

## Examinations Policy

### **Aim of the Academy**

To provide unique and enriching opportunities for all

### **This policy includes:**

The Langley Academy Appeals Process and EAR's  
The Langley Academy Controlled Assessment Policy  
The Langley Academy BTEC Policy  
The Langley Academy Risk Management Process for Examinations Policy

### **Introduction**

This policy seeks to provide clarity across the academy regarding all aspects of work related to examinations. It should be read in conjunction with other academy policies including the Charging Policy for Exam Fees and Appeals Procedure.

### **Aims of the Policy**

The policy is intended to ensure that examination systems and procedures at the academy support students in being fully prepared for external examinations and that their potential for success is maximised.

The academy's Examination Officer is responsible for the organisation of entries, examinations, dispatch of papers, correlation of results and certificates and all external returns or reports connected to the external examinations process at KS3, KS4 and 16+.

### **External examinations sat in academy**

It is the responsibility of the Examinations Officer to organise the sitting of all external examinations in accordance with the regulations met by the awarding or organising bodies. The Examinations Officer is responsible for ensuring that Special Educational Needs student's requirements are met, in consultation with the SENCO.

### **The Langley Academy Policy**

Every student should be encouraged to complete examination/course preparations and coursework to the best of their ability. Examinations 'success' must be viewed in relative terms and wherever possible students must be given the opportunity to complete courses and embark upon final assessment.

The academy is responsible for ensuring all students have the best possible chances of success in external examinations and that students are not disadvantaged by organisational or curricular failures.

All examination courses must therefore be carefully monitored as follows:

It is the responsibility of the Heads of Faculty to:

- Annually check the current viability and any altered requirements of their courses.
- Organise teaching and learning relevant to the published specifications so students can access exams.
- To inform the Examinations Officer of any changes in examination boards or courses offered before the beginning of the academic year.
- Ensure that all staff delivering courses which are subject to change is clearly informed of the changes prior to planning course details.
- Ensure that adequate planning and development occurs to ensure the effective organisation of new/changed examination courses.
- If errors occur which may adversely affect student performance it is the responsibility of the Heads of Faculty to immediately inform the Examinations Officer and the Leadership Team. The academy will then contact the relevant examination board and argue the case for the students concerned in an open manner and without delay.
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets.

The outline for examination entries is as follows:

- Staff are issued with teaching group lists. These are marked to indicate possible entries and returned to the Examinations Officer, who checks for anomalies and queries.
- The Examination Officer submits entries to the examination boards and provides teaching staff with printed entry lists. These are checked and amended if necessary.
- Once entries have been finalised, students receive a printed timetable of their exams, which they check for accuracy. Any errors are corrected by the Examinations Officer. Students are issued with new timetables when the amendments have been made.

### Entries

- Marksheets are created in SIMs, Subject Teachers and Heads of Faculty can view and edit them.

### Example of a Marksheet

Candidate No	Year	Reg	ADJ ENR	ADJ ENR	ADJ ENR	ADJ ENR
7000	10	Darwin	Y		Y	Y
7003	10	Henley	Y		Y	Y
7011	10	Globe 1	Y		Y	Y
7021	10	Henley	Y		Y	Y
7024	10	Gala 6	Y		Y	Y
7026	10	Gala 1	Y		Y	Y
7028	10	Arbib 4	Y		Y	Y
7030	10	Grace 2	Y		Y	Y
7047	10	Grace 1	Y		Y	Y
7048	10	Darwin	Y		Y	Y
7057	10	Arbib 6	Y		Y	Y
7061	10	Arbib 1	Y	Y	Y	Y
7064	10	Grace 2	Y		Y	Y
7065	10	Arbib 4	Y		Y	Y
7077	10	Gala 4	Y		Y	Y
7082	10	Gala 3	Y		Y	Y

- Where you wish to enter a student, enter Y in the box of the tier. Where necessary also enter students for coursework and the course code or for AS/A2 the cash in code.
- Once you have completed the marksheet select and tick the Data entry is complete box in the right hand corner of the marksheet.
- To save the marksheet select the (tick) ✓ button above the group name.
- All marksheets and candidates will be entered by the due date set by the various examination boards. It is the responsibility of the Heads of Faculty to ensure that accurate entry information is received by the Examinations Officer before the deadlines stipulated by the examinations board.
- Withdrawals or alterations will be accepted by the Examinations Officer up to a set date. Any late withdrawals/alterations/entries except in exceptional circumstances will be charged to the department.
- If, once entered for an examination, a pupil fails to complete any component of the examination, or fails to present himself/herself for the examination, then the parents/guardian will be expected to pay the entry fee for the subject(s).
- If a candidate wishes to enter for a specific tier of the examination against the advice of their teacher or the Heads of Faculty then the candidate will be expected to pay the examination fee. If on results day the candidate is found to have been successful at this tier then the academy will refund the entry fee.

**For each student / examination group the following routines should be followed:**

- Heads of Faculty are responsible for making every effort to ensure that coursework and other requirements for examination course are met by the students to the best of their abilities.
- The subject teacher should ensure that students understand the assessment requirements of the course including the examinations papers and the role of any coursework in the process.
- The subject teacher should ensure that students are aware of their level of entry for the subject and the particular examination papers that are appropriate.
- The subject teacher should ensure that students are aware of any deadlines for coursework and the importance of meeting these. Monitoring by teachers should provide early warnings concerning those who are falling behind with coursework. Where coursework deadlines are not met by students the subject teacher should inform the Heads of Faculty. It is an important departmental responsibility to ensure that parents/guardians are informed **as soon as possible** of a student's failure to meet an academic deadline.
- Heads of Faculty should monitor students to ensure that they are coping with coursework requirements. Action may be taken by the Heads of Faculty to modify the demands upon students who are finding the combined course requirements unexpectedly demanding.
- The subject teacher should provide feedback on coursework and details of omissions or possible amendments as soon as possible. Students should not be disadvantaged by being confronted with further, last minute coursework requirements. Examination board requirements regarding the assistance of students with coursework must be known and adhered to.
- Heads of Faculty and subject teachers should consult upon coursework deadlines in order to spread demands as far as possible at an early point.

- The academy is responsible for planning with students a balanced and individually challenging series of examination entries. This should not make unreasonable demands upon the students.
- In judging the suitable course loading for each student, a number of individual factors are considered, including the pressures of chosen GCSE courses. The number and nature of outcomes intended is considered.

### **SEN Provision for Examinations**

It is the responsibility of the SENCO to produce an 'Access Arrangements in Examinations' booklet, giving details of:

- Students requiring access arrangements
- Details of these arrangements, including staffing, to the leadership team and the Examinations Officer.

### **DDA**

The disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All Langley Academy staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **Special Educational Needs**

A candidate's special needs requirements are determined by the SENCO. Through the annually published SEN register and regular updates as carried out as a normal procedure by the SENCO, the SENCO will inform subject teachers of candidates with special educational needs who are embarking on or following a course leading to an exam. It is the personal responsibility of all subject teachers and Heads of Faculty to check the SEN register to be informed of SEN students following their courses. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

### **Access Arrangements**

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Examinations Officer. Submitting completed access arrangements to the awarding bodies is the responsibility of the SENCO, who would inform the Examinations Officer upon successful completion of the task. Rooming for access arrangements will be arranged by the SENCO with the Examinations Officer. LSA support for access arrangement candidates will be organised by the SENCO.

### **Coursework/Controlled Assessment, Estimated and Forecast Grades**

The Heads of Faculty will submit internally assessed coursework/controlled assessment grades and forecast grades to the Examinations Officer when requested. The Head of Faculty is responsible for ensuring departmental colleagues complete coursework/controlled assessment, estimated and forecast grade forms accurately and punctuality in the requested format – electronic or paper.

### **Managing Invigilators and Examination Days**

External invigilators will be used for examination supervision; they will be used for external examinations. The recruitment of invigilators is the responsibility of the Examinations Officer and the HR Manager. The Examinations Officer will assign a lead invigilator to each examination.

### **Examinations Conduct**

It is the responsibility of the Examinations Officer to inform students in writing of the overall code of conduct required in examinations. It is the responsibility of subject teachers to ensure students are aware of the requirements of the examination and the equipment/resources required. Students should be familiar with the format of the examinations via their subject teachers.

### **Clash Candidates**

The Examinations Officer will be responsible as necessary for identifying clashes on the examination timetable and resolving the clashes.

### **Special Consideration**

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the centre, the Examinations Officer, or the invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence with the five days of the examination. This can include a letter from the candidate's doctor. The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

### **Examination Fees and Re-sit Fees**

- All students will have the opportunity to sit all examinations appropriate to their level of study
- All examination fees are to be paid for by the academy
- Where a re-sit examination entry has been agreed, the relevant exam fee will be charged to the student unless there are extenuating circumstances.
- Extenuating circumstances include financial hardship (supported by documentary evidence and agreed by the Student Services Manager), a missed first examination due to illness or accident (supported by documentary evidence) or other situations agreed with the Vice Principal.
- The academy reserves the right to seek the recovery of any examination fee it has paid where a student has failed to attend an examination for which they have been entered.
- Where an examination entry or re-sit fee is to be paid by a student, the fee must be paid into the Finance Office by the relevant due date. Failure to do so may lead the student not being entered for the exam/s concerned.
- Details of any fees due will be sent in writing to the student and to their parents/carers.
- Examination fees paid will only be refunded to students where withdrawal from entry has occurred within the relevant awarding body timescales for withdrawal.

### **Revision and Coaching**

Heads of faculty liaise with subject teachers to provide students with revision and coaching sessions leading up to examinations. Students should be encouraged to use online revision tools. There are also subject specific

### **Examination Stationary**

Students are encouraged to have all the necessary stationary for the examinations; they are also advised prior to the examination of the items that are permitted in the examination room. Notices are displayed both inside and outside the examination rooms.

## Seating arrangements for External Examinations

- Students in Year 11, where possible will be sat at the same desk for each of their examinations. All Year 11 examinations will take place in the sports hall.
- Students with Access Arrangements will sit all their examinations in the Seminar Room or N002.
- Students in Years 12 & 13 will sit all their examinations in the Sixth Form Centre.
- Examination tiers are identified on the seating plans using colour coding, see example below:

### Sports Hall Seating Plan

A1	Candidate 1000	B1	Candidate 1027	C1	Candidate 1028	C1	Candidate 1054	A1	Candidate 1055	A1	Candidate 1069
A2	Candidate 1001	B2	Candidate 1026	C2	Candidate 1029	C2	Candidate 1053	A2	Candidate 1056	A2	Candidate 1070
A3	Candidate 1002	B3	Candidate 1026	C3	Candidate 1030	C3	Candidate 1052	A3	Candidate 1057	A3	Candidate 1071
A4	Candidate 1003	B4	Candidate 1025	C4	Candidate 1031	C4	Candidate 1051	A4	Candidate 1058	A4	Candidate 1072
A5	Candidate 1004	B5	Candidate 1024	C5	Candidate 1032	C5	Candidate 1050	A5	Candidate 1059	A5	Candidate 1073
A6	Candidate 1005	B6	Candidate 1023	C6	Candidate 1033	C6	Candidate 1049	A6	Candidate 1060	A6	Candidate 1074
A7	Candidate 1006	B7	Candidate 1022	C7	Candidate 1034	C7	Candidate 1048	A7	Candidate 1061	A7	Candidate 1075
A8	Candidate 1007	B8	Candidate 1021	C8	Candidate 1035	C8	Candidate 1047	A8	Candidate 1062	A8	Candidate 1076
A9	Candidate 1008	B9	Candidate 1019	C9	Candidate 1036	C9	Candidate 1046	A9	Candidate 1063	A9	Candidate 1077
A10	Candidate 1009	B10	Candidate 1018	C10	Candidate 1036	C10	Candidate 1045	A10	Candidate 1064	A10	Candidate 1078
A11	Candidate 1010	B11	Candidate 1017	C11	Candidate 1037	C11	Candidate 1044	A11	Candidate 1065	A11	Candidate 1079
A12	Candidate 1011	B12	Candidate 1016	C12	Candidate 1038	C12	Candidate 1043	A12	Candidate 1066	A12	Candidate 1080
A13	Candidate 1012	B13	Candidate 1015	C13	Candidate 1039	C13	Candidate 1042	A13	Candidate 1067	A13	Candidate 1081
A14	Candidate 1013	B14	Candidate 1014	C14	Candidate 1040	C14	Candidate 1041	A14	Candidate 1068	A14	Candidate 1082

  

Food Technology Foundation 1954F	Food Technology Higher 1954H	Graphics Foundation 1955F	Graphics Higher 1955H
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## Results

Candidates will receive individual results slips on results days in person at the centre/by post to their home address. Arrangements for the academy to be open on results day are made by the senior Leadership Team.

## The Langley Academy Appeals Policy on Internal Assessments for External Qualifications

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, The Langley Academy is committed to ensuring that:

- Internal assessments are conducted by staffs that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.
- The consistency of the internal assessment is secured through internal standardisation as necessary.
- The Staff responsible for internal standardisation attend any compulsory training sessions.
- If a student feels that this may not have happened in relation to her work, she may make use of this appeals procedure.

## Written Appeals Procedure

- The appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgment themselves, you cannot appeal against the mark or grade only the procedures used.
- The parent or guardian must make the appeal in writing to the School's Examinations Officer: appeals should normally be made by 30<sup>th</sup> April for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.
- The enquiry into the internal process will normally be led by the Examinations Officer and the Director of Curriculum & Learning, provided that neither has played any part in the original internal assessment process.
- The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the appellant.
- The enquiry will consider whether the procedures used for assessment conformed to the published requirements of the Awarding Body and the 'Code of Practice'.

The appellant will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body.
- Any steps taken to further protect the interest of the candidates.

If the appellant is unhappy about the response in writing he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Principal and another member of the Senior Leadership Team.

**Note:** Awarding bodies specify detailed criteria for internal assessment. Also, the awarding body moderates the assessment so the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered.

## Enquiries about Results (Clerical checks and Re-marks)

After the release of examination results, a candidate has the right to apply to the awarding body, through the centre, for a review of their result if they consider the grade to be too low. This can take the form of a clerical check or a full re-mark of an examination paper or papers. This review is termed an Enquiry about Results (EAR) and is applied for by the centre on behalf of the candidate. Candidates should be aware that this process **may** result in a lowering of the grade awarded. This procedure has a short deadline, the last working day in August and therefore any requests must be carried out quickly within the strict deadlines outlined below.

The Langley Academy advises any candidate who has concerns about a grade awarded for a subject to come and talk their concern through with the Examinations Officer within two calendar weeks of the issue of results. Following this discussion the centre will immediately apply for a review if this is considered appropriate and **we would expect to support you in most cases**. If however the centre does not consider a review appropriate, the candidate will be informed of this decision within three working days. If the candidate still wishes to proceed with a request for a review, the following procedure will apply:

- The candidate should appeal against the decision within two days.
- The centre will then arrange a meeting within three days with the candidate and their parent / carer, the subject teacher concerned, the Examinations Officer and the Principal or his representative from the Leadership Team.
- The candidate and their parent / carer will be able to present their reasons for asking for the review at this meeting.
- Where a HOF wishes to request a remark or access to scripts they must request in writing to the Academy Director for Examinations. He will then make the decision as if the requests are to be submitted.
- Once approved the HOF is to arrange a meeting with individual students to gain their consent to request a remark. Students complete JCQ's Candidate Consent Form. In doing so you give your consent to the head of examination centre to make an enquiry about the result of the examination(s) listed above. In giving consent you understand that the final subject grade awarded to me following an enquiry about the result and any subsequent appeal may be lower than, higher than, or the same as the grade which was originally awarded for this subject.
- The Principal or his representative will make a final decision on whether the appeal should go ahead, and will inform the candidate and their parent / carer verbally, then in writing, of the decision. If the final decision is to proceed with the request for a review, the Examinations Officer will carry this out to meet the appropriate deadline.
- Where Fees agreed for EAR's will be taken from the examinations budget.
- Examinations Officer raises a Purchase Order
- Examinations Officer submits EAR to awarding body
- Awarding body informs Examinations Officer of the outcome of the EAR. The Examinations Officer to inform HOF and Academy Director for Assessment. Where amendments to grades have been made HOF to inform student and Examinations Officer to inform Data Manager to update SIMs
- JCQ's information and guidance regarding EAR's can be found here [JCQ EAR Documents.docx](#)



## **Controlled Assessment Policy**

Controlled assessment is internal assessment that replaces GCSE coursework from September 2010 and it also contributes to principle learning in the Diploma. It has been introduced by the Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

### **Preparing students for Controlled Assessment:**

The requirements for each subject are different and the specifications give more detail about what preparation is required and appropriate. Generally teachers will need to:

- teach an overview of the chosen topic/task before students set to work
- give students the context they need to understand the topic
- teach students any skills they will need for their tasks, such as research skills
- support and guide students throughout the research, drafting and write-up stages

### **Levels of control:**

As the name suggests, it applies increased control over assessment of students' work at three critical points:

- Task setting
- Task taking
- Task marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students.

Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen Specification.

### **Formal supervision (high level of control):**

- Students must be in direct sight of the supervisor at all times of the supervisor at all times
- The use of resources is tightly prescribed, normally only research folders/diaries
- Students must complete all work independently
- No assistance can be given to students

### **Informal Supervision (medium to high level of control)**

Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated

Teachers must ensure that:

- the students' work is their own
- plagiarism does not take place
- the contributions of individuals are recorded accurately
- Students have access to resources
- Students can work together
- Students can receive limited oral and written guidance but model answers and writing frames are not permitted

**Limited supervision (low level of control):**

- Some work can be completed without supervision, outside the classroom/centre
- Students have access to resources
- Students can work together
- Students can receive guidance from teachers

**Research diary/folder:**

Each student should have a research diary/folder in which to record their research, planning, resources etc. It provides evidence that each student's final assignment is their own work and that the ideas are their own. It should contain a note of all the sources used such as books, websites, DVDs etc. (bibliography). It should also record all teacher feedback given to students. It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'student-friendly' version of the assessment criteria to be stored in the diary.

Students may have access to their diary during the high control write-up phase but once this phase has started, no new material can be introduced into the research diary.

**Storage of work:**

Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc. should also be collected in after each session. In some cases, where students are producing artefacts in Design & Technology or artwork in Art & Design, the locked classroom, studio or workshop will count as secure storage.

**Test marking:**

Teachers will mark work using the marking descriptions and other guidance provided by the Examination Board. The work will be standardized internally and prepared for external moderation in line with the requirements set by the Examination Board. Departments must not release or dispose of students' work until after the closing date for enquiries about results or any subsequent appeal. Any concerns about malpractice should be discussed with the Examinations Officer.

*Guidance is provided in the Joint Council for Qualifications booklet "Instructions for conducting controlled assessments", Copies of the booklet and form can be found at [www.jcq.org.uk](http://www.jcq.org.uk).*

**Access Arrangements:**

These apply equally to controlled and external assessments, for example use of practical assistants, readers or additional time. Further details are available on the Joint Council for Qualifications (JCQ) website ([www.jcq.org.uk/exams\\_office](http://www.jcq.org.uk/exams_office)). The SENCO will identify students requiring special consideration and applications will be made on behalf of these students by the Examinations Officer.

## **Outlining staff responsibilities - GCSE controlled assessment**

### **The Directorate**

To ensure that the Heads of Faculty they line manage are accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with Heads of Faculties, directed by Director of Teaching & Learning subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).

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

- Clashes/ problems over the timing or operation of controlled assessments.
- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

Ensure that all staff involved within the line managed departments has been provided by the HOD with a timetable of when controlled assessments are to be conducted within the academic year.

### **Heads of Faculty**

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component. Ensure staff involved has been on appropriate training courses for the new specifications or that HOD is satisfied that training/information has been cascaded down following their own attendance at training. Ensure that individual teachers understand their responsibilities with regard to controlled assessment and, in particular, the security and safe storage of materials and completed work.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- 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.
- Undertake and oversee the safe, secure storage of all controlled assessment materials within their department and report any malpractice or breach of security to the Examinations Officer and their Line Manager.
- To report to the facilities team any additional requirements relating to additional secure storage and to give any materials to the Examinations Officer for secure storage, should there be insufficient or unsuitable storage facility.

### Heads of Faculty continued

- Supply to the exams office details of all unit codes for controlled assessments and confirm the examination entry list of students to be entered on each examination session are correct.
- 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.

### Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication ***Instructions for conducting controlled assessments***.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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).
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

## **BTEC**

### **Introduction**

The following Policy covers the aims and responsibilities of The Langley Academy as a registered 'centre' for BTEC provision of study from Entry Level to Level 3, in a range of subjects offered across the curriculum from KS3 to KS5. The BTEC Quality Nominee is responsible for ensuring that the activities described below are monitored and implemented in accordance with the aims and objectives of this policy.

### **Registration & Certification**

- To register individual learners to the correct programme within agreed timescales.
- Registration will be made via SIMs and follow the same procedure as GCSE and GCE entries.
- Registrations are submitted to edexcel via EDI
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit the certificates received from the awarding body to ensure accuracy and completeness and keep all records safely and securely for three years post certification.

### **Assessment**

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling (NSS) as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.

### **Internal Verification**

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors and programme activity and that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.
- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and external verification requirements.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current IV procedures and promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

### **Malpractice**

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

### **Appeals**

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To protect the interests of all learners and the integrity of the qualification.
- Inform the learner at induction, of the Appeals Policy and procedure.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Record, track and validate any appeal and keep records for inspection by the awarding body for a minimum of 18 months.
- Monitor appeals to inform quality improvement.

## Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Assessment schedule clashes</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Leadership
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Leadership
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HOF & Facilities
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOF
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HOF & ICT Technicians
Teaching staff unable to access task details when conducting online assessments	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites.	HOF and Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks continued</b>			
Validity of Assessment	Check task validity date	Make sure task is valid for the year of entry	HOF
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOF & Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOF
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	HOF & Exams Officer
<b>Control levels for task taking</b>			
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	HOF and relevant Teachers



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Supervision</b>			
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision		HOF and Teachers
Suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification.		HOF and Teachers
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification. (All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification).	Seek guidance from the awarding body	HOF
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOF
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOF

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Security of materials continued</b>			
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HOF
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOF, Facilities & Exams Officer
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HOF and Teachers
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HOF

Example risks and issues	Possible remedial action		Staff
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOF and Teachers
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the signature requirement	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOF and Teachers
	<b>Forward planning</b>	<b>Action</b>	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOF
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HOF

**Reviewed: December 2015**

**Ratified: December 2015**

**Date of Next Review: December 2017**



## **The Langley Academy Statement for Reasonable Adjustments to Aid Students with Disabilities.**

### **This is linked to the Langley Academy Examinations Policy and The Equality Policy**

The Langley Academy Statement for Reasonable Adjustments to Aid Students with Disabilities has been compiled to support the needs of students within examinations.

### **Reasonable Adjustments**

The academy shall endeavour to make reasonable adjustments to accommodate and aid a prospective or existing students.

Such adjustments may include (but not limited to):

- installing low gradient ramps for easy access on the ground floor
- allocating a classroom on the ground floor
- Specialist seating or any other relevant classroom resources or equipment

In defining what is reasonable, the academy shall take into account:

- the cost and feasibility of making specific alterations to the academy's premises
- Implications on financial resources and the likelihood of any external funding being available to offset this
- Staffing requirements
- Health and Safety considerations
- the interests of students

### **Disability Discrimination Act**

All exam centre staff must ensure that the centre meets the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006. The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education. 'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability

to carry out normal day-to-day activities. The centre will meet the requirements of the DDA by implementing these procedures:

- Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues. As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability. Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
- Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates, are suitably sized and adapted. Make sure that there is seating available outside the examination rooms to enable those with a disability or those candidates who may simply be experiencing extreme stress or anxiety, to sit and rest before they enter the examination.
- Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty. If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
- Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination.
- Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time. Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
- When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.
- Ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Principal of Academy and Exams officer.
- Access Arrangements A candidate's access arrangements requirement is determined by the academy's designated Specialist Teacher (SENCo) this is due to a learning difficulty other special educational need. The SENCo will complete the necessary assessments and paperwork to be used as evidence for the application. Making access arrangement applications for candidates to take exams is the responsibility of the SENCo in consultation with the Exams officer. The SENCo will ensure that staff are advised which students have approved exam access arrangements.
- Rooming for access arrangement candidates will be arranged by the exams officer in consultation with the SENCo.
- Invigilation and support for access arrangement candidates will be organised by the exams officer. Where exams/controlled assessments take place within timetabled lessons, HOF's are responsible for ensuring that exam access arrangements are put in place in liaison with the exams officer and SENCo.

## **The Langley Academy Examination Contingency Plan 2015 – 2016**

The contingency plan is linked to The Langley Academy Examination Policy.

### **Contents**

- Page 2.** TLA specific contingency plan linked to JCQ scenarios
- Page 6.** JCQ Scenarios for examination contingency
- 1. Disruption of teaching time – a significant number of centres are closed for an extended period**
  - 2. Candidates unable to take examinations because of a crisis – centres remain open**
  - 3. Disruption in the distribution of examination papers**
  - 4. Disruption to the transportation of completed examination scripts**
  - 5. Centres are unable to open as normal during the examination period**
  - 6. Assessment evidence is not available to be marked**
  - 7. Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking**
  - 8. Markers unable to mark examination scripts according to marking schedules**
  - 9. Difficulty in meeting planned schedule or unable to issue results**
  - 10. Awarding organisations unable to issue accurate results**
  - 11. Centres are unable to distribute results as normal**
  - 12. Awarding organisations are unable to offer post results services**
- Page 16.** JCQ Summary of responsibilities in the event of disruption to examinations

**TLA specific contingency plan linked to JCQ scenarios**

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Absence of exams officer due to illness on exams day (scenario 1)	EO has keys to exams cupboard, is aware of seating plans, clashes and any access arrangements/special requirements	Exam papers unavailable/delayed start to the exam Access arrangement students not having correct support/rooming during exam	ASH & JTU has a duplicate set of keys for the exams cupboard and filing cabinet locks Attendance register are with exam papers. Seating plans and in a lever arch folder on the EO desks and also in SIMs. Exams booklet given to all staff before exam season starts.	Academy director responsible for Exams.  Data Manager  Facilities Manager
Candidates unable to take examinations because of a crisis-centre remains open (scenario 2)	Candidates are unable to attend examination centre to take examinations as normal.	Affects candidates grades	Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement With the relevant awarding body. Apply for special consideration for candidates where they have met the minimum requirements.	Academy director responsible for Exams  EO
Adverse weather conditions		Possible delay of start to exam	Check weather reports. Inform Awarding bodies re delay to start of exam. Keep	Principal  Academy

(Scenario 2)			candidates isolated. Apply for special consideration for candidates where they have met the minimum requirements.	director responsible for exams  Facilities Manager  EO
Student late for exam  (Scenario 2)		Possible disruption to other students	AGR Reception to inform CSH/IJA of late arrival Invigilators/exams officer to be made aware of late student in exam hall. Centre's discretion as to whether student can sit exam. V late students need to be reported to the relevant awarding body	Invigilators  Reception  Academy director responsible for Exams



Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Computer malfunction (Scenario 2)	Exam entries/amendments cannot be made by EDI	Exam board deadlines cannot be met resulting in charges for late fees	Inform ICT Techs. Inform Awarding Bodies. Make paper exam entries. Details of paper entries are kept on file in Data and Exams Office.	Academy director responsible for Exams EO
Student taken ill during exam (Scenario 2)		Possible disruption to other students	Invigilators aware of policy. Exams officer/first aider called. Special consideration for all students	Invigilators First Aiders
Student caught cheating/being disruptive during exam (Scenario 2)		Possible disruption to other students	Invigilators report problem. Warning to candidate(s) involved. Exams officer and SLT to deal with malpractice issues if continued after warning. Malpractice form completed and submitted to relevant Awarding body.	Invigilators EO Academy director responsible for Exams
Non receipt of exam papers (Scenario 3)	Unable to hold exam/delayed start	Delays and upset to students	Maintain checks on receipt of exam papers. Check against the examination timetable and refer to number of students entered or each exam to confirm receipt of correct number of	EO Academy director responsible for Exams

			exam papers. Contact awarding bodies in good time for any missing papers. Awarding bodies can provide an electronic copy of the exam paper via secure website.	Awarding bodies
Disruption to the transportation of completed examination scripts (Scenario 4)	Delay in normal collection arrangements for completed examination scripts	Delays in awarding bodies receiving examination scripts	Contact the relevant awarding body for guidance. Ensure exam papers are kept in secure storage until collection.	EO Awarding bodies

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Fire during exam (Scenario 5)	Evacuation of exams rooms	Lives endangered, spoiled exam scripts	Invigilators and SLT aware of exam room fire procedures Students aware of meeting point. Adequate fire alarms and all in working order Security of exam must be maintained.	Academy director responsible for Exams SLT Facilities Manager External Invigilators
Centres unable to open as normal during the examination period (scenario 5)	Centres unable to open as normal for scheduled exams	Affects candidates grades	Inform the awarding body as soon as possible. Open the academy for examinations and candidates only. Use alternative venues in agreement with awarding bodies. Apply for special consideration for candidates where they have met the minimum requirements	Principal Academy director responsible for exams Facilities Manager EO
Assessment evidence not available to be marked	Large scale damage or destruction to completed examination scripts/	Spoiled exam scripts/assessment evidence. Possibly	Where possible to keep electronic copies of internal assessments. Awarding bodies may generate marks	Academy director responsible for Exams

(Scenario 6)	assessment evidence before it can be marked	affecting candidates grades	for affected assessments based on other appropriate evidence of candidate achievement.	EO
Awarding organisations delay results information (Scenario 7/8)		Disruption to distribution of results	Inform students of disruption and revised arrangements.	HOF EO Academy director responsible for Exams Awarding bodies

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Wrong entry made – incorrect paper (Scenario 9,10,11)		Affects candidates grade	Checks by student on personal statement of entry/timetable. Double check with Subject teacher/HOF. HOF to sign off entries before entry deadline.	HOF EO Academy director responsible for Exams
Receiving late entry information (Scenario 9,10,11)	Deadline not met	Late fees will be charged to relevant Faculty. Extra administrative work for EO	HOF to be aware of all exam deadlines and refer to key dates. HOF to check and sign off entry mark-sheets before deadline.	HOF EO Academy director responsible for Exams
Awarding organisations unable to offer normal post results service (Scenario 12)	Disruption to post results service	Disruption to enquiries about results	Prioritise UCAS students and others as appropriate. Inform remaining students of disruption and revised arrangements and deadlines.	HOF EO Academy director responsible for Exams Awarding bodies

**Scenario 1 – Disruption of teaching time – a significant number of centres are closed for an extended period**

Type of scenario	Disruption to candidates <sup>1</sup>
Impact on	Teachers, candidates, parents and carers
When to implement the plan	In the event that a significant number of centres are closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
Example of scenario	Severe flooding closes a significant number of centres in a region
Recommended actions	<p>Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations as usual</p> <p>It is recommended that centres:</p> <ul style="list-style-type: none"> <li>- have contingency plans in place to facilitate alternative methods of learning, alternative venues or both</li> <li>- prioritise candidates who will be facing examinations shortly</li> <li>- advise candidates, where appropriate, to sit examinations in the next available series</li> </ul>
Specific communication	The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this
Success criteria	Students continue to be taught either through an alternative method of learning or at an alternative venue
Further advice and information	<p>Guidance on emergency planning, with <a href="#">advice on severe weather</a>, is available from the Department for Education</p> <p>There is also <a href="#">statutory guidance on school closures</a></p> <p>Further advice from the Department of Education Northern Ireland can be found in the Useful Information section of this document</p>

## Scenario 2 – Candidates unable to take examinations because of a crisis – centres remain open

Type of scenario	Disruption to candidates
Impact on	School and college staff, teachers, candidates, parents and carers
When to implement the plan	In the event that candidates are unable to attend examination centres to take examinations as normal.
Example of scenario	A sickness bug means that a number of candidates are not able to attend a centre to take an examination.
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> <li>- liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations</li> <li>- offer candidates an opportunity to sit any examinations missed at the next available series</li> <li>- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</li> </ul> <p>Please note: candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply</p>
Specific communication	The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
Success criteria	Candidates are able to sit examinations with minimum disruption or additional stress to them.
Further advice and information	JCQ's guidance on special consideration and alternative site arrangements can be accessed through the <a href="#">JCQ website</a> .

### Scenario 3 – Disruption in the distribution of examination papers

Type of scenario	Transport or delivery
Impact on	Awarding organisation staff, teachers, candidates
When to implement the plan	In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations.
Example of scenario	A courier delivers a wrong set of examination papers to a centre.
Recommended actions	<p>It is recommended that awarding organisations:</p> <ul style="list-style-type: none"> <li>- source alternative couriers for delivery of hard copies</li> <li>- provide centres with electronic access to examination papers via a secure external network</li> <li>- fax examination papers to centres if electronic transfer is not possible.</li> </ul> <p>Please note that the examinations officer would need to ensure that copies are received, made and stored under secure conditions</p>
Specific communication	The centre to communicate with awarding organisations to organise alternative delivery of papers.
Success criteria	Students are able to proceed with taking examinations without having to reschedule examinations.
Further advice and information	not applicable



#### Scenario 4 – Disruption to the transportation of completed examination scripts

Type of scenario	Transport or delivery
Impact on	Courier staff, centre staff, awarding organisation staff
When to implement the plan	In the event that there is a delay in normal collection arrangements for completed examination scripts
Example of scenario	A courier contacts a centre to report a problem about picking up scripts on time
Recommended actions	It is recommended that centres: - in the first instance, seek advice from awarding organisations and their normal collection agency regarding collection - do not make their own arrangements for transportation without approval from awarding organisations - ensure secure storage of completed examination scripts until collection
Specific communication	The centre to communicate with relevant awarding organisations at the outset to resolve the issue.
Success criteria	Scripts are stored 'securely' in line with JCQ guidance. Scripts are collected and delivered to awarding organisations with the minimum of delay
Further advice and information	JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website under <a href="#">Instructions for Conducting Examinations 2014-2015</a> <a href="#">Guidance on the 'Life of a script'</a> is also available on the JCQ website

## Scenario 5 – Centres are unable to open as normal during the examination period

Type of scenario	Disruption to centre
Impact on	Candidates, teachers, centre staff, parents, carers and awarding organisation staff
When to implement the plan	In the event that centres are unable to open as normal for scheduled examinations.
Example of scenario	A fire at the centre means that it is closed when examinations are due to take place.
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> <li>- open for examinations and examination candidates only, if possible</li> <li>- use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public buildings if possible)</li> <li>- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3)</li> <li>- offer candidates an opportunity to sit any examinations missed at the next available series, if possible</li> </ul>
Specific communication	A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible
Success criteria	Students are able to take examinations in alternative venues in a timely way
Further advice and information	<p>Centres should cover the impact on examinations as part of their general planning for emergencies</p> <p>The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open.</p> <p><a href="#">DfE guidance on school closures</a> is available on the GOV.UK website</p>

## Scenario 6 – Assessment evidence is not available to be marked

Type of scenario	Marking
Impact on	Candidates, teachers, school and college staff, parents, carers and awarding organisation staff
When to implement the plan	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked
Example of scenario	A fire at the centre destroys completed examination scripts
Recommended actions	It is recommended that: - awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators - candidates retake the assessment that has been affected at a subsequent assessment window, if possible
Specific communication	It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers
Success criteria	Candidate marks are able to be generated (if possible) from existing assessment materials
Further advice and information	To be sought from the relevant awarding organisation

**Scenario 7 – Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking**

Type of scenario	Marking
Impact on	Scanning centre staff, awarding organisation staff
When to implement the plan	In the event that there is disruption to the scanning process
Example of scenario	A scanning centre reports technical problems with scanning machines leading to delays
Recommended actions	It is recommended that awarding organisations: - awarding implement their existing contingency plans for disruption to on-screen marking process - revert to traditional forms of marking, recruit, train or re-standardise qualified new markers
Specific communication	None
Success criteria	Deadlines for marking schedules are met
Further advice and information	To be sought from the relevant awarding organisation

**Scenario 8 – Markers unable to mark examination scripts according to marking schedules**

Type of scenario	Marking
Impact on	Awarding organisation staff
When to implement the plan	In the event that a significant number of markers are unable to mark examination scripts, resulting in a risk to the delivery of results by scheduled dates
Example of scenario	Significant numbers of markers withdraw from a specific qualification at short notice
Recommended actions	It is recommended that awarding organisations: - reallocate scripts to available markers - recruit, train or re-standardise qualified new markers - contact each other to ‘share’ markers for specific qualifications - prioritise marking based on results dates, UCAS deadlines, qualifications that require further study (e.g. maths and English)
Specific communication	None
Success criteria	Deadlines for marking schedules are met
Further advice and information	not applicable

**Scenario 9 – Difficulty in meeting planned schedule or unable to issue results**

Type of scenario	Issuing results
Impact on	Awarding organisation staff, candidates, parents and carers
When to implement the plan	In the event that an awarding organisation (including the case of a single awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure
Example of scenario	A process failure delays both the preparation and issuing of results
Recommended actions	<p>If awarding organisations face delays in meeting the planned schedule for issuing results, it is recommended that they:</p> <ul style="list-style-type: none"> <li>- establish priorities for processing results in line with UCAS and Central Applications Office <sup>2</sup> (CAO) deadlines</li> <li>- implement existing contingency plans for disruption to the schedule for issuing results</li> <li>- in consultation with regulators, assess the level of disruption and consider alternative options for issuing results, dependent upon the nature of the issue</li> <li>- in consultation with regulators, liaise with relevant organisations (e.g. UCAS, CAO) regarding candidate progression to further and higher education</li> </ul>
Specific communication	Awarding organisation(s) to brief schools and colleges about potential delays to issuing results
Success criteria	Deadlines for issuing results to candidates are met
Further advice and information	not applicable

### Scenario 10 – Awarding organisations unable to issue accurate results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that a catastrophic system error, failure or attack on systems means a significant number of results cannot be validated as accurate, or are issued and found to be inaccurate
Example of scenario	An IT system failure impacts upon the accuracy of results
Recommended actions	It is recommended that awarding organisations: - revalidate results - reissue results, via an alternative format if necessary
Specific communication	Awarding organisations to inform schools, colleges and candidates of any incorrect results Awarding organisations to advise UCAS and CAO about any issues with incorrect results that may impact on their deadlines
Success criteria	Results are revalidated or reissued in a timely way for candidates
Further advice and information	not applicable

### Scenario 11 – Centres are unable to distribute results as normal

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that schools or colleges are unable to access or manage the distribution of results to candidates
Example of scenario	A school or college is closed and therefore candidates are not able to visit to find out their results
Recommended actions	It is recommended that schools and colleges: - make arrangements to access results at an alternative site - share facilities with other schools and colleges if possible
Specific communication	Centres to contact awarding organisations about alternative options
Success criteria	Candidates receive results in a timely way
Further advice and information	not applicable

### Scenario 12 – Awarding organisations are unable to offer post results services

Type of scenario	Post results services
Impact on	Awarding organisation staff, centre staff, candidates, parents and carers
When to implement the plan	In the event that awarding organisations are not able to provide post results services, with centres and candidates unable to access services such as enquiries about results and appeals
Example of scenario	A systems failure shuts down an awarding organisation's online post results service
Recommended actions	It is recommended that awarding organisations: - make arrangements to provide post results services for centres and candidates through alternative methods (e.g. paper, Excel spreadsheets, traditional re-marking) - prioritise candidates going through UCAS or CAO
Specific communication	Awarding organisations inform centres and UCAS or CAO about the implications of not providing this service
Success criteria	Candidates are offered a post results service using alternative methods in a timely way
Further advice and information	not applicable

## JCQ Summary of responsibilities in the event of disruption to examinations

<b>Awarding organisations are responsible for:</b>	<b>Examination centres are responsible for:</b>
Offering advice regarding communication with candidates, parents and carers	Communicating with candidates, parents and carers
	Preparing plans for any disruption to exams as part of general emergency planning
Ensuring centres receive examination materials for scheduled examinations	Preparing candidates for examinations
	Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations
	Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions
	Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open
Advising centres on possible alternative examination arrangements and declining or approving proposals for alternative examination arrangements	Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations
Evaluating and declining or approving requests for special consideration	Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations
	Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers
Marking, moderating and grading candidate work	
Issuing results to centres on scheduled dates	The distribution of examination results to candidates
Advising UCAS and CAO about any delays that may impact on their deadlines	
Making a post results service available	Offering a post results service



## Emergency evacuation procedure for examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.