Date of last review	Nov 2023	Review period	Annually
Date of next review	Nov 2024	Owner	Head of Centre

Examination Policy 2023-24

This policy is to be read in conjunction with examination procedural documents which are available from the school

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Contents

Rationale

The purpose of this exam policy is:

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

It is the responsibility of everyone involved in Magna Learning Partnership's exam processes to read, understand and implement the policy. The exam policy will be reviewed annually.

History of Policy Changes

Date	Page	Change	Origin of Change
20.10.21	Front page	New purpose statement	Marketing strategy
20.10.21	Whole document	References to 'school' changed to academy	
Nov 22	Front Page	Change if owner – Head of Centre	JCQ
March 23	Whole document	Removed individual references to page numbers in ICE book	
March 23	Requesting Access Arrangements	Updated Exams Officer section and transferred relevant points to SENDCo section	
Nov 23	39	Appendix 8 labelled	
Nov 23	43	Appendix 9 added Exam Malpractice Policy and Procedures including reference to AI	JCQ

General Information

Exam Responsibilities

The Head of Centre

- Is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions and the qualification specifications issued by the awarding bodies
- Has overall responsibility for the academy as an exam centre
- Advises on appeals and re-marks
- Is responsible for reporting all suspicions or actual incidents of malpractice, in accordance with the JCQ document *Suspected Malpractice in Examinations and Assessments*
- Ensuring that assessors of candidates have the correct qualifications and training to complete the task effectively

The Exams Officer

- Acts on behalf of the centre in matters relating to the administration of awarding body examinations and assessments
- Advises the Senior Leadership Team, Subject Teachers and other relevant staff on annual exam timetables and applications procedures as set by the various awarding bodies
- Oversees the production and distribution to staff, parents, carers and candidates of the annual calendar for all exams in which candidates will be involved
- Communicates regularly with staff concerning imminent deadlines and events
- Oversees the production and distribution to staff of exam guidance
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ Guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the JCQ publication *Access Arrangements, Reasonable Adjustments and Special Consideration*
- Identifies and manages timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges

- Line manages the lead invigilator
- Organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Stores returned coursework/controlled assessments and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam result and certificates to candidates and forwards, in consultation with the Senior Leadership Team, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams
- Follows up any reports of malpractice during exams and reports these to the Head of Centre.

Academic Leaders (Subject Leads/Curriculum Leads) are responsible for:

- Involvement in post-results procedures
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets
- Accurate completion of exam entries and all other mark sheets and adherence to deadlines as set by the Exams Officer
- Signing off completed exam entries
- Confirmation of candidates' names and exam codes for entry.

Teachers are responsible for:

- Ensuring access arrangement requirements are adhered to throughout the course of study
- Signing off completed exam entries
- Marking and moderating all relevant work and controlled assessment to ensure accuracy of predictions.

The Special Educational Needs Co-ordinator (SENDCO) is responsible for:

- Identification and testing of candidates, requirements for access arrangements
- Completing Form 8 and/or any other supporting evidence before making the online access arrangement
- Making the online access arrangement
- The provision of additional support with spelling, writing, reading, hearing impairment - to help candidates achieve their course aims.

Lead Invigilator is responsible for:
- Collection of exam papers from secure storage and other materials 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 their return to the exams secure storage
- Ensuring that exams are conducted according to the JCQ *Instructions for Conducting Examinations.*

Candidates are responsible for:

- Confirmation that all exam entries and personal information is correct
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own
- Bringing the correct equipment to exams
- Abiding by the exam rules and regulations
- Arriving to each exam on time.

Qualifications Offered

- The qualifications offered at this centre are ultimately decided by the Head of Centre
- The qualifications offered are GCSEs, or other appropriate Level 1 or 2 qualifications

- Informing the exams office of changes to a specification is the responsibility of the Academic Leaders
- Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, SENDCo, Subject Teachers and Academic Leader.

Exam Series

Public examinations are held in May and June. Other non-examination assessments for practical subjects and Languages are held at various points throughout the year as decided by the Academic Leaders of those subjects in accordance with the assessment windows set out by the awarding bodies.

Exam Fees

- Exam entry fees are paid by the centre
- Candidates or departments will not be charged for entries, changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made before the exam board deadlines
- Fee reimbursements are sought from candidates who fail to sit an exam/do not meet the necessary controlled assessment/coursework requirements without medical evidence or evidence of other mitigating circumstances.

Disability Discrimination Act

The centre agrees to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010 is included as Appendix 1.

- The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Headteacher, Academic Leaders, Exams Officer and SENDCo.

Estimated Grades

Academic Leaders and teachers are responsible for submitting estimated grades to the exams office when requested.

Managing Invigilators

- External staff are used to invigilate external examinations
- The recruitment and training of invigilators is the responsibility of the Exams Officer
- Securing the necessary DBS clearance for new invigilators is the responsibility of the academy
- Invigilators are timetabled and briefed by the Exams Officer.

Malpractice

- The Head of Centre is responsible for investigating suspected malpractice
- Suspected malpractice will be reported to the awarding body by the Head of Centre.
- See Appendix 9.0 for more information.

Exam Days

- The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators
- Site management is responsible for setting up the allocated rooms
- The Exams Officer will start the exams in accordance with JCQ guidelines
- Subject staff and class teachers may be present outside the room prior to the start of the exam to assist with identification of candidates, but must not enter into the exam rooms
- In practical exams, Subject Teachers may be on hand in case of any technical difficulties
- Exam papers must not be read by any member of staff until at least 24 hours after the exam has finished and all candidates in the centre have sat the paper.

Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage
- Disruptive candidates are dealt with in accordance with JCQ guidelines
- Candidates are expected to stay for the full exam time
- Candidates may only leave the room for a genuine purpose (e.g. illness) and are required, where possible, to return immediately to the exam room. Toilet breaks are only permitted if wholly necessary but avoided if possible. Candidates leaving the room must be accompanied by a member of staff at all times
- The Exams Officer should handle late or absent candidates on exam days
- For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer
- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer or the exam invigilator to that effect
- The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example, by providing a dated letter from the candidate's doctor. The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Results

- Candidates will receive individual results slips on results days in person at the centre
- Results can be collected on behalf of a candidate by third parties, provided the candidate provides written authorisation
- Arrangements for the centre to be open on results days must be made by the Head of Centre
- The provision of staff on results days is the responsibility of the Head of Centre
- The Academy will inform students in advance about the arrangements for any Year 11 results not collected by candidates on results day.

Certificates

- Certificates are presented in person or collected and signed for by the candidate
- Certificates can be collected on behalf of a candidate by third parties, provided the candidate provides written authorisation
- The Centre retains certificates for twelve months, after which time they are confidentially destroyed.

Contingency Planning

Contingency planning for exams administration is the responsibility of the Head of Centre.

Additional Exam-Related Policies

Appendix 1: Disability Policy (Exams)

Purpose of the Policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre:

*"recognises its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid;*
†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"

[Quote taken directly from the current JCQ publication *General Regulations for Approved Centres*]

This publication is further referred to in this policy as GR.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- Identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- Requesting access arrangements
- Implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

A definition of disability is provided in the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*

This publication is further referred to in this policy as AA.

Identifying the need for access arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented

- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Special educational needs coordinator (SENDCO)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures the quality of the access arrangements process within the centre
- Ensures the assessment process is administered in accordance with the regulations
- Leads on the access arrangements process to facilitate access for candidates
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Works with teaching staff, relevant support staff and the Exams Officer to ensure centre- delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Provides appropriate evidence to confirm the need(s) of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff

- Inform the SENDCO of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication AA

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENDCO)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE qualifications
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Confirms by ticking the *'Confirmation'* box prior to submitting the application for approval that the *'malpractice consequence statement'* has been read and accepted

- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Maintains a file for each candidate that will include:
- Completed JCQ/awarding body application forms and evidence forms
- Appropriate evidence to support the need for the arrangement where required
- Appropriate evidence to support normal way of working within the centre
- In addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidate

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Liaises with the SENDCO to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.

Implementing access arrangements and the conduct of exams

Roles and Responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication *Instructions for conducting examinations* (ICE).

Head of Centre

- Supports the SENDCO, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the *Checklist for heads of centre and Exams Officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

Special educational needs coordinator (SENDCO)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time

- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

Exams Officer

- Is familiar with and follows the *Checklist for heads of centre and Exams Officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place are checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENDCO and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENDCO regarding rooming of access arrangement candidates
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications.

Other relevant centre staff

- Support the SENDCO and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate.

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

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

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments – Foreword, page*]

Special educational needs coordinator (SENDCO)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment according to the JCQ rules
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching staff

- Support the SENDCO in implementing appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Provide the SENDCO with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENDCO regarding assessment materials that may need to be modified for a candidate

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENDCO)

Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENDCO in implementing appropriate access arrangements for candidates
- Provide the SENDCO with internal exam timetable to ensure arrangements are put in place when required.

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- Adapting assessment arrangements
- Adapting assessment materials
- The provision of specialist equipment or adaptation of standard equipment
- Adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate needs	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	*SENDCO gathers evidence to support the need for the candidate to take exams at home* *Pastoral head provides written statement for file to confirm the need* *Approval confirmed by SENDCO; AAO approval for both arrangements not required* *Pastoral head discussion with candidate to confirm the arrangements should be put in place* *EO provides candidate with exam timetable and JCQ information for candidates* *Pastoral head confirms with candidate the information is understood* *Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam* *EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials* *Invigilator monitors candidate's condition for each exam and records any issues on incident log* *Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam* *Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition* *EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)* *EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence* *Pastoral head informs candidate that special consideration has been requested*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	*SENDCo: Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice*
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	*SENDCo: Gathers evidence to support substantial and long term adverse impairment*

		Confirms with candidate how and when they will be prompted
		SENDCo/EO: Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)
A wheelchair user	Desk, rooms, facilities, seating arrangements, practical assistant	*SENDCo: Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed*
		EO: Provides height adjustable desk in exam room
		Allocates exam room on ground floor near adapted bathroom facilities
		Spaces desks to allow wheelchair access Seats candidate near exam room door
		Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room
		Practical assistant cover sheet printed from AAO; to be completed by facilitator and securely attached to candidate's work where this may be applicable to the assessment

Appendix 2: Examination Entries Policy

Rationale

All students have an entitlement to be entered for an examination for which they have been prepared, unless there are exceptional circumstances. This policy aims to set guidelines for entrance and clarify support structures to aid the process.

Each student will be challenged, encouraged and supported to achieve as highly as possible in their examinations and assessments to equip them with the most appropriate qualifications for the next stage in their education and career.

Main Guidelines

Our aim is that all students will leave Magna Learning Partnership with qualifications appropriate for their ability, interests and further education/career plans. Most should achieve the equivalent of a minimum of five GCSEs including English and Mathematics.

- All students should be entered for public examinations unless there are exceptional circumstances.
- To be entered for an examination, students will be expected to:
    o have a satisfactory attendance record to ensure they are prepared;
    o meet coursework and homework deadlines;
    o sit all modular tests if applicable;
    o conform to all requirements of the assessment.
- Most students in Year 11 will be entered for eight or nine GCSEs.

The academies will ensure that students are given every opportunity to achieve a qualification in English and Mathematics unless there are exceptional circumstances.

Choice of Specification and Awarding Body

- It is at the professional discretion of subject departments to choose which exam board offers the most appropriate specification designed to meet overall curriculum requirements. The aim is for most subjects to use the same examination boards across MLP.
- Students may take examinations earlier than Year 11, depending on individual circumstances and local arrangements in each academy.
- Any changes in specifications must be notified to the Examinations Officer by Academic Leaders (Heads of Department) as soon as they are known. This applies equally to a change at board where revised intentions to enter/estimated entry numbers are often required eighteen months ahead of exams being sat.
- The examinations specifications are generally available online and may be downloaded via PDF for inspection. Most subjects will wish to acquire 'hard' printed copies of specifications which may be ordered from boards. These will be charged to subject budgets.

Support Structures

- Students should be given information, advice and guidance about examination entry through their normal careers guidance, subject teaching and mentoring sessions.
- Students with special needs will be given special consideration where applicable. The academy will ensure that such parents and students are given this support prior to their external examinations so that they are familiar with procedures.
- The academy will consider strategies to support the most able students by allowing them to take a wider range of examinations than the norm or to take examinations early.

- The academy will target students who are at risk of underachieving as soon as possible, preferably at KS3, so that intervention strategies can be used to support and motivate. This may involve them being taken out of lessons for intervention activity.
- Students who are new to the academy should be given appropriate extra support to enable them to achieve their GCSEs wherever possible.

Entries, Withdrawals, Amendments and Re-takes

- While it is assumed that most students taking options will take up their entitlement to GCSE entry (or equivalent) in those subjects, there may be some students for whom this level of assessment is not appropriate. Academic Leaders (Heads of Department) should liaise with the SENDCO and the Deputy Headteacher where there are concerns as soon as possible.
- The Examinations Officer will issue forms to students regarding examination entries. These should be discussed with Academic Leaders, teachers, mentors and parents. Students are made aware of the commitment to study and assessment deadlines.
- Once examination entries have been made, any recommendations to withdraw a student, or change tier of entry, should be agreed with the Academic Leader (Head of Department), Head of House and the Deputy Headteacher before entering into discussions with parents. A student will not be withdrawn if there is a good chance of him/her achieving at least a Grade 1 in that examination, unless that entry would be detrimental to his/her overall success, health or welfare.
- Re-takes may be sat if it is anticipated that they will result in higher grades and there is sufficient confidence that students will prepare fully for the assessments.

Each academy within Magna Learning Partnership is responsible for entering their own students for examinations.

Rationale

Each academy within the Magna Learning Partnership is committed to ensuring that, whenever teachers assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. If a student believes that this may not have happened in relation to their work, they may make use of the appeals procedure.

Guidelines for Internal Assessment Appeals
Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If a student believes that this may not have happened in relation to their work, they may make use of this appeals procedure. (Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.)
The existence of this procedure is made known to students by reference in a letter and at the start of examination courses and is available for inspection on request.

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

2. Appeals should be made in writing to the Examinations Officer of the individual academy, who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, they will appoint another member of staff of similar or greater seniority to conduct the investigation. This will also apply if the Exams Officer is not able to conduct the investigation for any other reason.

3. The person conducting the investigation will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and examination code of practice of the Ofqual. This will be done before the end of the series.

4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.

5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the academy and is not covered by this procedure. Details of the appeals procedure for the relevant awarding body are available from the Exams Officer.

Guidelines for External Assessment Appeals

Any student who wants to query a mark/grade awarded by an Awarding Body upon issue of results should follow the following procedure:

- Contact the Examinations Officer **and** the Subject Teacher as soon as possible [but at least *5 working days before the published deadline for Enquiries About Results (EARs)*] in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.

- Students should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.

- The Subject Teacher will review the student's marks/grades and discuss with the Academic Leader (Head of Department/Subject) to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.

If the Department agrees to support the EAR:

a. The request, together with the students' consent form, should be made to the Examinations Officer **before the published deadline for EARs.** The cost of the enquiry will be met by the exams budget. If the EAR is successful, the fee will be refunded.

If the Department does not agree to support the EAR:

b. A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer, at least **5 working days before the published deadline for EARs**. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team; the outcome of the appeal will be communicated by telephone and 1st class letter post within 24 hours of receipt. This decision is final.

c. If the centre does not support the EAR the student may still proceed with the EAR but all costs involved will be paid by the student at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Examinations Officer **before the published deadline for EARs**. If the enquiry is successful, the fee will be refunded to the student.

Outcomes following EARs will be forwarded by the Examinations Officer to the student as soon as they have been received from the Awarding Bodies.

Purpose of the policy

This policy details how the centre deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

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

Senior leader

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 (SENDCO)

- 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 Officer

- 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 SENDCO 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, SENDCO, Exams Officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Emergency evacuation procedure
Actions to be taken (as detailed in the current JCQ *Instructions for conducting examinations*)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)and evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet
Candidates should leave the room in silence
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted.
Allow the candidates the full working time set for the examination.
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant awarding body
All candidates, regardless of which room they are sitting their exam, should assemble in a pre-agreed location in silence

Rationale

Controlled assessment is a form of internal assessment where the control levels (High, Medium or Low) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the Awarding Body but for most subjects the work will be marked by the Centre and moderated by the Awarding Body.

Policy Responsibilities and Main Guidelines

The Deputy Headteacher will:

- Ensure on behalf of the Headteacher that each department carries out the controlled assessments in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- Co-ordinate, together with the Academic Leader (Head of Department), a schedule for the controlled assessments to take place;
- Resolve any clashes/problems over the timing or operation of controlled assessments and any issues regarding rooms, IT, internet and time out of academy etc.;
- Ensure that all staff, students and parents have access to a calendar of the controlled assessments.

The Academic Leaders (Subject Leads) will ensure:

- The safe and secure conduct of the controlled assessments in their area and comply with the JCQ guidelines and regulations and the Awarding Bodies' subject specific instructions;
- That 40% of the overall assessment (controlled or externally assessed) is taken in the examination series in which the qualification is being certified;
- That all marking is standardised;
- That all teachers understand their responsibilities in relation to the controlled assessment and that they are familiar with the contents of the JCQ publication 'Instructions for conducting controlled assessments';
- That individual teachers understand the requirements of the Awarding Bodies' specification and the level of control required;
- That all confidential materials, together with the work of the students, are stored securely at all times;
- That the SENDCO is informed of the controlled assessments in order for arrangements to be put in place for those students with access arrangements;
- That in the case of formal supervision (high level of control) candidates must not have access to email, internet, mobile 'phones and any other electronic devices;
- That a log is kept which contains:
   - the date and time of assessment along with its title;
   - the name of teacher/invigilator;
   - the register of present/absent candidates;
   - note of any incidents.

Teaching staff must:

- Comply with the guidelines set out in the JCQ Publication 'Instructions for conducting controlled assessments';
- Understand and comply with the Awarding Bodies' specification for controlled assessments;
- Obtain the confidential materials or tasks set by the Awarding Bodies in sufficient time and ensure that all these materials are securely stored at all times;
- Remind candidates at the start of a formal controlled assessment that all mobile 'phones should be in bags and not on their person. Staff are to go through the JCQ Notice to Candidates (for the controlled assessments) at the start and to ensure that they fully understand the penalties incurred in the case of any malpractice;
- Supervise the assessments at the specified level of control as specified in the specification;

- Ensure that students/teachers sign the authentication forms once the assessment has been completed;
- Mark internally assessed components using the Mark Scheme;
- Retain candidates' work securely between assessment sessions and also until the closing date for enquiries about results.

The Exams Officer will:

- Enter the students for their controlled assessments (if appropriate);
- Take responsibility for the receipt, safe storage and distribution of any assessment material;
- Ensure that, on the few occasions when controlled assessments cannot be conducted in the classroom, suitable accommodation is arranged where the controlled assessment can be carried out.

The SENDCO must ensure that:

The access arrangements have been applied for and that liaison takes place with teachers to ensure that the requirements for the students with access arrangements are met.

Malpractice (applicable to both students and staff)

The Head of Centre will:

Report to the appropriate body at the earliest opportunity all suspicions or actual incidents of malpractice;
- If the irregularity is discovered prior to the candidate or member of staff signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
- If the irregularity is identified after the candidate or member of staff has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
- Supervise all investigations resulting from an allegation of malpractice;
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of Centre staff, candidates and any others involved.

What does this policy affect?

This policy affects the delivery of subjects of reformed GCSE qualifications which contain a component(s) of non-examination assessment.

*"The regulator's definition of an examination is very narrow and in effect any type of assessment that **is not**
Set by an awarding body:*

- *Designed to be taken simultaneously by the relevant candidates at a time determined by the awarding body; and*
- *Taken under conditions specified by the awarding body (including conditions to the supervision of candidates during the assessment and the duration of the assessment)*

is classified as non-examination assessment (NEA).
'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments*

This publication is further referred to in this policy as NEA

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to:

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

[*NEA– The basic principles*]

What are non-examination assessments?
"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.
There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:"

- *task setting;*
- *task taking;*
- *task marking."*
-

[*NEA– The basic principles]*

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities.

The Basic Principles

Head of Centre

- Ensures that the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision.

Senior leaders

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

Quality assurance (QA) lead/Lead internal verifier

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

Academic Leader (Head of Department)

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

Subject Teacher

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

Exams Officer

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

The SENDCO must ensure that:

The access arrangements have been applied for and that liaison takes place with teachers to ensure that the requirements for the students with access arrangements are met.

Task setting

Subject Teacher

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

Issuing of tasks

Subject Teacher

- Determines when set tasks are issued by the awarding body
- Identifies date when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

Task taking

Supervision

Subject Teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents *Information for candidates - non- examination assessments* and *Information for candidates - Social Media*
- Ensure candidates understand and comply with the regulations in relevant JCQ documents
- *Information for candidates* which should be given at the start of GCSE teaching.

Advice and feedback

Subject Teacher

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

Resources

Subject Teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions

- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject Teacher

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

Collaboration and group work

Subject Teacher

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

Authentication procedures

Subject Teacher

- Where required by the awarding body's specification:
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in _NEA_ and informs the Exams Officer

Presentation of work

Subject Teacher

- Instructs candidates to present work as detailed in _NEA_ unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject Teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Secure storage instructions are followed as defined in NEA
- Takes sensible precautions when work is taken home for marking

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

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject Teacher

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

Exams Officer

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

Submission of work

Subject Teacher

Provides the attendance register to a Visiting Examiner

Exams Officer

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

Task marking – internally assessed components

Marking and annotation

Subject Teacher

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

Internal Standardisation

Quality assurance (QA) lead/Lead internal verifier

Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject Teacher

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

Consortium arrangements

Subject Head/Lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the EO to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed.

Subject Teacher

- Provides marks to the Exams Officer to the internal deadline
- Provides the moderation sample to the Exams Officer to the internal deadline

Exams Officer

- Arranges completion of form JCQ/CCA *Centre consortium arrangements for centre - assessed work*
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium Exams Officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series.

Submission of marks and work for moderation

Subject Teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the Exams Officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Exams Officer to the internal deadline

- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Exams Officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted
- Ensures that for postal moderation work is dispatched in packaging provided by the awarding body
- Moderator labels provided by the awarding body are affixed to the packaging
- Proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the Subject Teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Storage and retention of work after submission of marks

Subject Teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.).

Exams Officer

Ensures any sample returned after moderation is logged and returned to the Subject Teacher for secure storage and required retention.

External moderation – feedback

Subject Head/Lead

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

Exams Officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration.

Access arrangements

Subject Teacher

Works with the SENDCO to ensure any access arrangements for eligible candidates are applied to assessments.

Special educational needs coordinator (SENDCO)

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

Special consideration

Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - is absent
  - produces a reduced quantity of work
  - work has been lost
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

Exams Officer

- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

Malpractice

Head of Centre

Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

Subject Teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand of the JCQ document *Information for candidates - non- examination assessments*
- Ensures candidates understand the JCQ document Information

Exams Officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to Subject Heads

- Signposts candidates to the relevant JCQ information for candidate documents
- Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice.

Enquiries about results

Head of Centre

Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

Subject Head

Provides relevant support to Subject Teachers making decisions about enquiries about results.

Subject Teacher

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

Exams Officer

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

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

Head of Centre

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

Quality assurance (QA) lead/Lead internal verifier

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

Academic Leader (Head of Department)

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

Subject Teacher

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

Exams Officer

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

Introduction

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

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustment and* ICE to JCQ *Instructions for conducting examinations.*

Principles for using a Word Processor

Magna Learning Partnership academies comply with AA section 4 regulations as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

(AA 4.2.5)

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

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

The use of a Word Processor

Magna Learning Partnership complies with AA section 5 as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

(AA 5.8.2)

Provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Word processors and their programmes

Magna Learning Partnership complies with ICE 8.8 instructions by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- Word processors have been cleared of any previously stored data, as must any portable storage medium used
- An unauthorised memory stick is not permitted for use by a candidate
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- Word processors are in good working order at the time of the examination
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- Documents are printed after the examination is over

- Candidates are present to verify that the work printed is their own
- Word processed scripts are attached to any answer booklet which contains some of the answers
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- Word processors are not used to perform skills which are being assessed
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops, Tablets and Word Processors

Magna Learning Partnership further complies with ICE instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- Candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- Each page is appropriately numbered.
- Candidates are instructed to use a minimum 12pt font and double spacing
- Invigilators remind candidates to save their work at regular intervals
- It is possible to set up 'autosave' onto each laptop/tablet
- Candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Accommodating word processors in examinations

The use of word processors is internally accommodated in the following manner:

If required to use a word processor for examination purposes, students may be accommodated separately from those hand-writing their exams. It may be necessary to accommodate students using a word processor in the same room as candidates using other arrangements.

Other arrangements relating to the use of word processors includes:

EO should provide WP cover sheet from the relevant awarding body, as these can differ in requirements.

Appendix 8: Contingency Plan for Examinations

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
IT malfunction or EO/Data Administrator absence	Exam entries/amendments /results cannot be made by EDI and uploaded to SISRA	Exam board deadlines cannot be met resulting in charges for late fees Not able to provide data to DfE	Inform IT Services Mark sheets and entries made periodically following availability of base data. SLT Lead to liaise with Head of Centre to utilise support from their EO	IT SLT Lead Exams Officer
Receiving late entry information	Deadline not met	Late fees will be charged to departments. Extra administrative work for EO	Academic Leaders to make themselves aware of all exam deadlines and sign off marksheets	Academic Leaders EO SLT Lead
Absence of exams officer due to illness on exams day	EO has keys to exams cupboard, is aware of seating plans, clashes and any access arrangements/special requirements	Exam papers unavailable/delayed start to the exam Access arrangement candidates not having correct support/rooming during exam	SLT Exam Lead has a duplicate set of keys for the exams room and cupboard are kept in the key safe in the Exams Office. Lead Invigilator to assist	HOC Lead invigilator SLT Lead
Absence of SENDCO on exam day	SENDCO to allocate readers and scribes to candidates	Reader/scribe not allocated and exam start delayed	SLT Lead to allocate TAs SENDCo to plan TA allocation in advance and share plan with EO.	SLT Lead
Student late for exam			Reception to inform Exams Officer of late arrival Centre's discretion as to whether candidate can sit exam. Very late candidates need to be reported to exam board by Exams Officer	Reception Exams Officer SLT Lead
Fire during exam	Evacuation of exams room	Lives endangered, spoiled exam scripts	Invigilators and SLT aware of exam room fire procedures Candidates aware of meeting point. Adequate fire alarms	Invigilators Exams Officer SLT Lead HOC

			and all in working order Security of exam must be maintained.	
Candidate caught cheating/being disruptive during exam		Possible disruption to other candidates	Invigilators report problem. Warning to candidate(s) Removal from Exam if extreme or allow exam to continue and deal with afterwards	Invigilators Exams Officer SLT Lead HOC
Wrong entry made – incorrect paper on day of exam		Affect candidate's grade	Candidates to check on personal statement of entry Subject Teacher to sign of entries before entry deadline.	Candidate Subject Teachers
Candidate taken ill during exam		Possible disruption to other candidates	Invigilators aware of procedure Exams Officer/first aider called. Special consideration for all candidates	Exams Officer SLT Lead
Exam rooms unavailable at short notice	Main exam room not available due to unexpected incident at exam time Insufficient exam rooms on peak exam days	Start of exam delayed resulting in added pressure for candidates and confusion for invigilators	Utilise performance spaces and/or classrooms Contact awarding bodies to request authorisation for candidates to be split into smaller groups and kept under controlled supervision until all have sat the exam	SLT Lead EO SENDCO
Crisis at Centre	Centre remains open but candidates not able to take exams as normal	Confusion for candidates and staff	EO to advise awarding body and make special consideration if necessary based on candidates meeting minimum requirement of being fully prepared for course but affected by adverse circumstances beyond their control. SLT to advise candidates/candidates of alternative venue if not	EO SLT Lead– advise candidates/parents
Crisis at Centre	Centre is unable to open on exam day		If possible, Centre to open for exam candidates only – decision to be made by Head of Centre.	Head of Centre reporting to CEO or Director of Education EO – special consideration SLT Lead

			Use alternative venue in agreement with awarding body. Candidates offered to sit at next available series, if possible. Application to awarding body for special consideration where candidates met minimum requirement of being fully prepared for course but affected by adverse circumstances beyond their control.	
Disruption in the distribution of exam papers to Centre	Centre does not receive exam papers when they should		Awarding body to source alternative couriers for delivery of hard copies. Awarding body to provide electronic copies to EO via secure method whereby the EO will arrange for copies to be made and stored under secure conditions	EO
Disruption in the transportation of completed exam scripts	Extended delay in normal collection arrangements for completed scripts	Papers are not returned promptly, which could result in delayed results.	Awarding body to be advised. Parcelforce to be contacted to ascertain problems All scripts to be held under secure conditions Centre NOT to make own arrangements for dispatch without approval from awarding body	EO
Centre unable to distribute results as normal	Not able to provide candidates with results or provide post- results services	Uncertainty for candidates as do not know if they achieved required grades for ongoing education.	Centre to make arrangements to access, distribute results and if necessary make post results services at alternative venue SLT to advise candidates of alternative venue	SLT Lead EO
Adverse weather conditions		Possible delay of start to exam Some students not able to attend	Check weather reports. Inform.	HOC SLT Lead Exams Officer

			Exam Board re delay to start. Keep candidates isolated. Special consideration.	
Absence of SENDCO at keypoints in exam process	SENDCO normally oversees testing and subsequent completion of Form 8 to assist candidate through Access Arrangements	Candidate not assessed, evidence of need of normal way of working not collated and application for Access Arrangement is not made prior to deadline for exam series	Alternative staff member to oversee testing/assessment and arrange for Access Arrangements application to be made with support of SLT and EO. Consider use of assessor from another MLP academy	SLT Lead EO
Exam scripts and Assessment evidence not available to be marked	Large scale damage to or destruction of completed exam scripts or assessments before it can be marked	Possibility that awarding body consider candidate/s not completed work and result not achieved.	Centre to provide evidence of candidate achievement to awarding body in accordance with regulations. Candidates to retake affected assessment at later time if possible.	SLT Lead EO Subject Leaders

Further guidance to inform and implement contingency planning

Ofqual
Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland **https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency- plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland**

JCQ
General regulations **http://www.jcq.org.uk/exams-office/general-regulations** Guidance on *alternative site arrangements* **http://www.jcq.org.uk/exams-office/forms**

Instructions for conducting examinations **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations**

A guide to the special consideration process
http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK
Emergencies and severe weather: academies and early years settings
https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings

Teaching time lost due to severe weather conditions
https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide

*Hyperlinks provided in this document were correct as of January 2020

This policy is reviewed and updated annually to ensure that any malpractice is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ publications **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification

which:

- gives rise to prejudice to candidates
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper. (SMPP 2)

Centre staff malpractice

- 'Centre staff malpractice' means malpractice committed by:
- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication
- Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP 2)

Purpose of the Policy

To Academy has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments,

how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

General principles

In accordance with the regulations the Academy will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate
- documentation (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice
- (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

The Academy has in place robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3). This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance: *General Regulations for Approved Centres 2023-2024*; *Instructions for conducting examinations (ICE) 2023-2024*; *Instructions for conducting coursework 2023-2024*; *Instructions for conducting non-examination assessments 2023-2024*; *Access Arrangements and Reasonable Adjustments 2023-2024*; *A guide to the special consideration process 2023-2024*; *Suspected Malpractice: Policies and Procedures 2023-2024*; *Plagiarism in Assessments*; *AI Use in Assessments: Protecting the Integrity of Qualifications*; *A guide to the awarding bodies' appeals processes 2023-2024* (SMPP 3.3.1)

Informing and advising candidates

Candidates are given a copy of the JCQ Appendix 5 "Information for candidates for written examinations – effective from 1 September 2023". This is sent out in advance of examinations via ClassCharts.

Artificial Intelligence

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not. This guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* (https://www.jcq.org.uk/exams-office/general-regulations/), all work submitted for qualification assessments must be the students' own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently

met the marking criteria and therefore will not be rewarded (please see the *Acknowledging AI Use* section below);

- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres*)

Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

Identification and reporting of malpractice

Escalating suspected malpractice issues

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3). If any member of staff suspects malpractice during an exam they will raise it with the Exams Officer. They will ensure any evidence is kept and that the member of staff writes a statement. This will then be reported to the Head of Centre.

Reporting suspected malpractice to the awarding body

The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication

Suspected Malpractice: Policies and Procedures (SMPP 4.1.3)

The Head of Centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3). Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)

Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5). If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)

Once the information gathering has concluded, the Head of Centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35). Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)

The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The Head of Centre will communicate the decision to the individuals concerned and pass on details of any sanctions

and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Appeals against decisions made in cases of malpractice

The Academy will provide the individual with information on the process and timeframe for submitting an appeal, where relevant.

Separate – Whistleblowing Policy (see MLP list of policies)