



## **The Langley Academy Examination Contingency Plan 2018-2019**

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**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 have a duplicate set of keys for the EO's office, the exams cupboard and Exam paper safes. Attendance registers are with exam papers. Seating plans are in a lever arch folder on the EO's desk 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 (Scenario 2)		Possible delay of start to exam	Check weather reports. Inform Awarding bodies re delay to start of exam. Keep candidates isolated. Apply for special consideration for candidates where they have met the minimum requirements.	Principal Academy director responsible for exams Facilities Manager EO
Student late for exam (Scenario 2)		Possible disruption to other students	Reception to inform JHW/NHE 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 EO

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 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 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.	EO Academy director responsible for Exams 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 Langley Academy Primary 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 (Scenario 6)	Large scale damage or destruction to completed examination scripts/ assessment evidence before it can be marked	Spoiled exam scripts/assessment evidence. Possibly affecting candidates grades	Where possible to keep electronic copies of internal assessments. Awarding bodies may generate marks for affected assessments based on other appropriate evidence of candidate achievement.	Academy director responsible for Exams 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
Centre unable to distribute results as normal (in the event of Centre being unavailable on Results Day due to unforeseen emergency)		Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services	Use Langley Academy Primary in order to distribute results to students. Inform students via email if possible.	Principal SLT EO

## 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 2016-2017</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 Langley Academy Primary ] 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: - 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 - Results Day will take place in Langley Academy Primary
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

Awarding organisations are responsible for:	Examination centres are responsible for:
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