidate should be entitled to access arrangements, she/he must arrange for a qualified person to assess the student and determine what access arrangements ensures that 'barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage'. The SENCo will submit access arrangement applications to the Awarding Body(ies) in line with published deadlines and inform the Exams Officer and Heads of Department and teaching staff where access arrangements have been granted to allow them to make all necessary arrangements.

Where a candidate suffers a temporary injury or impairment, the SENCo in consultation with the Exams Officer will investigate whether access arrangements are appropriate.

The Exams Officer is responsible for ensuring that approved access arrangements are provided for candidates taking exams, including rooming, invigilation, and appropriate support.

9 CHECKING QUALIFICATIONS OF CENTRE'S ASSESSOR

The head of centre must ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate. Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.

SENCos must hold on file for inspection purposes evidence that the assessor(s) is/ are suitably qualified. This can be drawn, for example, from the following sources:

- copy of current Assessment Practising Certificate (APC) issued by Patoss, Dyslexia Guild or British Dyslexia Association;
 - copy of Level 7 assessment qualification certificate;
 - screenshot of HCPC registration showing the Unique Registration Number;
 - screenshot of SASC listing showing the APC code number and expiry date;
 - screenshot of listing for PAPAA Graduates showing the certificate number;
 - screenshot of listing for CPT3A Certificate Holders showing the certificate number;
 - screenshot of listing for ETAAC Certificate Holders showing the certificate number;
- or
- screenshot of listing for Patoss AAA Certificate Holders showing the certificate number.

10 CONTINGENCY PLANNING

Contingency planning for exams administration is the responsibility of the Assistant Head (exams).

11 MANAGING INVIGILATORS

The school's invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Exams Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of Human Resources.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the Exams Officer.

Invigilators' rates of pay are set by the Centre administration.

Invigilators will be observed at least once during each exam season.

12 CONFLICT OF INTEREST

It is the responsibility of the head of centre to ensure that Holyport College has a written conflicts of interest policy for inspection that must be reviewed and updated annually. This policy confirms that Holyport College:

Manages conflict of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- Any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- Any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, and
Maintains internal records of all instances where:
- Exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- Centre staff are asking qualifications at their own centre which do not include internally assessed components/units
- Centre staff are taking qualifications at other centres (GR 5.3)

General principles



The Exams Officer gathers information from any member of staff where there is a conflict of interest

Managing conflicts of interest

For internal recording purposes, a conflict of interest log is maintained and any potential conflict declared by centre staff is centrally recorded on the log. The relevant awarding body/bodies is/are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process. The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Roles and responsibilities

The role of the head of centre is to ensure:

- Conflicts of interest are managed according to the requirements in GR 5.3
- Internal records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualification affected
- The records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff
- The records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- That entering members of centre staff for qualifications at this centre is a last resort in cases where the member of centre staff is unable to find another centre
- That proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- That during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

The role of the exams office/officer

To ensure the process for collecting declarations of interest is undertaken.

To identify and follow the awarding body's administrative process for submitting details of members of staff who are:

- Taking qualifications which include internally assessed components/units at their own centre
- Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units
- To retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has

passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

13 MALPRACTICE

The Exams Officer is responsible for investigating suspected malpractice and reporting to the Head of Centre.

What is malpractice and maladministration

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

- A breach of the Regulations, and/or
- A breach of awarding body requirements regarding how a qualification should be delivered, and/or
- A failure to follow established procedures in relation to a qualification

Which:

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

Candidate malpractice

‘Candidate malpractice’ normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination.

Centre staff malpractice

‘Centre staff malpractice’ means malpractice committed by:

- A member of staff, contractor (whether employed under a contract of employment or a contract of services) or a volunteer at a centre, or
- An individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe

Centre malpractice

‘Centre malpractice’ normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 1.9)

Purpose of the policy

To confirm Holyport College:

Has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalation within the centre and reported to the relevant awarding body, it must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice)

General principles

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff by completing the appropriate documentation
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication https://www.jcq.org.uk/wp-content/uploads/2025/09/Malpractice_Sep25_FINAL.pdf and provide such information and advice as the awarding body may reasonably require

Preventing malpractice

Holyport College has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document Suspected Malpractice: Policies and Procedure
- This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- General regulations for Approved Centres 2025-2026
- Instructions for conducting examinations (ICE) 2025-2026
- Instructions for conducting coursework 2025-2026
- Instructions for conducting non-examination assessments 2025-2026
- Access Arrangements and Reasonable Adjustments 2025-2026
- A guide to the special consideration process 2025-2026
- Suspected Malpractice: Policies and Procedures 2025-2026
- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications
- Post Result Services June 2026 and November 2026
- A guide to the awarding bodies' appeals processes 2025-2026
- Guidance for centres on cyber security

Informing and advising candidates how to avoid committing malpractice in examinations/assessments

- Information available in Exam section on school website
- Candidates attend an assembly
- Parents informed at a meeting

AI use in assessments

The JCQ rules on the use of AI are extremely strict and teachers working in subjects with NEA at any level should read the whole policy: https://www.jcq.org.uk/wp-content/uploads/2026/01/AI-Use-in-Assessments_Apr25_FINAL-1.pdf (updated April 2025). Students should also be made aware of this information.

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not. Holyport College has established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds teachers and students of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following:

- all work submitted for qualification assessments must be the candidates' own
- candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions
- candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice
- candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (see Acknowledging AI Use section of the full policy)
- Teachers must only accept work for assessment which they consider to be the candidates' own

- Where staff have doubts about the authenticity of candidates work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action

Staff should be aware that the JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI and are continuing to monitor developments in this area. They will update this guidance when appropriate.

Identification and reporting of malpractice

Escalating suspected malpractice issues

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels.

Reporting suspected malpractice to the awarding body

- The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document Suspected Malpractice: Policies and Procedures
- The Head of Centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/appropriate adult is kept informed of the progress of the investigation
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration
- Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not need to be reported to the awarding body. Instead, they will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration, must be reported using JCQ M1 to the relevant awarding body. If at the time of the malpractice, there is no entry for that candidate (who the centre intends to enter), the centre is required to submit an entry by the required entry deadline.

- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of all the required information and the accused individual informed of their rights and responsibilities



- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report to the relevant awarding body summarising the information obtained during the course of their enquiries
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly

Communicating malpractice decisions

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

Appeals against decisions made in cases of malpractice

Holyport College will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ document **A guide to the awarding bodies' appeals processes**

14 EXAM DAYS

The Exams Officer will liaise with Assistant Head (exams) to book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The Exams Officer will liaise with the Site Manager for the setting up of the exam venues.

The Exams Officer or nominated invigilator will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties otherwise teaching staff may not be present in any exam room in line with JCQ regulations.

Senior members of centre staff approved by the head of centre, who have not taught the subject being examined, may be present at the start of the examination(s). To identify and settle candidates and instil discipline.

For internal exams only, a relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Papers will be distributed to Heads of Department 24 hrs after the exam session.

15 CANDIDATES AND IDENTIFYING CANDIDATES

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. JCQ regulations, regarding for example possession of mobile phones, watches in an exam room, must be adhered to by students.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time (including any approved extra time access arrangements) at the discretion of the Exams Officer or Lead invigilator.

Note: candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

Process to check candidate identity

Internal candidates

The identity of students on roll at Holyport College is checked as part of the initial registration process.

Private candidates

The identity of any student who has not received any tuition at Holyport College but who may be accepted to enter examinations as a private candidate will be checked by a verification process which involves photo-ID (GR 5.6)

Procedure detailing how the identity of all candidates sitting examinations is confirmed

Invigilators are able to establish the identity of all candidates sitting examinations in accordance with this procedure and by following the arrangements in place for them to carry out adequate checks.

The process at Holyport College is the Senior Leadership Team confirm the identity of the students prior to entry in the Exam Hall, once in the Exam room the invigilators are able to identify all students by a document with candidates' photos on.

The following arrangements are also in place:

- A private or external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. a passport (ICE 16.5)

Clash Candidates

The Exams Officer will be responsible for making arrangements for students with clashes as necessary, for example on-site supervision between sessions, identifying a secure venue and arranging overnight stays.

Special Consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Private candidates

Managing private candidates, where accepted, is the responsibility of the Exams Officer.

16 INTERNAL ASSESSMENTS/NEA AND APPEALS

Non-examination Assessments (NEA) are often referred to as internal assessment or coursework. These form part of the whole qualification and assessment process and are subject to JCQ regulations.

It is the duty of Heads of Departments to ensure that all NEA work is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Heads of Department/teachers must indicate to students how they have done in internal assessments; however, students must also be aware that this mark is preliminary and may change due to moderation. Marks for all internally assessed work and estimated grades are provided to the Exams Officer by the Heads of Department. The Head of Department will keep a copy of these marks and the process used to arrive at them to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so.

Appeals relating to internal assessment decisions (centre assessed marks)

The process for managing appeals against internal assessments is detailed in a separate appeals policy. (See Appendix 1).

Appeals against internal assessments and the internal review process must be made prior to an awarding body's date for submitting marks. Heads of Department are responsible for ensuring that students are notified of their marks and given a clear date which considers the time it will take to review any marks and submit the final marks to the awarding body by the published deadline.

17 COMPLAINTS

This confirms compliance with JCQ's **General Regulations for Approved Centres** (5.3, 5.8) in drawing to the attention of candidates and their parents/carers our written complaints policy which covers general complaints regarding the centre's delivery or administration of a qualification and our internal appeals procedure.

Grounds for complaint

A candidate (or their parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of their centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
 - Candidate unhappy with internal assessment decision (complainant to refer via Mr D Hubbard to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor

- Candidate not involved in decisions made regarding their access arrangements
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via Mr D Hubbard to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (on-screen) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of a review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer via Mr D Hubbard to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Raising a concern/complaint

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, they should follow the processes outlines in the College's complaints procedure.

(<https://www.holyportcollege.org.uk/wp-content/uploads/2025/06/Complaints-Policy-Jun-2025.pdf>). This includes an escalating series of processes:

- Informal Complaint – Heard by Daniel Hubbard for Exams Related complaints (Section 6)
- Formal Complaint – Heard by Head or Senior member of staff (Section 7)
- Formal Complain to Governors (Section 8)

18 RESULTS

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips on results days, in person at the Centre.

Arrangements for the centre to be open on results days are made by the Assistant Head (Exams).

The provision of staff for handing out results on results day is the responsibility of the Assistant Head (Exams).

19 APPEALS RELATING TO CENTRE DECISIONS NOT TO SUPPORT AN APPLICATION FOR A CLERICAL RE-CHECK, A REVIEW OF MARKING, A REVIEW OF MODERATION OR AN APPEAL

Following the issue of results, awarding bodies make post-results services available.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are made aware/informed prior to results day.

The JCQ post-results services currently available are detailed below:

Access to Scripts (ATS)

- Copies of scripts to support reviews of marking

- Copies of scripts to support teaching and learning

Reviews of Results (RoRs)

- Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-Level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation): This service is not available to an individual candidate

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc. when made available by the awarding body to determine if the centre supports any concerns.

Appeals

- The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how Holyport College deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13)

Details of these procedures are made widely available and accessible to all candidates.

The arrangements for post-results services

- Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)
- Full details of post-results services, deadline(s) for requesting a service and the fees charged are provided by the Exams Officer

Dealing with requests

- All post-results service requests from internal candidates must be made through the Exams Officer

Candidate consent

- Candidates must provide their written consent for clerical re-checks, reviews of marking and any subsequent appeal, and access to scripts services offered by the awarding bodies after the publication of examination results (GR 5.13)
- Holyport College will acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking and any subsequent appeal, or an access to scripts service request is submitted to the awarding body

- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS Appendix B)

Submitting requests

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ document Post-results services (GR 5.13)
- Submit requests for appeals in accordance with the JCQ document A guide to the awarding bodies' appeals processes (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Dealing with outcomes

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Appeals regarding centre decisions relating to access arrangements and special consideration

- Comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ documents Access Arrangements and Reasonable Adjustments and A guide to the special consideration process
- Ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, Holyport College

- Recognises its duty to explore and provide access to suitable courses, submit applications for reasonable adjustments to the services the centre provides to disabled candidates
- Complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations has the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- Putting in place access arrangements/adjustments that are not approved

- Failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- Permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- Charging a fee for providing reasonable adjustments to disabled candidates

Special consideration

Where Holyport College has appropriate evidence authorised by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for a candidate who is affected by adverse circumstances beyond their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include Holyport College's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where Holyport College makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal.

20 CERTIFICATES

Certificates will be issued, signed for and dated in school to candidates who have remained on the school roll. Certificates for those who do not return to school will be posted using the signed for service on request and with payment of a fee to cover the postage.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authorisation to do so.

The Centre retains certificates for one year in line with JCQ regulations. After this time the certificates may be destroyed (using a confidential method) – a record of destroyed certificates must be retained for a period of 4 years from the date of destruction. This record should list the candidate number, the awarding body, the qualification(s) and the examination series.

21 EMERGENCY PROCEDURE

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

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

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so (ICE 25.6)
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice

Purpose of the policy

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

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

1. Emergency evacuation procedure

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

At Holyport College, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted

- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken (and retained on file if required by an awarding body)

Additional actions taken:

- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

Roles and responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body immediately (ICE 25.5)

The role of the senior leader

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

The role of the special education needs coordinator (SENCo) or equivalent role

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

The role of the exam's office/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

The role of invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer

Recording details

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

- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s)

Further details which may also be recorded include:

- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

22 COMMUNICATION OF POLICY

This policy will be published on the school website.

23 EVIDENCE OF IMPLEMENTATION

Governors may ask the Exams Officer for a report on the implementation of the policy and any issues arising from the public examinations process and any inspections that have been carried out.

24 REVIEW

This policy will be reviewed every year by SLT.

APPENDIX 1

Internal Assessment Appeals Procedure – centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

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

All centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework. This policy details the procedures relating to relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity and do not have any potential conflicts of interest. If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker.

Holyport College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

Holyport College will:

- ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body;
- inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- inform candidates that they may request copies of materials (as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment;
- having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions, or copies);
- inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised

- provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision;
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing, by completing the internal appeals form and the candidate must explain on what grounds they wish to request a review;
- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks;
- Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review;
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;
- inform the candidate in writing of the outcome of the review of the centre's marking.
- ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body;
- ensure a written record of the review is kept and made available to the awarding body upon request;
- ensure the awarding body is informed if the centre does not accept the outcome of a review

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should, therefore, be considered provisional.

Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ Information for candidates' documents (Coursework, Non-examination assessments, Social media) which are distributed to all candidates prior to assessments taking place, inform candidates of the things they must and must not do when they are completing their work.

The JCQ Information for Candidates – AI (Artificial Intelligence and assessments) or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).

The centre ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of the centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.

Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported to the awarding body.

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, Holyport College will:

A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer, as soon as possible to discuss the appeal, and a written appeal, stating the details of the complaint and the reasons for the appeal, must be received by the School within 5 working days of receiving the mark for the internal assessment.

The Assistant Headteacher responsible for exams will lead this process, and will be responsible for disseminating information to all students (and their parents/carers) about the appeals procedures and for informing the Head Master of the existence and outcome of any such appeals.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component question, and has no personal interest in the outcome of the review. This enquiry will consider whether the mark that has been awarded is in line with the standard set for other candidates at the school. It will take into account

- the candidate's work (where the evidence of this is ephemeral, for example in Drama or Music, then the recording of the work should be given to the reviewer);
- the mark sheet completed by the teacher with usually shows the breakdown of marks per Assessment Objective (AO) or section of the mark scheme;
- information regarding any internal standardisation to ascertain whether consistent standards were applied by the original marker to the candidate's work; and
- any comments/annotation made by the teacher during the marking process.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the reviewer and or any steps taken to further protect the interests of the candidates.

The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking with the centre, whereas moderation by the awarding body is subject to change and should therefore be considered provisional.

Information for Students

If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. coursework/portfolio/projects/performance), you should first speak with your subject teacher and/or your form tutor and discuss the matter fully with him/her. Hopefully this will resolve the situation. If you are still unhappy, you should then see the Examinations Officer as soon as possible.

External Assessment Appeals Procedure (Review of Marking)

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents of these procedures. Where a candidate is unhappy with the mark awarded for a particular exam unit or the overall grade for a subject a clerical check or Review of Marking) often referred to as a re-mark) may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. The decision as to whether to support such an enquiry will be made by Holyport College on the basis of several factors, including knowledge of the exam system and professional judgement.



Internal Marking Appeal Request Form

Name of Student: _____ Candidate No: _____

Exam Board: _____ Subject: _____

Module: _____ Series: _____

Mark Recorded by Centre: _____

Have you had access to, or seen copies of, your marked assessment materials with comments recorded by the Centre	Y/N
NB Original work/materials can only be viewed on site and under the supervision of a member of staff	
Have you seen the mark scheme or assessment criteria?	Y/N

Please give your reasons for requesting an appeal against the procedures used for the internal assessment. Please refer to the mark scheme/assessment criteria and highlight where you feel that insufficient credit has been given.

I confirm that I am aware of the JCQ/Exam Board guidance and the Holyport College policy, I agree to meet all costs involved if the appeal does not result in an increase in the mark awarded.

I am aware that the moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review

Name: _____ Candidate Number: _____

Signature: _____ Date: _____

APPENDIX 2

Controlled Assessment Policy

Procedure

Departments arrange the Controlled Assessment/Internal Assessment/NEA in consultation with the Assistant Head Master (exams).

Setting Assessments

- Departments must check whether tasks are to be set by the Awarding Body or by departments themselves. This information is contained in the subject specifications.
- Teaching and Controlled Assessment must be entirely separate.
- Candidates should know the assessment criteria.
- All assessments must be set in line with the Awarding Body specification and procedures.

Completing Controlled Assessments

- Awarding Bodies will impose a high, medium or low level of control.
- The Learning Leader must ensure that they are fully aware of the appropriate level of control set by the Exam Board and the requirements that teachers and students must follow.
- The JCQ instructions for conducting non-examination assessments must be followed.
- If necessary the Learning Leader must arrange with the Exams Officer for provision of material (e.g. JCQ posters), supervision by invigilators and any materials provided by the Exam Board (e.g. registers)

Students with Extra Time

- Many students are entitled to up to 25% extra time in their examinations. They are also entitled to that 25% extra for Controlled assessment. Subject teachers should ensure that appropriate arrangements are in place to ensure they have their extra time. One way to manage this is to have a longer window for Controlled Assessment than most students will need. Most students will therefore finish their Controlled Assessment early, and can move onto other tasks set by the teacher. Those who require extra time, or who have missed lessons, can then complete their Controlled Assessment in the window available.
- The SENCo will ensure that teachers have the names of these students.

Use of Images

Where learners include videos or photos of themselves to be used in Controlled Assessments, subject teachers must check with the Data Officer that consent has been given by parents/carers. No videos or photos of students may be used without parental consent.

Security

- Work may be stored by subject departments if this is in line with the Exam Board regulations.
- Written work must be secured in a locked metal cabinet.
- Where there is a practical need, materials can be left in a locked classroom from the end of one session to the start of the next. This may also happen where materials need to dry overnight etc.

Authentication Procedures

- Work must be authenticated by candidates and teachers, using the authentication form produced by awarding bodies. If a form is not provided students must be asked to sign a form stating that the work is their own unaided work and teachers must sign to confirm that the work is solely the students and was carried out under the required conditions.
- Where work has not been authenticated, Awarding Body will give 0 marks.

Internal and External Standardisation

- There must be one person in overall charge of standardisation for each specification (usually the HOD)
- Refer to Awarding Body specifications and to JCQ instructions for conducting non-examination assessments.
- There should be trial marking exercises before marking of all scripts.
- Details on annotation are included in the JCQ instructions for conducting non-examination Assessments.
- Departments must retain evidence that internal standardisation has been carried out.
- Procedures for external standardisation are similar to coursework.

Submission of Marks

- Marks must be submitted to the Awarding Body by the required date.
- Samples required for external moderation must be despatched.
- Those not required for moderation must be stored securely until all possible post-results services have been exhausted.
- Assessments can be returned after the deadline for enquiries about results has passed or after an enquiry about results has been exhausted.

Malpractice

Candidates must not:

- Submit work which isn't their own.
- Lend their work to others.
- Allow others to use their own independent sourced material.
- Use any information with attribution.
- Any malpractice must be reported to the Examinations Officer.

Miscellaneous Assessment Issues

- Candidates may appeal against the marks awarded by the school using the school's Appeals Procedure (see Appendix 1).
- Candidates suffering prolonged absence may be able to submit a reduced quantity of work provided all assessment objectives have been covered. A special consideration form exists for this.

Staff Responsibilities for GCSE Controlled Assessment

Heads of Department

- Ensure that the assessment is conducted in accordance with the Awarding Body specification and JCQ regulations.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification, JCQ regulations and are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.
- Supply to the Exams Officer details of all unit codes for Controlled Assessments and if needed arrange provision of materials and invigilator supervisions with the Exams Officer.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication instructions for conducting Non-examination Assessments.
- Understand and comply with the Awarding Body specification for conducting Assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the exams office to the Awarding Body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENCo for any assistance required for the administration and management of access arrangements e.g. for students with Special Educational Needs, who need laptops, or who have been granted extra time.

Exams Officer

- Enter students for individual units, whether assessed by internal assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute registers for teaching staff to use, and collect and send registers to awarding bodies before deadlines.



- Organise collection and sending of Assessment samples required by the external moderator.
- On the few occasions where Assessment cannot be conducted in the classroom, arrange suitable accommodations where Assessment can be carried out at the direction of the senior leadership team.
- Support the SENCo in ensuring that access arrangements have been applied for.
- Ensure access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them, where this support is above and beyond the support such students normally receive in lessons.

SENCo

- Ensure access arrangements have been applied for.
- Support the Examinations Officer to ensure that access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them.

APPENDIX 3 Controlled Assessment Risk Management Process

	Remedial Action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates adequate time between them	
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites	



EXAMS POLICY

	every year and every session	well ahead of the controlled assessment schedule	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	
Supervision			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer

Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline. Seek guidance from awarding body on further action	
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	

APPENDIX 4 Exam Contingency Plan

Purpose of the plan

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

Alongside internal processes, this plan is informed by **Ofqual** Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted, the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2024).

This plan details how Holyport College complies with the JCQ General Regulations for Approved Centres (section 5.3 Centre management) by having in place for inspection that must be reviewed and updated annually, a written contingency plan which covers all aspects of examination/assessment administration and delivery.

Contingency arrangements

The centre must have an up to date written contingency plan.

The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- The Head of Centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle.
- The potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- Potential issues with the centre's IT systems

As part of the contingency plan the centre must identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address.

The centre must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

National Centre Number Register and other information requirements

The Head of Centre will ensure that the centre completes to the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

Possible causes of disruption to the exam process:

1. Exam Officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

1. 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
2. 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/assessments.
 - awarding body entry deadlines missed or late or other penalty fees being incurred.
3. Pre-exams
 - Invigilators not trained or updated on changes to instructions for conducting exams
 - exam timetabling, rooming allocation and invigilation schedules not prepared.
 - candidates not briefed on exam timetables and awarding body information for candidates
 - confidential exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators.
4. 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.
5. Results and post-results
- access to examination results affecting the distribution of results to candidates.
 - the facilitation of the post-results services.

Centre actions:

- Assistant Headteacher (Exams) trained to fulfil the JCQ requirement to acquire an adequate knowledge and understanding of JCQ regulations and awarding body processes
- Assistant Headteacher (Exams) to liaise with Data Officer over entries.
- Exams Officer to ensure essential information is available to Assistant Headteacher (Exams)
- Data Officer to liaise with Assistant Headteacher (Exams) regarding pre-exam administration.
- Assistant Headteacher (Exams) to liaise with Line Manager and invigilators re exam time issues and results.

Exams Officer to ensure Exam Cycle, key dates, policies and procedures are up to date at all times.

2. SENCo (or equivalent role) extended absence at a critical stage of 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 arrangements
 - centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
 - evidence of need and evidence to support normal way of working not collated.
- Pre-exams
 - approval for access arrangements not applied for to the awarding body
 - centre-delegated arrangements not put in place
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff (facilitators) providing support to access arrangement candidates not allocated and trained
- Exam time
 - access arrangements candidate support not arranged for exam rooms

Centre actions:

- The absence of the SENCo would be covered by the Assistant Head for Safeguarding and Inclusion who would liaise with HoDs re supplying information on evidence of need.



- Exams Officer to arrange assessments for candidates who may require Access Arrangements.
- Exams Officer to liaise with Assistant Head for Safeguarding and Inclusion to arrange all aspects of Access Arrangements.
- Exams Officer to ensure essential information is available to Assistant Head for Safeguarding and Inclusion
- SENCo to ensure all information on assessments and evidence of need is up to date at all times.
- Exams Officer to ensure exams cycle, policies and procedures are up to date at all times.

3. Teaching staff (or other key staff essential to the examination process) extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exam 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 (including controlled assessment and coursework) not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions:

- Exams Officer to ensure early requests from HoDs for all information required.
- Assistant Headteacher (Exams) to ensure continuity by liaising with senior member of departmental teaching staff who takes responsibility for the actions above.
- Awarding bodies will be informed of any potential issues as soon as possible.

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

Criteria for implementation of the plan

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

Centre actions:

- Exams Officer to provide annual training for invigilators in March/April.
- Invigilators to provide dates of availability prior to shifts being allocated.
- Encourage invigilators to phone/email Exams Officer early if unable to attend the assigned exam.



- Where possible, Exams Officer to allocate a 'spare' invigilator for each exam room in addition to those already allocated. This would allow the 'spare' invigilator to be used in the absence of an invigilator already allocated, preventing the ratio of students: invigilators being compromised.
- Exams Officer to provide training for LSAs and admin support staff as necessary.

5. Exam rooms – lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

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

Centre actions:

- Pre-planning at all stages is essential.
- (Where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- Head of Centre to seek alternative premises if school buildings cannot be used, contingency venues would be Eton College.
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- Ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration
- Assistant Headteacher (Exams) and Exams Officer to review all stages of the process on a regular basis.
- Exams Officer to ensure Incident Log is in place and completed.

6. Cyber security

Criteria for implementation of the plan

- Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack.

Centre actions to mitigate the impact of the disruption:

Ensure there are procedures in place to maintain the security of user accounts by:

-
- Ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training

The training must include:

- The importance of creating strong, unique passwords for all accounts;
- Keeping all account details strictly confidential;
- The critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access;
- How to properly set up and use MFA for both centre and awarding bodies' systems
- An awareness of all types of social engineering/phishing attempts;
- The importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

Certificates of completed staff cyber training must be downloaded and held on file for inspection. The NCSC training resource provides a certificate of completion of cyber training.

- Developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies
- Implementing and enforcing robust security measures, including:
 - Mandatory MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data;
 - Regularly reviewing and updating security settings to align with current best practices;
- Updating any passwords that may have been exposed
- Setting up secure account recovery options
- Reviewing and managing connected applications
- Monitoring accounts and regularly reviewing account access, including removing access when no longer required
- Ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document [Guidance for centres on cyber security](https://www.jcq.org.uk/exams-office/general-regulations)
<https://www.jcq.org.uk/exams-office/general-regulations>
Authorised staff will have access where necessary to a device which complies with awarding bodies' MFA requirements
- Reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body.

7. Failure of IT systems

Criteria for implementation of the plan

- IT system corruption affecting candidates' work
- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- Power outage immediately prior to or during an on-screen test
- MIS/IT system failure at results release time

Centre actions:

- Ensure where possible, entries are inputted well before deadlines.
- Assistant Headteacher (Exams) and Exams Officer to liaise with IT Manager.
- Ensure where candidates' work is produced electronically that it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices including one off-site back-up via the Cloud. Implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.
- Exams Officer to contact exam boards for advice on alternative route for dissemination of results.

8. 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:

- If the fire alarm sounds the Exams Officer will immediately enter the main exam room and note the time of the alarm. The HOC will liaise with the Exams Officer regarding the necessity for stopping the exam and evacuating the building. If the need arises for an evacuation, the normal school fire evacuation procedures for examinations will apply.
- Once the all clear has been given, candidates return to the venue and continue with the exam(s).
- Contact the relevant awarding body as soon as possible and follow its instructions
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration
- If it is a lockdown, all students will be kept in the exam venues away from doors and windows. The exam board will be notified as soon as it is safe to do so.

9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions:

- Recognise it remains the responsibility of centres to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- Exams Officer to notify exam boards as appropriate and take advice offered regarding alternative arrangements for conducting examinations that may be available
- Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- Advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

10. Candidates may not be able to take examinations – centre remains open

Criteria for implementation of the plan

- Candidates may not be able to attend the examinations centre to take examinations as normal because of a crisis
- Candidates do not turn up for an exam
- Candidates turn up for an exam that they are not entered for
- Candidates are entered for the wrong paper
- Candidates are taken ill during an exam
- Awarding Body communications systems fail – online exams

Centre actions:

- focus on options that enable candidates to take their examinations (referencing the JCQ document Preparing for disruption to examinations)
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of question papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

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

11. Centre may not be able to open for examinations

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Centre actions:

- Alternative venue will be Eton College
- Focus on enabling candidates to take their examinations
- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal)
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

12. 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 the examinations

Centre actions:

- Liaise with the awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- Follow guidance provided by the awarding body on the conduct of examinations in such circumstances



- Understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

13. Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

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

Centre actions:

- Where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- For any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document Instructions for conducting examinations
- Ensure the secure storage of completed examination scripts until as close to the collection time possible

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/ assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions:

- Liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- Where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

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

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:

Distribution of results

- Alternative venue Eton College
- Make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- Make arrangements to coordinate access to post-results services from an alternative venue.
- Make arrangements to make post-results requests at an alternative location
- Contact the relevant awarding body if electronic post-results requests are not possible
- Inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

Further guidance to inform procedures and implement contingency planning Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

JCQ

General regulations

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

Guidance on alternative site arrangements

<https://www.jcq.org.uk/exams-office/online-forms/>

Instructions for conducting examinations

www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process

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

GOV.UK

Emergencies and severe weather: schools and early years settings

www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Teaching time lost due to severe weather conditions

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

Dispatch of exam scripts guide: Contingency planning

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

National Cyber Security Centre

Cyber Security for Schools www.ncsc.gov.uk/section/education-skills/cyber-security-schools

Cyber security training for school staff <https://www.ncsc.gov.uk/information/cyber-security-training-schools>

APPENDIX 5 Exam Disability Policy

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Purpose of the Policy

This document is provided as an exams-specific supplement to the centre-wide Special Educational Needs & Disability (SEND) policy and the Special Educational Needs Information Report (SIR) which details how the centre recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes 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 candidates with Special Educational Needs or Disabilities.

The requirement for this policy is stipulated in the 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 candidates with Special Educational Needs or Disabilities, 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 in the current JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments see Appendix A

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.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.

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 publications including GR and AA
- 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 with the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provides information to evidence the normal way of working of a candidate
- 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

Teaching Staff

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

Assessor Candidates with learning Difficulties

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

- Had detailed understanding of the current JCQ publication AA

Requesting Access Arrangements

Roles and Responsibilities

Special Education Needs Coordinator (SENCo)

- Determines whether the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or whether approval is centre-delegated
- Follows guidance in AA to process approval applications for access arrangements for GCSE and GCE qualifications
- Liaises with the Exam Officer to apply 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

- Liaises with the Exam Officer to make 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.
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

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.
- 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), 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 - The Equality Act 2010 and conduct of examinations provided in the current ICE
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or sign language interpreter)

Special Educational Needs Coordinator (SENCo)

- 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 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)
- Liaises with the Exams Officer regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage SEND candidates
- 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
- Liaises with the Exam Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in SEND issues
- Liaises with the Exam Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams Officer

- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for SEND 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 SEND 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 SEND issues
- 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
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for SEND candidates to exams
- 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, on 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 60 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 (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 the 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'.

Special Educational Needs Coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- 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
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Teaching Staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures cover sheets are completed as required by facilitators
- 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.

Exams officer

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

Special Educational Needs Coordinator (SENCo)

- Liaises with the Exams Officer and teaching staff to implement appropriate access arrangements for candidates
- Provide suitably trained facilitators to support candidates

Teaching Staff

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

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
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Alternative rooming arrangements	Confirms candidate is disabled within the meaning of the Equality Act 2010 Papers checked for those testing reading Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Candidate informed that an application for access arrangements will be processed using Access Arrangements online AAO application for approval processed Supporting evidence and AAO approval kept on file
Significant difficulty in concentrating	Prompter Alternative rooming arrangements	Gathers evidence to support substantial and long-term adverse impairment Candidate informed that an application for access arrangements will be processed using Access Arrangements online AAO application for approval processed Supporting evidence and AAO approval kept on file Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting (call out their name to bring their attention back to the paper - confirms requirement for alternative room)
A wheelchair user	Desk Rooms Facilities Seating arrangements	Candidate informed that an application for access arrangements will be processed using Access arrangements online Applies for a 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



	Practical assistant	<p>performed</p> <p>Supporting evidence and AAO approval kept on file provides height adjustable desk in exam room</p> <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>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</p>
Suffers from anxiety and panic attacks	<p>Small room</p> <p>Sit near exam</p> <p>Supervised rest breaks</p>	<p>Pastoral head gathers evidence of need and informs Exams Officer</p> <p>Candidate is seated in a small room with provision for supervised rest breaks if required</p>
Anorexic candidate	Supervised rest breaks	<p>Pastoral head obtains medical evidence.</p> <p>Candidate allowed supervised rest breaks for eating</p>
A medical condition which prevents the candidate from taking exams in the centre	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p>SENCo gathers evidence to support the need for the candidate to take exams at home and for SRB</p> <p>Pastoral head provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>Pastoral head discussion with candidate to confirm the arrangements should be put in place</p> <p>Exams Officer submits 'Alternative site form'</p>



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		<p>for timetabled written exams to awarding body/bodies online using CAP</p> <p>An on-line submission must only be made for timetabled written examinations</p> <p>Exams Officer provides candidate with exam timetable and JCQ information for candidates</p> <p>Pastoral head confirms with candidate the information is understood</p> <p>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>Exams Officer allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>Invigilator records supervised rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs Exams Officer after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>Exams Officer discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>Exams Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence, supported by appropriate evidence signed by a member of the senior leadership team (Evidence retained until after the publication of results)</p> <p>Pastoral head informs candidate that special consideration has been requested</p>
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Appendix A

The Equality Act 2010 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long-term adverse effects on normal day to day activities

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **‘limitations going beyond the normal differences in ability which may exist among people’**.

‘Substantial’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

‘Long term’ means the impairment has existed for at least 12 months, or is likely to do so. **‘Normal day to day activities’** could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of ‘day to day’ activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating
- difficulty understanding or following simple verbal instructions;
- physical impairment - for example, difficulty operating a computer because of physical restrictions in using a keyboard.
-



Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker's native spoken language.



APPENDIX 6 Exams Archiving Policy

Key staff involved in the exams archiving process

Role	Name
Exams Officer	Mrs Janet Neale
Assistant Head (Exams)	Mr Daniel Hubbard
Head of Centre	Mr Alastair Ingall
SENCo	Mrs Rachel Harding
Bursar	Mr Andy Findlow
IT Manager	Mr Andy Riley
Head of Department(s)	

Purpose of the policy

The purpose of this policy is to:

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



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Record Type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the SENCo relating to an access arrangement candidate	To be retained by the SENCo as records owner at end of the candidate's final exam series	Confidential waste/shredding
Alternative site arrangements	Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.	Information retained until deadline after reviews of results or other results enquiries.	Confidential waste/shredding
Attendance register copies		To be retained until after the deadline for reviews of moderation or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential waste/shredding
Awarding body exams administrative information	Any hard copy publications provided by awarding bodies	To be retained until the current academic year update is provided	Safe disposal
Candidate's work	Non-examination assessment work (inc. non-examination assessment, coursework, portfolios) returned to the centre after awarding body moderation	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for review of moderation or the resolution of any outstanding enquiry/appeal or malpractice investigation has been completed	Returned to candidates or safe disposal
Candidates' scripts	Copies of scripts returned to centre through Access to	To be retained securely until the awarding body's earliest date for	Confidential waste/shredding



	Scripts Service (AAS)	confidential disposal of unwanted scripts in accordance with the requirements of GR Section 3.15	
Certificates	Candidate certificates issued by awarding body	Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue.	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed	To be retained for 4 years from the date of certificate destruction	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates	Obtain and maintain accurate candidates' contact information to ensure correct and secure despatch of certificates, distribute certificates to all candidates without delay and regardless of any disputes.	Confidential destruction
Confidential materials initial point of delivery logs	A log recording awarding body confidential exam material received by authorised staff member at initial point of delivery.	Exam related information that is held in the Centre is retained at least until after deadline for review of results	Confidential destruction
Confidential materials receipt, secure movement and secure storage logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential Logs recording secure movement of awarding body confidential exam materials, packages by an authorised member of staff to secure room for transferral to centre's secure storage facility.	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Conflicts of interests records	Records demonstrating management of	To be retained until after the deadline for reviews	Confidential destruction



	conflicts of interest	of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the <u>DfE (Standards & Testing Agency) yellow label service</u>	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Entry information	Any hard copy information relating to candidates' entries	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Exam question papers	Question papers for timetabled written exams	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam.	Confidential destruction if not issued to subject staff
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams	When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of Return unused stationery to secure storage until needed for a future	Confidential disposal



		examination. Surplus stationery must not be used for internal school tests/mocks. Destroy confidential out of date stationery.	
Examiner reports		To be immediately provided to head of department as records owner	
Finance information	Copy invoices for exams-related fees	Forwarded to Finance department as records owner	
Handling secure electronic materials logs	Logs recording arrangements applied when handling secure electronic material provided to the centre and accessed by exams officer	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	
Invigilation arrangements	See Exam room checklist	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	
Invigilator and facilitator training records	Logs recording when and all invigilating/moderator training that has taken place	All records to be available for inspection and retained on file until deadline of reviews	
Moderator reports		To be immediately provided to the Head of Department as records owner	
Overnight supervision information	JCQ overnight supervision form completed online using CAP	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction



Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for a review of marking or ATS request to be submitted to an awarding body	Review of marking consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given	Confidential destruction
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution of all post-results service requests submitted to awarding bodies	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required	
Private candidate information	Any hard copy information relating to private candidates' entries	To be retained until after the deadline for review of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Proof of postage - candidate work	Proof of postage of sample of candidates' work to awarding body moderators	To be retained until the results are published in case of loss or damage	
Resilience arrangements – evidence of candidate performance	Collection of evidence of student performance to ensure reliance in qualification system	Retention of student work, either original or copy must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this	



		would support their study.	
Resolving timetable clashes	Any hard copy information relating to the resolution of a candidates clash of timetabled exam papers	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required	
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken	To be retained until after the deadline for reviews of marking or until any appeal, malpractice or other results enquiry has been completed whichever is later.	Confidential destruction
Second pair of eyes check form	Records of the check must take place by a second person (additional to the person removing question paper packets from secure storage) immediately before a question paper packet is opened	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required	
Special consideration information	Any hard copy information relating to a special consideration which has been submitted to an awarding body for a candidate and signed evidence produced by senior leader in support of application	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results	Confidential destruction
Suspected malpractice reports/outcomes	Any hard copy information relating to suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body	Until the Awarding Body confirms the outcome of the investigation and all appeals have finished	Confidential destruction
Transferred	Any hard copy	To be retained until the	



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candidate information	information relating to an application for a transferred candidate arrangement Applications submitted online via CAP	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required	
Very late arrival reports/outcomes	Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP	To be retained until after the deadline for review of marking or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction



HOLYPORT
COLLEGE

EXAMS POLICY

Version 4.2

Reviewed March 2026

APPENDIX 7

General Data Protection Regulation Policy

Refer to Holyport College GDPR Policy

Appendix 8 Lockdown policy for Exams

Role	Name
Head of Centre	Mr A Ingall
Exams Officer	Mrs Janet Neale
Assistant Head (Exams)	Mr D Hubbard

Lockdown

This is a protective measure implemented when there is a credible threat to the safety of candidates/students and staff. During a lockdown, individuals are instructed to remain inside the building and seek shelter in a secure location, away from the source of danger.

The purpose of a lockdown is to minimise exposure to potential harm and ensure the safety and wellbeing of everyone on site until the threat has been resolved or emergency services arrive.

Lockdown procedures may be activated in situations including:

- The presence of an unauthorised or suspicious individual on the grounds or within the building
- A violent, aggressive, or abusive parent/carer causing disruption
- A specific threat made against the centre or its occupants

All staff must be familiar with the centre's lockdown protocol and ensure candidates/students are guided calmly and efficiently to designated safe areas. Communication with emergency services and internal coordination will be managed by the head of centre or designated safeguarding lead.

Invacuation

This is a safety measure used when there is a potential external threat in the surrounding area. While lockdowns are activated in response to immediate risks within or directly threatening the premises, invacuations are employed when it is safer for candidates/students, staff, and visitors to remain inside the building due to hazards outside.

Invacuation procedures are designed to ensure that all individuals are brought indoors promptly and remain inside until the external threat has passed or further guidance is provided by emergency services.

An invacuation may be applicable to exam candidates if they have left the exam room in the event of an emergency evacuation (for example, due to a fire alarm).

Examples of situations requiring invacuation include:

- The presence of loose or potentially dangerous animals on the ground
- Environmental hazards such as gas leaks, smoke, or chemical pollution in the vicinity
- Nearby incidents (e.g. police activity or civil disturbance) that may pose a risk if individuals exit the building

Staff are expected to follow the invacuation protocol calmly and efficiently, ensuring that all candidates/students are accounted for and safely indoors. The head of centre or designated safeguarding led will oversee communication and coordination during such events.

Purpose of the policy

The policy details the measures taken at Holyport College in the event of a centre lockdown during the conducting of examinations.

In addition to this policy, a summary is provided to all centre staff of the information relating to a lockdown during the examination period using the framework of the Department for Education's Lockdown Template (see Appendix 1).

Staff engaged directly with the conducting of examinations (e.g. exams officer, exams officer assistant, invigilators, facilitators of access arrangements etc.) are instructed to refer to the full policy.

Depending on the nature of the incident, a decision will be made to evacuate, invacuate (an inward evacuation) or use a protected space(s). However, this policy focuses specifically upon the actions, roles and responsibilities during an exams-related lockdown.

Holyport College has devised lockdown procedures after consulting ProtectUK, the Department for Education's guidance relating to School and college security and Martyn's Law.

The Terrorism (Protection of Premises) Act 2025

Although Holyport College is not classified as a high-risk venue under current legislation, we are committed to embedding the principles of Martyn's Law into our safeguarding and emergency preparedness framework. These include:

- **Risk awareness:** Staff being equipped to identify potential threats and recognise suspicious behaviour or activity that may pose a risk to students, staff and visitors
- **Emergency planning:** Maintaining clear, comprehensive, and regularly reviewed procedures to respond effectively to a range of emergency scenarios
- **Rapid response capability:** Training staff to act swiftly and appropriately in the event of an emergency to ensure the safety and protection of students, colleagues, and visitors

These principles underpin our broader approach to security and safeguarding, and will be reflected in staff training, policy reviews, and incident management protocols.

Compliance

To ensure that all staff at Holyport College are meeting the requirements of the Terrorism (Protection of Premises) Act 2025, the following procedures are in place:

Evacuation (Getting people out of the building)

An evacuation of the exam room will be initiated when it is deemed safer for candidates and staff to leave the room and the building due to an internal threat such as fire, gas leak, structural damage, or other emergencies. This procedure ensures a swift, orderly and safe exit to designated assembly points.

Step-by-step procedure:

- **Activation of Alarm**
 - The fire alarm or emergency alert system will be triggered manually or automatically
 - Invigilators will immediately begin an evacuation procedure without waiting for further instruction unless advised otherwise
- **Immediate response**
 - Candidates will be instructed to stop their examination and prepare to leave the exam room in line with the invigilator's instructions
 - Invigilators will lead candidates out of the building via the nearest safe exit, avoiding lifts and blocked routes
- **Use of evacuation routes**
 - Pre-assigned evacuation routes and exits will be followed
 - Invigilators will check the exam room (and any candidates who may have temporarily left the exam room) to ensure that no one is left behind
- **Assembly at designated point**
 - Invigilators will take candidates to the designated assembly point(s) outside the building
 - Registers will be taken promptly to account for all candidates and invigilators
 - Any missing candidates will be reported immediately to the senior leadership team or emergency services
- **Communication and co-ordination**
 - The head of centre or designated safeguarding lead will liaise with emergency services and provides updates
 - Invigilators will supervise candidates and maintain calm until further instructions are given
- **Re-entry or dismissal**
 - No one will be permitted to re-enter the building until it has been declared safe by emergency personnel

Invacuation (Moving people to a safe place)

If candidates have been outside of the exam room, for example, for an emergency evacuation, or on a supervised rest break, they will be brought back into the exam room promptly and remain inside until the situation is resolved. The procedure will include:

- **Initial Alert**
 - The head of centre or designated safeguarding lead will assess the situation and initiate the invacuation protocol
 - A clear announcement will be made via the centre's communication system (e.g. radios, or internal messaging)
- **Movement Indoors**
 - All outdoor activities (for example, an emergency evacuation or supervised rest break) being undertaken by candidates sitting an examination will be halted immediately
 - Candidates will be escorted indoors quickly and calmly, using the nearest safe entry point
- **Securing the Building**
 - External doors and windows will be closed and secured
 - Access points will be monitored to prevent entry or exit until the all-clear is given
- **Internal Safety Measures**
 - Candidates and staff (invigilators) will remain in the exam room or designated safe area(s)
 - Movement within the building will be restricted unless necessary
 - Invigilators will take registers to account for all candidates and report any discrepancies to the exam's office/officer (unless instructed otherwise)
- **Communication**
 - The head of centre or designated safeguarding lead will maintain contact with emergency services and monitor updates
 - Parents/carers will be informed if appropriate, depending on the nature and duration of the incident
- **All-Clear and Debrief**
 - Once the threat has passed, an all-clear message will be issued
 - Candidates will resume their examination
 - The incident will be reported to the relevant awarding body/bodies, and a short debrief may be conducted to review the response and identify any improvements

Lockdown procedure

Where a lockdown is required, the following procedures will be employed at Holyport College:

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of the senior leadership team (SLT) will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will:
 - Lock all windows and close all curtains/blinds
 - Switch off all lights
 - Lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - Take an attendance register/head count if possible
 - (If the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
 - Where safe/possible, not leave the examination question papers unattended/out of sight
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
 - Tell candidates to stop writing immediately and close their answer booklets
 - collect the attendance register
 - make a note of the time when the examination was suspended
 - instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent mode)
 - switch off all lights



- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- (if the threat is chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- Where safe/possible, the exams officer will collect all examination question papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
 - stop dismissing candidates from the exam room
 - instruct candidates who have left to re-enter the exam room
 - instruct candidates to remain silent and hide under desks/tables
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
 - lock all windows and close any/all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
 - (if the threat is chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
 - where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- The lockdown will be ended by either
 - the identification/authorisation of emergency service officers/SLT/head of centre entering each exam room

- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination

- Invigilators will then:
 - ask candidates to return to their desks, remind them they are under formal examination conditions and allow a settling down period
 - allow candidates the full working time remaining to do their examination
 - recalculate the revised finish time(s)
 - tell the candidates to open their answer booklets and re-start their exam
 - amend the revised finish time(s) on display to candidates
 - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies and where relevant, any centre-wide lockdown recording form/log)

- The exams officer will
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance

and where this may be applicable

 - ensure appropriate follow-up is undertaken after the incident, reporting the incident to the awarding body and the actions taken, where this may be applicable
 - where this may be applicable, ensure a full report of the incident is produced and retained on file if required by an awarding body
 - where this may be applicable, ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged

- At the earliest immediate opportunity, the head of centre will ensure that any breach of question paper security or malpractice is reported to the awarding body

- Where applicable/possible/available, the senior leader/exams office/officer will:
 - Discuss any alternative exam sittings with the awarding body/bodies
 - Offer, arrange and provide support services to staff and candidates

- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
 - Where possible, exams staff and candidates will be invited to attend an assembly led by the head of centre to discuss the lockdown and offer ongoing support

- If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Roles and responsibilities

Head of centre

- To ensure that vulnerability and space assessments are conducted to:
 - Identify specific risks (for example, intruders, violent or aggressive individuals or incidents happening in the local area)
 - Consider different times of the day/during an examination when candidates may be more dispersed across the site or away from the exam room (for example, during a supervised rest break, a toilet break)
 - Highlight areas where an attacker might carry out an attack, and where the easiest places to gain access are
 - Assess how many candidates can be accommodated in a particular (safe) area (for example, the exam room)
- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in evacuation, invacuation and lockdown procedures
- To ensure that candidates are aware of the procedures relating to an evacuation, invacuation and lockdown, particularly those arriving late for an examination who cannot access the exam room due to it being in lockdown
- To ensure that all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the exam room becomes unsafe
- To provide written invacuation and lockdown procedures for exam room/invigilator use
- To inform the relevant emergency services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team

- To have accountability for all exams staff and candidates taking examinations during an invacuation/lockdown
- To run training/drills for examination candidates on invacuation and lockdown procedures
- To inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during an invacuation/lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams Officer

- To train invigilators in the centre's invacuation and lockdown procedure(s) – this should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during an invacuation/lockdown
- To assist with invacuation/lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- To be aware of the centre's invacuation and lockdown procedure(s)
- To quickly and physically secure access/egress points
- To be aware of an effective communication system to inform authorities of the situation
- To complete attendance registers as soon as possible so candidates can be identified in the event of an invacuation/lockdown
- Where safe/possible, to communicate with the exams officer during an invacuation/lockdown to confirm the situation in a particular exam room
- Where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight

Additional Information

Holyport College Lockdown Procedures: [Lockdown Procedures](#)

Appendix 9
Whistleblowing Policy for Exams

Role	Name(s)
Head of Centre	Mr A Ingall
Exams Officer	Mrs J Neale
Assistant Head (Exams)	Mr D Hubbard

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

Introduction

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

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

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**, Holyport College will:

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

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

This policy sets out the whistleblowing procedures at Holyport College.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership, and the steps which should be taken if suspected malpractice is not reported in line with JCQ requirements.

Purpose of the Policy

This policy:

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



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

The Whistleblower

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

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

Reporting

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

Examples of malpractice

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

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

Whistleblowing procedure

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

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

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

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

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

Alternatively, a disclosure may be made to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Exams Officer Professional Standards

If an exams officer is completing the Exams Officer Professional Standards (see the National Association of Examinations Officers website for more information), as part of their annual professional development, they – and their line manager – will be required to sign a Value and Attributes statement.

By signing this statement the exams officer, and their senior leadership team/line manager, are identifying a set of common values and attributes. These include support for an exams officer when they are faced with a situation where they may be compromised by, or put under pressure to accept, a centre decision which may not align with JCQ and awarding organisation regulations (for example, being asked not to report an instance of suspected/actual malpractice). In such circumstances, the exams officer must act in line with the procedures set out in this policy.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report



the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give their name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

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

Appendix 10 Word Processor Policy

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENCo	Mrs R Harding
Exams Officer	Mrs J Neale
Senior member of staff	Mr D Hubbard
Network manager	Mr A Riley

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

Introduction

The use of a word processor in exams and assessments is an available access arrangement.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The SENCo should consider the need for access arrangements on a subject-by-subject basis.

The Use of a Word Processor

Holyport College recognizes that for some students with Special Educational Needs and Disabilities (SEND) a laptop may be the most appropriate method of organising and presenting their work. As per the College SEN policy and Exam Access Arrangements policy, a student's learning needs will be assessed and supported through:

- The College's normal procedures for SEN/AEN

- Information provided by primary / previous schools
- Information provided by relevant educational and medical professionals who are qualified to assess for learning and medical difficulties, such as EP, SALT, OT.

The centre will:

- Allocate the use of a word processor to a candidate where it is their normal way of working within the centre
- Award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include:
 - A learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly
 - A medical condition
 - A physical disability
 - Poor handwriting
 - A sensory impairment;
 - Planning and organisational problems when writing by hand
- Only permit the use of a word processor where the integrity of the assessment can be maintained
- Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- Consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidates' needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment
- Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

How does Holyport College support students who need to use a laptop?

The College recognises that in order to effectively use a laptop a student must be able to competently use a laptop. Once a student is approved for laptop use in lessons he/she is able to access further support through the Curriculum Support department:

- Students are able to undertake an initial typing assessment, which will indicate their approximate words per minute (WPM). If low (15wpm or less), students will be provided with a touch-typing log-in for a touch-typing website. Students with such a login will be expected to undertake 3 x 15mins touch typing sessions a week independently, however a support session is offered during co-curricular managed by members of the Curriculum Support department.
- Students will be provided with written advice and guidance on how to layout, plan, save their work when using a laptop: [HPC Laptop Usage Guidelines and Expectations II.docx](#)

On Google Drive you must...

- Create subject folders for each subject
- Within each folder create a Google Doc document.

- On each Google Doc document you should insert a header (subject, topic, your name) and a footer (Page X of Y)

When a diagram needs to be copied you should...

- Insert a text box
- Make a quick note as to what should be included
- Copy the diagram into your exercise book, make sure you add the date and subject details to your diagram. This will help you keep track.
- When you print off your work re-draw / copy or cut and paste the diagram into the text box.

When a handout is given to you in a lesson you should...

- Insert a text box in your document
- Record the title and/or content of the handout
- Date the handout so, at a later date, you can insert the handout in the correct place in your exercise book.

Choose a font and stick to it. **Font size 12 for the main text and font size 14 for headings.** Save 'fancy' formatting for when you are at home. Don't waste time doing this in class.

Each lesson, open your current Google Doc document, put a line under previous work, put the day's date and any title given to you by your teacher. This makes revision easier as there will be one document per subject and when in class you will be able to quickly scroll to previous work.

When doing assessments – internal or external – you must use a school laptop that has been formatted for exam use. The exam laptop is to be collected from and returned to the Curriculum Support Department.

At times you may need to move seats to be near an electric socket. If you have been given a seating plan, please ask your teacher before moving. **However, you should charge your laptop at home each evening.**

There will be occasions when a table or chart needs to be copied from the board or created by you; e.g. science experiments. If you are uncertain how to do this on the laptop use your exercise book so as not to get behind in class. However, **it is your responsibility** to seek help to solve this problem and you should do this as soon as possible i.e. at home that night, or your tutor during form time.

It is your responsibility to ensure that, when a teacher asks to see your work, it is printed off and available for marking / assessment. **If homework is to be handed in it is not acceptable to say 'it's on my laptop'.**

You must regularly print out work and either stick it into your exercise book or file in a folder. This needs to be done at least once a week, homework should be printed out when finished so it is ready to be handed in the following lesson, unless the teacher has agreed you can 'Share' it.

All class work is to be saved onto your Google Drive. Any formal exams should be saved to the memory stick provided.

Security of equipment:

All personal laptops and other equipment should be security marked with the user's name. Adequate insurance cover should be arranged by parents to cover damage or loss regarding personal laptops and other equipment. The school does not accept liability for damage to, or loss of, any personal laptop computers, which will remain the responsibility of the owner at all times.

Failure to follow these guidelines and attend the support sessions may result in the removal of this provision.

Laptop Availability

Where a student has been awarded the use of a laptop in lessons and examinations, and so it is their normal way of working, students are able to collect a laptop from the Curriculum Support laptop trolley every morning. This must be returned to the trolley and plugged in to charge at the end of every school day. This will ensure it is ready for use in school the following day.

For formal examinations, the provision of exam compliant laptops is overseen by the IT manager. Compliance for conducting examinations, including the use of laptops, is the responsibility of the College's Exams Officer.

The use of Laptops within formal examinations

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 within the publications:

1. [Regulations and Guidance](#)
2. ['ICE' – Instructions for conducting examinations](#)

Holyport College complies with all aspects of the JCQ regulations and guidance.

JCQ Regulations and Guidance

5.8 There is not a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury)

5.8.1 Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text switched off where it is the candidate's normal way of working within the centre.

For example, due to the candidate's problems with planning and organisation when writing by hand, their quality of language significantly improves when using a word processor.

(This also extends to the use of electronic brailers and tablets.) Centres should refer to paragraph 5.7.5 for the use of a word processor with the spelling and grammar check switched on.

5.8.2 The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification

5.8.3 A candidate may use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

NB 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 as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

5.8.4 For the regulations on the use of word processors in written examinations, please see the JCQ document Instructions for conducting examinations (commonly known as the JCQ ‘ICE’ document):

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

An awarding body may require a word processor cover sheet to be completed.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate’s normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.

The centre may wish to set out the types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with:

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

This list is not exhaustive. A member of the centre’s senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection.

‘ICE’ – Instructions for conducting examinations 2025-26

14.20 Centres will provide a word processor (e.g. computer, laptop or tablet), with the spelling and grammar check/predictive text switched off, to a candidate where it is their normal way of working within the centre, unless an awarding body’s specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille.

14.21 Tablets are designed to run for a long period of time once fully charged. Their purpose is to be ‘free-standing’. The battery capacity of a laptop or a tablet must be checked before the candidate’s examination(s) and the centre must ensure that the battery is sufficiently charged for the entire duration of the examination. The use of a fully-charged laptop or tablet will allow centres to seat a candidate within the main examination hall without the need for separate invigilation and power points.

14.22 Candidates must be reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 – 6391/01.

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In these instances, once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/ she is solely performing this task and not re-reading their answers or amending their work in any way.

14.23 Each page of the typed script must be numbered, e.g. page 1 of 6.

14.24 Invigilators must remind candidates to save their work at regular intervals. Alternatively, an IT technician can set up 'autosave' on each laptop/tablet. This will ensure that the candidate's work is not lost if there is a complication or technical issue.

To make marking easier for examiners, candidates should use a minimum font size of 12pt and double spacing

14.25 A word processor:

1. must be used as a typewriter, not as a database, although standard formatting software is acceptable;
2. must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. When needed, the centre must provide a memory stick, which is cleared of any previously stored data to the candidate;
3. must be in good working order at the time of the examination;
4. must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
5. must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
6. must be used to produce work under secure conditions, otherwise they may not be accepted;
7. must not be used to perform skills which are being assessed;
8. must not give the candidate access to other applications, such as a calculator (where prohibited in the examination), email, the Internet, social media sites or spreadsheets;
9. must not be connected to an intranet or any other means of communication;
10. must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
11. must not include graphic packages or computer aided design software unless permission has been given to use these;
12. must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed, or the awarding body's specification permits the use of automatic spellchecking);
13. must not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed);

14. must not include AI tools;
15. must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

14.26 An awarding body may require a word processor cover sheet to be included with the candidate's typed script. Please refer to the relevant awarding body's instructions.

14.27 Centres may retain electronic copies of word-processed scripts. The electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body.

JCQ 'Use of Technology' statement - From 2020 onwards

Holyport College recognises JCQ's new inclusion for this academic year in relation to the 'Use of technology':

"SENCos may wish to consider the use of technology to a much greater extent instead of readers and scribes. Computer readers, examination reading pens, speech recognition technology and word processors not only allow candidates to work independently but are also a better preparation for Further and Higher Education and the world of employment."



Appendix 11 NEA Policy

Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of Centre	Mr A Ingall
Quality assurance lead/lead internal verifier	Mr A Bicknell
SENCo	Mrs R Harding
Exams Officer	Mrs J Neale

Introduction

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 1)

The regulator's definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'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.' (NEA, Foreword)

Instructions for conducting coursework for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications are provided in the JCQ document Instructions for conducting coursework.

Instructions for setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments for use in the vocational and technical qualifications listed are provided in the JCQ document Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

Purpose of the policy

This policy confirms the JCQ requirement that Holyport College has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes how candidates' work will be authenticated.

Awarding bodies require centres to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

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

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessment components, controlled assessment (where applicable) and coursework.

The basic principles

Head of centre role and responsibilities

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and instructions for conducting coursework, and confirms:

- 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 (GCSE English Language) Spoken language endorsement
- 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 (A Level Sciences) prescribed practical activities
- Ensures that the centre's policy is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's internal appeals procedures clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leader role and responsibilities

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs), Instructions for conducting coursework and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Lead internal verifier (or equivalent) role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure 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 lead role and responsibilities

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs), Instructions for conducting coursework and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities

- Understand and comply with the general instructions as detailed in JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE VTQs) and Instructions for conducting coursework
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure 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 for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams office/officer role and responsibilities

- Signpost the annually updated JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and instructions for conducting coursework to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

Task setting

Subject teacher role and responsibilities

- Select tasks to be undertaken where a number of comparable tasks are 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 role and responsibilities

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Task taking

Supervision

Subject teacher role and responsibilities

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes of individual candidates
- Ensure candidates are aware of the current JCQ documents
https://www.jcq.org.uk/wp-content/uploads/2025/08/IFC-NE_Assessments_2025_FINAL.pdf
- [Information for candidates - Social Media](#)
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for Candidates documents
- Ensures candidates:
 - understand that information from all sources must be referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material

Advice and feedback

Subject Teacher role and responsibilities

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide 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
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it



Resources

Subject teacher role and responsibilities

- Refer 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

Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research planning, resources etc.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

Word and time limits

Subject teacher role and responsibilities

- Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and word limits

Collaboration and group work

Subject teacher role and responsibilities

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

Authentication procedures – how candidates' work is authenticated

Subject teacher role and responsibilities

Where required by the awarding body's specification

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and/or Instructions for conducting coursework and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities

- Obtain informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ documents Instructions for conducting non-examination assessments/coursework unless the awarding body's specification gives different subject-specific instructions
- Instruct 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
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher role and responsibilities

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents Instructions for conducting non-examination assessments/coursework
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series

- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document information for candidates - Social Media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office/officer role and responsibilities

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

Submission of work

Subject teacher role and responsibilities

- Pays close attention to the completion of the attendance register, if applicable

Exams office/officer role and responsibilities

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Task marking - internally assessed components

Marking and annotation

Head of Centre role and responsibilities

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)
- where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead role and responsibilities

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher role and responsibilities

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body (does not use artificial intelligence as the sole means of marking candidates' work)
- Annotate 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

- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

QA lead/Lead internal verifier (or equivalent) roles and responsibilities

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities

- Indicate on work (or cover sheet) the date of marking
- Marks to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher role and responsibilities

- Input and submit 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, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit 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
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Exams office/officer role and responsibilities

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm 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 transcriptions 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
- Ensure 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
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of nature of the work, retain some form of evidence such as photo, audio or media recordings

Exams office/officer role and responsibilities

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

External moderation – the process

Subject teacher role and responsibilities

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject lead role and responsibilities

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities

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

Access arrangements and reasonable adjustments

Subject teacher role and responsibilities

- Work with SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

SENCo (or equivalent) role and responsibilities

- Follow the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher role and responsibilities

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer role and responsibilities

- Refer 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
 - Refer to/directs relevant staff where application to Form 15 – JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

Malpractice

Head of Centre role and responsibilities

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be reported to the awarding body)
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents Information for candidates – non-examination assessments/coursework assessments
- Ensure candidates understand the JCQ documents Information for candidates - Social media

- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer role and responsibilities

- Signpost the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
- Signpost to relevant staff the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Signpost candidates to the relevant JCQ information for candidates' documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre role and responsibilities

- Is familiar with the JCQ document Post-Results Services
- Ensures the centre's internal appeals procedures clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject lead role and responsibilities

- Provide relevant support to subject teachers making decisions about review of results

Subject teacher role and responsibilities

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer role and responsibilities

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Endorsements

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

Head of centre role and responsibilities

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

Subject lead role and responsibilities

- Confirm understanding of the Spoken Language Endorsement for GCSE English Language specifications and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities

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

Exams office/officer role and responsibilities

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

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

Head of centre role and responsibilities

- Ensure new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensure relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject lead role and responsibilities

- Confirm understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertake any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaise with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher role and responsibilities

- Ensure all requirements in relation to the endorsement are known and understood
- Ensure the required arrangements for practical activities are in place
- Provide all the required centre records
- Ensure candidates provide the required records
- Provide any required information to the subject lead regarding the monitoring visit
- Assess candidates using Common Practical Assessment Criteria (CPAC)
- Apply for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follow the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcomes to the exams officer to the internal deadline

Exams office/officer role and responsibilities

- Passes the contact information on to the subject lead for a visit to be arranged
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow: <ul style="list-style-type: none"> ● the current JCQ publication Instructions for conducting non-examination assessments ● the JCQ document Notice to Centres - Sharing NEA material and candidates' work 	
Candidate malpractice	Records confirm that candidates are informed and understand they must not: <ul style="list-style-type: none"> ● submit work which is not their own ● make available their work to other candidates through any medium ● allow other candidates to have access to their own independently sourced material ● assist other candidates to produce work ● use books, the internet, AI or other sources without acknowledgement or 	

	<ul style="list-style-type: none"> attribution submit work that has been word processed by a third party without acknowledgement include inappropriate, offensive or obscene material <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments/coursework and Information for candidates - Social Media and understand they must not post their work on social media</p>	
	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 tasks noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</p>	IT Technical support
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. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</p>	
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 Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</p>	
Subject teacher long term absence during the task setting stage	See centre's Contingency Plan – (Teaching staff extended absence)	
	Issuing of tasks	
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course	



	<p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning resourcing and teaching</p>	
The wrong task is given to candidates	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	Exams Officer
Subject teacher long term absence during the issuing of tasks stage	See centre's examination contingency plan – (Teaching staff extended absence)	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<p>Ensures the candidate's presentation does not form part of the sample which will be recorded</p> <p>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</p>	
	Task taking	
Supervision		
Planned assessments clash with other centre or candidate activities	<p>Assessment plan identified for the start of the course</p> <p>Assessment dates/periods included in centre wide calendar</p>	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</p> <p>Staggered sessions arranged where IT facilities insufficient for number of candidates</p> <p>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</p>	
Insufficient supervision of candidates to enable work to be authenticated	<p>Confirm subject teachers are aware of and follow the current JCQ publication</p> <p>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</p> <p>Confirm subject teachers understand their role and responsibilities detailed in the centre's non-examination assessment policy</p>	



<p>A candidate is suspected of malpractice prior to submitting their work for assessment</p>	<p>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice)/Instructions for conducting coursework (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</p>	
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<p>Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</p>	<p>SENCo</p>
<p>Advice and feedback</p>		
<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p>	<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 Regular monitoring of subject teacher completed records and sign off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</p>	
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<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 procedure Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</p>	
<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations</p>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given</p>	

and specification	Where appropriate, a suspected malpractice report is submitted to the awarding body	
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments/coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document information for candidates: non-examination assessments/coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
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	
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	
An excluded pupil wants to complete a non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate	
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	



<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<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 Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</p>	
<p>Word and time limits</p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</p>	
<p>Collaboration and group work</p>		
<p>Candidates have worked in groups where the awarding body specification states this is not permitted</p>	<p>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</p>	
<p>Authentication procedures</p>		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p>Records confirm subject staff have been made aware of the JCQ document https://www.jcq.org.uk/wp-content/uploads/2025/08/Notice to Centres-teachers sharing non-examination work 2025 FINAL.pdf Records confirm that candidates have been issued with the current JCQ document Information for candidates; non-examination assessments/coursework 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 https://www.jcq.org.uk/wp-</p>	



	content/uploads/2025/08/IFC-NE Assessments 2025 FINAL.pdf The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ documents Information for candidates: non-examination assessments/coursework 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/coursework assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	
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	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments Regular monitoring/internal audit ensure subject teacher use of appropriate secure storage	
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teachers prior to the start of the course Alternative secure storage sourced where required	
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	

	<p>Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; Appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained</p> <p>Any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it</p>	
	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.	
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register.	
	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.	
A candidate is unable to finish their work for an unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work.	
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8) (VTQs 115)/Instructions for conducting coursework.	



	(16), to determine eligibility and the process to be followed for lost or damaged work	
Candidate malpractice is discovered	<p>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (section 9) (VTQs 5)/Instructions for conducting coursework (6) are followed</p> <p>Investigation and reporting procedures in the current JCQ document Suspected Malpractice Policies and Procedures are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p>	
A teacher assesses the work of a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	<p>A conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series</p> <p>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</p>	
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 (section 5) to determine eligibility and the process to be followed to for an extension</p>	
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 (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	
A candidate wishes to appeal/request a review of 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 to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the candidate exam handbook,</p>	



	<p>candidates are made aware of the centre's internal appeal procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</p>	
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's Contingency Plan (Teaching staff extended absence)</p>	