



COULSDON
SIXTH FORM COLLEGE

Exams and Assessment Policy

2018/19

EXAMINATIONS AND ASSESSMENT POLICY
Approved by:
Date approved:
Responsibility Member of SLT: <i>Assistant Principal Curriculum & Quality</i>
Review date: October 2018

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

October 2018

1. PURPOSE

The purpose of the policy is to ensure that the exams management and administration processes within Coulsdon Sixth Form College is run effectively and efficiently and in the best interest of the candidates. Hence, this policy will ensure that:

- 1.1 The centre complies with the regulations of the Awarding Bodies, including the Joint Council for Qualifications (JCQ), which represents the Awarding Bodies offering the majority of UK qualifications. The term Awarding Body refers to an Awarding Body or Exam Board.
- 1.2 All aspect of the centre's exam process is documented and other relevant exam related policies, procedures and plans are signposted.
- 1.3 All centre staff involved in the exam process clearly understand their roles and responsibilities and are well informed and supported.
- 1.4 All exam candidates know what is expected of them and that they understand the exam process.
- 1.5 All exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thereby ensuring that;

"... The integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute."

[JCQ General Regulations for Approved Centres (GR) 1]

The policy will be reviewed annually or as/when required to ensure that we accurately conduct exams and assessments at Coulsdon Sixth Form College which truly reflects current JCQ (and awarding bodies) rules, regulations, instructions and guidance.

2. ROLES AND RESPONSIBILITIES

"... The Principal and/or Assistant Principal: Curriculum and Quality is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to awarding body and JCQ instructions, and the qualification specifications issued by the awarding bodies.

The Principal and/or Assistant Principal: Curriculum and Quality may not appoint themselves as the examination officer."

[GR 1]

The Principal, as Head of Centre, has overall responsibility for the College as an Examination Centre. The Exams Officer(s) reporting to the Assistant Principal – Curriculum and Quality, has day-to-day responsibility for the administration of public and internal exams and assessments.

Any matters of which the Head of Centre should be made aware will be reported by the Assistant Principal. Academic and support managers, staff and students have specific responsibilities that enable the Centre to fulfil all responsibilities. These responsibilities are detailed in referenced appendix below.

See Appendix 1 for further details on Roles and Responsibilities.

PRINCIPAL AND/OR ASSISTANT PRINCIPAL: CURRICULUM AND QUALITY

- 2.1 Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including;
 - *General regulations for approved centres (GR)*
 - *Instructions for conducting examinations (ICE)*
 - *Access arrangements and Reasonable Adjustments (AA)*
 - *Suspected Malpractice in Examinations and Assessments (SMEA)*
 - *Instructions for conducting non-examination assessments (NEA) and (the instructions for conducting controlled assessment and coursework).*
- 2.2 Ensures the centre complies with the regulations of the Awarding Bodies, including the Joint Council for Qualifications (JCQ), which represents the Awarding Bodies offering the majority of UK qualifications. The term Awarding Body refers to an Awarding Body or Exam Board.
- 2.3 All aspect of the centre's exam process is documented and other relevant exam related policies, procedures and plans are signposted.
- 2.4 All centre staff involved in the exam process clearly understand their roles and responsibilities and are well informed and supported.
- 2.5 All exam candidates know what is expected of them and that they understand the exam process.
- 2.6 All exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thereby ensuring that further information about the qualifications relevant to their programme of study from their course tutor.
- 2.7 At qualification and strategic levels, performance and accountability against KPIs and all Awarding Body requirements will also be regularly reported to, and judged by the Executive and the Corporation.
- 2.8 This Policy also covers any student malpractice which might undermine the integrity and validity of a qualification (see Section 6 of this policy for further details).

3 PRINCIPLES

- 3.1 It is the aim of Coulsdon Sixth Form College that we remove any equality and diversity barriers and ensure that every student enrolled on a programme is supported to achieve their full potential.
- 3.2 To achieve this, we monitor performance of all groups and encourage participation from under- presented groups and we pledged to ensure that we do not discriminate directly or indirectly, against any particular group.
- 3.3 As a College, we are required to take specific measures to ensure that:
 - The planning and management of exams is conducted efficiently and in the best interests of candidates.
 - We provide clear guidelines to support staff and students.

This includes:

- Secure storage and distribution of exams documentation.
- Providing when required, appropriate support arrangements for students with disabilities and/or learning difficulties.

- Written and on-screen exams run in accordance with JCQ and Awarding Body regulations, to include provision of appropriate rooming and facilities.
- Providing clear, timely and accurate information to candidates and relevant staff on exam timetables, rooming, results and post-results follow up.
- Providing clear advice and guidance to students and staff on the interpretation of regulations and exam procedures.
- Reporting all suspicions or actual incidents of malpractice, in accordance with the JCQ regulations.

3.4 To help achieve the above principles, Coulsdon Sixth Form College will seek to ensure that all students receive:

- Effective *initial assessment(s)* which identifies existing experience and competence of individuals and ensures they are appropriately placed on the most suitably programme fitting of their capabilities and aspirations.
- Early *diagnostic assessment*, that identifies and supports learning needs and ensures that each student receive appropriate assistance and access to special assessment/exam arrangements to achieve their qualification aims.
- Timely and appropriate assessment, which ensures that sufficient teaching and learning has taken place, prior to the start of any assessment process.
- Formative* and summative* assessment, which helps individual students to understand how they are progressing and achieving against set targets.

* *Formative assessment is designed to enable the student to obtain feedback on his/her progress through their course – e.g. homework, assignments etc.*

* *Summative assessment is the means by which a student knows if they have passed or failed a unit, module, examination or coursework element and ultimately their final qualification.*

- Accurate and fair assessment and marking which conforms to relevant Awarding Body requirements.
- Regular and planned assessments across a variety of contexts, which inspire, challenge and motivate students. This will include developing opportunities to encourage students in developing research and evaluation techniques, to reflect on their own performance and to learn from their own experiences.
- Constructive oral and written feedback (against clearly defined and agreed criteria) from all relevant staff to an agreed timescale, which enables individual students to understand exactly what they need to do to progress and to improve. This advice will enable individual students to know what they need to do if they need to appeal against an assessment decision.
- Clear information on how they will be assessed on their chosen programme of study including what the success criteria is for each level of achievement (e.g. Pass, Merit and Distinction criteria on BTEC graded qualifications).

3.5 Where a course includes controlled assessments the policy for management of controlled assessments will apply.

See Appendix 3 for further details on Risk Management Procedures

4 EXAMINATIONS AND ASSESSMENTS PLANNING AND PROCEDURES

- 4.1 The purpose of this Statement of Practice and Procedures is to ensure that Coulsdon Sixth Form College complies with the regulations of the Awarding Bodies, including the Joint Council for Qualifications (JCQ), which represents the Awarding Bodies offering the majority of UK qualifications.

The term Awarding Body refers to an Awarding Body or Exam Board.

- 4.2 The Practice and Procedures apply to all students, students, stakeholders and governors.

- 4.3 As a College, we are required to take specific measures to ensure that:

- The planning and management of exams is conducted efficiently and in the best interests of candidates whilst being fully compliant with all regulations.

See Appendix 2 for further details of Exam Procedures and Practice

5 NON EXAM ASSESSMENT PROCEDURE

As a College, we are required to take specific measures to ensure that:

- The planning and management of non-examination assessments is conducted efficiently and in the best interests of candidates.
- Efficient processes are in place for the administration of non-examination assessments with clear guidelines for all relevant staff.
- Everyone involved in the centre's non-examination assessment process, are fully aware of their responsibility to read, understand and implement this policy.
- The non-examination assessments policy is reviewed every year.

See Appendix 3 for further details on Non-Examination Risk Management Procedures

6 STUDENT MALPRACTICE

- 6.1 The College does not tolerate actions (or attempted actions) of malpractice by students. Student Malpractice consists of acts which:

- a) Undermine the integrity and validity of a qualification; or
- b) Damage the authority of those responsible for the delivery or management of a qualification.

- 6.2 Examples of malpractice include:

- Plagiarism by copying and passing off, as the student's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work, thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source.
- Collusion by working collaboratively with other students to produce work that is submitted as individual student work. Students should not be discouraged from teamwork, as this is an essential key skill for many sectors, but the use of minutes,

allocating tasks, agreeing outcomes, etc. are an essential part of team work and this must be made clear to students.

- 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.
- The alteration or fabrication of results, documents (including certificates) and/or evidence and the misuse of assessment/examination material.
- Failing to abide by the instructions or advice of an assessor, supervisor or invigilator in relation to the rules, regulations or security regarding assessment, examination or tests and/or the conditions in relation to the rules, regulations or security regarding assessment, examination or tests.
- Introduction and/or use of unauthorised material contrary to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (where prohibited), personal stereos, mobile phones or other similar electronic devices.
- Obtaining, receiving, exchanging or passing on information which could be assessment/examination related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions.
- Behaving in such a way as to undermine the integrity of the assessment/examination/test.
- Cheating to gain an unfair advantage.

6.3 Allegations of malpractice are taken very seriously by the College. Students suspected of malpractice will be subject to the College's Disciplinary Procedures. If a student is found guilty of malpractice, penalties could include:

- Loss of marks or reduction in grade;
- Failure of the qualification;
- Withdrawal from the programme;
- Exclusion from the College.

7 STAFF MALPRACTICE

7.1 This section sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications or internally assessed exams.

7.2 The College does not tolerate actions (or attempted actions) of malpractice of any member of staff, Governor, volunteer, trainee teacher or worker undertaking responsibilities on behalf of the College or worker or other person undertaking responsibilities on behalf of a student. For these purposes the term 'staff member' includes any such individuals as listed.

The following are examples of malpractice by staff members with regards to portfolio based qualifications. The list below provides examples of what may be regarded as malpractice or attempted malpractice and is not exhaustive:

- Tampering with, such as altering, removing or replacing candidate's work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating, such as altering, removing or replacing assessment and/or internal verification records or authentication statements

7.3 The following are examples of malpractice by staff members with regard to examinations

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with, such as altering, removing or replacing scripts prior to external marking taking place.

7.4 Where the College becomes aware of potential malpractice, investigations will be made and the College reserves the right to take such action as is reasonable in all the circumstances and in accordance with its responsibilities under awarding body guidance, including the involvement of third parties. Progression of allegations of staff malpractice will be managed through the staff Disciplinary Procedures which outlines who will manage this process and how it will work (including a right of appeal).

8 STUDENT APPEALS AGAINST ASSESSMENT DECISIONS

8.1 Students have the right to appeal if they disagree with an assessment decision.

8.2 The appeals procedure varies according to the student's target qualification and therefore the specific appeals process for each qualification is available separately on request from the Examinations Officer(s) of the college.

Students wishing to make an appeal are advised to contact their Head of Department or subject teacher(s) and/or Examinations Officer(s) for the most up to date Appeals Procedures.

See Appendix 4 and 5 for further details on Complaints and Appeals Procedures (GCSE, A Levels, BTEC (First/National) and National Council for Further Education (NCFE))

9 REFERENCES AND SIGNPOSTING

9.1 Related strategies, policies, procedures and documents informing this Policy include:

- Teaching and Learning Strategy
- Quality Improvement Strategy
- Admissions and Progressions Policy
- BTEC Internal Verification Handbook including:
- Complaints' Procedures

10. EXAMS CONTINGENCY PLAN

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam processes for general qualifications at Coulsdon Sixth Form College. By outlining actions/procedures to be invoked in the event of disruption it is intended to mitigate the impact these disruptions may cause.

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) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy 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 must be available for inspection purposes. (The plan should also reinforce procedures in the event of the centre being unavailable for examinations or on results date owing to an unforeseen emergency).

See Appendix 6 for further details on Examination Contingency Plan

APPENDIXES

The following appendixes outline awarding body procedures at the time of writing. The College will always use the most up-to-date procedures.

APPENDIX 1 – Roles and Responsibilities

APPENDIX 2 – Examination procedures and Practice

APPENDIX 3 – Internal Controlled Assessment Risk Management Procedures

APPENDIX 4 – Appeals and Examination Query Procedure (Internal Assessment)

APPENDIX 5 – Complaint and Appeals Procedure (Internal and External Exams)

APPENDIX 6 – Examination Contingency Plan

APPENDIX 7 – Emergency Evacuation of an Exam Room

APPENDIX 8 – Exams Disability Procedure and Adjustments

APPENDIX 1 - ROLES AND RESPONSIBILITIES

1.1 Exams Officer(s) are required to;

- Advise the Executive, Heads of School, lecturers and other relevant support staff on exam timetables and application procedures, as set by the various Awarding Bodies.
- Communicate regularly with staff concerning imminent deadlines and events.
- Create an examination timetable and ensure an appropriate environment for the sitting of exams (see Section 2.2 below).
- Ensure that candidates (and in the case of under 18s; their parents or guardians) are informed of, and understand, those aspects of the exam timetable that will affect them.
- Administer and record access arrangements on the exam timetable.
- Submit “special consideration” requests to the Awarding Bodies.
- Provide additional support and facilities for exams to meet the needs of learners with a learning difficulty, disability or medical need, according to JCQ and other regulations.
- Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries to the Awarding Bodies, as required.
- Receive, check and store securely all exam papers and completed scripts.
- Administer access arrangements and make applications for special consideration using JCQ guidance (see Section 3.1 below).
- Identify and manage exam timetable clashes.
- Account for income and expenditure relating to all exam costs/charges.
- Manage and organise the recruitment, annual training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Prepare and present reports to the Executive showing results achieved and indicate where future procedural improvements might be made.
- Submit candidates’ coursework marks, track despatch and store returned coursework and any other material required by the appropriate Awarding Bodies correctly and on schedule.
- Arrange for the dissemination of exam results and certificates to candidates.
- Process post result queries and services.
- Submit any appeal requests in consultation with college procedures.
- Maintain systems and processes to support the timely entry of candidates for their exams.
- Identify instances of misconduct, as required, and provide reports to the Awarding Bodies.
- Identify mismatches between enrolment status and examination entries.

1.2 Heads of Department and/or Subject Teachers are required to;

- Provide guidance and pastoral oversight of candidates who are unsure about exam entries.
- Provide support to students to resolve results queries in conjunction with the Exams Team.
- Request copies of scripts for teaching purposes by the deadline set out by the Exams Office.
- Accurately complete coursework mark sheets and declaration sheets and adhere to deadlines.
- Submit entries for exams according to set deadlines using the electronic exam entry system or in a format agreed with the Exams Office.
- Provide support to candidates and notify the Exams Office and/or the Additional Learning Support team where students may require specialist support/access arrangements.
- Change course/entry/levels and remove withdrawn candidates from entry lists, where applicable.
- Conduct mock tests where this will assist students in preparing for public exams.

1.3 Additional Learning Support Manager and/or Team are required to;

- Support and assesses student requirements for access arrangements
- Inform the Exams Manager of such candidates requiring access arrangements adhering to the deadlines set out by the various Awarding Bodies.
- Provide additional language support in conjunction with the Exams Office.
- Support exam officers during each exam series and Invigilate public and internal examinations.

1.4 Lead Invigilator/Invigilators are required to;

- Collect exam papers and other materials from the Exams Office before the start of the exam.
- Read out instructions to candidates prior to the exam and then invigilate and oversee exams.
- Collect all exam papers in the correct order at the end of the exam and return them to the Exams Office.

1.5 Candidates are required to;

- Understand and adhere to the Awarding Bodies' rules and regulations and College requirements, as notified by the Exams Office and/or Invigilator.
- Notify the College where specific access arrangements are required at the point of enrolment or subsequently, providing sufficient notice to ensure appropriate support can be put in place.
- Understand coursework regulations and sign a declaration that authenticates the coursework as their own.
- Behave in an appropriate manner under exam conditions, as stated by the invigilator in the instructions to candidates.

APPENDIX 2 - EXAMS PRACTICE AND PROCEDURES

1.0 The qualifications offered

The qualifications offered at this Centre are decided by the Executive, SLT and Heads of Department involved in the Curriculum Plan. The qualifications offered in any academic year may be found in the College prospectus for that year, or on the College website.

If there has been a change of syllabus/standards from the previous year, the Exams Office must be informed prior to the commencement of teaching in September of the relevant academic year.

2.0 Examination seasons, timetables, exam entries and clashes

2.1 Examination Seasons

- External (public) exams and on-demand exams are scheduled throughout the year.
- All internally set exams are held under the same conditions as external exams.
- On-demand exam series are determined by the Heads of Department and/or Course in liaison with the Exams Manager.

2.2 Timetables

- The Exams Manager circulate a timetable of all external exams on a weekly basis, book rooms through the Timetabling Team and liaise with ALS and Estates Managers to source and rooming/location requirements.

2.3 Entries

- Many Awarding Bodies publish entry deadlines and these are circulated to academic staff via email.
- Candidates are entered for selected exams by the Heads of Department and Subject Teachers.
- The College does not accept entries from external candidates and does not act as an Exam Centre for other organisations.

2.4 Entry Details

- Candidates will be email their Statements of Entry.
- Any additional information i.e. clashes and/or access arrangements will be email to students and a copy held centrally in the college exam database.
- The Exams Office will accept withdrawals, amendments and changes of tier up to a set deadline.

2.5 Late Entries

- Late entries are authorised by the Heads of Department and late fees charged to the relevant areas, where applicable.
- The deadlines for late entries are circulated via email by the Exams Office.
- The Exams Office will accept late entry amendments and withdrawals in consultation with Heads of Department, up to the set deadline to minimise costs.

2.6 Resits

- The College allows learners one resit. Any further resits are subject to agreement by the Principal. HODs must arrange the resit via the Exams Office.

2.7 Exam Fees

- The College reserves the right to charge for resit fees.

2.7 Awarding Body Inspections

- The JCQ Centre Inspection Service, NCFE examination auditors and other Awarding Body Inspectors will visit centres throughout the year.

3.0 Equality Act 2010/ Disability Discrimination (DDA) Access Arrangements

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Disability Discrimination Act 2005 extended the application of the DDA to general qualifications. All Exam Centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

3.1 Access Arrangements

Candidates who may require access arrangements for their exams normally declare a support need at the point of enrolment. The ALS Team will inform the Exams Office and enter the details onto the student support database. The ALS Manager will forward a copy of the necessary evidence and paperwork to the Exams Officer(s). HoDs and subject teachers can identify student's learning needs during their course as requiring access arrangements, should follow the college's ALS referral procedure.

It is the responsibility of academic staff to ensure that the ALS Team are notified as a matter of priority. Students, who have a first language other than English, may request the use of a bilingual dictionary. This request must be made before the exam board deadline date. The Exams Office will then consider the request and ensure the Awarding Body regulations are met.

Special arrangements apply to under 16 students. Details are available from the Exams Office. It is the responsibility of the Exams Office to submit the necessary access arrangement requests to the Awarding Bodies and, once approved, to organise access arrangements for candidates.

3.2 Managing Invigilators and Exam Days

3.2.1 Managing Invigilators

Learning Facilitators and some external invigilators are used to supervise the administration of examinations. The recruitment of invigilators is the responsibility of the Exams Office. Securing the necessary Disclosure and Barring Service (DBS) checks for new invigilators is the responsibility of the Human Resources (HR) Department. DBS fees for securing such clearance are paid by the College. Invigilators are timetabled and briefed by the Exams Office. Invigilators will be trained and updated on new regulations set out by the Awarding Bodies on an annual basis. Invigilators' rates of pay are set by the Exams Office, in consultation with the HR Department.

3.2.2 Exam Days

The Exams Office will book all exam rooms and make the question papers, other exam stationery and materials available for the invigilator. The Premises and Estates Team is responsible for setting up the allocated rooms. The lead invigilator will start all exams in accordance with Awarding Body guidelines. Subject staff should be present at the start of the exam to assist with identification of candidates.

Subject staff may not read the exam paper or advise the candidates on which questions to attempt. In practical exams, subject teachers and a member of technical support staff must be on hand in case of any technical difficulties.

Exam papers will at all times be distributed and stored in accordance with Awarding Body requirements and copies made available, if required, and allowed under the relevant Awarding Body regulations.

3.2.3 Candidates, clash candidates and special considerations

JCQ and other Awarding Body rules on candidates' use of mobile phones and all electronic devices, apply at all times. Normal College rules on dress and behaviour will apply. Candidates' personal belongings remain their own responsibility and the College will accept no liability for their loss or damage. Disruptive candidates will be dealt with in accordance with Awarding Body and/or College guidelines. In some cases, candidates will be expected to remain in the exam room for the full duration of the exam.

Clash candidates

The supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer(s) and ALS Manager.

Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the Centre, or the Exam Invigilator, to that effect. The candidate must support any special consideration claim with appropriate evidence within five days of the exam e.g. a letter from the candidate's doctor. The Exams Officer(s) will then forward a completed 'Special Consideration Form' to the relevant Awarding Body, within 10 days of the exam.

3.3 Externally submitted coursework and appeals against internal assessments

3.3.1 Coursework

Candidates who have to prepare coursework should do so by the required deadline. The subject lecturer must ensure the coursework has been marked in accordance with the Awarding Body guidance, rules and regulations. The Exams Office will ensure the coursework is despatched to the moderator at the correct time and appropriate despatch records kept.

3.3.2 Appeals against internal assessments

Coulsdon Sixth Form College publishes an Appeals Procedure. The Exams Officer's will be notified the candidate of the outcome of the appeal in writing and copies of the finding will be held in the candidates files and recorded for Awarding Body inspection

See Appendix 5 for further details on Non-Examination Assessment Complaint and Appeals Procedure

3.4 Results, enquiries about results (EAR), access to scripts (ATS) and certificate despatch

3.4.1 Results

All official Awarding Body individual Candidate Statements of Results received will be sent to candidates' home addresses by standard post. For A' level summer examinations, candidates can collect their Statements of Results from the College (the Exams Office will advise on location). Those not collected will be posted to candidates' home addresses. Functional Skills test results will be sent to candidates' home addresses by standard post.

3.4.2 Enquiries about results (EAR)

EARs may be requested by College staff or candidates if there are reasonable grounds for believing there has been an error in marking, agreed by Head of School or delegated Team Leader. Candidates may apply to have an enquiry carried out from the Exams Office by the deadline set out by the JCQ. Enquires must be paid for in advance by the candidate.

3.4.3 Access to scripts (applicable to A' levels and GCSEs only)

After the release of results of general qualifications, candidates may request a photocopy of their script, within the deadlines set by the Exams Office. After consultation with the subject teacher, they may then decide to submit a request for a remark via the Exams Office, adhering to the deadlines set by the Exams Office and pay the appropriate fee.

Academic staff may also request scripts or copies of scripts for investigation or for teaching purposes. The consent of candidates must be obtained before a request is made and the request must be submitted and fees paid by the required deadline (See also Section 4.3.7 Exam Fees). The Exams Office is responsible for advising academic staff of the deadlines.

3.4.4 Certificate despatch

Certificates are collected by candidate on results day or on designated results collection days. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and can provide photographic identification (ID). Coulsdon Sixth Form College retains certificates uncollected or returned for two years.

4.0 DEFINITIONS

Assistant Principal – Curriculum and Quality - The Assistant Principal has overall responsibility for the examinations and assessments processes, timetabling, registers, data quality and systems development.

Exams Officer(s) - The Exams Officer(s) manage the examination processes and procedures in accordance with the Awarding Bodies and JCQ regulations.

JCQ - The Joint Council for Qualifications represents the Awarding Bodies offering the majority of the UK's qualifications.

Relevant Staff - Anybody that is involved in supporting an exam that is run in accordance with JCQ regulations or regulations specified by Awarding Bodies

5.0 REFERENCES

5.1 A range of documents have been produced by JCQ which set out specific arrangements for examination administration. Of particular importance are the following:

- Key dates and timetables
- Post-Results Services Booklet
- Application for Transfer of GCE AS Award between Specifications and/or Awarding Bodies
- Access Arrangements and Special Consideration
- Instructions for Conducting Examinations
- JCQ Formats Booklet for the Exchange of Examination Related Data effective from Sept 2010
- Warning to Candidates for Written Examinations
- Warning to Candidates for On-Screen Tests
- Notice to Candidates for Written Examinations
- Notice to Candidates for On-Screen Tests
- Instructions for Conducting Controlled Assessments
- Suspected Malpractice in Examinations and Assessments
- Notice to Centres – The People Present in the Examination Room
- General Regulations for Approved Centres
- Instructions for Conducting Coursework

6.0 IMPLICATIONS FOR EQUALITY AND DIVERSITY

6.1 Equality Act and DDA

See above under Section 4.4 Equality Act (replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

7.0 IMPLICATIONS FOR PERFORMANCE AND STANDARDS

7.1 See Appendix 2 for further details of Exam Procedures and Practice

8.0 IMPLICATIONS FOR STAFF DEVELOPMENT OR RESOURCES

- 8.1 Training is provided on-demand by the Exams Team. Staff are expected to ensure they read the guidance available and are fully conversant with the requirements of this Statement of Practice and Procedure.

9.0 REVIEW DATE

- 9.1 This Statement will be reviewed in March 2019.

10.0 EXECUTIVE RESPONSIBILITY

- 10.1 Principal

APPENDIX 3 – INTERNAL CONTROLLED ASSESSMENT RISK MANAGEMENT PROCEDURES

Managing Non-Examination Assessments

- Any confidential materials received from awarding bodies relating to non-examination assessments will be kept securely by the Exams Office until required by the Head of Department and/or Teacher/Course Leader.
- Teaching staff will be issued with the current JCQ document *Instructions for conducting non-examination assessments* at the start of the academic year or when appropriate.
- Candidates will be provided with a copy of the JCQ document *Information for candidates – non-examination assessments* at the start of the academic year or when appropriate.
- Tasks for non-examination assessments will be set in accordance with awarding body specifications and guidelines with particular regards to the requirements for legacy and new specifications, to ensure the correct task is selected and given to candidates. A copy of the marking criteria will be issued to candidates before any tasks are taken.
- Tasks will be carried out as detailed in awarding body specifications and guidelines and in accordance with the instructions contained in the JCQ document *Instructions for conducting non-examination assessments*. Candidates will be made aware of their responsibility to comply with the regulations for non-examination assessments as outlined in the JCQ document *Information for candidates – non-examination assessments*; particularly in relation to referencing sources, setting out references and plagiarism.
- Candidates will sign a declaration confirming that the work they submit for final assessment is their own unaided work and teachers will sign a declaration of authentication.
- Candidates' work for assessment will be stored securely within the centre.
- Internally assessed components will be marked in accordance with the marking criteria detailed in the relevant specification and associated subject specific documents and internal standardisation will be carried out.
- Centre assessed marks will be submitted to the Exams Boards by the date required. Candidates' work required for moderation or external assessment will be dispatched in accordance with exam board regulations and any work not required for moderation purposes will be stored securely until all possible post results services have been exhausted.
- Any instances of malpractice identified in relation to controlled assessment will be dealt with in accordance with JCQ regulations as detailed in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.
- Any candidate wishing to appeal against an internal assessment decision should follow the College Complaints and Appeal procedures.

Non-Examination and Controlled Assessments – Risk Management Document

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead of time.	Plan dates in consultation with college calendar.	HoDs, Teacher
Accommodation			
Insufficient space/facilities in classrooms for candidates	Careful planning ahead and booking of rooms/centre facilities.	Use more than one classroom or multiple sittings where necessary.	HoDs, Teacher, Exams Office
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases.	Book IT equipment well ahead and download tasks before scheduled date of assessment.	Exams Office
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session.	Ensure teaching staff/assessors have correct access rights for awarding body sites.	Exams Office
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date.	Report loss to awarding body for replacement; download again.	Exams Office
Absent candidates			
Candidates absent for all or part of assessment	Plan alternative session(s) for candidates.	Provide alternative date, where necessary apply for special consideration if appropriate.	Teacher, Exams Office
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead of time.	Check before booking the date; provide an alternative date where necessary.	HoDs, Teacher
Supervision			
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any non-examination assessment where a teacher/assessor is not supervising, in line with the awarding body specification.	Arrange last minute supervision if necessary.	HoDs, Teacher, Exams Office
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification.	Seek guidance from the awarding body.	HoDs, Teacher, Exams Office
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately.	Seek guidance from the awarding body.	HoDs, Teacher, Exams Office
Security of materials			
Assessment tasks not kept	Ensure teaching staff	Request/obtain different	HoDs, Teacher,

secure before assessment	understand importance of task security.	assessment tasks.	Exams Office
Candidates' work not kept secure during or after assessment	Define appropriate level of security, for each department as necessary.	Take materials to secure storage.	HoDs, Teacher
Insufficient or insecure storage space	Look at provision for suitable storage early in the course.	Find alternative spaces.	HoDs, Teacher
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them.	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HoDs, Teacher, Exams Office
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines to complete marking/paperwork so the exams office can meet Awarding Body deadlines.	Seek guidance from awarding body.	Exams Office
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed.	Find candidate and ensure form is signed.	HoDs, Teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Teacher, Exams Office
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs, Teacher
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoDs, Teacher, Exams Office

APPENDIX 1 – APPEALS AND EXAMINATION QUERY PROCEDURE

PURPOSE

Appeals against internal assessment decisions (centre assessed marks)

- This procedure confirms Coulsdon Sixth Form College's compliance with JCQ's General Regulations for Approved Centres 2017-2018, section 5.8 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."
- Certain components of GCSE and GCE (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments) and other qualifications that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2019 exam series)

Date	Qualification	Details
15.05.2019	GCSE and GCE <u>except</u> those itemised separately in this table	All awarding bodies under the JCQ umbrella
25.05.2019	GCE Art, Graphics and Photography	All awarding bodies under the JCQ umbrella

- Coulsdon Sixth Form College is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- We ensure that all centre staff follow a robust Non-examination assessment policy (for the management of GCE, GCSE and BTEC non-examination assessments) e.g. GCE, GCSE, EPQ Project, BTEC (first/national) and NCFE qualifications including the marking and quality assurance processes which relevant teaching staff are required to follow.
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. We are committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

- Coulsdon Sixth Form College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- We will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
- We will, having received a request for copies of materials, promptly make them available to the candidate within 2 working days.
- We will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- We 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 within 2 calendar days of receiving copies of the requested materials by completing the internal appeals form.
- We will allow 2 working days 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.
- We 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.
- We will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- We will inform the candidate in writing of the outcome of the review of the centre's marking.
- The outcome of the review of the centre's marking will be made known to the Head of Centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking 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.

- The procedure (in grey font) is quoted directly from the JCQ publication Reviews of marking (centre assessed marks) suggested template for centres (updated in January 2018).

2. Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

- This procedure confirms Coulsdon Sixth Form College compliance with JCQ's General Regulations for Approved Centres 2017-2018, section 5.14 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."
- 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 exams officer.
- Candidates are also informed of the arrangements for post-results services before they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results by email and notification through the school website.
- If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

Enquiries about results (EARs) offers three services.

- Service 1 – clerical re-check
- Service 2 – review of marking
- Service 3 – review of moderation (this service is not available to an individual candidate)
- Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an EAR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected after the publication of results.
- If a concern is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry supported by the centre.
- Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate EAR fee to the centre, and a request will be made to the awarding body on the candidate's behalf.
- If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre by completing the internal appeals form at least 2 calendar days prior to the internal deadline for submitting an EAR.
- The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

- Following the EAR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.
- Where the head of centre is satisfied after receiving the EAR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.
- The internal appeals form should be completed and submitted to the centre within 2 calendar days of the notification of the outcome of the EAR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the enquiry about results process.
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Internal Appeals Form

FOR CENTRE USE ONLY

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Date Received	
Reference No.	

Name of Appellant		Candidate Name (if different to appellant)	
Awarding Body		Exam Paper Code	
Subject		Exam Paper Title	

Please state the grounds for your complaint/appeal below

- Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking
If necessary, continue on and additional page if this form is being completed electronically or overleaf if hard copy is being completed.

Detail any steps you have already taken to resolve the issues and what you should consider to be a good resolution to the issue(s)

Complainant/Appellant signature:		Date of signature:	
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This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

Controlled assessment

Student Notice

- **Controlled assessments are run under examination conditions** – candidates may not talk to other candidates during the assessment.
- Arrive in time for the assessment – make sure you know how long the assessment will last.
- The controlled assessment will **start promptly** at a prearranged time. If you are late you will lose time.
- **You must complete written answers using either a BLACK ink pen or word processor** and complete graphs or drawings with pencils or other appropriate equipment.
- **Mobile phones must be switched off** and out of reach.
- **Bring** the necessary equipment (including **calculators**) for the assessment.
- You **must not** use correction fluid or highlighter pens.
- **Fill in all required details** on the front of the answer paper before you start the assessment.
- You should not expect to ask your teacher for help during this assessment as help cannot be given.

APPENDIX 5 – COMPLAINT AND APPEALS PROCEDURE

Purpose of the procedure

This procedure confirms Coulsdon Sixth Form College compliance with JCQ's *General Regulations for Approved Centres 2017-2018, section 5.7* that the centre has in place "...a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification."

Grounds for complaint

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

Teaching and learning - Quality of teaching and learning, for example

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

Access arrangements

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

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

Conducting examinations

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

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant to refer via [insert who] to the centre's *internal appeals procedure*)
- Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and appeals procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, the College encourages him/her to try to resolve this informally in the first instance. Coulsdon College's process, for example - A concern or complaint should be made in person, by telephone or in writing to the Head of Centre.

If a complaint fails to be resolved informally the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- Complaint should be submitted in writing by completing a **complaints and appeals form**
- Forms are available from the Exams Officer
- Completed forms should be returned to The Head of Centre
- Forms received will be logged by the centre and acknowledged within 2 working days

How a formal complaint is investigated

- The Head of Centre will investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing by again completing a **complaints and appeals form**
- Forms received will be logged by the centre and acknowledged within 2 calendar days
- The appeal will be referred to Chair of Governors (or a special Committee of the Governing body) for consideration
- The Chair of Governors will inform the appellant of the final conclusion in due course

Complaints and Appeals Form

FOR CENTRE USE ONLY

Please tick box to indicate the nature of your complaints/appeal

- Complaint/appeal against the centre's delivery of a qualification
- Complaint/appeal against the centre's administration of a qualification

Date Received

Reference No.

Name of Complainant/Appellant

Candidate name if different to complainant/appellant

Please state the grounds for your complaint/appeal below

If use bullet points and keep to the point. Include relevant details such as dates, names etc. and provide any evidence you may have to support your complaint.

Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching, learning and assessment which have impacted the candidate.

If necessary, continue on and additional page if this form is being completed electronically or overleaf if hard copy is being completed.

Detail any steps you have already taken to resolve the issues and what you should consider to be a good resolution to the issue(s)

Complainant/Appellant signature:

Date of signature:

This form must be completed in full; an incomplete form will be returned to the complainant/appellant

Further guidance to inform and implement appeals procedures

JCQ

- ▶ General Regulations for Approved Centres

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

- ▶ Post-Results Services

<https://www.jcq.org.uk/exams-office/post-results-services>

- ▶ JCQ Appeals Booklet

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

- ▶ Notice to Centres - Reviews of marking (centre assessed marks)

<https://www.jcq.org.uk/exams-office/controlled-assessments>

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

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

- ▶ Notice to Centres – informing candidates of their centre assessed marks

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

Ofqual

- ▶ GCSE (9 to 1) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>

- ▶ GCSE (A* to G) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

- ▶ GCE qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

- ▶ Pre-reform GCE qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications>

APPENDIX 6 - EXAMS CONTINGENCY PLAN

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam processes for general qualifications at Coulsdon Sixth Form College. By outlining actions/procedures to be invoked in the event of disruption it is intended to mitigate the impact these disruptions may cause.

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) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy 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 must be available for inspection purposes. (The plan should also reinforce procedures in the event of the centre being unavailable for examinations or on results date owing to an unforeseen emergency).

Causes of potential disruption to the exam process

1. Extended absence of the Examinations & Assessments Manager or the Examinations & Assessments Officer or the Examinations & Assessments Administrator at key points in the exam process (cycle)

The department is structured with an Exams & Assessments Manager/Exams & Assessments Officer/Exams & Assessments Administrator. In a period of extended absence other team members would take responsibility for carrying out day to day duties and would work in consultation with the Director of MIS. There are comprehensive written examination procedures detailing key processes – these are in a paper-based form and stored on the college network.

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/assessments
 - 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:

- In the extended absence of the Exams and Assessments Manager, the Exams & Assessments Officer will deputise ensuring that the team is managed and all key tasks are actioned
- In the extended absence of the Exams & Assessments Officer the college will appoint temporary cover from within the existing Exams team on a secondment basis
- In the extended absence of an Exams & Assessments Administrator the Exams Administrator's work will be covered by other team members and the college will appoint temporary cover
- Procedure manuals are available which cover all exam processes for each awarding body used by the college
- CPD cross training takes place within the Exams team to ensure all areas of the exams processes and deadlines

2. SENco 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:

- ALS Department to use an alternative, suitably qualified, assessor to carry out assessments.
- All members of the Exams team are conversant with the procedures for requesting approval with individual exam boards and arranging candidate support.

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:

- Head of School will recruit suitably qualified staff to cover the absence and brief them on arrangements for assessments and exams as part of the induction process

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:

- Maintain sufficient levels of staffing on the external invigilator pool
- Contact another invigilator in the first instance to cover absence on the day or cover will be provided by a member of the Exams Department
- College staff will be used to cover any shortfall or absence of invigilators for large exams

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

Criteria for implementation of the plan

- *Exams Manager 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:

- Priority access to rooms will be given to exams and classes moved to make suitable rooms available
- Should this be the case in the future at Coulsdon Sixth Form College, consideration will be given to using Croydon College with prior agreement from awarding bodies.

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:

- Contact MIS provider for assistance
- Contact awarding organisation to discuss alternative ways to submit data or request an extension to the deadline
- As an alternative to using College MIS system, make entries directly via the awarding organisation's extranet site
- As an alternative to using College MIS system, access organisation's extranet site to produce provisional statement of results and results data

7. Disruption of teaching time – 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:

- Provide alternative on-line learning methods during extended closure
- Provide additional teaching time to cover lost time

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:

- Liaise with candidates and awarding bodies to ascertain whether the exams can be sat at an alternative venue
- Where possible on-demand on-screen exams will be rescheduled for an alternative date or venue
- Apply for Special Consideration for candidates where they meet the minimum requirement and were unable to sit the exam

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

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Contact awarding bodies in the first instance for advice
- If possible open an area of the site for exam candidates only
- On demand on-screen exams will be rescheduled for an alternative date or venue
- Consideration will be given to running the exams at Croydon College site with agreement from the awarding bodies
- Apply for Special Consideration for candidates where they meet the minimum requirement and were unable to sit the exam

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:

- Arrange to download papers from awarding bodies' secure systems; copy sufficient numbers for the exam and store under secure conditions
- If unable to access secure systems request that the awarding bodies email or fax a copy of the paper and then store it under secure conditions

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:

- Contact awarding bodies in the first instance for advice
- Where possible parcels would be taken to a Parcel Force depot that accepts Parcel Force secure packages **or**
- Ensure scripts are kept in secure storage and arrange an alternative collection date

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

Centre actions:

- Contact the awarding body in the first instance to seek advice
- Where possible, provide other appropriate evidence of candidate achievement as agreed with the awarding bodies so that marks can be generated

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:

- Use an alternative venue (Croydon College) to access results and Post Results Services
- Arrange an alternative collection venue (Croydon College)
- Communicate alternative arrangements to all candidates

APPENDIX 7 – EMERGENCY EVACUATION OF AN EXAM ROOM

When is an emergency evacuation required?

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

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

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation

Director of MIS

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

Special educational needs coordinator (SENCo)

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

Exams Manager

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (*Candidate exam handbook*), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedures for each exam room
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process

Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for each exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Other relevant centre staff

- Support the senior leader, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency Evacuation of an Examination Room

In the event of the fire alarm sounding continuously, the building must be evacuated immediately.

The invigilator must take the following action in such an emergency:

- Tell the learners to stop writing and leave the question papers/scripts on their desk
- For learners using computers tell them to save their work and lock their machines (ctrl>alt>del)
- Note the time of the interruption
- Remind learners they will remain under **exam conditions** and must not talk or communicate with each other or any other individual in any way. To do so will be a breach of the regulations and could mean disqualification from their examination
- Evacuate the room in an orderly fashion, learners **must not** attempt to collect their coats and bags
- The invigilator **should** take with them the exam register and if possible question papers (small rooms only)
- The invigilator to take the learners to the designated Assembly point
- Where they will be joined by the members of Exams Team and MIS
- When assembled check the learners against the exams register
- Make sure that the learners are supervised as closely as possible while they are out of the examination room, making sure that there is no discussion about the examination
- At the end of the emergency you will be informed when to return to the examination room
- Check that all learners have returned to the room
- If any are missing inform the Exams Team immediately
- Make a note of the time of the interruption and how long it lasted
- Restart the examination, allowing the learners the **full working time** set for the examination. Amend the displayed finish times
- Make a full written report of the incident to the Exams Team

APPENDIX 8 – EXAMS DISABILITY PRODECURE AND ADJUSTMENT

Introduction

Coulsdon Sixth Form College recognises that some candidates require alternative arrangements for their examinations. This may be the result of a disability, medical condition or for religious reasons. This also covers candidates who may require adjustments based on religious grounds or candidates whose first language is not English.

The Equality Act 2010 (previously the Disability Discrimination Act 1995) aims to end discrimination which many disabled people face and it is now unlawful for Examination Institutes, among others, to discriminate against disabled people.

Examinations should be a fair test of an individual's knowledge and what they are able to do. If someone has a disability or learning difficulty, adjustments may need to be made for them. They should allow an individual to show their ability and knowledge without being disadvantaged by the assessment itself.

Reasonable Adjustments Policy Statement

We seek to provide equal access to examinations for all candidates, ensuring that there are no unnecessary barriers and that any reasonable adjustments for candidates preserve the validity, reliability and integrity of the qualification.

We will endeavour to accommodate the needs of candidates with a particular examination requirement, according to individual circumstances, ensuring such candidates are not disadvantaged in relation to other candidates and that certificates accurately reflect candidate attainment.

We will give every consideration to requested extra time, ensuring that there are no unnecessary barriers to the examination and candidate attainment. However, all requests will be considered on the information received. Requests for extra time which do not meet the Reasonable Adjustments Policy will be declined.

Who is entitled to Reasonable Adjustments?

The Equality Act 2010 defines disability as a physical or mental impairment which has substantial and long term adverse effect on a person's ability to perform normal day to day activities.

The following individuals will be considered for reasonable adjustments:

- a permanent physical impairment, e.g. cerebral palsy, multiple sclerosis
- behavioural, emotional, social needs, e.g. chronic depression, autism
- a sensory impairment, e.g. hearing impairment, visual impairment
- specific cognitive difficulties, e.g. dyslexia, memory loss
- motor difficulties, e.g. hand / eye co-ordination, difficulty moving hands / arms

This list is not exhaustive and it should be noted that you may fall within more than one of the categories set out above.

What Reasonable Adjustments are considered acceptable?

Applications for reasonable adjustments will be individually considered and decisions may vary according to the exact nature of your everyday needs and usual method of working.

The reasonable adjustments offered may include:

- Allocation of extra time
- Use of bilingual paper dictionary whose purpose is translation between the examination language and another national language
- Large print
- Coloured Paper / you can request blue, green yellow or pink to suit your particular needs
- Rest / Time Breaks
- Support of a Sign Language interpreter
- Support of a scribe / amanuensis
- Use of assistive technology
- Support of a reader
- Use of appropriate examination locations – separate room

This is not an exhaustive list and other adjustments will be considered on a case by case basis. We will consider all requests in line with our Reasonable Adjustments Policy.

How much extra time is allowed?

Extra time will be permitted, as appropriate to you, ensuring you are not disadvantaged in relation to other candidates.

The standard time extension for our examinations is 25% if you have a disability. This will require appropriate medical evidence or testing by a qualified test user in line with JCQ regulations.

All requests for extra time will be considered based on the information supplied; however; in consideration of the amount of extra time requested we must ensure that:

- The credibility of the qualification is maintained
- The validity, reliability and integrity of the examination is preserved
- You are not given, or do not appear to be given an unfair advantage.

What assistance may I be entitled to?

1) Rest Breaks

You can request a rest break if you suffer from fatigue, physical or mental disabilities or for religious obligations. The rest break will be part of your extra time request and you can take it any time during the examination. Women who are pregnant are also allowed to use the toilet although no extra time is awarded for pregnant women. It is important that you do not discuss the examination with any third party during any break period.

2) Support of a Sign Language Interpreter

You can request a sign language interpreter if you are hard of hearing to undertake the role of conversing with others on your behalf. The interpreter can say a phrase or particular word as well as re-phrasing using sign language or by writing it down for you. They must not give factual help, offer any suggestions or advice which could be seen as giving you an unfair advantage.

3) Support of a scribe / amanuensis

You can request a scribe if you have limitations with writing down the answers such as a physical or visual impairment or a specific learning difficulty. The scribe's role will be someone who will write down your dictated answers to the questions. They must write down the answers exactly as they are dictated. They must not give factual help nor offer any suggestions or advice which could be seen as giving you an unfair advantage.

4) Use of laptop and assistive technology

You can request to use adaptive, assistive or access technology which enables you to access computer systems if you have particular needs. You will only be able to have access to the relevant programme or programmes and all equipment will be checked by the invigilator prior to the start of the examination.

5) Support of a Reader

You can request a reader if you have a visual impairment or specific learning difficulties which would benefit from the support of a reader. They will be able to read all or any part of the examination or your answers to you. They can only read the exact wording and must not give meanings of words, rephrase or interpret anything. They should only repeat instructions and questions on the paper when specifically requested to do so by you. They cannot advise you which questions to do, when to move on to the next question, or the order in which the questions should be answered.

6) Alternative format of examination papers

You can request changes to the font and/or font colour within reason for paper based examinations. We can also offer different coloured paper; blue, green, yellow or pink for dyslexic candidates.

Please note that these options may not be available for candidates taking on-line examinations.

7) Temporary Illness / Injury

Although a temporary illness or injury or indisposition would not be covered by the Equality Act (or local equivalent), we may still be able to accommodate candidates affected in such a way.

You need to complete the Reasonable Adjustments Form and provide supporting evidence of the circumstances and we will try to accommodate your request.

8) Pregnancy

You are entitled to go to the toilet if you are pregnant but you are not entitled to extra time unless there are other medical conditions that would allow you to request extra time.

9) Candidates taking an examination not in your official or native language

If the examination is taken in a language that is not your native / official language and if you have been in the country for less than 2 years then you are entitled to use a bilingual dictionary (whose purpose is translation between the examination language and another national language) during the examination.

10) Other Reasonable Adjustments

The reasonable adjustment arrangements listed here are not intended to be comprehensive. Other reasonable adjustments will be considered in line with our Reasonable Adjustments Policy.

How do I apply for extra time due to a disability?

Get your tutor to complete a confidential referral to the ALS Manager. You will be contacted by the Learning Support Team and be assessed as appropriate. We cannot accept requests after the set deadline.

What Documentary Evidence is required?

Disability	Concessions that may be awarded	Documentary Evidence
Visually Impaired Candidate	50% Extra Time as well as assistive technology / scribe	Appropriate professional providing a written, dated and signed statement OR Certificate of Registration as blind or partially sighted
Hearing Impaired Candidate	25% Extra Time as well as an Interpreter	Appropriate professional providing a written, dated and signed statement
Dyslexic Candidate	25% Extra Time as well as changes to the exam paper – such as background colour and font size	Appropriate professional providing a written, dated and signed statement OR Report from a Learning Support professional or educational psychologist
Other Medical Conditions	Up to 25% Extra Time as well as assistive technology / scribe	Appropriate professional providing a written, dated and signed statement

*All the above concessions are subject to testing by a qualified test user as appropriate

We will consider each request in line with our Reasonable Adjustments Policy and you will be informed in writing of our decision. If we require further information or clarification we may do this by telephone or email.

Disclosure and Confidentiality

Information about your disability is deemed 'sensitive personal data' and therefore Coulsdon Sixth Form College are required by law (under the Data Protection Act) to process the information 'fairly and lawfully'. We will keep in confidence all correspondence and documentation received in accordance with the Data Protection Act.

Your information will only be made available to those on a 'need to know' basis based on the Equality Act 2010. This could include teaching staff, administrative staff and the invigilator of your examination as well as people who may be required to assist you during the examination such as a scribe or sign language interpreter.

Record Keeping and Reporting

We will record all requests, outcomes and feedback. This information will ensure consistency over time and will be available to the Regulatory Authorities on request.

The Equality Act requires that the information held be accurate, relevant and up-to-date and should not be deemed 'excessive'. Information will be kept secure (either in locked filing cabinet or for electronic information in a restricted folder). We will destroy your information five years after the examination date.