



## Examinations Policy 2024-25

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This document sets out responsibilities and procedures for all examinations at St John Rigby College.

This will be reviewed and evaluated every year in the light of the Joint Council for Qualifications (JCQ) guidelines and/or JCQ Centre audits.

Since the results of examinations and assessments are so important to students, staff and the College in general, the College aims to administer examinations efficiently and effectively, and in such a way as to allow the students to perform to the best of their ability.

The College also recognises that it has a responsibility to the public in general to ensure that all Awarding Body policies are fully complied with, and that public money is used effectively.

This Policy covers general responsibilities and procedures for all examinations in College - it does not deal with individual subject requirements.

It is recognised that the Examinations Officer will need the co-operation of all staff and students in order for the successful execution of public examinations and associated processes.

## Responsibilities

### Principal:

- is responsible to the awarding bodies for making sure all examinations or assessments are conducted according to awarding body and JCQ instructions, and the qualification specifications issued by the awarding bodies and deploys the necessary resources to ensure that the College is always compliant in meeting JCQ regulations and awarding body requirements
- reads the JCQ's General Regulations for Approved Centres which is published annually
- ensures that all staff comply with this policy and the instruction in the JCQ Instructions for conducting examinations
- ensures the College delivers qualifications, in accordance with relevant equality legislation. This includes ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- ensures that senior leaders and examination office staff familiarise themselves with the entire contents of the JCQ General Regulations for Approved Centres booklet and sections 5.1, 5.3 and 5.4 in particular
- ensures that a Learning Support Manager (SENCo) is in post to determine appropriate access arrangements for students where relevant
- ensures that the College has the resources to provide approved adjustments can be delivered to students
- ensures that the Learning Support Manager has sufficient time to both manage the access arrangements process within the centre and familiarise him/ herself with the JCQ publication Access Arrangements and Reasonable Adjustments.
- ensures the relevant senior leader(s), the Examinations Officer and the Learning Support Manager receive appropriate training and effective support and supervision in order to facilitate the delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- ensures that the Learning Support Manager understands the JCQ document Access Arrangements and Reasonable Adjustments and has sufficient time to manage the access arrangements process within the College.
- ensures there are appropriate resources in place at the time of examinations/ assessments to meet students' needs, e.g. sufficient readers and scribes
- ensures that the Examinations Officer has sufficient time to perform their role and familiarise him/herself with relevant awarding body and JCQ documentation
- ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system
- manages Conflicts of Interest by informing the awarding bodies, before the published deadline for entries, of:
  - any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;
  - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and
- maintains clear records of all instances where:
  - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;
  - centre staff are taking qualifications at their centre which do not include internally assessed components/units;
  - centre staff are taking qualifications at other centres
- declares any Conflict of Interests
- confirms, on an annual basis, to the National Centre Number Register that as Head of Centre he is both aware of and adhering to the latest version of the JCQ regulations (by 31 October each year)
- confirms details such as the address of the College, landline telephone number, College based email addresses of relevant staff, including the emergency contact who will be available over the summer

- informs the National Centre Number Register Team immediately (ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place. This must be on College headed stationery which can be sent as an email attachment including the signature of Principal
- ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service.
- ensures that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments
- promptly report any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- sets the authorisation for access to the Examinations secure storage for named College staff
- authorises key holders for the secure storage (2 to 6 only)
- approves which staff have access to the secure storage and who can handle electronic question paper materials
- ensures that these staff are familiar with the most recent awarding body instructions relating to electronic materials
- ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries, internally assessed marks
- ensures there is an Internal Appeals Policy for non-examination assessments
- responds to appeals from candidates regarding non-examination assessment
- reports immediately all suspicions or actual incidents of malpractice to the relevant awarding body
- determines which staff have access to results prior to the release to students
- approves any communication with the media following the publication of results
- can, if required, confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of College activities such as the delivery of qualifications and the conducting of examinations and assessments
- ensures that where a student who is a child/vulnerable adult and is the subject of a malpractice investigation, the student's parent/carer/ appropriate adult is kept informed of the progress of the investigation
- ensures there are procedures in place to maintain the security of user accounts by:
  - providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret;
    - providing training for staff on awareness of all types of social engineering/ phishing attempts;
    - enabling additional security settings wherever possible;
    - updating any passwords that may have been exposed;
    - setting up secure account recovery options;
    - reviewing and managing connected applications;
    - monitoring accounts and regularly reviewing account access, including removing access when no longer required;
  - ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document Guidance for centres on cyber security: <https://www.jcq.org.uk/exams-office/general-regulations> Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
  - reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body
- ensures teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- ensures that any members of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation.
- ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations
- ensures that the following policies are reviewed and updated annually:
  - a written child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements
  - a written complaints policy

- a written conflicts of interest policy;
- a written data protection policy
- a written equalities policy
- a written contingency plan which covers all aspects of examination/ assessment administration and delivery
- a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration;
- a written malpractice policy which covers all qualifications delivered by the centre. The policy must detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body. It must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice).
- a written policy regarding the management of non-examination assessments including controlled assessments and coursework.
- a written whistleblowing policy
- a written policy on the use of word processors in examinations

Vice Principal Curriculum & Quality:

- organizes teaching and learning to prepare students for assessment
- reports any concerns regarding an actual or possible security breach to the Principal
- confirms with the Examinations Officer and MIS & Examinations Manager those courses and specifications (including Awarding Body) that are being offered
- deputises for the Principal/Vice Principal (Staffing & Resources) in matters relating to examinations (escalation process) in the Principal's and Vice Principal (Staffing & Resources) absence
- is the BTEC Quality Nominee and is responsible for ensuring BTEC quality processes are adhered to and that staff are trained in these processes
- prepares and manages any Quality Review visits
- ensures that all external verification reports are centrally recorded and distributed along with their associated Action Plan and that required action is taken and recorded within relevant self-assessment processes
- ensures that staff involved in the delivery of assessments and examinations understand the key dates and deadlines and that there are robust procedures in place to ensure these are met.
- completes an initial investigation of any report or suspicion of malpractice/maladministration and completes the JCQM1 or JCQM2 form for immediate submission to the awarding body
- manages the AP Curriculum and Divisional Leaders
- declares any Conflict of Interests
- ensures they are familiar with the regulator's guidance on ensuring resilience in the qualifications system and a process for gathering evidence of candidate performance in line with the published guidance is in place. See: [Guidance on collecting evidence of student performance to ensure resilience in the qualifications system - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-on-collecting-evidence-of-student-performance-to-ensure-resilience-in-the-qualifications-system)
- leads on the use of Artificial Intelligence in teaching, learning, assessment and marking
- ensures they are familiar with relevant awarding body and JCQ documentation

Vice Principal Students:

- manages the Learning Support Manager
- liaises with the Examinations Officer with regard to special consideration applications
- ensures that students are fully aware of procedures for collecting their results
- line manages the Office Manager
- ensures the Reception is staffed between 08:30 am to 15:30 pm during term time
- declares any Conflict of Interests

- ensures they are familiar with relevant awarding body and JCQ documentation

Vice Principal Staffing & Resources:

- reads the JCQ's General Regulations for Approved Centres which is published annually and updates policies accordingly
- monitors and evaluates these procedures and their implementation
- periodically inspects the secure facilities within Departments used to store candidates work
- reports any concerns regarding an actual or possible security breach to the Principal
- line manages the MIS & Examinations Manager and hence the Examination's Officer
- deputises for the MIS & Examinations Manager in their absence
- ensures the College's compliance with JCQ regulations
- will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- reports any concerns regarding an actual or possible security breach to the Principal
- ensures the confidentiality of the teaching staff Declarations of Interest for those who are examiners, moderators, paper/question setters in the employ of awarding bodies
- declares any Conflict of Interests
- ensures that any potential Conflicts of Interests of staff where:
  - staff take examinations at the College which include internally assessed components
  - staff teaching members of their family (including step/foster relations), or close friends (or their children) which include internally assessed components
 are reported to the relevant awarding bodies prior to the deadline for entries.
- maintains records of where
  - Examinations Office staff have members of their family (including step/foster relations) or close friends (or their children)
- ensures that invigilators are trained to the current JCQ regulations
- ensures the College is compliant with the Data Protection Act (2018)
- manages the Network Manager and ensures that appropriate cybersecurity measures are in place as per JCQ requirements
- ensures they are familiar with relevant awarding body and JCQ documentation

MIS & Examinations Manager:

- manages and supports the work of the Examinations Officer.
- deputises for the Examinations Officer in their absence.
- ensures the production of individual and summary reports and analysis of results.
- informs the VP (S&R) of staffing required to facilitate an effective examination function
- advises the College's SLT and CMT of examination arrangements
- investigates and reports any concerns regarding an actual or possible security breach to the Principal/Vice Principal (S&R) or Vice Principal (C&Q)
- ensures that there is adequate staffing on results day (external invigilators to give out results)
- ensures that staff authorised by the Principal to have access to the secure storage are accompanied by a keyholder at all times
- is a key-holder nominated by the Principal
- ensures that invigilators are trained to the current JCQ regulations
- declares any Conflict of Interests
- ensures the security of all assessment materials
- ensures that assessment materials supplied to the College by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate College staff and candidates and are not shared outside of the centre



- makes arrangements to access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the JCQ document Instructions for conducting examinations 1 September 2024 to 31 August 2025
- ensures they are familiar with relevant awarding body and JCQ documentation
- ensures that they have a device that conforms to the awarding bodies' multi-factor authentication (MFA) requirements

Examinations Officer:

Manages the administration of public and internal examinations:

- advises the MIS & Examinations Manager, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards
- annually, checks the JCQ publications relating to the arrangements for examinations but in particular the General Regulations for Approved Centres and Instructions for conducting examinations
- oversees the production and distribution to staff and students of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates are informed of and understand those aspects of the examination timetable that will affect them
- liaises, where appropriate, with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- makes examination entries/registrations and certification claims for candidates according to the relevant deadlines and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification;
- emails the JCQ document *Information for candidates – Privacy notice, general and vocational qualifications* to students
- ensures that the JCQ document Information for candidate's documents (on-screen tests, social media and written examinations) is distributed to all candidates and is available on the College website.
- receives, checks and immediately securely stores all examination papers and completed scripts and retains records of examination paper receipt and storage, movement within College and dispatch of confidential materials.
- maintains a log of delivery of confidential materials, including the number of boxes received and ensures that these are locked in the secure store without delay
- checks, and maintains a log to show that the correct paper packets (day, date, time, subject, unit/component and tier) are opened prior to the examination and only within the timescale stipulated by JCQ (90 minutes). A Lead Invigilator or MIS Assistant will assist in this task.
- ensures that papers do not leave the secure room any earlier than 60 minutes before the published start time of the examination
- alerts the Principal (for reporting to the awarding body Malpractice Investigating Team) if, following the second pair of eyes check, it is found that the wrong question paper packet has been opened. The packet will be immediately re-sealed.
- maintains the organization of the Examinations secure storage and ensure that it contains only 'live' confidential materials
- ensures the security of all assessment materials
- ensures that assessment materials supplied to the College by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate College staff and candidates and are not shared outside of the centre
- makes arrangements to access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the JCQ document Instructions for conducting examinations 1 September 2024 to 31 August 2025
- ensures that examination stationery is stored securely

- ensures appropriate arrangements are in place for the security of “clash” or “supervision” students
- may correct a discrepancy on the front of student’s script (e.g. add a missing Centre number), but will counter-sign to show the addition/correction. No other changes to scripts are permitted.
- ensures that those approved to handle electronic question material are familiar with the most recent awarding body instructions
- ensures that staff who may assist with the printing of electronic materials, or copying paper-based examination material (e.g. for access arrangements) are supervised while doing so
- ensures that JCQ arrangements for handling secure JCQ electronic materials are adhered to. See Appendix 12.
- promptly dispatches completed examination scripts to the relevant bodies, in accordance with Awarding Body policies and ensures that completed scripts/script packages are kept secure at all times.
- liaises with the Learning Support Manager, administers access arrangements (readers, scribes, extra time etc) and makes applications for special consideration using the JCQ access arrangements and special considerations regulations and guidance relating to candidates who are eligible for adjustments in examinations
- liaises with the Reprographics Technician when scripts are to be enlarged or copied onto another colour as per Awarding Body guidance and maintains the security of the original script and copies, where this is the case the PDF copy supplied by the awarding body will be the preferred way of working
- will contact the relevant awarding body where a student is taking an examination earlier than the awarding body’s published starting time due to a timetable clash and a PDF copy of the standard question paper is required
- follows JCQ guidance reading the interactive PDF files and computer readers
- liaises with the Vice Principal (Students) regarding Special Consideration applications where appropriate
- ensures that the examination timetable adheres to the published duration of each examination paper
- identifies and manages examination timetable clashes
- ensures that students and staff are aware of the published “contingency days” so that, should it be required by an awarding body, students will be available (11 and 25 June 2025)
- accounts for income and outgoings relating to all examination costs/charges
- organises the recruitment, thoroughly trains (to current JCQ regulations) and monitors of a team of examination invigilators responsible for the conduct of examinations
- assesses invigilator competence
- assesses the competence of those facilitating access arrangements
- ensures that a teacher, learning support mentor, a tutor or a senior member of centre staff who teaches the subject being examined or a learning support mentor who has supported one or more students, is not an invigilator during an examination
- ensures that invigilators are aware of any access arrangements for students they are invigilating
- arranges invigilation so that JCQ ratios are met and ensures that if a student’s own teacher or Learning Mentor is acting to facilitate an access arrangement then a separate invigilator is present
- ensures that accurate registers of examination attendance are kept and that any students who are not present at the start of an external examination are contacted
- reports to the MIS & Examinations Manager, indicating where future procedural improvements might be made
- dispatches and tracks coursework and stores returned coursework/non-examination assessments and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with SLT/HoDs, any appeals or review of marking requests
- administers all post-results services requests
- maintains systems and processes to support the timely entry of candidates for their examinations.
- investigates and reports any concerns regarding an actual or possible security breach to the MIS & Examinations Manager and Principal/Vice Principal (S&R) or Vice Principal (C&Q)
- must declare if s/he is related to any candidate so that appropriate arrangements can be put in place as per JCQ regulations
- ensures that staff authorised by the Principal to have access to the secure storage are accompanied by a keyholder at all times
- is a key-holder nominated by the Principal

- declares any other Conflict of Interests
- ensures that they have a device that conforms to the awarding bodies' multi-factor authentication (MFA) requirements

Health, Safety and Facilities Manager:

- ensures that the main examination venues are set up in time for each examination session using instructions provided by the Examinations Officer
- ensures that the lighting and heating in each venue are adequate
- stores, maintains and, when required, orders examination furniture
- ensures that there is clear signage outside the main building
- declares any Conflict of Interests

Network Manager

- ensures that the College is protected from cyber-threats and that measures are in place to mitigate the impact of a cyberattack
- ensures provision of IT support to candidates who are allowed to word-process their examination/non-examination assessment
- where necessary, provides and maintains the use of secure exam accounts for candidates to create and securely store their examination/non-examination assessment work
- ensures that there is secure electronic storage available which has limited access for the processing of electronic examination materials
- ensures that the IT systems are robust and backed-up so that student coursework is secure from loss or corruption
- declares any Conflict of Interests

Office Manager and Reception Staff

- ensure that Reception is staffed between 08:30 and 15:30 during term time
- receive and record deliveries of confidential examination/assessment material and record this on the log provided by the Examinations Officer
- immediately take any delivery to the Examinations Office to ensure its security
- log the dispatch of completed scripts/non-examined assessment material to the awarding bodies using the log provided.
- declare any Conflict of Interests

Divisional Leaders, Heads of Department and Course Leaders:

- in collaboration with the Vice Principal (Curriculum & Quality) decide on the awarding body and specification for particular courses
- ensure that all coursework and non-examination assessments are planned and scheduled appropriately through the scheme of work
- ensure that coursework and non-examination assessments are conducted and marked by staff having the appropriate skills, knowledge and understanding
- ensure that all coursework/non-examination assessments are marked consistently according to the mark-scheme, marking criteria and are internally standardized/verified as required.
- confirm unit/module/paper entry codes and estimated entries with the Examinations Officer by the internal deadline
- ensure that class entry lists are completed by teachers and returned to the Examination Officer by the internal deadline
- publicize the dates of external and internal examinations to students and staff within the department/course

- ensure the accurate completion of coursework, its marking and the completion of authentication declaration sheets and retain these until the review of marking deadline has passed, or any appeal, malpractice or other enquiry is complete.
- guide students who are unsure about examination entries (e.g. resits) or amendments to entries
- review final examination papers either on line, or hard copy (with the students' consent) following the publication of final external examination results
- advise students with regard to post-results services such as a review of marking
- make arrangements for the secure and confidential storage of live non-examined controlled assessments, coursework and portfolios whilst in staffs' possession
- liaise with students and the Examinations Officer in post-results procedures (Enquiries About Results)
- ensure a staff presence at the start of all subject examinations and report to the SLT member present
- ensure that all College and Awarding Body procedures relating to examinations and assessments are followed
- ensure that staff involved in the delivery of assessments and examinations understand the key dates and deadlines and that there are robust procedures in place to ensure these are met.
- assist the Examinations Officer in contacting students who have not arrived at the start of an examination
- declare any Conflict of Interests

#### Teachers:

- complete, amend where required and check class entry lists and return these to the Head of Department by the required deadline
- comply with College and Awarding Body procedures and deadlines relating to examinations and assessments
- ensure that if they are involved in the delivery of assessments and examinations that they understand the key dates and deadlines and that they ensure there are robust procedures in place for these to be met.
- remind students of their responsibility to comply with Awarding Body regulations with respect to coursework completion, plagiarism and the use of social media, the security of their own work, regulations relating to re-draft, resubmissions and deadlines
- ensure that any non-examined assessment:
  - is solely the work of the student
  - has been completed under the required conditions
  - is completed with an authentication sheet signed by the student and teacher<sup>1</sup>
- mark or assess coursework and non-examination assessments accurately and according to Awarding Body standards and criteria, annotate appropriately and engage in internal standardization exercises
- submits candidates' coursework marks to the Awarding Body by the published deadline
- contribute to internal standardization and verification processes
- ensure the secure and confidential storage of live non-examined controlled assessments, coursework and portfolios whilst in their possession and not must not share live work of candidates with other candidates
- should advise students of their non-examination assessment marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks
- must make it clear that non-examination assessment marks which have been submitted to the awarding body are subject to change through the awarding body moderation process.
- refer students, who appear to require access arrangements, or other support to the Learning Support Manager (LSM) as soon as possible in the academic year and by the internal deadlines stated in the College calendar and Learning Support Handbook
- provide the LSM with evidence of the student's need for this access arrangement. This may include internal test marks showing the application of extra time and comments/observations from teachers explaining why the access arrangement is required and how the student will benefit from it.
- teaching staff who are examiners or moderators etc must not inform students or parents of this role. Staff who are aware that their colleagues are examiners or moderators must NOT inform students or parents and this. If a member of staff is contracted by an awarding body they must inform the Principal via a Declaration

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<sup>1</sup> If, during external moderation, it is found that work has not been properly authenticated, the awarding body will set the marks awarded by the College to 0.

of Interest Form (see Appendix 11) via the HR Manager, this will be kept on file. These forms will be completed on an annual basis.

- declare any Conflict of Interests
- ensure that where students are taking non-examination assessments, that the tasks and approach being taken are appropriate and in line with ethical standards and the College's safeguarding responsibilities
- ensure that they do not use artificial intelligence (AI) as the sole means of marking candidates' work and sign off the authentication form to confirm this

#### Progress Tutors/Coaches:

- monitor student attendance and attainment across all subjects
- provide general guidance and specific guidance regarding conduct in examinations
- distribute individual statements of entry and examination timetables to students when requested to do so
- declare any Conflict of Interests

#### Learning Support Manager:

- receives referrals for students who may require access arrangements and assesses those students' for access arrangements in accordance with the College Assessment, Support and Access Arrangements Procedures
- updates the College Assessment, Support and Access Arrangements Procedures annually
- ensures that s/he is aware of any updates in the JCQ publication: Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments, published each September.
- maintains appropriate records of and assessment leading to the award of access arrangements. This includes:
  - evidence/picture of need, including referrals and evidence from teachers, of the student's normal way of working
  - diagnostic assessments of reading, writing and processing etc
  - diagnoses of a learning difficulty
  - diagnoses of a medical conditions
  - appropriately completed JCQ documentation (e.g. Form 8 or VQ/EA)
  - signed data protection/candidate data personal consent form
- arranges the timely input of access arrangements online to JCQ deadlines
- retains appropriate evidence and documentation relating to the assessment, award or non-award of access arrangements in line with JCQ requirements
- provides additional support (spelling, reading, mathematics, dyslexia, essential skills, hearing impairment, English for Speakers of Other Languages, IT equipment) to help students achieve their course aims using assistive technology or 1 to 1 support etc
- attends Patoss or Communicate-ed training or conferences each year to ensure the College practice is up to date and adheres to the JCQ: Access Arrangements & Reasonable Adjustments regulations
- liaises with the JCQ Inspector during the annual access arrangements inspection visit
- ensures that all evidence required by the JCQ Inspector is available – even in the event of an IT systems failure
- ensures, in liaison with the Examinations Officer, that Learning Mentors are appropriately trained to facilitate access arrangements such as acting as readers or scribes and maintains records of such training
- alerts the Examinations Officer and MIS & Examinations Manager if an access arrangement that has not been approved before is awarded to a student
- declares any Conflict of Interests
- will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury
- co-ordinates the work of the access arrangement assessors to ensure consistency of approach and common standards

- determines the duration and number of supervised rest breaks a student awarded this arrangement requires, based on their knowledge of the student's normal way of working when placed under timed conditions
- **must** determine the access arrangements for the candidate's examinations. Where a student has evidence from a specialist, e.g. a medical consultant, who may recommend specific access arrangements, it is the LSM's professional judgement which is based on their knowledge of the candidate's disability, the candidate's normal way of working in timed assessments and comments and observations from teaching staff which must inform the access arrangements awarded

Learning Mentors:

- support students in class who are assessed by the LSM as requiring additional support
- act as readers or scribes as and when required during both internal and external assessments
- may, after receiving training, invigilate external examinations
- declare any Conflict of Interests

Lead Invigilator and Invigilators:

- attend annual training on the current JCQ regulations and in facilitating access arrangements.
- collect examination papers and other material from the Examinations Office before the start of the examination and keep these secure at all times
- Lead Invigilators will assist the Examination Officer in the checking and opening of paper packets prior to the examination
- set up the hall/rooms before each session including:
  - JCQ notices
  - ensure that a clock is visible to all students and that it shows the actual time
  - a notice showing the
    - Centre number
    - Subject title
    - Paper number
    - Actual start and end times
    - Date of the examination
- supervise the entry of students to the hall/room and check student identities
- ensure students are sitting in the correct place and complete the examination register
- ensure that, if students have a drink bottle with them, labels are removed
- ensure that students do not bring food into an examination room, unless there is a medical reason, e.g. diabetes. In these cases the food must be in a transparent container.
- make the required announcements at the start and end of the examination
- make appropriate checks that no unauthorised material, or equipment, has been brought into the examination room, including all notes, all watches, MP3/4 players, mobile phones, ipods, Airpods, earphones/earbuds etc
- ensure that students do not open the question paper until instructed to do so
- supervise students during the examination
- collect all examination papers in the correct order at the end of the examination and return them to the examinations office
- dismiss students once all papers for that examination have been collected
- ensure that scripts are complete, including any additional sheets and are handled securely at all times
- report any concerns regarding an actual or possible security breach to the Examinations Officer
- may only give a 5-minute warning to candidates, but consideration should be given to other students whose examination may finish at a different time
- ensure that their mobile phone is on silent and only used when summoning help when they are the sole invigilator
- ensure they are aware of any students with access arrangements and the nature of those arrangements
- declare any Conflict of Interests

- the College will ensure that under no circumstance will a teacher, a tutor or a senior member of College staff who teaches the subject being examined, be an invigilator during the examination

Students:

- complete all course work and non-examination assessments by the required deadline
- check their statement of entry is accurate
- ensure their understanding of examination and coursework regulations: plagiarism and the use of social media, the security of their own work, regulations relating to re-draft, resubmissions and deadlines
- sign a declaration that authenticates the coursework as their own
- punctually attend all examinations
- bring photographic ID to all external examinations
- not bring unauthorized materials, AirPods, earphones or buds, iPods, MP3/4 devices, smart glasses or other smart devices, notes, wrist watches of any kind and ensure that any water bottles are label free and calculators do not have lids.
- be aware of the procedures if they are late to an external examination

Escalation Process (Internal governance arrangements)

In the absence of the Principal (Head of Centre) the college will follow its Escalation Process. See Appendix 7a.

Public liability

The College complies with local health and safety rules which are in place and the College is adequately covered for public liability claims.

Qualifications offered

The Principal, Vice Principal (Curriculum & Quality) and Divisional Leaders determine the curriculum offered at St John Rigby College.

The qualification types currently offered are GCSE, A-level, Level 3 Extended Project, Functional Skills, BTEC (Entry Level 3 to Level 3), and a small range of certificated coaching, enrichment and first-aid courses. From September 2022 the College will offer T-levels.

The subjects offered for these qualification types in any academic year may be found in the College's prospectus and web site. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed by the end of the previous summer term by the Vice Principal (C&Q).

Examination seasons, timetables and clashes

Examination seasons

External examinations are scheduled in from October to June.

Cross College mock examinations for GCSE, A-level courses and externally assessed BTEC units are scheduled in the autumn (Y13 only) spring terms. These are generally in the Sports Hall. Arrangements are made to meet any examination concessions for students concerned. During mock examinations the normal College timetable is suspended for those students involved. For the Year 2021-22 these arrangements will be confirmed or changed in the light of the COVID-19 pandemic.

Internal examinations are not held at the same time and in the same venue as external examinations. Mock examination papers are not kept in the secure examinations storage.

### External examination timetables and clashes

The Examinations Officer will circulate an annual examinations calendar showing all external examinations scheduled for the coming year. Personal examination timetables will be distributed to students and Progress Tutors once all de-clashing, rooming and seating has taken place. No examination dates or times will be given to students or parents by the Examinations Officer until personal examination timetables have been published. Before such time, HoDs/CLs will be responsible for publicizing to classes the examination dates for individual units.

Each personal examination timetable will give the date and time, room and seat of all the student's examinations. These will be issued no less than three weeks before any examination season.

Entry for Examinations/BTEC Registrations

### Entry and Registration Details

At the start of their time at St John Rigby College, students will sign a Learning Agreement specifying the qualifications they are aiming for. This commits the College to entering or registering students for these examinations and courses unless:

- the student changes course or leaves College or
- the student's attendance is less than 90% in which case the student may be required to pay a deposit against their examination entries. This deposit will be re-funded if the student achieves their target grade.
- the student wishes to re-sit a unit. In this case the re-sit entry will only be made upon receipt of the entry fee.

The Learning Agreement commits the student to following these procedures.

The Examinations Officer is responsible for ensuring that the College is following up-to-date Awarding Body policies regarding entries, registrations and withdrawals. The Examinations Officer and VP (C & Q) will also ensure that any regulatory requirements for the qualification are observed.

The HOD/CL will ensure that the Examinations Officer is fully aware of the precise course, aggregation, examination/paper/modules codes etc, for which their students should be entered and/or registered. Although the Examinations Officer will produce subject entry lists by class, the HOD/CL has the prime responsibility for ensuring their accuracy and appropriateness. Heads of Department/CLs will ensure that entries or registrations for their subject are correct and appropriate for the student, and that students are fully aware of their entry in that subject. Having checked the lists, the Head of Department/CLs will return them, signed, to the Examination Officer by the internal deadline (previously issued by the Examinations Officer).

The College will not enter candidates for a qualification at the same level and in the same subject multiple times in the same series e.g. by entering a candidate for the same subject qualification with different awarding bodies. This is to manage the increased risk of security breaches due to inappropriate timetable variations and is also generally in the interests of students to avoid detrimental effects;

Statements of Entry and Personal Examination Timetables, issued by the Examinations Officer, will be distributed to students by email and/or Progress Tutors. This information is also available via the MIS system and the SJR Portal. Where such distribution is not possible, students can collect their entry statements/timetables from the Reception.

The Examinations Officer is responsible for communicating entries/registrations to the Awarding Bodies by the appropriate external deadlines.

See Appendix 3 for specific details of BTEC Registrations.

The College will only enter staff for external examinations as a last resort. If a member of staff wishes to sit an external examination then an alternative centre should be sought. Should a member of staff be entered for an external



examination, then the Examinations Officer will ensure that the staff member does not have access to examination material and does not receive any preferential treatment.

### *Late Entries and Registrations*

Late entries or registrations are authorised by the individual Head of Department/Course Leader and Examinations Officer. Should the College be required to pay late examination or registration fees, such fees will be paid by the area responsible: for example, if a subject misses an internal deadline, any late entry fees will be taken from that subject's capitation. If the fault lies with the examination department, the examination department will pay any late fees; and if the student is responsible, the student will pay. The Examinations Officer will always give a reasonable deadline, although this will often be determined by the Awarding Bodies. The entry deadlines will be publicized by the Examinations Officer in the Examinations Calendar and return dates will be clearly stated on class entry forms etc.

The Examinations Officer will accept entry amendments and withdrawals up to the dates set by the Awarding Bodies.

### Resits of modules/external tests

There are limited opportunities for re-sits for the reformed GCSE, A-level and BTEC specifications. Heads of Department or Course Leaders, in conjunction with the subject teachers should discuss with students the appropriateness of taking a resit and where there are issues of workload for the student, the Progress Tutor should also be consulted.

Students will pay the fee for any re-sits they take. If payment is not made by the deadline issued by College, they will not be entered for the re-sit. All re-sit applications will be made online via ParentPay by students, except in exceptional circumstances when the Examinations Officer will be responsible for making appropriate arrangements. The Examinations Officer will ensure that re-sit application information, procedures and deadlines are regularly conveyed to students and teachers. Re-sit fees will be reviewed by the Examinations Officer annually, it will be posted on the staff information system and the College website.

In cases of genuine financial hardship the Examinations Officer may waive resit fees on approval from a member of the Senior Leadership Team.

### Examination and Registration Fees

Full time students at St John Rigby College are not charged for their first registration or entry to an examination, unless such a charge has been agreed as part of College review procedures (for example, in the case of inadequate attendance at College).

Students will pay for re-sit examinations. The College reserves the right not to make entries if re-sit fees are not paid by the College deadline. Late re-sit applications may be accepted at the discretion of the Examinations Officer and will be subject to late entry fee charges.

The College reserves the right to seek re-imburement from students who miss examinations, or do not meet coursework requirements, without medical or other mitigating circumstances.

### The Equality Act 2010 and Access Arrangements

The Equality Act 2010 harmonises, consolidates and replaces previous legislation, consolidating equality legislation with respect to nine protected characteristics, including disability. The Act sets out the types of discrimination, which in the context of disability include direct and indirect discrimination, discrimination arising from disability, harassment, victimization and failing to make a reasonable adjustment. For further general information, please refer to the Student

Disability Policy available on SIS under Student Policies) which outlines how the College seeks to comply with the Equality Act 2010.

The Equality Act requires that reasonable adjustments are put in place for candidates who are disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to candidates who are not disabled. The principal way of implementing reasonable adjustments is by putting in place “access arrangements”. The Vice Principal (Students), Examinations Officer and Learning Support Manager are responsible for ensuring that access arrangements and special consideration procedures are consistent with the law. Where the College is under a duty to make a reasonable adjustment there will be no charge or additional fee or charge made to the student (or parents/carers) in relation to the adjustment.

Failure to consider putting arrangements in place (which may be a failure to comply with the duty to make reasonable adjustments) or putting in place arrangements that have not been approved or putting in place arrangements that are not supported by appropriate evidence may be considered as malpractice (See Appendix 8).

The individual requirements of some students may necessitate special arrangements. In these cases, the Examinations Officer will liaise with the Learning Support Officer and Learning Support Manager so that the JCQ deadlines for access arrangements are met.

The Learning Support Manager will inform the Examinations Officer, Heads of Departments/CLs, subject teachers, Senior Tutors and Progress Tutors of students with special educational needs or disabilities. These students are identified through the admissions and enrolment process and/or teacher referral. The Learning Support Manager will liaise with the Examinations Officer with regards to the application for appropriate access arrangements. The Learning Support Manager will inform the Examinations Officer of the access arrangements required by each student so that these can be put in place in accordance with the College Assessment, Support and Access Arrangements Procedures.

If a teacher suspects that a student has an undiagnosed learning difficulty, they may make a referral to the Learning Support Department with supporting evidence via the “Check list regarding student’s normal way of working. Additional evidence to support Access Arrangements” form. Such students should be identified as early as possible and certainly within their first year at College. The evidence provided to the Learning Support Department will be assessed and a diagnostic assessment may take place.

Diagnostic assessments to determine the need and extent of access arrangements are carried out by the Learning Support Manager and one other suitably qualified specialist teacher.

The Vice Principal (S&R) will, by the 30<sup>th</sup> September each year, check that the specialist qualifications held by these staff are still current and fit for purpose.

It is essential the Examinations Officer is informed of these arrangements before the process of rooming, seating and planning invigilation commences.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Learning Support Officer. Late referrals will be accommodated if practicable.

One of the Specialist Teachers must attend annual staff development via Communicate-ED/Patoss conferences and disseminate the information to the other Specialist Teachers.

Diagnostic Assessments for purposes of Examination Access Arrangements will only be accepted from:

- The Specialist Teachers at St John Rigby College
- The Sensory Impairment Service, Wigan
- A registered Optician

The use of third parties to deliver courses or parts of courses

Where the College uses a third party to deliver any part of a qualification, it maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements. The College will have in place a written agreement with the third party, a copy of which will be available for inspection if requested by the awarding body.

At the time of writing the College does not have any third-party arrangements.

## Attendance at External Examinations

### Arrival

Students will only be allowed access to the examination room on production of a College ID badge or other form of photographic ID (driving license, passport, current photo bus pass). This ensures that external invigilators can verify the identity of the students, in accordance with JCQ requirements, and complete accurate attendance registers.

All students are responsible for ensuring that they sit in the correct seat, as detailed on the examination seating plan and on each student's personal examination timetable, and that they are sitting the correct paper. Seating lists will be posted outside each examination room.

The Examinations Officer will attempt to arrange contact with any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

### Late Arrival

Students are responsible for their prompt arrival at examinations. If a student realises that they are going to miss, or be late to, an examination, they should contact Reception immediately and make their way to College as quickly as possible. On arrival they should report to the Sports Hall or the College Reception. Please see Appendix 9 for further information regarding late arrival at examinations. Instructions with regard to late arrival are printed on the bottom of the Examination Timetable issued to students and are also available in the Exams FAQ via the College website.

### Non-Attendance

Students who do not attend examinations and fail to provide an appropriate justification for absence, will be subject to a charge to cover the cost of the missed examination. In cases where extenuating circumstances apply, e.g. illness, bereavement, the Examinations Officer will use discretion in the levying of fees. The Examinations Officer will apply to the Awarding Bodies for entry fee refunds when possible.

All cases of non-arrival should be reported to the Vice Principal (Curriculum & Quality) for consideration of withdrawal from the qualification because of incomplete final assessment.

## Managing Invigilators and External Examination Day

### Managing invigilators

Wherever possible the College will use external paid invigilators to supervise external examinations. The Examinations Officer is responsible for co-ordinating the work of these invigilators, for organising and communicating their times of duty, and for ensuring that they are following College and Awarding Body policy regarding the conduct of examinations. The Examinations Officer will liaise with the Human Resources Officer regarding recruitment, hours worked and payment of external invigilators.

Where external invigilators are not available, or where there are insufficient numbers, College staff will invigilate. This will be arranged by the Examinations Officer and Vice Principal (S&C).

Once authorised by the Principal, the recruitment of invigilators is the responsibility of the Examinations Officer assisted by the Human Resources Officer.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the HR department. DBS fees for securing such clearance are paid by the College, see the Staff Recruitment & Selection Policy Appendix 1: DBS Policy. Invigilators' rates of pay are set by the Principal.

#### External Examination Days

The Examinations Officer is responsible for the organisation of examination accommodation, in accordance with Awarding Body regulations and the College Health and Safety procedures. The Health, Safety and Facilities Manager and the Premises Team will use information provided by the Examinations Officer to set up rooms appropriately.

The Examinations Officer will timetable, and book as appropriate, all examination rooms after liaison with HODs and make the question papers, other examination stationery and materials available for the invigilator.

The Examinations Officer or lead invigilator will start all examinations in the Sports Hall or Theatre in accordance with JCQ guidelines. The allocated external invigilator will start examinations in other classrooms in accordance with JCQ guidelines.

In practical examinations subject teachers should be on hand in case of any technical difficulties, but should remain outside the room unless asked to enter by the invigilator.

Papers will be distributed to HoDs at the end of the examination session. Please refer to Appendix 6: Examination Protocols.

Managing students, clash students and special consideration students

#### Students

The Examinations Officer is responsible for ensuring that students are fully aware of procedures to be followed in examinations. This will usually take the form of written instructions, which will be distributed by Progress Tutors and also made available on the College website (Exams FAQs), and by announcements at the start of each examination session.

The JCQ rules on candidates' use of mobile phones and other electronic devices apply at all times and the normal standards of student co-operation and behaviour, as specified in the Student Charter, continue to apply during examination periods. Students who do not adhere to JCQ guidelines and procedures will be dealt with in accordance with the JCQ 'Suspected Malpractice in Examinations and Assessments' procedures.

Students' personal belongings remain their own responsibility and the College accepts no liability for their loss or damage. Students should ensure that their mobile phone and other electronic equipment is switched off and placed in their bag. Bags will be left at the back of the main examination rooms, and in an appropriate place in other rooms.

Head-phones should not be worn in the examination. Students who wear a head covering for religious reasons will be asked to show an invigilator/staff member of the same gender that there are no head-phones concealed beneath. This will take place outside the main examination room. Other students will be asked to remove hats/caps or scarfs that cover their ears.

Students may leave the examination room for a genuine purpose requiring an immediate return to the examination room (e.g. to use the toilet), in which case a member of staff/invigilator must accompany them.

Students who have been awarded supervised rest breaks by the LSM can only leave the examination room if accompanied by an invigilator.

Unless in isolation, students may not leave an examination room until the main end time. This limits the disruption to **other candidates**.

### Clash students

The supervision of escorts, identifying a secure venue and arranging overnight supervision (including the completion of JCQ form Timetable variation and confidentiality declaration for overnight supervision) is the responsibility of the Examinations Officer. The Examinations Officer will follow the JCQ guidance regarding overnight supervision. This only applies where an A level student has more than six hours examinations (including extra time/rest breaks) on one day.

For students with a disability an application for a timetable variation may be processed where a candidate has:

- a formally diagnosed medical or psychological condition; or
- a physical disability; or
- a visual impairment.

The LSM will provide formal evidence to confirm the candidate's impairment via Form 9 confirming the candidate's disability and the need for a timetable variation.

Only one examination in the series may be transferred from the published afternoon session to the following morning.

The College will confirm that the candidate and their parent(s)/ carer(s) will adhere to the requirements for overnight supervision. A completed overnight supervision declaration form must be completed and be available for inspection.

### Special Consideration and temporary access arrangements

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Students will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include, but are not limited to:

- temporary illness or accident/injury at the time of the assessment
- bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible)
- terminal illness of the candidate or close relative (parent/carer/sibling)
- domestic crisis arising at the time of the assessment
- serious disturbance during an examination, particularly where recorded material is being used
- accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time
- participation in sporting events, training camps or other competitions at an international level at the time of assessment. e. g. representing their club or country at an international level in chess or football
- failure by the College to implement previously approved access arrangements for that specific examination series.
- allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 examinations) or more than 6 hours (GCE and Level 3 examinations).
- cyberattack significantly affecting the completion of candidates' coursework/non examination assessments.

JCQ will not accept special consideration requests for trivial reasons such as:

- A bird tweeting outside the examination room

- A lorry reversing
- A toilet being flushed
- Doors in a corridor adjacent to the examination room opening and closing
- Very short, momentary noise from, for example, aeroplanes, helicopters, lawn mowers.

For detailed guidance see the JCQ publication: 'A guide to the special consideration process General and Vocational qualifications.'

The Examinations Officer will process applications for special consideration/temporary access arrangements in line with the JCQ and awarding body procedures and deadlines using Form 10 – JCQ/SC, at the time of the assessment. The College will be mindful that it may be disclosing sensitive personal information and **will obtain** the student's agreement before disclosing information to remain compliant with the Data Protection Act 2018.

Applications will be signed by a member of the SLT, usually the Vice Principal (Students) or the Principal. Supporting evidence will be retained until the publication of results.

Students who miss the deadline for non-examined assessment for the reasons given above may be eligible for an extension of no more than 10 days. This will be at the discretion of the Awarding Body.

For students who miss timetabled examinations for acceptable reasons the Awarding Body may make an adjustment to the final grade depending on the total amount of assessment that has been completed. Please refer to Section 4.3 in the publication listed above. N.B. For A level and GCSE qualifications 25% of the total qualification must have been completed.

Students who may be eligible for special consideration will be advised by the Vice Principal (Students) and the Examinations Officer.

Where a student has been fully prepared and entered for a qualification but has encountered exceptional mitigating circumstances beyond their control and is unable to sit any awarding body set examinations/assessments, the College will contact the relevant awarding body. The awarding body will advise the College of the process and the information required. An awarding body may issue a statement of recognition. A statement of recognition records the student's likely qualification grade(s), according to the College, had the awarding body's set examinations/assessments been completed. The statement of recognition is designed to support the student's progression to the next stage of education, training or employment. It can inform discussions with Further Education/Higher Education institutions, other education providers, and employers, to facilitate progression. The statement of recognition is provided by the awarding body based on the information supplied by the College and is not a qualification certificate.

#### Coursework/non-examination assessment

Heads of Department will ensure that

- all coursework and non-examination assessments are planned and scheduled appropriately through the scheme of work
- coursework and non-examination assessments are conducted and marked by staff having the appropriate skills, knowledge and understanding
- all coursework/non-examination assessments are marked consistently according to the mark-scheme, marking criteria and is internally standardized as required.
- all coursework is marked and/or dispatched at the correct time. The HOD will keep a record of what has been sent, when and to whom

Students should ensure that they complete all coursework/assessment by the required submission dates and that they declare any content that is not their own work.

Also see

Appendix 1a: Non-examination Assessment Procedures

Appendix 1ai: Management issues and potential risks associated with non-examination assessments / coursework

Appendix 1b: Coursework Procedures

Appendix 2: Examination and Assessment Appeals Policy

## Certification

For all A-level and Level 3 BTEC programmes, certification will be made at the end of the two-years of study. In exceptional cases, a student may take an A-level or BTEC Extended Certificate in one year.

All pre-level 3 courses will be certificated after one year of study, unless agreed by the VP(C&Q) for specific individuals.

For specific details of BTEC certification please see: Appendix 3: BTEC Registration and Certification Procedures.

## Study Leave

Dates for study leave and holidays are published in the College Calendar, which is available in the Staff Handbook.

Study leave is granted for internal “mock” examinations held in November and March. Students taking subjects holding examinations in these sessions will only be required to attend that subject for their examination. BTEC Diploma and Extended Diploma classes will continue as normal.

### Y13 Students

Study leave arrangements for Y13 students will be decided on an annual basis by SLT on return from the Easter vacation.

### Y12 Students on 1 Year Programmes

These classes continue until either all course work has been completed and submitted to the Awarding Body or any GCSE/Functional Skills examinations have been completed.

### Y12 Students on Advanced Programmes

Y12 Advanced students who may be re-sitting a GCSE subject will not be granted study leave except for the morning before an afternoon examination.

All Year 12 level 3 lessons continue as normal until the end of the summer term as published in the College calendar.

### November GCSE Mathematics and English Re-sit Examinations

The College will enter students for November GCSE re-sit examinations as follows:

- all Year 13 students who have yet to achieve a grade 4
- any Y12 student who has progressed between levels (e.g. from level 2 to level 3) and has improved to a grade 3

Students taking November entries will be required to continue attending GCSE lessons until the publication of results in January and securing a grade 4. The College will enter November re-sitters who do not achieve a grade 4 for the summer series and will pay for the entry.

All other students will be entered for the summer series. Any requests for exceptions to this will be considered by the VP (C&Q).

### Financial Procedures

The Examinations Officer is responsible for ensuring that the correct entries/registrations are made by the relevant deadline and, by liaising with the Finance Department, that the correct payment of examination/ registration fees is made to the Awarding Bodies.

The Examinations Officer is responsible for the ordering and secure storage of examination papers, stationery and will liaise with the Director of Funding, Finance and Estates with regard to suitable furniture/storage.

The Examinations Officer is responsible for providing appropriate information to *ParentPay* in order that the online re-sit application and payment system is kept up to date.

### Result Days and Results Distribution

#### Results

The Examinations Officer and the MIS & Examinations Manager are responsible for the initial processing of examination results. The MIS & Examinations Manager will produce results in appropriate forms, as requested by the Senior Leadership Team.

The Vice Principal (Students), Examinations Officer, MIS & Examinations Manager are responsible for ensuring that the College is appropriately staffed on results days for the collation and distribution of examination results.

The Vice Principal (Students) is responsible for ensuring that students are fully aware of procedures for collecting their results.

The Principal is responsible for the dissemination of results to the media and for subsequent contact with the media. The Principal is also responsible for determining which staff have access to results prior to the release to students. This is normally: Vice Principal (Curriculum & Quality), Vice Principal (Staffing & Resources), MIS & Examinations Manager, Examinations Officer.

The Examinations Officer will provide information regarding the Post Results Services (Enquiries about Results, Access to Scripts and Reviews of Results), deadlines and costs to students and staff, this will be completed by 01<sup>st</sup> February of each year.

The Examinations Officer will also provide hard-copy information regarding the Post Results Services, deadlines and costs to students and staff on results days.

The College's internal appeals procedure regarding enquiries about results and re-marks is available via the College website site and Appendix 2.

All results received will be distributed to students on results days. The College will not withhold provisional results from students under any circumstances.

If a student is unable to attend on the day s/he can collect their results from the Main Reception or the Examinations Office in the days following. Results may be collected by a proxy only when authorised by the Examinations Officer following written notification from the candidate.

A member of the Senior Management Team and the Examinations Officer/MIS & Examinations Manager will be on site on the days immediately following the publication of results.

For Enquiries about Results, Access to Scripts and Reviews of Results and Reviews of internally assessed work see Appendix 2

### Certificates



Final certificates are collected after they have arrived in College. All certificates must be signed for.

Certificates may be collected on behalf of a student by a third party, provided they have been authorised to do so in advance and bring proof of identify.

The College will only withheld certificates will from students with prior approval from the Awarding Body.

The College will retain certificates for 3 years after completion. Uncollected certificates will be disposed of in line with Awarding Body guidelines.

#### General Points

The College will follow all relevant Awarding Body policies.

Normally the College will not act as a Centre for external/private students.

Some examinations that involve a very large number of students may necessitate amendments to the College timetable.

#### Complaints

Any informal complaints concerning the conduct and administration of examinations should be directed in the first instance to the Examinations Officer. Copies of the formal College complaints procedure and complaints forms may be obtained from the College's Reception or via the College website.

#### Examinations Contingency Plans

The JCQ requires all centres to have a written Examinations Contingency Plan. This is included in Appendix 7b.

#### Monitoring these procedures

This policy will be reviewed each September/October by the VP (S&R) and as appropriate throughout the examination cycle. New arrangements are being introduced continually by Awarding Bodies, and changes may need to be made to accommodate these.

#### Other Policies and Procedures

- Equality and Diversity Policy
- Whistleblowing Policy
- Student Disability Policy
- Health and Safety Policy
- Attendance, Punctuality and Engagement Strategy
- Fees & Charging Policy
- Complaints Procedure
- Assessment, Support and Access Arrangements Procedures (See the Learning Support Handbook)
- Staff Recruitment & Selection Policy (Appendix 1 DBS Policy)
- Data Protection Policy
- Business Continuity Plan
- Lockdown Procedures
- Cybersecurity Policy
- Information Systems Disaster Recovery Plan
- Student Charter

- Student Disciplinary/Exclusion Policy
- Staff Disciplinary Procedure

## *Appendix 1a: Non-examination Assessment Procedures*

### Introduction

It is a requirement of the Joint Council for Qualifications (JCQ) that all examination centres have procedures for non-examination assessment.

This policy affects the delivery of subjects of GCE and GCSE qualifications, which contain a component(s) of non-examination assessment. It is based on the annual JCQ publication: Instructions for conducting non-examination assessments, referred to below as NEA.

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

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

For further information, please see the JCQ publication: Instructions for conducting non-examination assessments.

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

- task setting
- task taking
- task marking

The roles and responsibilities of staff for each stage are defined below:

### General Principles

#### **Principal/Vice Principal (S&R)**

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

#### **Vice Principal (C&Q)**

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

#### **Divisional Leaders (Curriculum)**

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

## **Head of Department/Course Leader**

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

## **Subject Teacher**

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

## **Examinations Officer**

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

## **Conflicts of Interest**

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

### Task setting

#### **Head of Department/Course Leader/Subject teacher**

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

### Issuing of tasks

#### **Head of Department/Course Leader/Subject teacher**

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

### Task taking

## **Supervision**

### **Head of Department/Course Leader/Subject teacher**

- Checks the awarding body's subject-specific requirements ensuring students take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a student to be authenticated
- Ensures there is sufficient supervision to ensure the work a student submits is their own
- Where candidates may work in groups, keeps a record of each student's contribution and it must be possible to attribute assessable outcomes to individual students
- Before the submission of work for formal assessment, reminds students to always keep their work secure and not to publicise their work such as posting it on social media.
- Ensures candidates are aware and understand the following JCQ documents:
  - Information for candidates - non-examination assessments
    - [https://www.jcq.org.uk/wp-content/uploads/2020/09/IFC-NE\\_Assessments\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2020/09/IFC-NE_Assessments_FINAL.pdf)
  - Information for candidates - Social Media
    - <https://www.jcq.org.uk/wp-content/uploads/2020/08/DD2489-JCQ-Social-Media-Information-for-Candidates.pdf>

### Advice and feedback

### **Head of Department/Course Leader/Subject teacher**

- As relevant to the subject/component, advises students on relevant aspects before candidates begin working on a task
- When reviewing students' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows students to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, students are not allowed to revise it

### Resources

### **Head of Department/Course Leader/Subject teacher**

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Staff must refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications: <http://www.jcq.org.uk/exams-office/malpractice> as well as the awarding body's specification and/or associated documentation

### Word and time limits

### **Head of Department/Course Leader/Subject teacher**

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

### Collaboration and group work

#### **Head of Department/Course Leader/Subject teacher**

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

### Authentication procedures

#### **Head of Department/Course Leader/Subject teacher**

- Where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
- **Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later**
- Provides signed student declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the Examinations Officer
- During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, e.g. in a competition, provided that the originals are stored securely by the College. Any material which is not required for moderation purposes (or any subsequent review) may also be freely used by the student. Where original work is used for moderation, as in Art & Design, a teacher must be present if, during this period:
  - assessed work is exhibited
  - a candidate takes assessed work to an interview
  - the work is removed from secure storage for any other reason.

### Presentation of work

#### **Head of Department/Course Leader/Subject teacher**

- Instructs students to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs students to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Considers if work submitted is valuable or fragile and may require insuring against damage or loss
- Ensures that if work is to be submitted electronically, it meets any awarding body specified requirements

### Keeping materials secure

#### **Head of Department/Course Leader/Subject teacher**

- When work is being undertaken by students under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by students for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in JCQ Instructions for NEA

- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds students of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the Network Manager to ensure that appropriate arrangements are in place to restrict access between sessions to students' work where work is stored electronically
- Ensures that when work is submitted by post that the package is robust and securely fastened

### **Network Manager**

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

### Task marking – externally assessed components

For assessment that is taken in College but sent to an external Awarding Body assessor for marking.

### Conduct of externally assessed work

#### **Head of Department/Course Leader/Subject teacher**

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

#### **Examinations Officer**

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

### Submission of work

#### **Head of Department/Course Leader/Subject teacher**

- Provides the attendance register to a Visiting Examiner

#### **Examinations Officer**

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

### Task marking – internally assessed components

For assessment that is taken in College and marked by College staff according to Awarding Body standards.

### Marking and annotation

#### **Head of Department/Course Leader/Subject teacher**

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

### Internal standardisation

#### **Divisional Leaders (Curriculum)**

Ensure that internal standardisation of marks across assessors and teaching groups takes place as required

#### **Head of Department/Course Leader/Subject teacher**

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

### Submission of marks and work for moderation

#### **Head of Department/Course Leader/Subject teacher**

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

#### **Examinations Officer**

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



### Storage and retention of work after submission of marks

#### **Head of Department/Course Leader/Subject teacher**

- Keeps a record of names and candidate numbers for students whose work was included in the moderation sample
- Retains all marked students' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up by storing material on one of the College servers rather than a 'local' PC. In subjects such as Music Technology, Music, Graphics, Photography, Media and Film staff should liaise with the Network Manager. Students should use their College provided MS365 OneDrive which is backed up daily.
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

#### **Examinations Officer**

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

#### **External moderation - feedback**

VP(C&Q), AP/Head of Department/Course Leader

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

#### **Examinations Officer**

- Accesses or copies moderator reports to relevant staff [VP(C&Q), AP, HoD/CL]
- Takes remedial action, if necessary, where feedback may relate to centre administration

### Access arrangements

#### **Head of Department/Course Leader/Subject teacher**

- Works with the Learning Support Manager to ensure any access arrangements for eligible candidates are applied to Assessments

#### **Learning Support Manager**

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

### Special consideration

#### **Head of Department/Course Leader/Subject teacher**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations (For detailed guidance see the JCQ publication: 'A guide to the special consideration process General and Vocational qualifications.')
- Liaises with the Vice Principal (Students) and Examinations Officer when special consideration may need to be applied for a candidate taking assessments

#### **Examinations Officer**

- Processes claims for special consideration according to the JCQ and Awarding Body regulations and timescales.

### Malpractice

- See Appendix 8

### Enquiries about results

#### **Principal**

- Ensures the College has a policy regarding Internal Appeals and Enquiries about results (See Appendix 2)

#### **Head of Department/Course Leader/Subject teacher**

- Provides relevant support to students (or subject teachers) making decisions about enquiries about results

#### **Subject teacher**

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the Examinations Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Collects candidate consent

#### **Examinations Officer**

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

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

#### **Principal**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities

### **Head of Department/Course Leader/Subject teacher**

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit
- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre record
- Ensures students provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome

### **Examinations Officer**

- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment

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

### **Principal**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

### **Divisional Leader**

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

### **Head of Department/Course Leader**

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

### **Subject teacher**

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

## **Examinations Officer**

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

Appendix 1ai: Management of issues and potential risks associated with non-examination assessments / coursework

Issue/Risk	College actions to manage issue/mitigate risk	Action by
<i>Task setting</i>		
Awarding Body set task: IT failure/corruption of task details where set task details accessed from the Awarding Body online	Awarding Body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding Body contacted to request direct email of task details	VP(S&R) / Network Manager / Examinations Officer (EO)
College set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access Awarding Body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the College set task	Divisional Leaders / HoDs and CLs
Students do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual student or group of students is produced for students Records confirm all students understand the marking criteria Students confirm/record they understand the marking criteria	HoDs and CLs / Subject Teacher (ST)
Subject teacher long term absence during the task setting stage	VP (S&R) and HR Manager to contact agencies to find suitable long term supply cover. Consider re-timetabling Department to allocate College staff to groups approaching external examinations. HoD/CL to closely manage and monitor the work of external supply staff	Principal, VP (S&R), HR Manager, AP, HoD/CL
<i>Issuing of tasks</i>		
Awarding Body set task not issued to students on time	Awarding Body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to students contains details when set task will be issued and completion date Set task accessed well in advance to allow time for planning, resourcing and teaching	Divisional Leaders / HoDs and CLs
The wrong task is given to students	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to students Awarding Body guidance sought if this issue remains unresolved	Divisional Leaders / HoDs and CLs
Subject teacher long term absence during the issuing of tasks stage	See above	Principal, VP (S&R), HR Manager, AP, HoD/CL
<i>Task taking</i>		
<b>Supervision</b>		
Planned assessments clash with other College or student	Assessment plan identified for the start of the course / year and in light of whole College Calendar	Divisional Leaders / HoDs and CLs
Rooms or facilities inadequate for students to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the year Staggered sessions arranged where IT rooms insufficient for number of students IT room timetables visible on REMS and bookable through MIS Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply) if this applies	VP (C&Q) and VP (S&R) HoDs and CLs MIS & Examinations Manager

Insufficient supervision of students to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication: 'Instructions for conducting non-examination assessments' and any other specific instructions detailed in the awarding body's specification in relation to the supervision of students Confirm subject teachers understand their role and responsibilities as detailed in the College's non-examination assessment policy	Divisional Leaders / HoDs and CLs
A student is suspected of malpractice <b>prior</b> to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed.	VP (C&Q), VP (S&R), Divisional Leaders / HoDs and CLs
Access arrangements were not put in place for an assessment where a student is approved for arrangements	Staff are signposted to the special consideration process within the Examinations Policy (in line with JCQ regulations) to determine the process to be followed to apply for special consideration for the student	VP (S), Learning Support Manager, Examinations Officer, HoDs and CLs
<b>Advice and feedback</b>		
Student claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Subject teachers to record all information provided to students as appropriate to the subject and component before work begins as part of the College's quality assurance procedures Student confirms/records advice and feedback given prior to starting on their work Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity	VP (C&Q), Divisional Leaders / HoDs / CLs and subject teachers
Student claims no advice and feedback given by subject teacher during the task-taking stage	Subject teachers to record all advice and feedback provided to students as appropriate to the subject and component during the task-taking stage as part of the College's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Student confirms/records advice and feedback given during the task-taking stage	VP (C&Q), Divisional Leaders / HoDs / CLs and subject teachers
A third party claims that assistance was given to students by the subject teacher over and above that allowed in the regulations and specification	The Suspected Malpractice in Examinations and Assessments Policy is followed. Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	Principal, VP (C&Q), VP (S&R), Divisional Leaders, EO
Student does not reference information from published source	Student is instructed to reference information before work is submitted for formal assessment Student is referred to the JCQ document Information for students: non-examination/coursework assessments Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	HoDs / CLs and subject teachers

Student does not set out references as required	Student is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Student is again referred to the JCQ document Information for students: non-examination assessments. Student's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	HoDs / CLs and subject teachers
Student joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the student to catch up	HoDs / CLs and subject teachers
Student moves to another College during the course	Awarding Body guidance is sought to determine what can be done depending on the stage at which the move takes place	EO
<b>Resources</b>		
A student augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by students, these are collected in and kept secure between formally supervised sessions Where work is stored on the College's network, access for students is restricted between formally supervised sessions	Network Manager HoDs / CLs and subject teachers
A student fails to acknowledge sources on work that is submitted for assessment	Student's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources  Awarding Body guidance is sought on whether the work of the student should be marked where student's detailed records acknowledges sources appropriately  Where confirmation is unavailable from student's records, Awarding Body guidance is sought and/or a mark of zero is submitted to the Awarding Body	VP (C&Q), VP (S&R) Divisional Leaders / HoDs / CLs/subject teachers
<b>Word and time limits</b>		
A student is penalised by the Awarding Body for exceeding word or time limits	Records confirm the Awarding Body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, students are discouraged from exceeding them Students confirm/record any information provided to them on word or time limits is known and understood	VP (C&Q), Divisional Leaders / HoDs / CLs/Subject teachers
<b>Collaboration and group work</b>		
Students have worked in groups where the Awarding Body specification states this is not permitted	Records confirm the Awarding Body specification has been checked to determine if group work is permitted Awarding Body guidance sought where this issue remains unresolved	VP (C&Q), Divisional Leaders / HoDs / CLs/Subject teachers
<b>Authentication Procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a student for internal assessment  Student plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and students' work Records confirm that students have been issued with the current JCQ document Information for students: non-examination / coursework assessments Students confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for students: non-examination assessments An investigation is completed in line with the Suspected Malpractice in	VP (S&R), VP (C&Q), Divisional Leaders HoDs / CLs/Subject teachers

Student does not sign their authentication statement/declaration	Records confirm that students have been issued with the current the JCQ document Information for students: non-examination/coursework assessments Students confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for students: non-examination assessments Declaration is checked for	Divisional Leaders HoDs / CLs/Subject teachers
Subject teacher not available to sign authentication forms	Ensures a College-wide process is in place for subject teachers to sign authentication forms at the point of marking students work as part of the College's quality assurance procedures	VP (C&Q), Divisional Leaders HoDs / CLs/Subject teachers



<b>Presentation of work</b>		
Student does not fully complete the awarding body's cover sheet that is attached to their worked submitted for	Cover sheet is checked to ensure it is fully completed before accepting the work of a student for formal assessment	VP (C&Q), Divisional Leaders HoDs / CLs/Subject
<b>Keeping materials secure</b>		
Students work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage	VP (C&Q), Divisional Leaders HoDs / CLs/Subject teachers
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	VP (S&R), VP (C&Q), Divisional Leaders HoDs / CLs
<u>Task marking – externally assessed components</u>		
A student is absent on the day of the examiner visit for an acceptable reason	Awarding Body guidance is sought to determine if alternative assessment arrangements can be made for the student If not, eligibility for special consideration is explored and a request submitted to the Awarding Body where appropriate	VP (C&Q), Divisional Leaders HoDs / CLs / EO
A student is absent on the day of the examiner visit for an unacceptable reason	The student is marked absent on the attendance register	VP (C&Q), Divisional Leaders HoDs / CLs / EO
<u>Task marking – internally assessed components</u>		
A student submits little or no work	Where a student submits no work, the student is recorded as absent when marks are submitted to the awarding body Where a student submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	VP (C&Q), Divisional Leaders HoDs / CLs/Subject Teachers
A student is unable to finish their work for unforeseen reason	Relevant staff are referred to the Special Consideration section of this policy to determine eligibility and the process to be followed for a shortfall in work	VP (C&Q), Divisional Leaders HoDs / CLs / EO
The work of a student is lost or damaged	Relevant staff are referred to the Special Consideration section of this policy to determine eligibility and the process to be followed for a shortfall in work	VP (C&Q), Divisional Leaders HoDs / CLs / EO
Student malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	VP (S&R), VP (C&Q), Divisional Leaders
A teacher marks the work of his/her own child	At enrolment, timetabling efforts are made to ensure that teachers do not teach their own children. Where this is unavoidable, a conflict of interest is declared by informing the Awarding Body that a teacher is teaching his/her own child at the <b>before entries are made.</b>  Marked work of said student is submitted for moderation whether part of the sample requested or not	VP (S&R), VP (C&Q), Divisional Leaders HoDs / CLs/ EO

An extension to the deadline for submission of marks is required for a	Awarding Body is contacted to determine if an extension can be granted Relevant staff are referred to the Special Consideration section of this policy to determine eligibility and the process to be followed for non-examination assessment extension	VP (C&Q), Divisional Leaders HoDs / CLs/ EO
After submission of marks, it is discovered that the wrong task was given to students	Awarding Body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for students	VP (C&Q), Divisional Leaders HoDs / CLs/ EO
A student wishes to appeal the marks awarded for their work by their teacher	Students are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm students have been informed of their marks Students are informed that these marks are subject to change through the awarding body's moderation process Students are informed of their marks at least four weeks prior to the external deadline for the submission of marks Students are made aware of the College's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body. See Appendix 2	VP (C&Q), Divisional Leaders HoDs / CLs/ EO
Deadline for submitting work for formal assessment not met by student	Records confirm deadlines given and understood by students at the start of the course Students confirm/record deadlines known and understood Depending on the circumstances, Awarding Body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the Awarding Body for the student	VP (C&Q), Divisional Leaders HoDs / CLs
Deadline for submitting marks and samples of students work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year Reminders are issued through Divisional Leaders as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed.	VP (C&Q), Divisional Leaders HoDs / CLs
Subject teacher long term absence during the marking period	Teaching agencies approached source appropriately experienced and qualified individuals to mark non-examined assessment / course work, or to free existing staff in order for them to mark student work Ex-members of staff approached for help in marking Other colleges approached for assistance in finding suitably experienced and qualified individuals	Principal, VP (S&R), VP(C&Q), Divisional Leaders, HoDs and HR Manager

## *Appendix 1b: Coursework Procedures*

### Introduction

This section outlines the procedures that must be taken when course work is being completed for qualifications such as EPQ, AQA Applied General qualifications and OCR Cambridge Nationals. These instructions are additional to any guidelines or regulations an individual awarding body may issue. If there is conflict between the awarding body's guidelines or regulations and these instructions, the awarding body's guidelines and subject-specific instructions will take precedence.

### Task setting

Coursework components assess students' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. Evidence of participation that may be appended to the student's final work may include printouts, copies of presentations, charts, photographs, letters, artefacts, videos, recordings or transcripts of interviews, CDs or DVDs

Teachers must ensure that students are clear about the assessment criteria which they are expected to meet in their coursework. Some, students may require some further explanation or interpretation before they fully understand the nature of the skills which they are expected to demonstrate. Any explanation or interpretation given by staff must be general and not specific to an individual student's work

For students completing the EPQ, it must be made clear what is involved: a free choice of topic, flexible choice of output and the opportunity to show evidence of a wide range of capabilities. However, projects must be chosen by students in discussion with their supervisor and verified as appropriate by following procedures specified by the awarding body.

### Marking, revision, re-drafting and interim review of work

When marking, teachers must not give credit to any additional assistance given to student beyond that which is described in the specification.

Teachers must give details of any additional assistance on the appropriate record form(s). Examples include:

- having reviewed the student's coursework giving (either to individual students or to groups) detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria;
- giving detailed indications of errors or omissions which leave the student no opportunity for individual initiative;
- giving advice on specific improvements needed to meet the assessment criteria;
- providing writing frames specific to the coursework task (e.g. outlines, paragraph headings or section headings);
- intervening personally to improve the presentation or content of the coursework.

Before giving additional assistance beyond that which is described in the specification, teachers must ensure that there is provision to record this assistance and take account of it in the marking.

Students are free to revise and re-draft a piece of coursework without teacher involvement before submitting the final piece. Students should be advised to spend an appropriate amount of time on the work, proportional to the marks available.

Where drafting is inherent in the skills being tested, subject-specific guidance and exemplification will indicate its role in relation to the type of writing being undertaken and any interim assessment allowed in these circumstances. This guidance may extend to the way in which evidence of re-drafting is provided for subsequent internal standardisation or external moderation purposes.

In the absence of subject-specific guidance, teachers may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the student to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks. Generally, one review should be enough to enable students to understand the demands of the assessment criteria. Advice may be given in either oral or written form.

A clear distinction must be drawn between any interim review of coursework and final assessment for the intended examination series. **Once work is submitted for final assessment it must not be revised.** Under no circumstances are 'fair copies' of marked work allowed. **Adding or removing any material to or from coursework after it has been presented by a student for final assessment will constitute malpractice and be reported by the College to the awarding body.**

If a student requires additional assistance to demonstrate aspects of the assessment, the teacher must award a mark which represents the student's unaided achievement. The authentication statement must be signed, and information given on the record form.

Where students are following EPQ qualifications, the teacher will need to discuss with the student the range of acceptable evidence that should be used. The supervisor may give feedback on the progress of the Project, which should be acknowledged on the appropriate record form.

Teachers must always keep live coursework secure and confidential whilst in their possession. **The sharing of 'live' coursework with other students by teaching staff will constitute malpractice and will be reported by the College to the awarding body.**

#### Presentation and submission of coursework

All coursework submitted for assessment must be the student's own work. Written material may be handwritten using black ink, or wherever possible word-processed.

Where appropriate, work submitted may also include printouts/copies of presentations, charts, artefacts, photographs, letters, videos, recordings or transcripts of interviews, as well as witness statements from supervising teachers to record what a student has demonstrated. If videos or photographs/images of candidates are included as evidence of individual participation or contribution, the teacher must obtain, at the beginning of the course, the written consent of each who appears.

Coursework must include a title and, where relevant, a table of contents and a bibliography.

Where students produce coursework electronically their work must be backed-up regularly and stored securely on the College's IT system. Teachers must inform students to use their College provided MS OneDrive, this is backed up daily. IT and Computing students have College based storage for executable programmes (.exe) or VB projects.

When dispatching coursework for external marking/moderation the following should be considered:

- Valuable illustrative materials should not normally be included with the work sent for moderation or external marking. A note should be attached to the coursework confirming that the material was part of the original submission. If valuable or fragile illustrative materials are to be sent for moderation or external marking, due consideration should be given to insuring such material against damage or loss from the time of its despatch up to its return to the centre.
- The package in which the work is despatched is robust and securely fastened. If material is being sent electronically any sensitive digital media should be encrypted to ensure the security of the data stored within it. Staff must refer to awarding body guidance to ensure that the method of encryption is suitable.
- Typed or written work should be submitted on appropriately sized paper in a plain cover or folder, together with the cover sheets provided by the awarding body. The cover must be marked clearly with the student's name and number, the centre number, the specification title or code and the component/ unit title or code.

Bulky covers or folders must not be included. If the coursework is word processed, the student must ensure that their centre number, candidate number and the component/unit code appear on each page as a header or footer.

### Involvement of parents/carers

Teachers must explain to students that parents/carer may provide access to resource materials and discuss the coursework with their children. However, they must not give direct advice on what should or should not be included.

Students who need more specific help should speak to their teacher.

### Acknowledgement of sources

Teachers must explain to students that they must not copy published (including internet sources) material and claim it as their own work.

If candidates use the same wording as a published source, they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000 p 29).

For material taken from the internet, the reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

[http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid\\_2621000/2621915.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm), downloaded 5 February 2023

Candidates may be required to produce a bibliography which lists the full details of publications used to research and support their coursework, even where these are not directly referred to, for example: Curran, J. Mass Media and Society (Hodder Arnold, 2005).

If candidates use material from a source or generated from a source which is not their own work, they must indicate the particular part/element/phrase and state where it came from.

Where computer-generated content has been used (such as an AI Chatbot), the reference must show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. Candidates should retain a copy of the computer-generated content for reference and authentication purposes.

### Malpractice in coursework

Teachers must explain to students that they must not:

- submit work which is not their own.
- make available their work to other candidates through any medium.
- allow other candidates to have access to their own independently sourced material.
- assist other candidates to produce work.
- use books, the internet or other sources without acknowledgement or attribution.
- submit work that has been word processed by a third person without acknowledgement.
- include inappropriate, offensive, or obscene material.

These prohibitions mean that students must not publicise their work by posting it on social media or by any other electronic means.

Teachers must make students aware of the JCQ document Information for candidates – Social Media:

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>

Students are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material.

If irregularities in coursework are discovered prior to the student signing the declaration of authentication this will be dealt with under the College's Student Support and Disciplinary Procedures/Student Exclusion Policy and does not need to be reported to the awarding body.

The only exception to this is where the awarding body's confidential assessment material has been breached. In such a case the breach must be reported to the awarding body.

Details of any work which is not the candidate's own must be recorded on the authentication form supplied by the awarding body or other appropriate place.

If irregularities in coursework are identified **after** the student has signed the declaration of authentication, the Principal must submit full details of the case to the relevant awarding body immediately.

See JCQ: Suspected Malpractice: Policies and Procedures and Appendix 8.

The College will co-operate fully with any request from an awarding body to investigate potential misconduct where an external examiner or moderator has raised a concern.

The Principal and Vice Principal (C&Q) will ensure that those members of teaching staff involved in the direct supervision of students producing coursework are aware of the potential for malpractice.

Teaching staff must understand that failure to report **allegations** of malpractice or **suspected** malpractice constitutes malpractice in itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- escalate and report any alleged, suspected or actual incidents of malpractice to the Vice Principal (C&Q) or Principal or directly to the awarding body, following the centre's whistleblowing procedures where relevant

#### Authentication procedures

Each student must sign a declaration when submitting their coursework to their subject teacher for final assessment. Electronic signatures will be allowed in exceptional circumstances\*. This is to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that they do so is the responsibility of the teacher. Teachers must record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment and report this to their Head of Department/Divisional Leader.

Teachers must confirm that all of the work submitted for assessment was completed under the required conditions and that they are satisfied the work is solely that of the individual candidate concerned. If they are unable to do so, the work must not be accepted for assessment.

The teacher must sign the declaration of authentication after the work has been completed. Electronic signatures will be allowed in exceptional circumstances\*<sup>2</sup>. Failure to sign the authentication statement may delay the processing of the candidate's results. If, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

Teachers should be sufficiently aware of the student's standard and level of work (through home-works, assessment checks etc) to be able to identify if the coursework submitted appears to be beyond that student's talents. Where this is not the case (e.g. due to late timetable change/cover staff), teachers should require coursework to be completed under direct supervision.

However, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own

If a teacher has reservations about signing the authentication statements, the following points of guidance should be followed:

- if it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher should award a mark which represents the candidate's unaided achievement. The authentication statement must be signed, and information given on the relevant form.
- if the teacher is unable to sign the authentication statement of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of zero must be submitted. The relevant Divisional Leader and VP(C&Q) must be informed as soon as this is apparent and before the mark of zero is submitted.
- if malpractice is suspected, the VP(C&R) must be informed, and the Malpractice Policy applied.

#### Marking of internally-assessed coursework

Teachers must pay close attention to the requirements of the specification when marking coursework. Teachers should note that it is their responsibility to award marks for coursework in accordance with the marking criteria detailed in the awarding body's specification and subject-specific associated documents.

Candidates' work **must** be dated by teachers to reflect when it was marked

Teachers must show clearly how the marks have been awarded in relation to these marking criteria. The centre's marks must reflect the relative attainment of all the candidates.

The College will make every effort to avoid situations where a student is assessed by a person who has a close personal relationship with the student, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter).

Where this cannot be avoided, the College will declare the possible conflict of interest to the relevant awarding body and submit the marked work for moderation whether or not it is part of the moderation sample.

#### Annotation

Teachers **must** annotate student work to show clearly how credit has been awarded.

Subject to any further guidance contained in awarding bodies' specifications, one of the following approaches should be adopted:

- summary comments either on the work (usually at the end) or on a cover sheet;
- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;

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\* With the authorisation of the VP(C&Q)

- a combination of the above

Indications as to how marks have been awarded must:

- be clear and unambiguous;
- be appropriate to the nature and form of the coursework;
- facilitate the standardisation of marking within the centre;
- enable the moderator to check the application of the assessment criteria to the marking.

Where appropriate to the type of work, the evidence to support the marks awarded should:

- indicate where the assessment criteria have been met, e.g. by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work;
- indicate any planning and processing not undertaken individually and provide details of any assistance or prompting given to the candidate.

Teachers must remember that, where an external moderator cannot find evidence to justify the mark awarded to a student, the work may be returned to the centre for further explanation, or the mark may be subject to adjustment.

#### Standardisation of marking at College

The College will use reference and archive materials including exemplar material provided by the awarding body or, where available, work in the centre from the previous year to help set the standard of marking within the subject.

Prior to marking, it is useful to undertake a trial marking exercise. Teachers should mark the same relatively small sample of work to allow for the comparison of marking standards. The exercise can take place at appropriate stages during the course and has three beneficial effects:

- it helps to bring about greater comparability in the marking standards;
- it may identify at an early stage any teachers whose standards are out of line with that of their colleagues;
- and it alleviates a heavy marking load at the end of the course

Where the work for a component/unit has been marked by more than one teacher, internal standardisation of marking **must** be carried out. One of the following procedures should normally be used:

- Either a sample of work which has been marked by each teacher is re-marked by the HoD/CL who is in charge of internal standardisation;
- or all the teachers responsible for marking a component/unit exchange some marked work (preferably at a meeting led by the HoD/CL in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the relevant teacher(s) should adjust their marks or re-consider the marks of all students for whom they were responsible. The new marks should be checked by the HoD/CL.

Following completion of the marking and internal standardisation, the coursework **must** be retained by the department, and **not** returned to the candidates, until after the closing date for reviews of moderation for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

The HoD/CL **must** retain evidence that internal standardisation has been carried out



### Submission of marks for internally-assessed components

Any documentation supplied by the awarding bodies must be completed in accordance with the instructions given and returned **by the date specified**. Unless instructed otherwise, HoDs/CLs should submit their coursework marks electronically.

It is the responsibility of the HoD/CL to carefully check the marks they are submitting to an awarding body to minimise errors. This is best completed with a “second pair of eyes”. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.

The College is aware that the timely release of examination results will be put at risk if the deadlines for the submission of marks and samples are not adhered to.

If the College has been affected by exceptional circumstances beyond its control, it will contact the awarding body. In exceptional cases, a short extension may be granted. This is at the discretion of the awarding body. A HoD/CL should alert their DL and VP(S&R) immediately if there is any reason to believe the submission deadline may not be met.

Awarding bodies will not accept late coursework marks where there are concerns as to the integrity of the marks.

The teacher must inform candidates of their centre assessed marks as a student can request a review of the marking before marks are submitted to the awarding body. See Appendix 2.

### Incomplete coursework

Where students are required to produce several distinct pieces of work, which are assessed separately, a student who fails to complete all parts of the work should be credited with the marks for the task(s) carried out unless the specification says otherwise. In some subjects, the tasks may be inter-dependent and teachers should follow the instructions in the specification when assessing incomplete work.

A student who fails to submit any coursework must be recorded as absent, and not awarded a mark of ‘0’ (zero), when marks are submitted. A candidate who fails to submit coursework will receive a partially-absent subject grade in a multi-component qualification and an absent grade in a single component qualification, e.g. a Project qualification.

If none of the work is worthy of credit or where the authenticity of the work cannot be confirmed, a mark of ‘0’ (zero) must be awarded.

### Applications for special consideration in respect of incomplete course

If a student has temporarily experienced an illness or injury, or some other event outside of his/her control, which has had, or is reasonably likely to have had a material effect on his/her ability to take an assessment or demonstrate his/her level of attainment in an assessment, it may, in some subjects, be possible to accept a reduced quantity of coursework without penalty. However, **all of the assessment objectives must have been covered at least once**. This **will not** be possible if the specification only requires one piece. Where several pieces are required, the reduction will only be accepted if those pieces are testing the same criteria. It **will not** be possible to give this consideration in every case, for example, if work has not been submitted or the assessment objectives have not been satisfied

A student’s **marks must not be adjusted by College staff**. An application for special consideration must be submitted to the awarding body, attached to a breakdown of marks across the assessment objectives. Students must have been fully prepared for the course but unable to finish the work. Teachers, HoDs/CLs should liaise with the Vice Principal (Students) in cases where special consideration is thought to be appropriate. For detailed guidance see the JCQ publication: ‘A guide to the special consideration process General and Vocational qualifications.’

### Lost coursework

Students should take every precaution to keep their coursework safe. Once in the possession of teachers, due care must be taken to ensure the security of students' coursework.

If a student's/students' work has been lost within the College and, despite every effort, it cannot be found or it has been accidentally destroyed, the circumstances must be reported immediately to the VP(C&Q), or in their absence the VP(S&R), who will report this to the awarding body. See JCQ Instructions for conducting coursework.

### Re-use of coursework marks by candidates

In unitised specifications the result of a coursework unit is available, like the result of any other unit, for re-use after certification subject to the availability of the specification in a future examination series.

Students who re-sit a unit may submit new, amended or enhanced coursework. HoDs/CLs must check awarding body specifications.

Teachers must be aware of the need to authenticate candidates' work, as detailed above. They must ensure that any additional assistance is recorded and taken into account when marking the work (or submitting the work to the external examiner) in the normal way, outlined above. In the case of amended or enhanced coursework, this **must** include additional assistance received before the previous submission **or** following feedback from that submission. However, the student's knowledge of the previous breakdown of marks does not need to be regarded as additional assistance.

### External moderation

In most cases the College submits a sample of work to the moderator. For certain components however, the moderator may visit the College to moderate the sample of work.

By the date specified, the HoD/CL must submit to the awarding body:

- details of marks awarded;
- confirmation that internal standardisation has been carried out as required;
- any other documentation that the specification or the awarding body requires.

The awarding body (or the moderator on behalf of the awarding body) normally specifies the candidates whose work is required for moderation by name/number. The sample should include work from across the range of attainment at the centre. It is the responsibility of centres to ensure that moderators receive the correct samples of work to review.

The awarding body (or the moderator on behalf of the awarding body) normally specifies the students whose work is required for moderation by name/number. The sample should include work from across the range of attainment at the centre. It is the responsibility of HoD/CL to ensure that moderators receive the correct samples of work to review.

If further evidence of the College's marking is required, the moderator may request some or all of the remaining work which must have been kept securely and be available.

### Feedback to centres

HoDs/CLs and teachers should review the moderator comments to understand why, if marks have been changed, or rank orders altered, this has occurred.

Where moderation changes appear to be unjustified the Divisional Leader and VP(C&Q) should be alerted so a review of moderation (Service 3, see Appendix 2) can be considered.

Where moderation changes are seen to be founded, staff should use the feedback to constructively inform the setting, production, management, marking and moderation of the coursework unit in future years.

#### Externally-assessed coursework

In some specifications, coursework is externally assessed. The coursework of all students, and where required the authentication statements, must be sent by the HoD/CL by the specified date to an awarding body/examiner for marking.

Externally-assessed coursework will not necessarily be returned to the College. Where the work is not returned, it is treated in the same way as examination scripts and centres will be required to request such work under access to scripts arrangements.

Feedback will not accompany any externally-assessed coursework returned to centres.

#### Return of work to the College and storage

The College is required to retain candidates' marked coursework, under secure conditions, whether or not it was part of the moderation sample, until all possibility of a review of moderation has been exhausted or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Where retention is a problem, because of the nature of the coursework, some form of evidence (e.g., photographic, audio or media recording) must be available.

The HoD/CL must keep a record of those students (name and candidate number) whose work is included in the sample sent to or seen by moderators. This information may be required if there is a review of moderation at a later date. In the case of coursework stored electronically by the College, MS365 OneDrive/SharePoint should be used.

#### Reviews of moderation

Also see Appendix 2.

The College may request a review of moderation (Service 3) if it believes that the moderation has not been fair, reliable or consistent.

HoDs/CLs must ensure that coursework submitted for a review of moderation:

- must be despatched to the moderator within three working days following the receipt of instructions from the awarding body. Failure to meet this undertaking may delay the outcome of the review of moderation, or result in the review of moderation being cancelled;
- must be the original work submitted for moderation;
- must have been kept under secure conditions;
- must not have been returned to the candidates

Externally-assessed coursework is treated as examination scripts for the purposes of enquiries about results. The College (with student permission) or student may request a review of marking (Service 2) or a priority review of marking (Priority Service 2) as appropriate to the level of the qualification.

See JCQ: Post Result Services, Information and guidance for centres.

### Access issues

Applicants and student must be made aware of the skills which they will be required to demonstrate in coursework components/units. If they choose a course where they will **not** be able to demonstrate attainment in all parts of the assessment, they will be unable to gain all of the available credit.

It is possible for awarding bodies to agree arrangements so that candidates with disabilities can access the assessment(s). These arrangements must be made in advance of examinations and assessments. Teachers must alert the Learning Support Manager and their HoD/CL and Divisional Leader if they believe this may apply to particular students.

Teachers must ensure that, when marking coursework, credit is only given for skills demonstrated by the candidate working independently. Access arrangements must not undermine the integrity of the qualification.

## Appendix 2: Examination and Assessment Appeals Policy

### Introduction

This policy outlines the College's responsibilities and process with regard to:

- Appeals against internal assessment decisions
- Enquiries about Results (EARS)
- Clerical Re-checks (Service 1)
- Reviews of Marking (Service 2)
- Reviews of Moderation (Service 3)
- Access to Scripts (ATS)
- The College's position regarding students who wish to carry out a clerical re-check, review of marking or review of moderation against the College's advice.

### Roles and Responsibilities

#### Principal

- Ensures that this Policy is in place and is reviewed annually in the light of JCQ updates.

#### Vice Principal (Curriculum & Quality)

- Ensures that Divisional Leaders, Heads of Departments, Course Leaders and teachers are familiar with specifications and complete schemes of work that best prepare students for examinations and assessments.
- Ensures that internally marked work is marked and moderated meeting awarding body criteria.
- Ensures that internally assessed work is completed in time to allow appeals against internal assessment decisions in a timely manner.

#### Divisional Leaders, Heads of Departments, Course Leaders

- Ensure that teachers within their subject are familiar with the grade boundaries, marking criteria and high standards of consistency that they are expected to use when internally marking work
- Offer guidance and training to teachers as required
- Monitor the effectiveness and consistency of marking within their subject(s) and addressing any issues promptly

#### Teachers

- Mark internal work against the correct marking criteria and grade boundaries ensuring their marking is consistent and fair, in accordance with the Equality Act 2010
- Remain unbiased when completing their marking
- Participate in reviews and monitoring activities of marking data, to ensure it remains consistent across the subject

#### Students

- Complete non-examined assessments/coursework to the best of their ability and to deadlines.
- Ensure that non-examined assessments/coursework is their own work (not plagiarised) and that sources etc. are correctly and fully acknowledged
- Thoroughly revise and take advantage of extra sessions to fully prepare themselves for the examination season.
- Complete and submit internal appeal forms if required

### Review of marking: College Assessed Marks

The dates below represent last possible dates for certification in the year 2023-24. Subjects should arrange their schemes of work in the light of this.

St John Rigby College is committed to ensuring that whenever staff mark candidates' work this is done fairly, consistently and in accordance with the Awarding Body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. St John Rigby College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the Awarding Body. Where several subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

Where a teacher is teaching, preparing and assessing a candidate with whom he/she has a close relationship, e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) the College will declare the possible conflict of interest to the relevant awarding body and submit the marked work for moderation, whether or not it is part of the moderation sample.

- St John Rigby College will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the College's marking before marks are submitted to the Awarding Body<sup>3</sup>. **2024-25: By 14/03/25**
- St John Rigby College will ensure that candidates are aware that centre-assessed marks are subject to moderation by the Awarding Body and may go up, or down.
- St John Rigby College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the College's marking of the assessment. **2024-25: By 20/03/25**
- St John Rigby College will, having received a request for copies of materials, promptly make them available to the candidate. **2024-25: By 24/03/25**
- St John Rigby College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- Requests for reviews of marking **must** be made in writing to the Vice Principal (C&Q). **2023-24: By 28/03/25**
- St John Rigby College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. This may involve staff from another Centre.
- St John Rigby College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the Awarding Body. The reviewer will produce a report explaining where the marking is, or is not, consistent with the awarding body criteria.
- St John Rigby College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome. **2024-25: By 25/04/24**
- The outcome of the review of the centre's marking will be made known to the Principal. A written record of the review will be kept and made available to the awarding body upon request. The candidate will be informed in writing of the outcome of the review of the College's marking. **2024-25: By 25/04/24**
- St John Rigby College will inform the Awarding Body if the candidate does not accept the outcome of the review.

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<sup>3</sup> It must be made clear to students those marks submitted to the awarding body are subject to external moderation and may be changed (up or down) by the external moderator.

## Enquiries about Results (EARs)

The Joint Council Code of Practice requires centres offering their examinations to:

- have a published appeals procedure relating to enquiries about results and review of marking
- make this document available and accessible to candidates

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the Examinations Officer to students with their results. The dates for 2025 are not yet published on the JCQ website.

Details of the services will be made available to students by 1<sup>st</sup> December of the year concerned.

If the College or a student (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

The JCQ review of results services currently available are detailed below:

### Service 1 (Clerical re-check)

This is the only service that can be requested for objective tests (multiple choice tests)

### Service 2 (Review of marking)

#### Priority Service 2 (Review of marking)

This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications). Students applying for Priority Service 2 are advised to contact any HE institutions from whom they are holding offers that a review of marking has been submitted.

### Service 3 (Review of moderation)

This service is not available to an individual student, or to the College where the marks submitted have not been changed by external moderation.

**For services 1 and 2 above.** Students will be informed that their marks and subject grade may go down, as well as up, or stay the same.

Whether this is a request from an individual student, or from the College, the student's/students' consent will be obtained in advance, but after publication of results. Records of consent will be retained by the College for at least 6 months after the outcome of the request.

The College will always process enquiries from students about results and review of marking requests submitted to the Examinations Officer, even if in the College's view, the student's mark/grade is at risk, as long as:

- the student has given express permission for the post results service and
- payment has been received by the published deadline and where this enquiry and
- the re-mark does not require the re-moderation of a cohort of students' work (e.g. Art, Graphics and Photography or EPQ).

Therefore, the College does not have an appeal process for the decision not to support a clerical re-check, review of marking or moderation.

Students will be informed via email of the results of any review of results within **one** working day.

### Appeals following a review of results

Following the of a outcome review of results, the College will decide if it is satisfied with the result. In cases where it is felt that there are grounds for a preliminary appeal, having reviewed the document JCQ: A guide to the awarding bodies' appeals processes the Principal will appeal following the guidance and timescales outlined in the above document.

In cases where the College is satisfied with the outcome of the review of results but a student or their parent/carer believes there are grounds for a preliminary review to the awarding body, they may make an internal appeal to the Principal using the internal appeals form below. The appeal must be made within **five** working days of receiving the notification from the College of the review of results.

The Principal will review the appeal and inform the student/parent of the outcome within **five** working days of receipt of the appeal. If the appeal is upheld the student or parent/carer will need to pay the awarding body fee for a preliminary appeal (available from the awarding body via the Examinations Officer). On receipt of this fee the College will lodge a preliminary appeal, this must be within 30 calendar days from issuing the review of marking outcome the limit set by the awarding body. If the preliminary appeal is successful, the awarding body will re-fund the fee to the College and this will be passed back to the student or parent/carer on receipt.

**For service 3 above.** Student consent is not required for a review of moderation. Students' marks may go down, but the published grade will **not** be lowered. The College does not currently run any AS courses that lead to A-level certification in the following year. If this changes, then the College will be mindful that a mark lowered at AS will contribute to a lowered A level grade, even though the AS grade will not be altered. Any students in this situation will be informed.

### Access to scripts

Awarding bodies will provide access to marked scripts for the following examinations:

- GCE AS and A-level
- GCSE.

Awarding bodies may provide access to marked scripts for other qualifications. Please refer to the awarding bodies' websites for information

Copies of scripts may be obtained to:

- support a review of marking
- support teaching and learning

### Access to scripts to support a review of marking

Individual students can apply for access to their script(s), they must submit written permission (via College email) and pay any awarding body fee. This must be completed before the deadline indicated in the post results services information given to students along with their results.

Students are advised to request a **copy** of their script, **not** the original script. If an original script is requested a review of results cannot subsequently be requested.

Students are also advised to share their script with their teacher/HoD or CL to inform the student's decision regarding applying for a review of marking. The script will not be shared with staff unless the student has given permission for this to happen or shares the script with staff directly.

On publication of results the College will review the marks and grades awarded. If it identifies concerns for a particular result, or set of results, that do not appear accurate, other sources of information will be consulted (mark schemes, grade boundaries etc). The College will consider requesting an individual or multiple scripts to inform the decision to apply for a review of results. In this case, all students will be contacted to give their permission for the College to either order copies of scripts or, where the option is provided by the awarding body, view the scripts online. Where the College is requesting scripts the cost of this will be met by the College.



Having reviewed the script(s) the College will consider whether to apply for a clerical re-check or a review of marking. Where the College decides to apply for a review of marking, informed student permission(s) will be gained and any fees will be borne by the College.

*Access to scripts to support teaching and learning*

Student scripts obtained above may be used as exemplar material with current students, as long as the student has indicated that they give permission for this use.

Following the publication of results, subject areas may identify student scripts that may prove useful exemplar material with current students. Individual students may be contacted by teachers and their permission sought for access to their script and its use in the classroom.

Scripts that are no longer required for use in the classroom must be disposed of in a confidential manner (paper copies should be shredded).

## Internal Appeals Form

St John Rigby College



This form must be returned to the Leanne Mitchell, Examinations Officer: [Exams@sjr.ac.uk](mailto:Exams@sjr.ac.uk)

Name of student:

Student ID:

Candidate number:

Subject:

Awarding body:

Unit code:

Unit title:

Appeal for a review of marking (internal assessment decision)

Appeal against the College's decision not to support a preliminary appeal following a review of results

Please state the grounds for your appeal:

I understand that a review of marking may result in my marks going down, staying the same or going up.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

College use only

Date received:

Send: Appeals for a review of marking (internal assessment decision) to VP(C&Q)

Send: Appeals against the College's decision not to support a preliminary appeal following a review of results to the PA to the Principal

St John Rigby College  
 Access to Scripts Form  
 Student consent form for access to and use of  
 examination scripts



This form must be returned to the Leanne Mitchell, Examinations Officer: <a href="mailto:Exams@sjr.ac.uk">Exams@sjr.ac.uk</a>	
Name of student:	Centre Number: 33739
Candidate number:	Student ID:
Awarding body:	Unit code:
Subject:	
Unit title:	
I consent to my script(s) being accessed by St John Rigby College. Please tick: <input type="checkbox"/> Please tick <b>ONE</b> box below:	
I give my permission for my script to be used <b>without my name</b> by teachers with future students  Please tick: <input type="checkbox"/>	I give my permission for my script to be used <b>and I have no objection to other people knowing my name</b> by teachers with future students  Please tick: <input type="checkbox"/>
I understand that a review of marking may result in my marks going down, staying the same or going up.  Signed: _____ Date: _____	
College use only	
Date received:	
Send: Appeals for a review of marking (internal assessment decision) to VP(C&Q)	
Send: Appeals against the College's decision not to support a preliminary appeal following a review of results to the PA to the Principal	

### Appendix 3: BTEC Registration and Certification Procedures

The Examinations Officer will liaise with Heads of Department and the Vice Principal (Curriculum & Quality) at the end of the summer term and start of the autumn term, in order to gather information regarding which BTEC programmes will be required, and record estimated numbers for each course.

The Examinations Officer will ensure that the appropriate qualification approvals are valid and in place before the BTEC registration deadline (1 November).

The Examinations Officer will process BTEC Registration and Results File entries for courses starting in September no later than the deadline of 1 November. Registrations for courses starting after 1 November (e.g. short courses) will be processed within a month of the starting date.

MIS will liaise with the Examinations Officer with regard to withdrawn students.

The Examinations Officer will process BTEC Registration deletions/withdrawals as follows:

- clearance forms received in the Examinations Office before 31 January, a deletion request will be sent via EDI.
- clearance forms received after 31 January, the Examinations Officer will request information from Heads of Department to ascertain whether the student has any unit grades to claim. A withdrawal of the registration OR 'Fallback' claim will be made online by the Examinations Officer as appropriate.

All award claims will be made within each department no later than the published internal deadline published in the Staff Handbook (early June). Award claims should preferably be entered by two colleagues working together, in order to facilitate checking and accuracy.

The Examinations Officer will receive all BTEC certificates and issue check sheets to Heads of Department.

If all grades are correct, sheets will be signed and dated and returned to the Examinations Officer as soon as possible.

In any grades are incorrect, the SA16 form will be fully completed and signed by the appropriate teacher/Head of Department, then returned to the Examinations Officer who will record the required amendment and send the form (and incorrect certificate) to Edexcel.

Amended grades will be checked as above.

Overall BTEC results files will be received by EDI and imported into the MIS by the Examinations Officer in liaison with the MIS & Examinations Manager and appropriate results documentation issued to Heads of Department for final checking.

BTEC certificates will be issued to students once they have arrived in College. Students will be responsible for reporting any printing errors to the Examinations Officer, who will apply to Edexcel for replacements.

## Appendix 4: BTEC Verification / Moderation of Assessment

Assessment is carried out impartially by competent assessors and recorded to meet the requirements of awarding bodies, partner institutions and professional bodies.

For more information, please refer to the BTEC Centre Handbook (on G-Drive).

### *Internal Verification*

Any qualification with an element of internal assessment is subject to internal verification. Internal verification should not be seen as something that takes place at the end of a course, but should take place at appropriate stages during the course. The College requires lead internal verifiers to oversee the process of standardisation/verification. Lead internal verifiers can be the HoD or any subject tutor delivering on the course and where necessary be subject to OSCA (Online Support for Centre Assessors) accreditation. Their work involves but is not limited to:

- Acting in an advisory capacity, providing feedback to assessors at all stages of the verification process
- Monitoring assessment tasks and the way they are carried out
- Ensuring the validity of internal assessments, checking that they conform to awarding body requirements
- Sampling assessed work in accordance with awarding body requirements to ensure the quality of feedback and consistency of grading decisions
- Assuring national standards are met
- Amending the outcome of grades/marks awarded, as necessary
- Cascading information to relevant parties
- Confirming records are accurate and authentic
- Ensuring quality assurance systems and associated procedures are in place
- Facilitating the process of successfully meeting external verification requirements.

The flow chart in [Appendix 4a](#) outlines the process.

### *External Verification*

Lead internal verifiers facilitate the process of successfully meeting external verification requirements. For BTEC courses, the lead internal verifier will generally be the HOD/Course Leader who has successfully been through the Lead Internal Verifier training and achieved OSCA accreditation where necessary. Awarding Bodies put external verification in place to ensure:

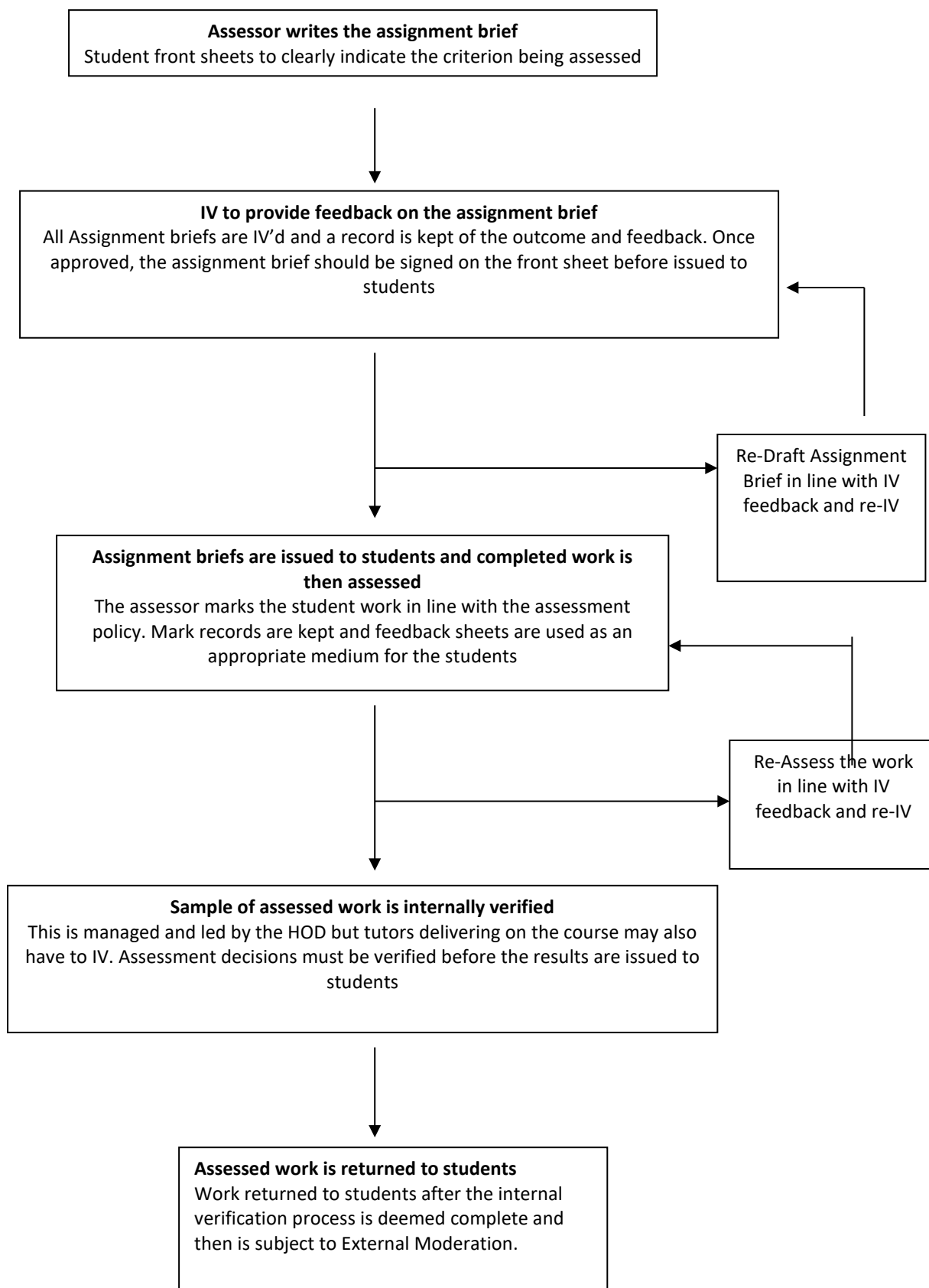
- There is fitness for purpose for all our assessment and verification arrangements
- There are high levels of quality and consistency for all our assessment decisions and practices
- There is an audit of records
- That agreed actions have been carried out

Assessment decisions, including grades/marks awarded by the internal assessors and/or verifiers, may be subsequently amended as a result of external verification / standards moderation by the awarding body, partner institutions exam board or a professional body.

### *Monitoring of Internal and External Verification*

Heads of Department are responsible for ensuring up-to-date internal verification and moderation records are kept in their central course files. For BTEC courses, HODs should make sure they use the correct documentation provided for them on SIS. The Divisional Leader (Teaching, Learning & Assessment) is the BTEC Quality Nominee and oversees this process.

Appendix 4a Internal Verification Process (a continual process throughout the course)



## Appendix 5: EXAMINATIONS FIRE ALARM AND EVACUATION PROCEDURE

The JCQ Centre Inspection Service requires the College to have a clear printed procedure for the evacuation of an examination room in case of emergency. Please make sure that you are familiar with the procedure outlined below.

If the fire alarm sounds while an examination is in progress, please follow steps below.

**The student safety and the security of examinations must be maintained at all times.**

### FOR ALL EXAMINATIONS:

- Ask students to stop writing immediately, put down their pens, close their papers and to put their work face down in a neat pile on their desk.
- Make a note of the exact time that the examination was stopped.
- Remind candidates that examination conditions must be maintained and that they should remain silent until further instructions are received. Reassure candidates not to worry!

### **FOR EXAMINATIONS IN THE SPORTS HALL BUILDING:**

- The Vice Principal (Curriculum and Quality) or the Principal in their absence will go to the Fire Panel in the **Main Reception** in order to ascertain whether the Sports Hall needs to be evacuated. Premises Staff will identify the source of the alarm.
- The Vice Principal (Curriculum and Quality) will then go to the Sports Hall. Unless there is a clear threat within the Sports Hall itself. If the Sports Hall is under clear threat, the Lead Invigilator has the authority to evacuate the Sports Hall. Otherwise the Lead Invigilator should keep candidates seated and under examination conditions and await further instructions from the Examinations Officer or member of Vice Principal (Curriculum and Quality).
- If it is necessary to evacuate, papers must be left on desks and examination conditions maintained as far as possible, even outside. Please evacuate according to the instructions on the reverse of this sheet.

### **FOR EXAMINATIONS IN ROOMS OTHER THAN THE SPORTS HALL:**

- Please evacuate according to the instructions on the reverse of this sheet. **Rooms other than the Sports Hall must be evacuated if the fire alarm sounds.**
- If you are in a separate room with an individual candidate, take the question and answer papers with you and accompany the candidate to the appropriate fire assembly point as detailed overleaf.
- Restart the examination only when the alarm has been silenced and students are seated. **Please check ID cards against the seating plan before restarting the examination, to ensure all students are in their original seats with their own papers.** Make a note of the time and recalculate the finishing time, ensuring all candidates are aware of this.
- Please remember that safety and security are our two main concerns. The candidates must be **SAFE** and their examinations must be **SECURE**. If we cannot maintain the usual level of examination security then students' results will be jeopardised.

### E-BLOCK: SPORTS HALL BUILDING:

Evacuate via the two fire doors that lead onto the field. Escort candidates to the right hand side of the field (next to the all weather pitch, next to the rugby posts). The lead invigilator should check all students and staff have left the hall. **Students must remain silent at all times.**

THEATRE (D009):

Evacuate via the fire door in the corner of the theatre. Escort candidates directly to the grassed area next to the entrance to the all-weather pitch (by the floodlights). The lead invigilator should check all students and staff have left D009. Students must remain silent at all times.

A-BLOCK / B-BLOCK / C-BLOCK / D-BLOCK/ F-BLOCK/ G-BLOCK/ H-BLOCK:

Evacuate by the nearest fire exit and escort candidates directly to the **nearest** of the following two locations:

- the grassed area next to the entrance to the all-weather pitch (between E and H blocks)
- the 'drive' down to the all-weather pitch from the student car-park

Each invigilator must keep their candidates in a separate group away from other students. Students must remain silent at all times.



## Appendix 6: Examination Protocols

The College is allowed to approve staff other than invigilators and the examination officer to be present at the start of examinations.

This is limited to members of the Senior Leadership Team and the Divisional Leaders (where there is no conflict of subjects taught and the examination being taken).

Heads of Departments/Course Leaders must ensure that a nominated member of staff is present at the start of each subject paper. On arrival at the Sports Hall, please remain in the foyer.

However, the JCQ have very clear rules relating to the role that staff can perform. Teaching staff may (and I ask you to do so):

- assist with the identification of candidates – outside the examination room;
- deal with any disciplinary matters – outside the examination room;
- the senior member of staff present may ask you to confirm:
  - that candidates have been issued with the correct question paper, particularly where optional or tiered papers
  - that candidates have the appropriate equipment and materials for the examination
  - that the correct set text, recording etc has been issued.

Teaching staff must not:

- be present at the start of the examination and then read the examination question paper before leaving the exam room;
- enter the exam room, uninvited, with the sole intention of accessing the examination question paper;
- have access to the examination question paper unless this is specifically requested by either the Examinations Officer or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the Examinations Officer or lead invigilator needs this verified by the relevant subject Head before reporting the issue to the awarding body;
- give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content;
- communicate with candidates. This constraint extends to the reading of the question paper rubric to candidates, coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer;
- enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement;
- enter the examination room and read candidates' scripts.

Support and encouragement may be offered at any point up until candidates enter the examination room. From that moment onwards they are under examination conditions and the protocols above must be strictly adhered to.

Exam question papers will only be available from the Exams Office at the end of the day – when all students have completed the paper and **after the published finishing time** – this may be after 5:00pm.

**Dominic Jones**  
**Vice Principal (S&R)**

## Appendix 7a: Escalation (Examinations & Assessments) Policy

It is the responsibility of the Principal (Head of Centre) to ensure that St John Rigby College has a written Escalation (Examinations & Assessments) Policy should the Principal, or the Vice Principal (Staffing & Resources), the member of the senior leadership team with oversight of examination administration, be absent.

This process confirms the main duties and responsibilities to be escalated. This process also supports the College being able to confirm to an awarding body, the internal and external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

### **Before examinations (Planning)**

In the event of the absence of the Principal or Vice Principal (Staffing & Resources) , who has oversight of examination administration and responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to the Vice Principal (Curriculum and Quality) with support from the MIS & Examinations Manager and Examinations Officer.

In the event of the absence of the Learning Support Manager the management of assessments will be escalated to the Vice Principal (Students) with support from the Learning Support Team Leaders.

In the event of the absence of the Examinations Officer the planning of examinations will be escalated to the MIS & Examinations Manager with support from the Vice Principal (Staffing & Resources).

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

### Main duties and responsibilities relate to:

- Third Party Arrangements
- Centre status
- Confidentiality
- Communication
- Recruitment, selection, training, and support
- External and Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework, and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
  - o Additional JCQ publication for reference:
    - o Centre Inspection Service Changes
- Policies available for inspection
  - o Specific JCQ publications for reference:
    - o General Regulations for Approved Centres (section 5)
    - o Instructions for conducting examinations (section 25)
    - o Access Arrangements and Reasonable Adjustments (section 5)

- Personal data, freedom of information and copyright  
Additional JCQ publication for reference:
  - o Information for candidates – Privacy Notice

### **Before examinations (Entries and Pre-exams)**

In the event of the absence of the Principal or the Vice Principal (Staffing & Resources) who has responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to the Vice Principal (Curriculum and Quality) with support from the MIS & Examinations Manager and Examinations Officer.

In the event of the absence of the Learning Support Manager the management of assessments will be escalated to the Vice Principal (Students) with support from the Learning Support Team Leaders.

In the event of the absence of the Examinations Officer the planning of examinations will be escalated to the MIS & Examinations Manager with support from the Vice Principal (Staffing & Resources).

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

### Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
  - Additional JCQ publications for reference:
    - o Key dates
    - o Guidance Notes for Transferred Candidates
    - o Alternative Site guidance notes
    - o Guidance notes for overnight supervision of candidates with a timetable variation
  - Centre assessed work (including ensuring that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks, and ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
    - Additional JCQ publication for reference:
      - o Guidance Notes – Centre Consortium Arrangements
- Candidate information
  - Additional JCQ publications for reference:
    - o Information for candidates documents
    - o Exam Room Posters

### **During examinations (Exam Series)**

In the event of the absence of the head of centre or the Vice Principal (Staffing & Resources) who has oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to conduct of examinations will be escalated to the Vice Principal (Curriculum and Quality) with support from the MIS & Examinations Manager and Examinations Officer.

The Vice Principal (Staffing & Resources) is the member of the senior leadership team who will provide support and guidance to the Examinations Officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

In the event of the absence of the Examinations Officer the planning of examinations will be escalated to the MIS & Examinations Manager with support from the Vice Principal (Staffing & Resources).

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments
  - Additional JCQ publication for reference:
    - o Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

#### **After examinations (Results and Post-Results)**

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

In the event of the absence of the Principal or the Vice Principal (Staffing & Resources) who has oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to the post examination period will be escalated to the Vice Principal (Curriculum and Quality) with support from the MIS & Examinations Manager and Examinations Officer.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

**Main duties and responsibilities relate to:**

- Results
  - Additional JCQ publication for reference:
    - o Release of Results notice
- Post-results services and appeals
  - Additional JCQ publications for reference:
    - o Post-Results Services (Information and guidance to centres)
    - o JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

## Appendix 7b: Examination Disruption Contingency Plan

### Introduction

In case of localised disruption to the College, or more widespread disruption to the Examination System, the following actions are to be taken. They are based upon the 'Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland' issued by OFQUAL (13<sup>th</sup> February 2015).

This plan outlines the College's response to a number of scenarios described in the OFQUAL document.

<u>Scenario 1: Disruption of teaching time – College closed for an extended period</u>	
Impact on:	Students, teachers, parents/carers
Criteria for implementation of the plan:	College closed for an extended period of time (eg. fire, flood, epidemic etc) during term time interrupting normal teaching time.
Actions:	Implement the Business Continuity Plan Teachers to use TEAMS as learning delivery platform
Specific Communications:	Information for students and parents will be available via the College website, email and text. Also see the Adverse Weather Closure Procedure (Restricted document – see SLT member).  Awarding Bodies to be informed of any closures that threaten examination periods.
<u>Scenario 2: Students unable to take examinations because of a crisis – College remains open</u>	
Impact on:	Students, teachers, parents/carers
Criteria for implementation of the plan:	Large numbers of students unable to attend to sit examinations in College (eg. Fire, flood, epidemic).
Actions:	Liaise with students to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations <ul style="list-style-type: none"> <li>• hold students in “isolation” to avoid a breach of examination security so that the examination can be held at an alternative centre at a later time that day if possible</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>Note: students 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 student chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.</p>
Specific Communications:	Information for students and parents will be available via the College website, email and text.  Awarding Bodies to be informed of any situation developing that may impact on examinations and to agree alternative examination venues.
<u>Scenario 3: Disruption in the distribution of examination papers</u>	
Impact on:	Awarding Body staff, Examinations Officer and MIS & Examinations Manager. Students
Criteria for implementation of the plan:	In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations (eg. courier delivers incorrect papers)
Actions:	Examinations Officer to maintain log of papers delivered against expected.  Examinations Officer to alert the MIS & Examinations Manager and Vice Principal (Curriculum & Quality) and Vice Principal (Staffing & Resources)

	<p>Examinations Officer to alert awarding body and to arrange electronic access to examination papers via secure portal.</p> <p>Examinations Officer to arrange secure copying of paper in College.</p> <p>Copy may be faxed if electronic transfer not possible. Examinations Officer to ensure secure reception of faxed copies.</p>
Specific Communications:	<p>Examinations Officer to communicate with Awarding Bodies if incorrect papers received.</p> <p>Examinations Officer to communicate with Awarding Bodies if no papers are received for particular examination.</p>
<u>Scenario 4: Disruption to the transportation of completed examination scripts</u>	
Impact on:	Courier staff, Examinations Officer and MIS & Examinations Manager. Awarding Body staff.
Criteria for implementation of the plan:	In the event that there is a delay in normal collection arrangements for completed examination scripts (eg. courier contacts the College to report a problem about the collection of completed scripts).
Actions:	<p>Examinations Officer to seek advice from the normal collection agency regarding collection.</p> <p>Examinations Officer to alert the MIS &amp; Examinations Manager and Vice Principal (Curriculum &amp; Quality) and Vice Principal (Curriculum &amp; Quality).</p> <p>Examinations Officer to seek advice from Awarding Body if scripts will not be collected that day by the normal courier.</p> <p>Examinations Officer to ensure secure storage of completed examination scripts until collection.</p>
Specific Communications:	Examinations Officer to communicate with relevant awarding organisations at the outset to resolve the issue.
<u>Scenario 5: College is unable to open as normal during the examination period</u>	
Impact on:	Students, teachers, parents/carers. Awarding Body staff.
Criteria for implementation of the plan:	College closed for any period of time (eg. fire, flood, epidemic etc) during examination series.
Actions:	<p>Implement the Business Continuity Plan</p> <p>The College has reciprocal arrangements with St Peter's High School, Orrell to share examination spaces in the event that either one was un-able to open as usual.</p> <p>The College will:</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 (St Peter's High School)</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 Communications:	<p>Information for students and parents will be available via the College website, email and text.</p> <p>Examinations Officer to alert all Awarding Bodies which examinations are due to be taken as soon as the decision to close has been taken by the Principal.</p> <p>Contact with alternative venues to be made.</p>
<u>Scenario 6: Assessment evidence is not available to be marked</u>	
Impact on:	Students, teachers, parents/carers. Awarding Body staff.

Criteria for implementation of the plan:	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked (e.g. fire destroys completed scripts/coursework.)
Actions:	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 Students may be required to retake the assessment that has been affected at a subsequent assessment window.
Specific Communications:	Examinations Officer to alert Awarding Bodies of what has been lost.  College to inform students and parents/carers of what has been lost and Awarding Body actions.
<i>Scenario 7: College unable to distribute results as normal</i>	
Impact on:	Students, teachers, parents/carers. Awarding Body staff.
Criteria for implementation of the plan:	In the event that College is unable to access or manage the distribution of results to candidates (eg. fire, flood)
Actions:	College to make arrangements to access results at an alternative site.
Specific Communications:	Examinations Officer to contact awarding organisations about alternative site for distribution of results.  Information for students and parents will be available via the College website, email and text.
<i>Scenario 8: Examinations Officer unable to attend work</i>	
Impact on:	Students, teachers. Awarding Body staff.
Criteria for implementation of the plan:	In the event that the Examinations Officer is unable to attend work during the preparation for, or during an Examination Series (e.g. illness)
Actions:	MIS & Examinations Manager to “act-up” as Examinations Officer with support from the Vice Principal (Staffing & Resources)  Specific systems support to be sought from Civica as required  Examinations Officer and <a href="mailto:Examinations@sjr.ac.uk">Examinations@sjr.ac.uk</a> emails to be checked by MIS & Examinations Manager/Vice Principal (Staffing & Resources)
Specific Communications:	MIS and Funding Manager to contact awarding organisations if password re-sets etc are required.
<i>Scenario 9: IT systems compromised/cyber-attack</i>	
Impact on:	Students/parents, teachers. Awarding Body staff.
Criteria for implementation of the plan:	IT systems failure at: <ul style="list-style-type: none"> <li>• final entry deadline</li> <li>• during examination preparation</li> <li>• during an examination (word processor students)</li> <li>• results release time</li> </ul>
Actions:	See Cybersecurity and Information Systems Disaster Recovery Plan.  Network Manager and team to identify the problem and work with IT support company (Chess) to resolve the issue as quickly as possible.  Examinations Officer to contact Awarding Bodies to discuss alternatives with regard to entry submission/results, this may include working from an alternative centre.

	Examinations Officer to submit special consideration to awarding bodies for candidates interrupted during the examination.
Specific Communications:	Principal to contact students and parents if results distribution is threatened.
<b><i>Scenario 10: Insufficient invigilators available to invigilate exams</i></b>	
Impact on:	Students, teachers, parents/carers. Awarding Body staff.
Criteria for implementation of the plan:	In the event of large scale numbers of invigilators unable or unavailable to attend work during an examination series.
Actions:	<p>Specialist, JCQ exam trained Agency staff to be sought.</p> <p>Seek alternative rooming configurations to enable students to be invigilated by as many JCQ trained invigilators as available.</p> <ul style="list-style-type: none"> <li>• Review invigilation ratios in line with current JCQ guidance.</li> <li>• Use subject teachers as invigilators in line with current JCQ guidance.</li> </ul> <p>Liaise with students to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations</p> <ul style="list-style-type: none"> <li>• hold students in “isolation” to avoid a breach of examination security so that the examination can be held at an alternative centre at a later time that day if possible</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>
Specific Communications:	<p>Information for students and parents will be available via the College website, email and text.</p> <p>Awarding Bodies to be informed of any examinations which have been invigilated by JCQ untrained staff during examination periods.</p>
<b><i>Scenario 11: Insufficient accommodation available to room exams</i></b>	
Impact on:	Students, teachers, parents/carers. Awarding Body staff.
Criteria for implementation of the plan:	College accommodation is insufficient to room students during an examination series.
Actions:	<p>Seek alternative rooming configurations to enable students to be invigilated by as many JCQ trained invigilators as available.</p> <ul style="list-style-type: none"> <li>• Use of classrooms to accommodate groups of students</li> <li>• Use of the Exam Hall for shorter exams and small groups of students with separate invigilation together</li> </ul> <p>Liaise with students to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations</p> <ul style="list-style-type: none"> <li>• hold students in “isolation” to avoid a breach of examination security so that the examination can be held at an alternative centre at a later time that day if possible</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>
Specific Communications:	<p>Information for students and parents will be available via the College website, email and text.</p> <p>Awarding Bodies to be informed of any examinations which have been invigilated by JCQ untrained staff during examination periods.</p>



<u>Examination Board Contact Details:</u>	
<p>AQA  Devas Street  Manchester  M15 6EX  <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>  Tel 0800 197 7162</p>	<p>OCR  1 Hills Road  Cambridge  CB1 2EU  <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>  Tel 01223 553311</p>
<p>Pearson  One90 High Holborn  London WC1V 7BH  <a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a>  Tel 0844 463 2535</p>	<p>WJEC/Eduqas  245 Western Avenue  Cardiff  CF5 2YX  <a href="http://www.wjec.co.uk">www.wjec.co.uk</a>  Tel 029 2026 5000</p>
<p>UAL Awarding Body  272 High Holborn  London WC1V 7EY  United Kingdom  <a href="https://www.arts.ac.uk/partnerships/ual-awarding-body">https://www.arts.ac.uk/partnerships/ual-awarding-body</a>  020 7514 6383</p>	<p>City &amp; Guilds  5-6 Giltspur Street  London, UK  EC1A 9DE  <a href="https://www.cityandguilds.com/">https://www.cityandguilds.com/</a>  01924 930800.</p>
<p>NCFE  Q6  Quorum Park  Benton Lane  Newcastle upon Tyne  NE12 8BT  <a href="https://www.ncfe.org.uk/">https://www.ncfe.org.uk/</a>  0191 239 8000</p>	

## Appendix 8: Suspected Malpractice in Examinations & Assessments Policy

### 1.0 Policy Statement

'Malpractice', which includes maladministration, means any act, default or practice which is a breach of the Joint Council for Qualifications (JCQ) regulations or specific awarding body regulations or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate and/or
- damages the authority, reputation or credibility of any awarding body or the College or any officer, employee or agent of any awarding body or the College.

St John Rigby College does not tolerate actions (or attempted actions) of malpractice by either students or staff and will investigate all suspected cases of such malpractice according to the procedures outlined in the *JCQ Suspected Malpractice in Examinations & Assessments* document (available from <http://www.jcq.org.uk/exams-office/malpractice>).

Students or staff found guilty of malpractice, or attempted malpractice, in an examination or other assessment will be subject to appropriate disciplinary procedures.

### 2.0 Student Malpractice

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

Examples of student malpractice include:

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

This list is not exhaustive; other instances may arise and be classified by the College as malpractice and will be dealt with under this policy. For specific examples, please see *JCQ Suspected Malpractice in Examinations & Assessments* (published each September).

### 3.0 Staff Malpractice

Staff malpractice means:

- malpractice committed by a member of staff or contractor (whether employed under a contract of employment or a contract for services) at the College; or
- malpractice committed by an individual appointed in another capacity by the College such as an invigilator, an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter etc.

Examples of staff malpractice include:

- tampering with candidates' scripts or coursework after collection and before despatch to the awarding body
- breach of security
- assisting candidates in the production of controlled or other assessments
- assisting candidates in the production of answers
- fabricating assessment and/or internal verification records or authentication statements
- manufacturing evidence of competence against national standards
- poor invigilation
- failing to conduct a proper investigation into suspected malpractice
- disclosure of confidential examination material

Specific examples of staff malpractice are set out in JCQ *Suspected Malpractice in Examinations & Assessments*. These examples are not an exhaustive list and as such do not limit the scope of the definitions set out in this policy. Other instances of malpractice may be identified and considered by the College or awarding bodies.

### 4.0 Internal College Procedure

Any student who suspects that malpractice in an examination or assessment has been attempted should report this to any member of staff (including external invigilators).

Any member of staff who suspects that malpractice in an examination or assessment has been attempted, or has received information from a student or other person, should report the matter immediately to the Vice Principal (Quality & Curriculum), or in her/his absence, the Examinations Officer. The Vice Principal (Quality & Curriculum) or Examinations Officer will report the allegation to the Principal (Head of Centre).

If the suspicion implicates either the Vice Principal (Quality & Curriculum) or the Examinations Officer the member of staff should report the matter directly to the Principal.

If the suspicion implicates the Principal the member of staff should report the matter to the Chair of the Governing Body via the Clerk to the Governing Body.

The Principal or Chair of the Governing Body will follow the JCQ procedure and:

- notify the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice

The only exception to this is candidate malpractice discovered in coursework or non-examination assessments (not including timed assessment for Art & Design qualifications) before the authentication forms have been signed by the candidate. If staff malpractice is discovered in coursework or non-examination assessments, the head of centre must inform the awarding body immediately, regardless of whether the authentication forms have been signed by the candidate(s)

- complete Form JCQ M1 (suspected candidate malpractice) or Form JCQ M2 (suspected malpractice/maladministration involving centre staff) to notify an awarding body of an incident of malpractice (both available from <http://www.jcq.org.uk>)
- supervise personally all investigations resulting from an allegation of malpractice
- complete form JCQ M3 reporting the outcome of the internal investigation
- ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department/area involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation. This investigating officer will, in normal circumstances, be the Vice Principal (Quality & Curriculum) unless he/she is implicated. Delete: or the Divisional Leader (Teaching, Learning & Assessment, BTEC Quality Nominee) unless he/she is implicated
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of staff, students and any others involved
- once the information gathering has concluded, the College will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of these enquiries
- the report will contain a statement of the facts of the case, including a detailed account of the circumstances of the alleged malpractice and an objective description of the information gathered during the course of the investigation, and must include details of any exculpatory information (or mitigating factors) found during the investigation process.
- the report will contain a statement of the facts of the case, including a detailed account of the circumstances of the alleged malpractice and an objective description of the information gathered during the course of the investigation, and must include details of any exculpatory information (or mitigating factors) found during the investigation process.
- co-operate and ensure staff co-operate fully with an awarding body enquiry into an allegation of malpractice, whether the College is directly involved in the case or not
- inform staff members and students of their individual responsibilities and rights as set out in the JCQ guidelines
- pass on to the individuals concerned any warnings or notifications of penalties and ensure compliance with any requests made by the awarding body as a result of a malpractice case.
- ensures that all those interviewed or making a statement should be made aware that awarding bodies reserve the right to share their statements, records or transcripts of any interview(s) that are undertaken, with others involved in the case and other appropriate third parties (e.g. Funding Agencies and Teaching Regulation Agencies, other awarding bodies) This information may be shared at any stage during or after the investigation.

When conducting a College investigation, in addition to interviews, any students and staff involved will be required to give a written commentary on the events concerned and their actions. These will form part of the College's report to the awarding body.

Once the investigation is complete the Principal will submit a full written report to the awarding body and also submit a completed JCQ/Form 2b.

This report will include, as appropriate:

- a statement of the facts, a detailed account of the circumstances of the alleged malpractice, and details of any investigations carried out by the College
- written statement(s) from the invigilator(s), assessor, internal verifier(s) or other staff who are involved
- written statement(s) from the student(s)
- any mitigating factors
- information about the College's procedures for advising candidates of the awarding bodies' regulations
- seating plans showing the exact position of candidates in the examination room
- unauthorised material found in the examination room
- any work of the candidate and any associated material (e.g. source material for coursework) which is relevant to the investigation
- any other relevant documentation

The Principal will provide any accused student(s) or staff with a completed copy of the report including forms JCQ/M1, JCQ/M2a and/or JCQ/Form 2b and/or a letter sent by the College to notify the awarding body of the suspected malpractice.

The College will store safely and securely non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until any malpractice investigation has been resolved.

#### 5.0 Awarding Body investigations which may require the involvement of students or College staff

Once reported to the awarding body, it may be necessary for the awarding body to interview a student during its investigation. If the student is a minor or a vulnerable adult, and if the interview is to be conducted face to face, the awarding bodies undertake to do this only in the presence of the Principal, or other senior member of staff (Vice Principal or Divisional Leader), or the student's parent/carer, with the permission of the Principal or parent/carer. Interviews may also be conducted over the telephone.

When it is necessary for a member of the awarding body staff to conduct an interview with a staff member, the member of staff being interviewed may be accompanied by a work colleague or Trade Union representative.

If the individual being interviewed wishes to be accompanied by a legal advisor, the other parties must be informed beforehand to give them the opportunity to be similarly supported.

The College will make available an appropriate venue for such interviews; this may be off the College site.

The individual being interviewed may also be requested, by the awarding body, to provide a written statement.

#### 6.0 Rights of the accused individuals

When, in the view of the Principal, there is sufficient evidence to implicate a student or staff member in malpractice, the Principal will provide the individual with:

- written notification of the allegation made against him or her
- a copy of JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* (available from <http://www.jcq.org.uk>) and a copy of this policy
- copies of the report and other documentation submitted by the College to the awarding body so that the individual is aware of the evidence there is to support the allegation
- the possible consequences should malpractice be proven
- an opportunity to consider their response to the allegations (if required);
- an opportunity to submit a written statement
- an opportunity to read the submission and make an additional statement in response, should the case be put to an awarding body Malpractice Committee<sup>4</sup>
- an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- the applicable appeals procedure, should a decision be made against him or her. The individual will be provided with a copy of the JCQ publication *A guide to the awarding bodies' appeals processes*

In such circumstances, the Principal will advise any person involved in administering, teaching or completing examinations/assessments where malpractice is suspected or alleged that their personal data may be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *'Suspected Malpractice in Examinations and Assessments – Policies and Procedures.'*

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<sup>4</sup> In order to determine the outcomes in cases of alleged malpractice awarding bodies may appoint a Panel or Committee composed of external members experienced in examination and assessment procedures. Alternatively, this function may be allocated to a named member or members of awarding body staff. In this document the Committee (or awarding body personnel responsible for making decisions in malpractice cases) is referred to as the "Malpractice Committee".

In certain circumstances it may be necessary for the Principal to exercise discretion, in the light of all the circumstances of the case, as to the timing and the means by which an allegation of malpractice and the supporting evidence is presented to the individual(s) involved.

#### 7.0 Allegations received by an Awarding Body regarding suspected malpractice/Maladministration at the College

The awarding body will review any evidence received and will conduct a desktop (factual review of the allegation or notification, historical malpractice cases, candidate volumes etc.)

Should the awarding body decide that further information will be needed an individual will be appointed to gather that information. This is to determine whether or not there is any evidence to support the allegation made.

The awarding body will determine who should gather information for the investigation. The individuals that can be chosen include:

- the Principal
- the Chair of Governors of the centre
- the responsible employer (or his/her nominee), e.g. Director of Education, the Chief Executive Officer of a multi-academy trust
- awarding body staff from the malpractice investigation team
- another suitably qualified individual such as an Ofsted Inspector or the head of another school in the same multi-academy trust

An awarding body would usually expect the Principal, or a senior staff member nominated by the Principal, to gather information on its behalf. Whoever gathers information must have no personal interest in doing so.

Where the Principal wishes to appoint a staff member to gather information, the agreement of the awarding body must be obtained first. The Principal will retain responsibility for ensuring the information has been obtained appropriately. The Principal must ensure the information gathering meets the deadlines and requirements set by the awarding body.

The information gatherer must ensure that those implicated in malpractice are given their rights as detailed in the JCQ publication *'Suspected Malpractice in Examinations and Assessments – Policies and Procedures.'*

In some cases, the awarding body will gather information for the investigation directly. See: JCQ publication *'Suspected Malpractice in Examinations and Assessments – Policies and Procedures.'*

#### 8.0 Sanctions and Penalties imposed by Awarding Bodies

The details of sanctions and penalties that may be imposed by the awarding bodies against students, the College and individual College staff may be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

The Principal must ensure that sanctions/penalties imposed by the awarding body on students or staff are communicated to the individual(s) upon whom they have been imposed and that the sanctions are adhered to. Failure to communicate any sanction to an individual will be considered to be malpractice by the Principal.

If a member of staff moves to another centre while being subject to a sanction, or if a member of staff moves to another centre during an investigation, the Principal must immediately notify the awarding body of the move. Awarding bodies reserve the right to inform the head of the centre to which the staff member is moving as to the nature of, and the reason for, the sanction.

#### 9.0 Sanctions and Penalties imposed by the College

Students and staff found to be guilty of malpractice will be subject to the relevant Disciplinary Policy and sanctions therein.

### 10.0 Appeals to the Awarding Bodies against sanctions imposed

The awarding bodies have established procedures for considering appeals against penalties arising from malpractice decisions. Details and timescales of these can be found in the JCQ documents *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* and *A guide to the awarding bodies' appeals processes*.

It should be noted that:

The Principal can appeal against sanctions imposed on:

- the College
- College staff
- students

College staff may appeal directly to the awarding body against sanctions imposed on them personally.

Students and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations may be made to the Principal who will decide whether to appeal on behalf of the student.

### 11.0 Appeals to the College against sanctions imposed

These will be dealt with according to the relevant Disciplinary Policy.

### 12.0 Awarding Bodies – Further Information

AQA: <http://www.aqa.org.uk/exams-administration/exams-guidance/malpractice>

Eduqas: <http://www.wjec.co.uk/exam-officers/during-the-examinations/malpractice.html>

OCR: <http://www.ocr.org.uk/administration/stage-3-assessment/malpractice/>

Pearson: <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html>

Pearson (BTEC): <http://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Centre%20Guidance%20dealing%20with%20malpractice.pdf>

### 13.0 Related documents

Examination Procedures  
Student Support and Disciplinary Policy  
Staff Disciplinary Policy  
Staff Code of Conduct  
Whistleblowing Policy  
Data Protection Policy  
BTEC Centre Handbook

### Introduction

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not. The College has established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice.

This addendum reminds staff of best practice in this area, applying it in the context of AI use.

- As has always been the case, and in accordance with JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be the students' own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and teachers must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section below);
- Teachers and assessors must only accept work for assessment which they consider to be the students' own in accordance with JCQ General Regulations for Approved Centres;
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action and report this to their Head of Department, Divisional Leader and VP(C&Q).

### Scope

When students sit their exams and other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet, the delivery of these assessments will be unaffected by developments in AI tools as students will not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. These assessments include Non-Examined Assessments (NEAs) for General Qualifications, coursework and internal assessments and BTEC assessments and coursework.

### What is AI and what are the risks of using it in assessments?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text



- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

### What is AI misuse?

As has always been the case, and in accordance with JCQ General Regulations for Approved Centres, students must submit work for assessments which is their own. This means both ensuring that the final submission is in their own words, and is not copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set.

Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered **malpractice**. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying. AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years.

Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

## Appendix 8b College engagement with and discussion of AI

The College has clear policies and procedures relating to assessment in place to ensure the authenticity of assessments. This addendum ensures that these can also address the risks associated with AI misuse. The College will make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment and also make students aware of the centre's approach to plagiarism and the consequences of malpractice.

The College will:

- Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress the risks of malpractice. Students will be issued with:
  - Malpractice & Artificial Intelligence (AI) Misuse Student Handbook
  - Vocational Courses Student Handbook
- Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools (see the What is AI use and what are the risks of using it in assessments? and What is AI misuse? Sections below).
- Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates ([www.jcq.org.uk/exams-office/information-for-candidates-documents](http://www.jcq.org.uk/exams-office/information-for-candidates-documents)).
- Reinforce to students the significance of their declaration where they confirm the work they are submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject.
- Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

### Acknowledging AI use

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way.

Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used. In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used.

Where this is not submitted, and the teacher suspects that the student has used AI tools, the teacher must report this to their Head of Department, Divisional Leader and Vice Principal (C&Q). The Vice Principal (C&Q) will investigate and invoke the College's Suspected Malpractice in Examinations and Assessments Policy if required.

The College will also remind students that:

- a) as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;
- b) if they use AI so that they have not independently met the marking criteria they will not be rewarded.

The College will also:

- Consider restricting access to online AI tools on centre devices and networks;
- Ensure that access to online AI tools is restricted on centre devices used for examinations;
- Set reasonable deadlines for submission of work and providing reminders;
- Where appropriate, allocating time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course, thereby making the teacher confident that the student understands the material;
- Consider whether it is appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- Not accept, without further investigation, work which staff suspect has been plagiarised or taken from AI tools without proper acknowledgement – doing so encourages the spread of this practice and is likely to constitute staff malpractice.
- Issue tasks for College-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

### **Identifying misuse – advice for teachers**

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are already using to assure themselves student work is authentically their own. There are also some tools that can be used.

#### Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers should consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

#### Potential indicators of AI use

If you see the following in student work, it may be an indication that they have misused AI:

1. A default use of American spelling, currency, terms and other localisations\*
2. A default use of language or vocabulary which might not be appropriate to the qualification level\*
3. A lack of direct quotations and/or use of references where these are required/expected\*\*
4. Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
5. A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.
6. Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered .
7. A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.
8. A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this.
9. A lack of graphs/data tables/visual aids where these would normally be expected.
10. A lack of specific local or topical knowledge
11. Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected.
12. The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.
13. The submission of student work in a typed format, where their normal output is handwritten.
14. The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.
15. The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
16. Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

\*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content.

\*\*However, some AI tools will produce quotations and references.

### **Automated detection**

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing.

Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI:

- OpenAI Classifier (<https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text/>)
- GPTZero (<https://gptzero.me/>)
- The Giant Language Model Test Room (GLTR) (<http://gltr.io/dist/>)
- Expected development of Turnitin (<https://www.turnitin.com/products/originality>)

These tools could be used as a check on student work and/or to verify concerns about the authenticity of student work.

However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve.

The College will consider the use of detection tools to form part of a holistic approach to considering the authenticity of students' work.

### **Reporting**

Reviewed October 2024/ next review October 2025

Teachers should report suspected cases of AI misuse as described above.

If the student has not signed the declaration of authentication, the case will be dealt with internally. Teachers must not accept work which is not the student's own.

Ultimately, the Principal has the responsibility for ensuring that students do not submit inauthentic work.

If AI misuse is detected or suspected by the College and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

## Appendix 9: Late Arrival to External Examinations Policy

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

A candidate who arrives after the start of the examination will be allowed to enter the examination room and sit the examination. The candidate will be allowed the full time.

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

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

A candidate will be considered very late if they arrive:

- more than one hour after the published starting time for an examination, which lasts one hour or more, i.e. after 10.15 am for a morning examination or after 2:00 pm for an afternoon examination.

For an examination that lasts less than one hour, a candidate will be considered very late if they arrive:

- after the awarding body's published finishing time for the examination.

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

The script will be sent to the awarding body/examiner in the normal way.

Form JCQ/VLA (Report on candidate admitted very late to examination room) will be completed by the Examinations Officer within 7 days of the examination taking place. This is available on the Centre Admin Portal.

The candidate will be warned that the awarding body may not accept their work.

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

The Examinations Officer/Vice Principal (Students) will liaise with candidates and their parents/carers who persistently arrive late for examinations.

## Appendix 10: Word Processor Policy

### Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

References to 'AA' relate to the annual JCQ publication: Access Arrangements and Reasonable Adjustments and 'ICE' to the annual JCQ publication: Instructions for conducting examinations.

The College is adopting the use of ExamWritePad for external examination word processor use.

### Purpose

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

### Principles for using a word processor

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

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

The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

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

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

The use of a word processor is considered and agreed where appropriate:

- as soon as possible for one-year courses, ideally within the first term
- during the first year of a two year course having established a picture of need and a normal way of working.

Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

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

However, in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising later in the course, access arrangements should be applied for as soon as is practicable.

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom; or

- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal College tests and mock examinations

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

### **The use of a word processor**

The College complies with AA Access arrangements available as follows:

Provides a word processor with the spelling and grammar check facility/predictive text switched off where it is their normal way of working.

Only grants the use of a word processor to a candidate where it is their normal way of working within the College.

Where the College has approval for the use of a scribe and where it reflects the student's normal way of working within the College, as appropriate to his/her needs, the student may alternatively use:

- a word processor with the spelling and grammar check switched on; or
- a word processor with predictive text/spelling and grammar check switched on.

Grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand). (The above also extends to the use of electronic brailers and tablets).

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

Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and hand-write shorter answers.

The College is aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to hand-write within the answer booklet. The candidate, therefore, avoids the difficulty of visually tracking between the question paper and screen.

In all cases, the College ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script.

Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.

Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

### **Word processors and their programmes**

The College complies with ICE Word processors instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable



- word processors have been cleared of any previously stored data.
- any portable storage medium used have been cleared of any previously stored data
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate
- where the student has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- where a student uses a word processor with the spell check enabled or predictive text, a subject-specific bank of words is not permitted
- computer reading (text to speech) software is not active unless the student has permission to use a computer reader
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

### **Laptops and tablets**

The College further complies with ICE instructions by ensuring:

- laptops/tablets used during examinations/assessments will be connected to an external power supply
- laptops/tablets used during examinations/assessments are designed to run for a long period of time once fully charged and can be 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- where it is possible 'autosave' is set up on each laptop/tablet

### **Accommodating word processors in examinations**

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

- Where possible students using word processors will be accommodated in IT suites (mainly E101, B002 and B102 although other rooms may also be used).
- Invigilation arrangements relating to the use of word processors include the following:
- If housed within the main exam hall invigilators will be made aware of students using word processors and will be informed of the processes involved.
- When in IT suites or separate rooms Network Technicians will be available at the start of the examination to check there are no technical or login problems.
- For students in IT suites: At the end of the examination, students will print off their completed examination response, sign it and hand to the Lead Invigilator who will deliver the script to the Examinations Officer for dispatch to the awarding body with the rest of the cohorts completed papers.
- For students in the main examinations hall or separate rooms where there is no printer available: At the end of the examination, students will be accompanied by the invigilator to the Examinations Office where their script will be printed, signed by the student.

Other arrangements relating to the use of word processors include:

A JCQ Form 4 will be handed over to the invigilator at the beginning of each exam for each student using a word processor.

## Appendix 11: Conflicts of Interest (Examinations and Assessment) Policy

### Introduction

St John Rigby College is required to have in place a Conflicts of Interest Policy that enables us to identify, manage and mitigate any potential conflict of interest that may occur in the administration and delivery of examinations and assessment. All staff and other individuals related to the College have a responsibility to be aware of the potential for a conflict of interest.

### Purpose

The purpose of this policy is to provide guidance to staff and any other relevant individuals on handling possible conflicts of interest that may arise as a result of their roles as teachers, invigilators, and assessment/exam-related administrators. The policy is designed to protect the integrity of our qualifications and the examination/assessment process. It applies to all staff or other individuals whenever they interact or potentially interact with any of the college assessment/examination related functions.

The policy is also designed to protect staff by providing guidance on handling possible conflicts of interest that may arise as a result of the College's role in delivering courses.

This policy:

- Defines what is meant by 'conflict of interest' in this context.
- Describes the issues of conflict of interest in the context of working for the College in an assessment/examination related function or with, or for, an awarding organisation.
- Sets out which conflicts can be managed and how they should be managed, and those which are considered unmanageable and therefore cannot be allowed.
- Illustrates potential conflict of interest situations, some of which are not obvious.

### Scope of Policy

This policy applies to staff and other individuals who interact or potentially interact with the assessment-related work/examinations managed by the College. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally quality assuring or any other activity connected with the assessment of candidates and associated supporting resources and services.

The individuals falling within the scope of this policy include all staff employed by the college on a full-time, part-time, or casual basis.

### Definition of 'conflict of interest'

A conflict of interest is a situation in which an individual has or may be perceived to have competing interests or loyalties, which could compromise or appear to compromise their decisions if it is not properly managed.

In this context there is a potential conflict of interest when a member of staff has friends (or their children) or relatives (or their children) taking assessments or examinations, at this college or elsewhere. A conflict of interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a candidate at this, or another centre.

The Joint Council for Qualifications (JCQ) defines that a staff member will have a conflict of interest where they *are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units.*

A conflict of interest also occurs if any member of staff is entered for an examination or assessment at the College or elsewhere.

## **Principles**

The College will:

- Review its processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.
- Ensure that all members of staff declare any interest for (friends, family or other 'Related People' sitting examinations).
- Ensure that no member of staff is asked to assess, invigilate or internally verify the work of a student who is a family member, other relative or close friend.
- Ensure that no member of staff uses their role within the college to compromise the security and confidentiality of all assessment documents including examination papers.
- Ensure that no member of staff makes live assessment materials available to individuals, whether or not students of the college, when not specifically tasked with assessing them as part of a timetabled activity.

## **Responsibilities**

### **Principal**

The Principal is responsible for ensuring that

- a Conflicts of Interest Policy is in place
- informing the awarding bodies, before the published deadline for entries for each examination series, of:
  - any members of centre staff who are taking qualifications at the College centre which include internally assessed components/units;
  - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and

maintains clear records of all instances where:

- examinations office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;
- College staff are taking qualifications at College which do not include internally assessed components/units;
- College staff are taking qualifications at other centres.

### **Vice Principal (Staffing and Resources)**

The VP(S&R) completes the annual Conflict of Interest declarations from all staff.

### **All Staff**

All staff are required to complete the Conflict of Interest declarations, even if it is a "null" return.

Staff are reminded that they should always disclose an activity if there is any doubt about whether it represents a conflict of interest or not.



**St John Rigby College**

**Declaration of Interest and Confidentiality Form: Awarding Bodies**

You should complete this form if you have any role with any awarding body such as:

- a) Marking public examinations but only see the question papers and scripts **AFTER** the examination has been taken by candidates (examiner, moderator, assessor)
- b) Assisting in the preparation of examination papers (question setter/paper constructor, paper/question vetting or reviewing etc), ie you see papers or questions **BEFORE** that examination has been taken by candidates.

Please complete a separate box for each role. You will be asked to update this form on an annual basis.

**Please enter your details:**

<b>Surname:</b>	<b>Forename:</b>
-----------------	------------------

<b>Awarding Body:</b>	<b>Role (including specification/units):</b>
<b>Start date:</b>	
<b>End date:</b>	

<b>Awarding Body:</b>	<b>Role (including specification/units):</b>
<b>Start date:</b>	
<b>End date:</b>	

<b>Awarding Body:</b>	<b>Role (including specification/units):</b>
<b>Start date:</b>	
<b>End date:</b>	

<b>Awarding Body:</b>	<b>Role (including specification/units):</b>
<b>Start date:</b>	
<b>End date:</b>	

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please turn over:

## College Code of Practice for Staff Employed by Awarding Bodies

Please be advised that if you undertake awarding body duties you must follow the relevant practical measures below:

### For markers and those assisting in the preparation of public examinations:

- Do not inform students or parents of your role.
- Always cover the whole specification (where appropriate) never question spot.
- Do not use College IT resources (e.g. your laptop) for any awarding body work (including email).
- Never complete awarding body work in College.

### For those assisting in the preparation of public examinations:

- Only set past examination questions, or questions that are publicly available sample papers for homework/internal assessments.
- Never discuss future examinations with students, parents and / or colleagues.
- Never give any indication of what is in a future paper by suggesting what, or what not to revise.
- Where students write essays, ensure there is an explicit and transparent mechanism for the choice of essay, e.g. essays chosen by pupils or other department staff.
- Examination advice given to students **must** be based only on material which is available to all centres (e.g. examiners' reports, mark schemes, etc.)
- When providing advice to students on a revision schedule, direct students to revise **all** relevant materials.

I confirm that I have read, understood and will follow the instructions above regarding undertaking awarding body duties.

Signed: \_\_\_\_\_

## Appendix 11b: All Staff Declaration

JCQ requires centres to manage Conflicts of Interest by informing the awarding bodies, before the published deadline for entries, of:

- any members of College staff who are taking qualifications at the College which include internally assessed components/units;
- any members of College staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units

The Council also requires the College to maintain clear records of all instances where:

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the College itself or other centres;
- College staff are taking qualifications at the College which do not include internally assessed components/units;
- College staff are taking qualifications at other centres.

The Principal must ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. For further information please refer to:

[Gen regs approved centres 22-23 FINAL-1.pdf \(jcq.org.uk\)](#) pages 11-12.

Please complete the following form and return it to the HR Office. You will be asked to complete this form on an annual basis.

### Please enter your details:

<b>Surname:</b>	<b>Forename:</b>
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I have **NO** Conflict of Interest as outlined by the bullet points above.

<b>Signed:</b>	<b>Date:</b>
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If you have no conflict of interest, you do not need to complete the sections below.

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### Declared Conflict of Interest

I am taking the following qualifications at the College which <b>include</b> internally assessed components/units:	<b>Qualification(s)</b>
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I teach and prepare the following student(s) who is/are members of my family (which includes step-family, foster family and similar close relationships) <b>or</b> is/are the child of close friends for qualifications which include internally assessed components/units	<b>Student(s)</b>	<b>Qualification(s)</b>
	<b>Relationship to you</b>	

Continued...

I am a member of the exams office staff and have members of my family (which includes step-family, foster family and similar close relationships) <b>or</b> close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the College itself <b>or</b> other centres;	<b>Names of relation(s)</b>	<b>Qualification(s) at SJR</b>
	<b>Relationship to you</b>	<b>Other Centre:</b>  <b>Centre No:</b>

I am taking the following qualifications at the College which <b>do not include</b> internally assessed components/units:	<b>Qualification(s)</b>
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I am taking the following qualifications at another centre:	<b>Qualification(s)</b>	<b>Centre(s)</b>
		<b>Centre No:</b>

<b>Signed:</b>	<b>Date:</b>
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## Appendix 12: Arrangements for the handling of secure electronic materials

Electronic question paper materials must only be handled by members of staff authorised to do so by the Principal. The Principal will ensure that authorised staff are familiar with the most recent instructions issued by the relevant awarding bodies.

At least two and no more than six members of College staff will be authorised to handle secure electronic materials. Other members of College staff who assist with printing and collation will do so under supervision.

### Secure account management

Email accounts used for secure material access will belong to named individuals (Leanne Mitchell: Examinations Officer, Philip Richmond: MIS & Examinations Manager) or the group email account accessed solely by individuals authorised by the Principal to handle secure materials.

The group email in place (exams@sjr.ac.uk) is accessible by Leanne Mitchell, Philip Richmond and Dominic Jones (Vice Principal). The access to this account is reviewed annually.

Files will only be accessed by the named individual(s) to whom they have been sent. Emails or links to secure materials will never be forwarded or shared.

The named staff understand that by accessing secure material, the individual is accepting personal responsibility for maintaining the security of the material.

The accounts used to access secure material are audited annually. Any unused or unneeded accounts will be closed promptly, for example when a member of staff has left the College or changes roles.

Accounts are reviewed by the VP (S&R) and reported to the Principal ahead of each examination series to ensure that users have appropriate levels of access and all inactive accounts have been removed.

The College recognises that secure password management is critical. Passwords used to access secure material must be strong and changed regularly. Passwords must never be written down or shared.

### Accessing and printing secure files

The integrity and security of the electronic question paper will be maintained during the downloading, printing and collating process.

The file will be accessed and downloaded only for the use of the student(s) who has been entered for the examination.

The file will be stored locally only for the purposes of printing and must then be deleted immediately. The file will then be deleted from the deleted items folder.

Any emails or links associated with the secure file will also be immediately deleted and then deleted from the deleted items folder.

No unnecessary hard copies of the file will be made, and any unneeded hard copies once printing has been completed will be securely destroyed by shredding.

Secure files will be accessed and printed within a secure environment. Only authorised members of staff will be present in the room.

Once printed, question papers will be sealed within a non-transparent envelope marked clearly with the exam details on the outside of the envelope.

The envelope will be stored securely in the secure room ready for transfer to the examination room at the appropriate time, in line with JCQ requirements (JCQ ICE Section 3)

Reporting to an awarding body

The College will report any deviation from these instructions to the awarding body using JCQ Form M2.

The College will report any concerns of a potential breach of security to the awarding body immediately.

## Appendix 12: Procedure to verify the identity of students at the time of examination

### Seating and identifying candidates in exam rooms

#### Examinations Officer

Ensures this procedure is in place to verify candidates

Ensures invigilators are aware of the procedure

Provides seating plans for examination rooms according to JCQ and awarding body requirements

#### Invigilators

Follow the procedure for verifying candidate identity provided by the Examinations Officer

Seat students in examination rooms as instructed by the Examinations Officer and shown on the seating plan.

#### Candidates

The College does not accept private/external candidates.

Students are instructed to bring photographic identification with them (Student ID card, Driving Licence or passport).

Outside the examination rooms, with the exception of isolation rooms, a list of students and seat numbers is displayed.

Students are instructed to place their photographic identification on their desk (top left, next to the seat number).

Invigilators then check the photographic identification against each student as they complete the attendance register.

Students who arrive without photographic identification may obtain temporary id card from Reception. The Lead Invigilator must still check their identity of students with temporary ID by contacting the Examinations Officer.

In exceptional cases a teacher may be escorted, by a Senior Leader/lead invigilator into the back of the examination hall to identify a student who has no identity card.

In separate rooms, if a student has no identity card the invigilator should alert the Examinations Officer who will arrange for the students to be checked against the MIS system photograph.