EXAMS POLICY

PURPOSE

The purpose of this exams policy is:

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

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

The exams policy will be reviewed every year by the Senior Leadership Team i/c Examinations and the Examinations Officer.

The School follows the regulations, instructions and guidance set out by Ofqual and JCQ and their documents. These are referenced within this policy and can be found at www.jcq.org.uk and www.gov.uk/government/organisations/ofqual and any changes made to their guidance for a particular exam series under exceptional circumstances will supersede this policy.

CONTENTS

- Exam responsibilities
- Qualifications
- Exam series and timetables
- Entries, entry details and late entries
- Exam fees
- Equality legislation
- Estimated grades
- Managing invigilators
- Candidates
- Internal assessments and appeals
- Results
- Certificates

EXAM RESPONSIBILITIES

The Head of Centre:

- Has overall responsibility for the school/college as an exams centre and to ensure that all staff comply with the instruction within the JCQ ICE booklet and advises on appeals and re-marks
- Responsibility for reporting all suspicions or actual incidents of malpractice - #ref JCQ document *Suspected malpractice in examinations and assessments*

EXAMS POLICY

Exams Officer:

- Manages the administration of external and internal exams (KS4 and KS5)
- Advises the senior leadership team, subject leaders, year leaders and class teachers, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies and JCQ
- Oversees the production and distribution, to all centre staff and candidates, of an annual calendar for external exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Together with the year leaders, ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them (displayed on the School website)
- Checks with teaching staff that the necessary non-examined assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries to exam boards
- Maintains systems and processes to support the timely entry of candidates for their exams
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*
- Identifies and manages exam timetable clashes
- Checks all invoices and advises the Senior Leadership Team of any significant change in expenditure relating to exam costs
- Organises the recruitment and annual training and monitoring of a team of exam invigilators, including senior exam invigilators, responsible for the conduct of exams
- Provides for invigilators daily written instructions, seating plans and any special arrangements required / highlighted
- Submits candidates NEA marks (non examined assessments) with the subject leader, despatches and stores returned NEAs and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards any re-mark requests
- Schedules all KS4 and KS5 whole year, internal and external exams
- Oversees the Parcelforce collection of exam papers and arranges the collection of parcels

Subject Leaders are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries
- Supply accurate subject lists for exam entries and also adherence to deadlines as set by the Exams Officer

- Accurate completion of NEA mark sheets and declaration sheets, in conjunction with the Exams Officer
- Decisions on post-results procedures with SLT link
- Guidance and overview of post-result requests

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the Subject Leader and/or exams officer
- Submit evidence to the SENDCo to support access arrangement applications in their subject
- Preparing students for exams with the appropriate access arrangements where applicable, with reference to information from the SENDCo

The SENDCo is responsible for:

- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- Process any necessary applications in order to gain approval (as required)
- Liaise with the exams officer to provide the access arrangements required to meet the candidates entitlement
- Providing staff with up to date information on students access arrangements

Lead Invigilator/All Invigilators are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations, including co-ordinating the other invigilators
- Invigilators collect exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office

Candidates are responsible for:

- understanding their statement of entry with support from subject and pastoral staff
- understanding NEA regulations and signing a declaration that authenticates the work as their own
- complying with JCQ and exam board regulations, issued by the Exams Office, for their conduct during the examination

QUALIFICATIONS OFFERED:

The qualifications offered at this centre are decided by the Curriculum Deputy and Subject Leader, in consultation with their Senior Leadership link.

The types of qualifications offered are GCSE, A Level, AS Level, BTECs, CNAT, ICDL and WJEC Level 3.

EXAMS POLICY

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed as soon as the decision is made.

Informing the exams office of changes to a specification is the responsibility of the Subject Leader.

Decisions on whether a candidate should be entered for a particular subject will be taken by the Curriculum Deputy, in consultation with the Subject Leader.

EXAM SEASONS AND TIMETABLES

Internal exams (mocks) are usually scheduled in October and January for Year 11, September for Year 13 and March for Year 10, April for Year 12 and May/June for KS3 (subject to external exam timetables).

An assesement schedule is produced each year and dates are in the school calendar and published in the newsletter.

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

Internal exams, where possible, are held under external exam conditions.

The exam series used in the centre is decided by Head of Centre, Subject Leaders and Senior Leadership Team.

Once confirmed, the Exams Officer will circulate the exam timetables for internal and external exams, as agreed with the Senior Leadership Team i/c exams.

ENTRIES, ENTRY DETAILS AND LATE ENTRIES

Please refer to the Early Entry Policy (Appendix A) and Registration and Certification Policy (Appendix B).

Candidates or parents/carers can request a subject entry change of level or withdrawal, which must be submitted to the Head of Centre in writing.

The Centre does not currently accept entries from private candidates, with the exception of staff and former students from the previous academic year, at the discretion of the Head of Centre in consultation with the Subject Leader.

Entry deadlines are circulated to Subject Leaders via email and Middle Leaders meetings.

Subject Leaders will provide entries including estimated entry information where required to the Exams Officer to meet JCQ and awarding body deadlines.

Late entries and amendments made after an awarding organisation's deadline are authorised by the Head of Centre/Senior Leadership Team, in consultation with the Subject Leader.

Retakes:
Retake decisions will be made in consultation with the candidates' Subject Teachers and Subject Leaders, where these are allowed by JCQ regulations.

Exam Fees:
The Exams Officer will publish the deadline for actions well in advance for each exams series.

All initial entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the subject area/candidates.

Candidates or subject areas will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies. If changes are made after the deadline, departments or candidates will be charged.

Retake fees for first and any subsequent retakes are normally paid by the candidates, unless a prior assessment has been made between the Subject Leader and Senior Leadership Team e.g. hardship cases or Pupil Premium (#ref. Retakes).

Fee reimbursements are requested from candidates if they fail to sit an exam/NEA without good reason.

ACCESS ARRANGMENTS AND SPECIAL CONSIDERATION

All exam centre staff must ensure that access arrangements and special consideration regulations are consistent with the law and meet the requirements of any equality legislation (#ref. Equality Act 2010 / Awarding Exam Bodies and JCQ Regulations).

A candidate's access arrangements requirement is determined by the SENDCo, doctor, educational psychologist/specialist teacher and pastoral leader in conjunction with the Senior Leadership Team.

The SENDCo will inform Subject Teachers of candidates with special educational needs and special arrangements that individual candidates will need during the course of assessments/exams.

Subject Teachers/Leaders can make referrals to the SENDCo and must submit evidence in support of any application.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of Subject Teachers, Subject Leaders and the SENDCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCo.

Rooming for access arrangement candidates will be arranged by the Exams Officer.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangement regulations, will be organised by the Exams Officer in consultation with the SENDCo.

Arrangements for students with access to a word processor is outlined in the **Word Processor Policy (Appendix C).** All students and parents/carers receive a letter from the Exams Officer and SENCo confirming their access arrangements.

SPECIAL CONSIDERATION

Should a candidate be unable to attend an exam because of illness, bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Exams Officer, Pastoral Leader/Form Tutor or Exam Invigilator to that effect.

Any claim for special consideration must be supported with appropriate medical (or other) evidence within five working days of the exam, for example a letter from the doctor.

Pastoral Leaders will keep a log, provided by the Exams Officer for all special consideration applications and the Exams Officer will submit an on-line application to the relevant awarding body within five working days of the last exam of the season.

CONTINGENCY PLANNING

Contingency planning for exams administration is the responsibility of the Business Manager.

Contingency plans are available via email, briefing meetings and a copy is available in the Exams Office and in line with the guidance provided by Ofqual, JCQ and awarding organisations **(Appendix D – Contingency Plan).**

PRIVATE CANDIDATES

Managing private candidates is the responsibility of the Exams Officer, in consultation with the Senior Leadership Team and Subject Leader.

ESTIMATED ENTRIES

The Exams Officer, in consultation with Subject Leaders is responsible for submitting estimated entries to exam boards when requested.

MANAGING INVIGILATORS

External staff will be used to supervise all external and internal examinations as required.

Recruitment of invigilators is the responsibility of the Business Manager and Exams Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibly of the Headteacher's PA and Personnel Officer.

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

Invigilators' rates of pay are set by the Business Manager.

Invigilators are recruited, timetabled, trained and briefed by the Exams Officer.

MALPRACTICE and MALADMINISTRATION

The Head of Centre in consultation with the Assistant Headteacher i/c exams, is responsible for investigating suspected malpractice/maladministration (including ASDAN), following the guidance from JCQ suspected malpractice in examinations and assessments and any specific exam board guidance.

CONFLCIT OF INTEREST

To protect the integrity of any assessments, all staff involved in the preparation of students or determination of grades must declare any conflicts of interest such as relationships with students to the Head of Centre at the beginning of each academic year.

EXAM DAYS

The Exams Officer will book all rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator in accordance with JCQ regulations over security of papers.

Site management staff are responsible for setting up the allocated rooms and will be advised of requirements in advance.

Designated Lead Invigilators and/or the Senior Leadership Team will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present when students line up at the start of the exam to assist with identification of candidates. Any staff present in an exam room must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, Subject Teachers' availability will be in accordance with JCQ guidelines e.g. in case of any technical issues.

Exams papers must not be read by Subject Teachers or removed from the exam room or office. Papers will be distributed to Subject Leaders in accordance with JCQ's recommendations after all candidates work has been packed ready for dispatch.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with Lead Invigilators.

EXAMS POLICY

CANDIDATES

The Exams Officer will provide written information (JCQ guidelines and exam timetables) to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Senior Leadership Team i/c exams and/or relevant Year Leader.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage **(#ref Behaviour & Discipline Policy and JCQ regulations).**

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Candidates breaching any of the rules are dealt with in accordance with JCQ guidelines **(#ref Instructions for Conducting Examinations)**. Candidates are expected to stay for the full exam time at the discretion of the Year Leader/Lead Invigilator/Senior Leadership Team. Candidates who leave an exam room for a genuine purpose, must return as soon as practicable and must be accompanied by an appropriate member of staff at all times.

The Year Leader and Assistant Year Leader, with the Exams Officer, are responsible for handling late or absent candidates on exam days' in accordance with JCQ exam rules.

CLASH CANDIDATES

The Exams Officer will be responsible where necessary for organising and administering exam clashes including ensuring the completion of overnight supervision forms from JCQ and handovers.

NON-EXAMINED ASSESSMENTS/COURSEWORK (NEAs)

Subject Leaders will ensure all NEAs are completed following the guidance set out by the relevant exam boards and JCQ. Students are informed of the regulation via their teacher and provided with electronic copies of the JCQ regulations.

Marks for all internally assessed work (NEAs)/coursework are provided to the Exams Office by the Subject Leaders by the published date and they must ensure that all work is completed ready for despatch at the correct time.

The Exams Officer will despatch by recorded delivery and maintain records as per JCQ regulations.

APPEALS

The Centre is obliged to publish a separate procedure on this subject, which is attached as **Appendix E.**

The main points are:

- Appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- Candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification or any alternative guidance set out by Ofqual.
- Appeals should be made in writing to the Head of Centre who will decide whether the process used conformed to the necessary requirements
- The Head of Centre's findings will be notified in writing, copied to the Exams Officer and recorded for the awarding body inspection

BTEC/BCS ASSESSMENT AND (ICDL)

Subject Leaders will ensure that all coursework/assessments for BTEC subjects follows the guidance and Fair Assessment Policy **(Appendix F).** ICDL assessments will follow the latest BCS operations manual.

RESULTS

Candidates will normally receive individual statement of results on results days either:

- In person at the Centre
- By post to their home address on request
- Via Insight (Parent Portal)

Arrangements for the Centre to be open on results days are made by the Head of Centre and published in advance on the website.

The provision of the necessary staff on results days is the responsibility of the Head of Centre.

ENQUIRIES ABOUT RESULTS (EAR)

EARs may be requested by Centre staff with the candidate following the release of results, if there are reasonable grounds for believing there has been an error in marking. All requests must be submitted to the Exams Office before the published deadline. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a remoderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will usually be paid by the candidate.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Changes to the marks and/or grades following an enquiry, whether raised or lowered have to be accepted by the candidate.

EXAMS POLICY

ACCESS TO SCRIPTS (ATS)

After the release of results, candidates may request a priority photocopy of their script or they may request the return of written script by JCQ deadlines published for that year.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned.

The cost of EARs will normally be paid by the candidate.

Processing of requests for ATS will be the responsibility of the Exams Officer.

CERTIFICATES

Candidates will receive their certificates:

- In person at the Centre if they are still on roll
- Posted by recorded delivery to their last known address before the end of the autumn term.

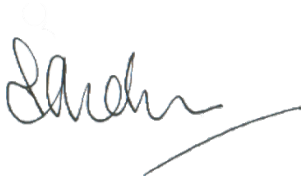
The Centre retains any undelivered certificates for one year.

LEGISLATIVE POWERS AT THE TIME OF APPROVAL

Equality Act 2010

RELEVANT GOVERNMENT & OTHER GUIDANCE AT THE TIME OF APPROVAL

- JCQ website with all relevant guidance and documentation www.jcq.org.uk
- JCQ document Suspected Malpractice in Examinations and Assessments
- JCQ document Instructions for conducting examinations
- JCQ document Access Arrangements and Reasonable Adjustments



Signed: (Chair of Governors)



(Headteacher)

EXAMS POLICY

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	November 2019
Approval Level - Sub Committee or FGB:	Sub Committee (SPA)
Review:	Twice Yearly • Autumn term first half term following issues of JCQ Instructions for Conducting exams (ICE Booklet) • March review prior to main exam season
Date Reviewed Document Approved by SPA Committee (March Review):	21st March 2022
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Date Reviewed Document Approved by SPA Committee (Autumn Review):	14th November 2022
Date FGB to be Advised of Reviewed Document (Autumn Review):	5th December 2022
Next Review Date:	March 2023

APPENDICIES:

- A - Early Entry Policy
- B - Registration and Certification Policy
- C - Word Processor Policy
- D - Contingency Plan
- E - Appeals
- F - Fair Assessment, BTEC and BCS (ICDL) Assessment Policy

APPENDIX A – EARLY ENTRY POLICY

INTRODUCTION Early entry is one element of Bishop Heber High School's approach to ensuring all students succeed in public examinations. Early entry can play a significant role in improving the attainment and motivation of students and is firmly focused on raising achievement for all. Students are given additional opportunities to achieve or improve GCSE grades in Year 9 and 10 before the final examination period in Year 11. Students, staff and families have informed us of the motivational benefits of students experiencing success throughout their GCSE course are significant. In addition, reducing the total amount of examinations students need to sit at the end of Year 11 enables students to focus on other subjects.

This policy has been written in the light of publications questioning the use of early entry (Mathematics: Made to Measure, DfE, 2012; Early entry to GCSE examinations, Ofsted, 2011) and outlines the School's approach to early examination entry.

GUIDING PRINCIPLES Consideration of early entry for examinations should always take into account how it will optimise individual students' chances of success. Early entry will be used in a way that enables students of all abilities to achieve or exceed their ambitious target grades. Early entry practices should make a demonstrable contribution to this being achieved or exceeded.

Students will always be allowed, and may actively be encouraged, to re-sit an examination at a later date even if good progress has already been made. Early entry will not be used in a way that encourages the 'banking' of notional pass grades (for example, a 4 in GCSE English language), but be used as a stepping stone to promote higher achievement.

Typically, students experience the following early entry:

Year 9 - ICT Level 2 course (ICDL - International Certification of Digital Literacy)
Year 10 - Mathematics (Set 1) (* reviewed each year)
Year 10 - English Language (* reviewed each year)

Since the introduction of Early Entry Policy (*reviewed each year), we have seen increased uptake/stay on rates in the Sixth Form in these subjects.

Early entry should maximise students' opportunities to succeed in any given subject. It should, therefore, enhance students' sense of enjoyment and may play a role in their choice to continue to study that subject beyond GCSE.

Early entry in practice
The following processes should be completed prior to entry:

- Students should be informed by the class teacher of that subject
- Opportunities should be made available for parents/carers and students to meet a senior member of staff and the relevant Subject Leader to discuss the entry policy
- Subject Areas have a clear rationale of the selection process for early entry

Rationale: ICT Level 2 course (ICDL); provides an early experience of external assessments for students. The early entry supports the development of clear expectations around preparation for and undertaking of external exams. Successful outcomes over a number of years has shown it motivates students into Years 10 and 11.

Mathematics (Set 1) students are gifted mathematicians and ready to undertake GCSE mathematics, successfully. In Year 11 they are challenged and stretched with AQA Certificate Further Mathematics which is a very good grounding for A level studies.

English Language split entry allows students to focus on English Language with few other distractions. It allows students to be assessed at the end of their language studies and focus on literature in Year 11.

The following processes should be completed following the receipt of results:

- Results analysis will be undertaken to ensure that the outcomes of early entry are contributing strongly to raising achievement for all students.
- Choices of post-16 courses will be reviewed in light of any early entry practices at KS4 to ensure that early entry does not negatively affect students' ability to undertake further study in that subject.

Final decisions regarding early entry will be taken by the Headteacher. A decision will be taken on each student's individual circumstances, taking into account the professional judgement of staff and the availability of resources.

EXAMS POLICY

APPENDIX B - REGISTRATION AND CERTIFICATION POLICY

Aim:

- To register individual learners to the correct programme within agreed timescales
- To register individual learners to the correct external assessment within agreed timescales
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, the centre will:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations and external assessment entries
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

Procedures

These procedures are in place to enable us to comply with the registration and certification requirements of JCQ/relevant exam boards and prevent inaccurate or false registrations, external assessment entries, or certification.

Overall responsibilities

- Exams Officer (EO): responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners
- Subject Leader (SL): responsible for ensuring learner details held by JCQ/relevant exam boards are accurate and that an audit trail of learner attendance, assessment and achievement is accessible
- Lead Internal Verifier (LIV): responsible for ensuring that an audit trail of learner assessment and achievement is accessible and supports certification claims.
- Quality Nominee (QN): responsible for coordinating and monitoring registration and certification procedures within the Centre
- Senior Leadership: responsible for ensuring registration and certification policy and procedures are regularly reviewed, disseminated to staff and overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met

EXAMS POLICY

Registration procedure for Vocational Technical Qualifications (VTQ's):

1. Students should be enrolled on SIMS on the correct course/class within two weeks of starting Yr10 and Yr12.
2. At the start of September, SLs should draw down class lists, add exam boards' course code and sign that they are accurate before passing to the EO and retaining a copy in the programme file.
3. EO to register learners with exam boards before end of October: ensuring correct course code is used.
4. During first week of November, SLs to check course registration lists for programmes and send email to EO to confirm accuracy or notify any changes required. Retain copy of email in Programme File. QN will email out copies of all course registrations for checking. SL to confirm these registrations are correct with the QN.
5. EO to make any required changes and email SL to confirm once these have been made.
6. SL to print off copy of registration list, annotate with registration requirements for VTQ externally set assessments and pass to EO. Retain copy of document in Programme File.
7. EO to register learners for VTQ externally set assessments and provide SL with confirmation of this.
8. SL to check accuracy of VTQ externally set assessments registrations and send email to EO to confirm accuracy or notify any changes required. Retain copy of email in Programme File.
9. New arrivals/late entries can be made within two weeks of starting or leaving the programme using the agreed procedures.
10. At end of November (or when in-year changes are made), SLs to advise learners of their VTQ registration number.
11. SLs to ensure attendance data is accurately maintained throughout the year using.

Certification procedure:

12. LIV to ensure assessment records support learner achievement before completing student report forms (SRFs) and passing to SLs for checking.
13. SLs to check accuracy of SRFs: once confirmed as accurate, pass completed SRFs to EO, along with assessment records that need retaining for three-year period. Retain copies in Programme File
14. EO, with SL to submit certification claims online.
15. EO to check accuracy of certificates against assessment records once received: notify exam boards of any inaccuracies and recheck amended certificates on receipt.
16. EO to issue certificates to learners.

Audit procedure:

QN to review implementation of procedures at key points throughout each academic year for all active VTQs. Copy of reviews to be retained in Programme File.

Discovery of inaccurate, early/late and fraudulent registrations and certifications procedure:

Where any inaccurate, early/late and fraudulent registrations or certification claims are discovered, QN to escalate to Head of Centre (Headteacher) via Senior Leadership link (Assistant Headteacher) and Head of Centre/SM to instigate internal Malpractice procedures and report to JCQ/relevant exam boards.

APPENDIX C - WORD PROCESSOR POLICY

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.

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

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

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

In accordance with the JCQ guidance, Bishop Heber High School is permitted to provide a word processor with the spelling and grammar check facility/ predictive text disabled to a candidate where it is their *normal way of working* within the centre.

The arrangement put in place must reflect support given to the candidate in the centre, for example:

- In the classroom (where appropriate);
- Working in small groups for writing;
- Literacy support lessons;
- Literacy intervention strategies;
- In internal school tests/examinations;
- Mock examinations;

This is commonly referred to as 'normal way of working'.

The SENDCo will make the final decision to provide a word processor where it is appropriate for the candidate's needs, for example (although not exhaustive) candidates with:

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

A word processor will not simply be provided to a candidate because they want to type rather than write, can work faster on a keyboard or use a laptop at home.

The Examinations Officer working with IT support will ensure that laptops are in good working order and fully charged, with a Bishop Heber owned and authorised memory stick, or where applicable computer access is made available at the time of the examination and IT will open up Exam Accounts as requested by the Examinations Officer to ensure only those systems permitted by JCQ are available to the candidates for the examination process.

The laptop will where possible be set to autosave but students are asked to save their work at regular intervals. Printing will be carried out once the examination is over and the **candidate must be present to confirm that the work is theirs**. **Candidates must ensure that their centre number, candidate number, unit code and title of paper are typed or handwritten onto the top of each page of work and signed at the end of the work by them.**

APPENDIX D – BISHOP HEBER HIGH SCHOOL EXAMS CONTINEGENCY PLAN 2021-2022

(This plan is based on exemplar document provided by The Exams Office in accordance with JCQ regulations and in line with the National Joint Contingency Plan published by Ofqual.

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EXAMS POLICY

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Bishop Heber High School. The plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

This plan complies with JCQ general regulations (section 5 Gen_regs_approved_centres_21-22.pdf) in that:

• a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency;

Causes of potential disruption to the exam process

1. **Exam officer extended absence at key points in the exam process (cycle)**

Criteria for implementation of the plan

- Key tasks required in the management and administration of the exam cycle not undertaken including:
- Planning
  - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - annual exams plan not produced identifying essential key tasks, key dates and deadlines
  - sufficient invigilators not recruited and trained
- Entries
  - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
  - candidates not being entered with awarding bodies for external exams/assessment
  - awarding body entry deadlines missed or late or other penalty fees being incurred
- Pre-exams
  - exam timetabling, rooming allocation; and invigilation schedules not prepared
  - candidates not briefed on exam timetables and awarding body information for candidates
  - exam/assessment materials and candidates' work not stored under required secure conditions
  - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- Exam time
  - exams/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies

- Results and post-results
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

Centre actions:

- The Information, Data & Communications Manager will undertake all of the duties and delegate to the data team, where necessary. Exams Officer to have processes in place to ensure Data Manager has access to paperwork exams officer has already worked on.

2. SENDCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

- *Planning*
  - candidates not tested/assessed to identify potential access arrangement requirements
  - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
  - approval for access arrangements not applied for to the awarding body
  - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
  - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
  - access arrangement candidate support not arranged for exam rooms

Centre actions:

- Assistant Headteacher to cover duties in absence of SENCO.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

- Key tasks not undertaken including:
- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
  - *candidates not being entered for exams/assessments or being entered late*
  - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- Relevant Subject Leader to cover all key tasks if member of faculty has an extended period of absence. If Subject Leader is absent then relevant Curriculum Support manager to ensure all process are completed.

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

Criteria for implementation of the plan

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

Centre actions:

- Sufficient numbers of invigilators appointed to ensure cover for exams and additional 'standby' staff are available from cover. School administrative staff and School technicians have also received invigilator training and can be called upon in emergencies.

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

Criteria for implementation of the plan

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

Centre actions:

- Identifying sufficient rooms would not be an issue due to the size of the school and the total number of rooms available on site. If the main venue, the sports hall was unavailable due to an unforeseen incident, then the school would use other large venues such as the main school hall, Sixth Form Centre as a back up.

6. Failure of IT systems

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

Centre actions:

School's Internal IT department and/or Local Authority IT SIMS support team to be contacted in the first instance.

- Final entry deadline – Exams Officer to contact the appropriate Awarding Bodies. Use manual systems or exam board secure websites where required

- During exam preparation – Exams Officer to revert to manual systems, using entry lists already produced.
- Results release time – liaise with Awarding Bodies, Local Authority SIMS support team and internal IT support to find alternative way of producing results slips for students with the facilities available.
- Request extra staffing to use on the morning of results issue if we had to collate results slips from the Awarding Bodies.

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

Criteria for implementation of the plan

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

Centre actions:

- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Exam classes to be prioritised in the event of school closure.
- Classes to be relocated to available areas.
- Students unable to attend will have work set using email and or the schools electronic software systems e.g. Show My Homework, google classroom etc.
- In the case of modular exams candidates may be advised to sit examinations in an alternative series
- Refer to guidance on emergency planning, with advice on severe weather is available at: Exam system contingency plan: England, Wales and Northern Ireland - GOV.UK (www.gov.uk)

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

Criteria for implementation of the plan

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

Centre actions:

- Invoke the centre contingency plan which must focus on options that enable students to take their exams.
- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
- Alternative venue set up for students' affected e.g. home if appropriate. Organising papers and invigilation in accordance with JCQ regulations.
- If transport is the problem send school minibus to collect if possible or contact another centre local to their home and arrange delivery of the necessary paper to that centre.
- Centre to apply for special consideration if relevant criteria are met

9. Centre unable to open as normal during the examinations period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Invoke the contingency plan
- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
- Prioritise any space that is operational to be used for examinations.
- After communications with the relevant awarding bodies alternative venues sourced dependent on what facilities are available and the size of the exams affected e.g. local primary schools or large local public spaces, library, Sports Centres, community centres, Church halls.
- Apply for special consideration where relevant criteria are met.

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- The centre to communicate with awarding organisations to organise alternative delivery of papers.
- If papers are sent electronically via a secure external network the Exams Officer to ensure these are stored under secure conditions. The Exams Officer is to organise secure copying and storage ready for the examination to take place without disruption to candidates.
- As a last resort, and following guidance from JCQ, awarding organisations would consider scheduling of the examination on an alternative date

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- The centre to communicate with relevant awarding organisations at the outset to resolve the issue
- Where examinations are part of the "yellow label service" or where awarding organisations arrange collections, the school will seek advice from the awarding organisation. The school will not make its own arrangements for transportation unless told to do so by the awarding organisation.
- Alternative arrangements for collection are put in place as requested by awarding organisations
- All papers to be locked away in secure exams storage overnight if required

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions:

- It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.
- Completed scripts promptly stored securely after leaving exam room and before secure collection
- All coursework and assessment evidence to be stored securely at all times before submission to the relevant awarding body. This is the responsibility of the relevant department before submission to the exams office.
- If work is lost then attempts should be made to find any relevant copies or provide alternative evidence for the awarding body to be able to award marks.
- If possible candidates given another opportunity to complete the relevant assessment.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions:

- Centres to contact awarding organisations about alternative options
- The centre to communicate with parents, carers and candidates regarding solutions to the issue.
- Centre to set up alternative venue or means of communicating results after liaising with the awarding bodies
- Post results services and information to be provided electronically through email, the school's website and awarding bodies secure areas.

All scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

14. Disruption to the scanning process - where completed examination papers are ebing scanned in preparation for on-screen marking

Criteria for implementation of the plan

Scanning process disrupted beyond acceptable levels resulting in a risk to the delivery of results by scheduled dates

- The awarding bodies would implement their contingency plans for disruption to on-screen marking process and revert to alternative marking processes with priority to be based on results dates.

JCQ Joint Contingency Plan can be found at **Gen_regs_approved_centres_21-22.pdf**

APPENDIX E - APPEALS

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

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Bishop Heber High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. The following are all subject to Ofqual, JCQ and specific exam board guidance.

1. Bishop Heber High School will ensure that candidates are informed of their centre assessed marks unless there are any exemptions so that they may request a review of the centre's marking before marks are submitted to the awarding body.

2. Bishop Heber High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Bishop Heber High School will, having received a request for materials, promptly make them available to the candidate, either originals viewed under supervised conditions or copies.

4. Bishop Heber High School will provide candidates with sufficient time, normally at least five working days, in order to allow them to review copies of materials and reach a decision.

5. Bishop Heber High School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.

6. Bishop Heber High School 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, all before the awarding body's deadline.

7. Bishop Heber High School will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.

8. Bishop Heber High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. Bishop Heber High School will inform the candidate in writing of the outcome of the review of the centre's marking.

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

11. Where a candidate is being entered for ASDAN PSEQ, the students are informed of their right to appeal their marks. The small number of entries, determines that all work will be externally moderated and candidates will be informed of this. In the event of a larger number of entries, the full appeals policy will be applied as per Appendix E.

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

APPENDIX F - FAIR ASSESSMENT, BTEC AND BCS (ICDL - International Certification of Digital Literacy) ASSESSMENT

*For the purpose of BTEC and BCS assessments, students are referred to as learners

1. Internal Moderation and Access to Fair Assessment

Internal moderation is a key process carried out throughout the delivery of a qualification to ensure that assessment methods are consistent across all teachers/ assessors and that the outcomes are fair to all learners.

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/ assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions

As a centre we will:

- ensure that all members of staff involved in the delivery of BTEC courses have completed the OSCA materials as required
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample of results from all teachers/ assessors
- create a plan of internal moderation in relation to assessment and activities and keep detailed records of these activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised or specialised documentation where appropriate to support internal moderation and record keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual review of internal moderation procedures
- ensure that whenever staff assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned
- ensure that students are aware of the procedures available should they wish to appeal against an assessment decision
- ensure that all BCS ICDL IT exams are conducted as specified in the latest operations manual, including all new invigilators to be observed in their first live test and on an annual basis
- where a candidate is being entered for an ASDAN qualification, ensure that all submitted work is internally moderated as per school protocols

EXAMS POLICY

Recording and Record Keeping

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore, there must be reliable and auditable record keeping systems in place. It is the responsibility of all staff involved in the delivery of a course that requires internal assessment to participate in the moderation process. This includes attending relevant internal moderation meetings, keeping the necessary records and submitting marked candidates work as requested. There will be at least two members of staff involved in the inputting of data in order to claim certificates.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

Access to Fair Assessment

Statement of assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate route
- Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in the Main School Office, School Library and also online on the school website. All teachers are made aware of the contents and purpose of this policy and it can be found in the Staff Handbook. This policy is regularly reviewed and may be revised in response to feedback from students, teachers or external organisations.

What students can expect from us:

- we aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements
- all portfolio based work will be assessed fairly against the qualification standards, and teachers involved will be fully trained in line with the awarding bodies requirements
- internal assessments will be carried out fairly and according to the awarding body instructions
- externally marked tests and exams will be conducted according to the requirements of the awarding body
- a clear procedure which allows them to appeal if they feel that their work has not been marked fairly

Students can also expect:

- to be fully inducted onto a new course and given information that can be shared with parents and carers
- learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments and assessments are set
- to be given appropriate assessment opportunities during the course, with feedback provided on the quality of the work
- all work to be marked within three weeks of submission by the student
- where equivalents and exemptions can be applied, we will ensure that this is pursued with the relevant awarding body

Cheating and Plagiarism

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students should expect an awarding body to be informed if during a controlled assessment, assignment or external examination:

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

All allegations of cheating and plagiarism will lead to an investigation, which will follow the guidance of the relevant awarding body. If the student is completing a BTEC qualification, then further detail is provided in the BTEC Assessment Malpractice Policy.

If a student feels they have been wrongly accused of cheating or plagiarism, they should be referred to the School Complaints Policy.

Appeals against internal assessment of work for external qualifications:

Appeals can only be made against the process that led to the assessment and not against the mark or grade. If a student has concerns about the process used in assessing internally marked work for public exams, they should in the first instance talk to their subject teacher to discuss the matter fully. This will hopefully resolve the situation, but if not, the following stages should be observed:

1. Appeals should be made as soon as possible, and must be at least two weeks before the end of the last externally assessed paper in the examination series.

2. Appeals should be made in writing to the relevant Subject Leader who will inform the Exams Officer and investigate the appeal. Students and parents must be aware that the appeal may result in the mark staying the same, going up or going down and the new mark will count.

3. The investigating member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA.

4. The outcome of the appeal will be made known in writing, including any relevant correspondence with the board/ awarding body, any changes made to the assessment of the work and any changes to improve matters in the future.

5. After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work. This is outside the control of the school and is not covered by this policy. If you have any concerns about it, please ask the Exams Officer for a copy of the appeals procedure of the relevant examination board.

6. Appeals involving BCS (ICDL) Qualifications need to be made within 20 days of the assessment taking place.

Appeals against centre decisions

1. All students will be provided with written information regarding access to scripts, enquiries about results and appeals.
2. If the School decides not to support an enquiry about results request, or an appeal, students and parents have the right to appeal this decision. Parents should contact the Headteacher as Head of Centre to discuss the School's decision and next steps in the appeals process.

Reviews of marking – centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments):

Bishop Heber High School (40341) 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. Bishop Heber High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

EXAMS POLICY

1. Bishop Heber High School will ensure that candidates are informed of their centre assessed marks, so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Bishop Heber High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Requests for reviews of marking **must** be made in writing, to the School's Exams Office.
4. Bishop Heber High School will, having received a request for copies of materials, promptly make them available to the candidate.
5. Bishop Heber High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
6. Bishop Heber High School 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, all before the awarding body's deadline.
7. Bishop Heber High School 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.
8. Bishop Heber High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the Head of the Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After a candidate's work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes, both up and down. This process is outside the control of Bishop Heber High School and is not covered by this procedure.

2. Exam Board and BTEC Assessment Malpractice including Maladministration Procedure

Assessment Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage of authority of those responsible for conducting the assessment certification.

Aim:

- To identify and minimise the risk of malpractice including maladministration by staff, learners and/ or parents/carers
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness

- To impose appropriate penalties and/or sanctions on learners, staff and/or parents/carers where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.
- While the investigation takes place:
    - The individual will be made fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
    - Parents will be fully informed where applicable.
    - The individual will be given the opportunity to respond to the allegations made
    - The individual will be informed of the avenues for appealing against any judgement made
    - All stages of any investigation will be documented

During the investigation period Edexcel/exam boards may:

- Refuse learner registrations/ entries
- Withhold the release of results/ certificates

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework

- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination test

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

Ofqual Guidance on Malpractice by Parents/Carer:

Centres should be careful to avoid teachers being put under pressure from students, parents or carers to submit grades that are higher than the evidence supports. Heads of Centre should keep records of such cases and might be required to report to the exam boards any cases where they believe inappropriate pressure is being put on teachers. Exam boards may treat such cases as potential malpractice.

3. Reasonable adjustment and special consideration for BTEC qualifications

Edexcel aims to facilitate open access to BTEC qualifications for learners who are eligible for reasonable adjustment and/ or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved by:

- **Reasonable Adjustment:** This is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.
- **Special Consideration:** This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of the assessment.

Reasonable Adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes but may involve:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators

Not all adjustments may be reasonable, permissible or practical in particular situations and the learner may not need, nor be allowed the same adjustment for all assessments.

Reasonable adjustment must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

All reasonable adjustments must be recorded using the Edexcel form RA1 (see website for forms www.edexcel.org.uk) Once completed, these must be held by the centre in the learner's file and should be available at all times for scrutiny be Edexcel if requested.

For BTEC qualifications that are internally assessed the centre will not need to apply to Edexcel to implement a reasonable adjustment but it must:

- Only make reasonable adjustments that are in line with this policy
- Record all reasonable adjustments made on form RA1
- Keep RA1 forms on the appropriate learner's record
- Make RA1 forms available to Edexcel as required

For BTEC qualifications that are externally assessed, reasonable adjustment requests must be submitted to and authorised by Edexcel prior to the implementation of the adjustment. Such requests must be submitted using form RA2 within 20 days of learner registration. Edexcel will respond to the request within two working weeks.

Special Consideration

A special consideration is given following a period of assessment for a learner who:

- Was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment
- Misses part of the assessment due to circumstances outside of their control

Where assessment is in the form of on demand assessment such as electronic tests set and marked by computer, then it is probably more appropriate to offer the learner an opportunity to take the assessment at a later date.

A special consideration cannot give the learner an unfair advantage; the learner's results must reflect real achievement in assessment and not just potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome. Special consideration cannot apply to "licence to practice" units or qualifications.

All applications for special consideration must be made to Edexcel. Edexcel will only consider requests for special consideration which are submitted by the Head of Centre/Examinations Officer

To ensure effective processing of the application, the centre should submit:

- Form SC1
- The learner's Student Report Form (SRF)
- Evidence to support the application such as a medical certificate, doctor's note or any other appropriate information.

Applications to the BTEC Quality Standards Team must be made within seven days of the assessment having taken place.

4. Accreditation of Prior Learning for BTEC qualifications

Recognition of Prior Learning (RPL) is a "Method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and so do not need to develop through a course of learning." Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726).

This policy concerns ways in which a learner might be able to have their skills and qualifications acknowledged whilst avoiding any repetition of learning and assessment. This policy applies to all BTEC qualifications including the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF). It does not apply to GCE, GCSE examinations or any other examinations that require assessment through external examination as these examinations are subject to specific evidence requirements.

Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or units. However, evidence of learning must be:

- Valid
- Reliable
- Current
- Sufficient
- Authentic

Principles of RPL

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the range and nature of evidence considered appropriate to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning.

RPL is also of value to learners transferring across various learning programmes who have relevant learning but do not hold relevant credits or certificates. This may include learners transferring from NQF to QCF qualifications.

Implementing RPL

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding and competence.

The RPL process does not allow the recognition of any unit assessed by external assessment because such units are subject to specific evidence requirements.

Subjects wishing to carry out RPL must ensure that:

- Learners are registered as soon as they formally start to gather evidence
- Records of assessment are maintained as for any other unit/ qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process

RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certified learning, then they should apply for exemption, not RPL. Exemption is the facility for a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of certified achievement deemed to be of equivalent value.