

# BHASVIC

## EXAMS & EXTERNAL ASSESSMENTS POLICY and PROCEDURES

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## Examinations and External Assessments Policy and Procedures

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## **1. POLICY STATEMENT**

- 1.1. The policies and processes of examinations and assessments, for the accredited qualifications which BHASVIC as an accredited centre operates, are tightly regulated by the Joint Council for Qualifications (JCQ), the Awarding Bodies and by Ofqual (the government regulator for qualifications).
- 1.2. The college must and will adopt and follow the policies and procedures of these regulatory organisations. This policy therefore acts as a starting point and summary of the most common aspects and features of examination and assessment policy.
- 1.3. The college aims to ensure the planning and management of examinations and assessment is conducted efficiently and in the best interest of candidates with clear guidelines for all staff and students.
- 1.4. It is the responsibility of everyone involved in the examination and assessment processes at the college to read, understand and implement relevant policies and procedures.
- 1.5. This policy will be reviewed annually, or earlier where significant changes are required. Statutory JCQ and Awarding Bodies policies and procedures are updated at least annually but often for each exam series (Summer, Autumn, Spring, etc). These external regulatory policies and procedures provide more extensive details and to enable simple referencing, all external and statutory documents, primarily from JCQ, are indicated at the start of relevant sections, in a box under the section heading. These documents are also updated annually so the documents are not hyperlinked: instead, titles are given and the most up-to-date version can be searched for online.

## **2. POLICY SCOPE**

- 2.1. This policy applies to all students who are studying ESFA-funded qualifications at the college (Level 3 Study Programmes or ESOL Study Programmes) and who are seeking certification in these nationally accredited qualifications.
- 2.2. This policy also covers external or private candidates (for example re-sitting ex-students) who are using the college as an accredited exam centre.
- 2.3. This policy also applies to all college staff involved in and/or responsible for managing assessment within qualifications.
- 2.4. This policy applies to all exams and assessments prescribed by Awarding Bodies for formal and accredited qualifications, including coursework and non-examined assessments (NEAs). For the purposes of this policy, coursework and NEAs are defined as any piece of assessed work where the mark must be submitted to the Awarding Organisation or which contributes directly to the final grade of a qualification undertaken at the College.
- 2.5. This policy **does not** apply to on-course assessments and feedback. On-course assessment is defined as any piece of assessed work where the mark does not need to be submitted to the Awarding Body directly, or assessments which do not directly contribute to a final grade of a qualification undertaken at the College. The college's **Assessment and Reporting Framework Policy** covers on-course assessments and the reporting of these to students, parents/carers and internal college stakeholders.

## **3. QUALIFICATIONS OFFERED**

- 3.1. The qualifications the college offers within its Study Programmes are decided by the Senior Leadership Team. Curriculum changes involving significant resource changes will be agreed by the Senior Leadership Team, in conjunction with the Curriculum and Quality Team. Significant changes to Study Programmes offered by the college will be approved by Corporation. The Brighton and Hove Colleges' Accord and Brighton and Hove Learning Partnership agreements will

be adhered to.

- 3.2. As an accredited examination centre, the Deputy Principal also approves all examinations taken at the centre by external and private candidates. All Course and Study Programme information can be found on the college's main website and are available in alternative formats.
- 3.3. If there has been a change of specification from the previous year, the Head of Department must ensure the CIS department is informed and the details recorded in the Course Master File as soon as the decision is taken. The Executive Assistant to the Deputy Principal will ensure this information is communicated via the website and through Admissions and A1 to A2 Transfer processes.

#### 4. EXAMINATION RESPONSIBILITIES

- 4.1. The Principal, as Head of Centre, has overall responsibility for the College as an examination centre and will be responsible for:
  - Ensuring all policy and procedures are adhered to and that college internal policy and procedures are compliant with regulation.
  - All staff have up-to-date and relevant training, as outlined in JCQ General Regulations, to understand their duties (for example, teachers, SENDCo, Exams Office).
  - All necessary resources are in place for the college to operate as an effective and compliant exam centre.
- 4.2. The Examinations Manager is responsible for:
  - The management of the administration of public and internal examinations.
  - Analysis of examination results.
  - Advising the Senior Leadership Team, Heads of Department and other relevant staff on annual exam timetables and application procedures as set by the various examination boards.
  - Overseeing the production and distribution to staff, and candidates of an annual calendar for all examinations in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events.
  - Ensuring that candidates are informed of and understand those aspects of the examination timetable that will affect them.
  - Consulting with heads of department to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
  - Providing and confirming detailed data on estimated entries.
  - Receiving, checking and storing securely all examination papers and completed scripts.
  - Administering access arrangements and make applications for special consideration in liaison with the learning support department, using the JCQ '**access arrangements and special considerations regulations**' and '**guidance relating to candidates who are eligible for adjustments in examinations**'.
  - Identifying and managing examination timetable clashes.
  - Accounting for income and expenditures relating to all examination costs/charges.
  - Line-management of the senior examinations assistant who will organise the recruitment, training and monitoring of a team of examination invigilators responsible for the conduct of examinations.
  - Preparing and presenting reports to the SLT/Faculty Heads showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.

- Submitting candidates' coursework marks, track dispatch and store returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arrange for dissemination of examination results and certificates to candidates and forward, in consultation with the SLT and Heads of Faculty, any appeals/re-mark requests.
- Maintaining systems and processes to support the timely entry of candidates for their examinations.
- Liaison with the estates department regarding the setting up of rooms for examinations.

4.3. The Deputy Principal is responsible for:

- Oversight of the courses and qualifications offered at the college.
- The organisation of teaching and learning.
- Ensuring results are released on the correct date and time, in compliance with JCQ regulations
- Ensuring the accurate and timely reporting of all suspicions or actual incidents of malpractice.
- Providing advice to staff and students on appeals and review of marking.
- Review and approval of this policy and related procedures.
- Being available (or delegate), on behalf of the college, to awarding bodies, JCQ and Ofqual immediately after publication of results.

4.4. Heads of Faculty are responsible for:

- Supporting curriculum departments and Heads of Department with all aspects of exams policy and procedures, ensuring compliance and resolving any matters which occur and need investigation or changes in practice.
- Acting as information gatherers or investigators for any malpractice or maladministration that isn't conducted by the Exams Office or its line management.
- Investigating the efficacy of the Awarding Organisation's assessments of our candidates and advising the college over any appeals or challenges which might be required.
- Working on any higher-level cases involving candidates, or their representative's, complaints.
- Guiding students and staff on final results and the exam services options, particularly on release of final results to candidates.

4.5. Heads of Department/Guidance Managers are responsible for:

- Additions or removals from candidate lists.
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- Involvement in post results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry sheets and adherence to deadlines.
- Changes of course/entry/levels.
- Referral to Learning Support where appropriate.

4.6. Subject teachers are responsible for:

- the submission of candidate names to their Head of Department.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

- 4.7. The Examinations team is responsible for:
- Liaison with the Head of Learning Support, Heads of Department and CIS.
  - Arrangements relating to examinations and coursework.
  - Applying for special consideration for candidates in liaison with Heads of Department and Guidance Managers.
  - Input of data.
  - Communication with the awarding bodies.
  - Posting of examination papers.
  - Post-results procedures in conjunction with Guidance Manager and Heads of Department.
  - Liaison with IT department regarding printers, laptops and computers.
- 4.8. The Finance Office is responsible for:
- Taking fee payments from candidates and maintaining accurate records.
- 4.9. The College Information Systems (CIS) department is responsible for:
- Managing and analysing achievement data.
- 4.10. The Head of Learning Support is responsible for:
- Identification and testing of candidates' requirements for access arrangements.
  - Administration of access arrangements.
  - Provision of additional support for example: spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, assistive technology.
- 4.11. Senior Invigilators/Invigilators are responsible for:
- Collection of examination papers and other material from the Examinations Office before the start of the examination.
  - Collection of all examination papers in the correct order at the end of the examination and their return to the Examinations Office.
  - The timely start and end of examinations.
  - The conduct of students during examinations, ensuring that examinations are conducted in accordance with JCQ regulations.
  - Assisting in the provision of access arrangements as and when required to meet individual student needs.
  - Candidates are responsible for:
  - Confirmation checking exam entries on Student Advantage.

## 5. EXAMINATION SERIES AND TIMETABLES

- JCQ Instructions for Conducting Examinations (ICE)
- JCQ Information for Candidates: Written exams

- 5.1. External examinations are scheduled across the months of an academic year. Most courses at BHASVIC will have some aspect of external assessment such as an exam, including BTEC courses. The decision about which examination series to use will be determined by the Curriculum and Quality team.
- 5.2. It is the student's responsibility to inform the Examinations Office of individual needs, for

example dietary or religious requirements during examination periods. Requests for information regarding individual needs, including access arrangements, should be made via the student's Personal Tutor. Information is also available on the college's student information portals and the website for parents and carers, or other stakeholders. All referrals are dealt with by the college's Additional Learning Support department and no exam access arrangements can be made without sign-off by this department.

- 5.3. The Examinations Manager will circulate a timetable of all external examinations and dates specified in the published schedule. The Senior Examinations Assistant will allocate invigilators. Students requiring access arrangements will be organised in liaison with the Head of Learning Support.

## **6. EXAMINATION ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RESITS**

- JCQ Instructions for Conducting Examinations
- JCQ Information for Candidates: Written exams

### **6.1. Entries**

Candidates are selected for their exam entries by the Heads of Department.

A candidate can request a subject entry, change of level or withdrawal in consultation with the Guidance Manager and Heads of Department, as appropriate.

The college does not normally accept entries from external candidates, though consideration may be given in exceptional circumstances.

The college does not operate as an examination centre for other organisations, other than in the hiring of college facilities.

### **6.2. Entry Details**

All individual candidate statements of entry or individual timetables will be available in CEDAR, for students to check and confirm. For the summer series, these will be available in the Spring and all students will be notified by college information portals and via Tutorial.

Exam seating timetables will be available for collection centrally and onsite; collection points will be announced in advance.

The Examinations Office will accept withdrawals (using the appropriate withdrawal forms), amendments and changes of tier up to the date set by the awarding body.

### **6.3. Late Entries**

Late entries are authorised by the Heads of Department and Examinations Manager

The deadlines for late entries, amendments and withdrawals are circulated via email to Heads of Department and Guidance Manager and will be displayed in the college calendar.

The Examinations Manager will accept entry amendments and withdrawals up to the dates set by the awarding bodies. These dates will be published by the exams manager on the Exams page of the college website and communicated to Heads of Departments.

### **6.4. Resits**

Post Results Services: JCQ and Awarding Bodies Policies, Procedures, Key Dates and Charges

Re-Sit decisions are made by the candidate, who can seek advice from college staff. Not every qualification or exam series has a resit option (Visual Arts A Levels, for example). Application forms are to be completed by the candidate via the exams webpage. These forms need to be completed and processed before the exam's office internal deadline.

Candidates will receive information about Re-Sit opportunities on receipt of their results and details, including deadlines and costs, will be posted on the exams website.

## 7. EXAMINATION FEES

Post Results Services: JCQ and Awarding Bodies Policies, Procedures, Key Dates and Charges

- 7.1. Registration and exam fees are paid by the college for courses which are part of the student's Study Programme.
- 7.2. Late entry or amendment fees are paid by whoever is responsible for the need to make the change.
- 7.3. Re-Sit fees are paid by the candidates. See also section 'Resits'.
- 7.4. In cases of financial hardship, students can request help from the Learner Support Fund via the Student Services Manager.

## 8. CANDIDATES

- JCQ Instructions for Conducting Examinations
- JCQ Information for Candidates: Written exams

- 8.1. JCQ rules on candidate behaviour apply at all times; these are published in the Student Examination Guidance notes which are issued to all candidates during tutorial time. This includes rules on the presence of mobile phones and all electronic devices.
- 8.2. Candidates' personal belongings remain their own responsibility and the College accepts no liability for their loss or damage.
- 8.3. Disruptive candidates are dealt with in accordance with JCQ guidelines.
- 8.4. Candidates must not leave the examination room until the end of their examination except for genuine purpose (e.g., to visit the toilet) and must be accompanied by an invigilator. They must return immediately to the examination room.
- 8.5. The Examinations Manager will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

## 9. VERIFYING THE IDENTITY OF ALL CANDIDATES and HEAD COVERINGS

- JCQ Instructions for Conducting Examinations
- JCQ Information for Candidates: Privacy Notice

BHASVIC will ensure to complete the following processes:

- 9.1. Register or enter candidates for an examination or assessment in accordance with the awarding bodies' published procedures for that qualification.
- 9.2. Maintain a Unique Candidate Identifier (UCI) or Unique Learner Number (ULN) for each candidate entered for an examination or assessment and to ensure that the same UCI or ULN is used consistently for the candidate over time to enable aggregation of units and qualifications. It is the student's responsibility to ensure they have provided this information to the college and if they have not, the college is not responsible for any difficulties that occur. Where a student does not yet have a ULN (students from independent schools, asylum seekers, overseas students, etc), the college can generate one for them.
- 9.3. Enter candidates who are on-roll at the centre as internal candidates.
- 9.4. All students will be required to wear, and present, their BHASVIC ID Cards at the start of an examination.



- 9.5. The college will apply the most up-to-date JCQ policy on identifying candidates wearing head coverings. At time of writing this policy, it said *"16.3 - Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. Centres must inform candidates in advance of this procedure and well before their first examination. Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination."*
- 9.6. Head Coverings: The college will apply a dress code for candidates in examinations where outdoor head coverings (such as baseball caps and other caps and hats) are not accepted and candidates will be asked to remove these. Head coverings being worn for religious or medical purposes will be allowed. A candidate wearing a head covering for medical reasons may be asked to provide evidence of the need, and the candidate is advised to check with the exams office in advance of the exam and/or provide medical evidence in advance. Head coverings with religious or cultural observance, such as hijabs and durags, will be allowed if they do not cover the candidate's ears. If the ears are covered by the religious or cultural item of clothing, the same process will be followed as that used for identification purposes (see point directly above), to protect both the candidate against unintended malpractice and the college against running examinations incorrectly.
- 9.7. All students will be given an exam timetable, with a college photo clearly printed on it. The candidate **MUST** bring this with them to each exam they sit. Candidates will not be allowed to sit an exam without their exam timetable.
- 9.8. In cases where ex-BHASVIC students return to complete exams, these candidates will be required to bring photographic identification with them at the start of an exam. Ex-students will be sent an exam timetable with a college photo clearly printed on it and will not be allowed to sit any exams without this timetable.

## 10. CANDIDATES WITH EXAM CLASHES

- JCQ Instructions for Conducting Examinations
- JCQ Information for Candidates

- 10.1. The supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Examinations Manager.

## 11. RESULTS

JCQ Release of Results Policy and Timetable

- 11.1. Results will be available on Cedar on Results Day.
- 11.2. Statements of results will be posted to candidates' home addresses.

## 12. CERTIFICATES

JCQ Release of Results Policy and Timetable

Certificates will be ready for students to collect from early December until the end of January, any certificates not collected by the end of January will be sent via signed for postage. Instructions for collection will be on the Exams webpage

### 13. COURSEWORK

- JCQ Instructions for Conducting Coursework
- JCQ Information for Candidates: Coursework
- JCQ Notice to Centres – Informing candidates of their centre assessed marks

**NB:** See also the following sections NEAs, Appeals, Malpractice and Lost Work sections within this policy and the Appeals and Malpractice appendices.

- 13.1. Coursework which is a component of the final grade for a qualification is tightly regulated and must be conducted correctly by the student, staff and college.
- 13.2. Coursework should be given the same respect as written exams, especially in regard to regulations around timetables, submissions and deadlines, feedback to the student from the teacher, plagiarism and student declarations that they are submitting their own work.
- 13.3. Any form of plagiarism or the use of information technology to generate and submit work that wasn't created by the candidate (such as through large language models or artificial intelligence) is malpractice and will be dealt with via the relevant JCQ and college policies and procedures, as outlined in the appendices below.
- 13.4. To ensure the college and its students follow these rules carefully, the college has a number of administrative and communication systems, including candidate training on malpractice, plagiarism/authentication checking tools, submission of work processes, malpractice procedures, release of results and appeals policy and procedures. All BHASVIC students have appropriate use of A.I. as part of their induction to the college. The college provides a Student Guide to A.I. as part of this induction, available in the MyBHASVIC App.
- 13.5. The college is responsible for the setting, supervision, authentication, marking and internal standardisation of coursework.
- 13.6. Awarding Bodies are responsible monitoring the college's dispensing of the duties above and for external moderation and/or marking, where relevant.
- 13.7. Staff responsible for administering, teaching, assessing and standardising coursework are trained by the relevant Awarding Body.
- 13.8. The college is required to have a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates must be informed of the mark awarded by the college for a centre assessed component/unit. This applies to A level, AS level, GCSE Maths and English and the Extended Project qualification. This requirement allows candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process. See the appendices below for information about the appeals procedure.

### 14. NON-EXAMINATION ASSESSMENTS

- JCQ Instructions for Conducting Non-Examination Assessments
- JCQ Information for Candidates: Coursework
- JCQ Information for Candidates: Non-Examination Assessments
- JCQ Information for Candidates: on-screen tests
- JCQ Notice to Centres – Informing Candidates of their centre assessed marks

**NB:** See also the following sections Coursework, Appeals, Malpractice and Lost Work sections within this policy and the Appeals and Malpractice appendices.

- 14.1. A non-examination assessment is any assessment that is not externally set and taken by candidates at the same time under controlled conditions. This includes internal assessment and externally set/marked practical examinations taken at different times across centres.
- 14.2. The assessments can be divided into three stages to aid clarity: task setting, task taking, task

marking.

14.3. BHASVIC is committed to ensuring that:

- a) Staff roles and responsibilities with respect to non-examination assessments are clearly defined (see **APPENDIX 1** below).
- b) Non-examination assessments are conducted by staff who have the appropriate knowledge, understanding, and skills.
- c) Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject.
- d) The consistency of internal assessment is assured through internal standardisation as set out by the awarding bodies.
- e) Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.
- f) Non-examination assessments are supervised consistently, fairly, and in accordance with all regulations and standards of the awarding bodies' specifications and BHASVIC's own College Charter, by:
  - i. Procedures for planning and managing non-examination assessments are clear and transparent.
  - ii. Potential risks and problems relating to non-examination assessments are mitigated through planning and decisive action (the relevant appendix section below outlines the risks and risk management/mitigations the college has in place to ensure all NEA Assessments take place correctly for candidates).

14.4. The college is required to have a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates must be informed of the mark awarded by the college for a centre assessed component/unit. This applies to A level, AS level, GCSE Maths and English and the Extended Project qualification. This requirement allows candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process. See the appendices below for information about the appeals procedure.

## 15. LOST COURSEWORK OR OTHER NON-EXAMINED ASSESSMENT MATERIAL

- JCQ Instructions for Conducting Coursework
- JCQ Guide to the special consideration process
- JCQ Notification of lost centre assessed work

15.1. The student has an important responsibility to look after their coursework whilst it is in their hands. Work may be physical media or digital, but both forms can be lost or damaged.

15.2. The college and its staff take its responsibility for administering and holding coursework and samples very seriously and has systems to enable student work submissions are looked after and not damaged or lost.

15.3. In the event of lost or damaged coursework or other assessment material, the Head of Department for the relevant course will closely follow procedures outlined by the Awarding Body for that specification.

15.4. If coursework has been seen in an earlier format by a teacher, then there may be opportunities to still submit a grade.

15.5. However, all decisions will lie with the Awarding Body, who must be notified. The Awarding Body may require the coursework to be redone and resubmitted, or it may not allow a grade to be awarded (especially where there is no or little evidence of the student's work on the coursework which was monitored by the teacher).

## 16. EXAM ACCESS ARRANGEMENTS (EAAs) – Definition, Disclosure and Application Deadlines

- JCQ Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments
- JCQ 'access arrangements and special considerations regulations' and 'guidance relating to candidates who are eligible for adjustments in examinations'

### 16.1. Exam Access Arrangements JCQ Application Deadlines

Exam Series	JCQ Application Deadline
November (GCSE)	End of Oct/Beginning of Nov
January	Towards end of November
Summer - May/June	Towards end of February

16.2. The college SENDCo will publicise internal deadlines to all staff for referrals ahead of these external deadlines, and the dates are in the college's public, online calendar. Students are reminded about EAAs and the relevant internal and external application deadlines through tutorial.

### 16.3. What happens if a student needs to apply for EAAs after these deadlines?

- JCQ Access Arrangements and Reasonable adjustments document: ***'Applications must be processed and approved before an examination or assessment, no later than the published deadline as above. Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible.'***
- However, it is important to note that BHASVIC cannot use an external Educational Psychologist report diagnosing dyslexia to process an EAA JCQ Application. Instead, the college staff (teachers, mainly) have to gather evidence over a period of time on the student's ways of working and needs, to then conduct an internal EAA assessment.
- Therefore, applications after the deadlines above are usually just allowed for medical diagnoses such as Autistic Spectrum Condition or temporary injuries.

### 16.4. Defining Exam Access Arrangements (EAAs)

- Exam Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Exam Access Arrangements are pre-examination adjustments for students based on evidence of need and normal way of working. For example, readers, scribes and Braille question papers. Access Arrangements fall into two distinct categories: some arrangements are delegated to the college as the exam centre, others require prior JCQ awarding body approval before they can be put into place.
- The definition of disability under the Equality Act 2010 is having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal, daily activities, such as learning. Substantial means more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. Long-term means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.
- Exam Access Arrangements are provided to students for non-examined components, where relevant, and are also provided for internal assessments which echo or mirror the exam experience (for example, mock exams or timed tests).
- Where a student is disabled within the meaning of the Equality Act 2010, all staff involved with exams must ensure that appropriate arrangements and reasonable adjustments are

in place to facilitate equal access to exams and assessments for that student.

#### 16.5. Disclosing and applying for EAAs

- The college invites all students who have had previous Exam Access Arrangements to identify their needs at each stage of the Admissions process. If a student identifies their needs, the college requests current relevant medical evidence. If the arrangements are in place due to Special Educational Needs the student will be reassessed on entry by our qualified EAA assessors.
- After the start of the course, any student may identify as needing Exam Access Arrangements to their teachers, personal tutor or other member of staff working with them, who will then refer them to the Additional Learning Support Department (ALS) for potential assessment. College staff may also proactively suggest this assessment for possible ALS needs, in response to their ongoing work with a student.
- All exam access arrangements are recorded on the college CIS system and arrangements are applied for through the JCQ (Joint Council for Qualifications) by the ALS Department, in line with the published JCQ deadline. Please see the table at the top of this section for application deadlines.

**16.6. Alternative Assessment for Disabled Candidates:** JCQ guidance allows disabled candidates to be awarded qualification grades using alternative assessment evidence. The college is required to have exhausted all possible reasonable adjustments and to have agreed arrangements with the awarding body on a case-by-case basis. This is an option that can only be used in rare and exceptional circumstances.

### 17. SPECIAL CONSIDERATION

- JCQ Guide to the special consideration process - General and Vocational qualifications
- JCQ 'access arrangements and special considerations regulations' and 'guidance relating to candidates who are eligible for adjustments in examinations'

- 17.1. Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.
- 17.2. Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. Making larger adjustments would jeopardize the standard of the examination.
- 17.3. All examinations measure what a candidate knows and can do. The overall grade(s) awarded **must** reflect the level of attainment demonstrated in the examination(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time.
- 17.4. Where long-term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment.
- 17.5. It is the candidate's responsibility to notify the Examinations Manager of a Special Consideration request. It is not the responsibility of the teacher or any other staff member to do so.
- 17.6. A candidate must notify the invigilator if they are too ill to sit an examination or are taken ill during the examination itself.
- 17.7. The candidate must support any special consideration claim with appropriate evidence within five working days of the examination.

- 17.8. The Examinations Manager will ensure that a completed special consideration form is sent to the relevant awarding body within 7 days of the final exam in the subject for which special consideration is being claimed.
- 17.9. Special consideration decisions are made by the Awarding Body – the college and the candidate submit evidence and the college can advise as to whether the request is likely to meet a threshold for any adjustment, but the final decision must rest with the candidate as to whether to submit.
- 17.10. Special consideration will normally be given by applying an allowance of additional marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including coursework/non-examination assessment.
- 17.11. Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include:
- temporary illness or accident/injury at the time of the assessment.
  - bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible).
  - domestic crisis arising at the time of the assessment.
  - accidental events at the time of the assessment such as serious disturbance during an examination, particularly where recorded material is being used, being given the wrong examination paper, being given a defective examination paper, failure of practical equipment, failure of materials to arrive on time.
  - failure by the centre to implement previously approved access arrangements for that specific examination series.
- 17.12. **Exam Access Arrangements and Special Consideration:** It is important to note that a candidate cannot request Special Consideration due to a specific additional need, circumstance or disability when the candidate has also had Exam Access Arrangements made to mitigate that disadvantage. However, if a candidate has a particular occurrence at the time of the exam, they should consult with the Exams office, their teacher or another member of staff, such as their Guidance Manager.

## 18. EXAMS SERVICES AFTER RESULTS

- 18.1. All Exams Services will be published and available to students during the release of final results. The main services are:
- A. **A breakdown of marks:** available to candidates via the college's CEDAR system or the Awarding Organisation website.
  - B. **Access to scripts:** after the release of results of general qualifications, candidates may ask the Examinations Office staff to request the return of scripts. Alternatively, if the Awarding Organisation has the facility, a candidate may access their marked script online.
  - C. **Review of marking (priority and non-priority):** carried out by the awarding body to make sure the agreed mark scheme has been applied correctly (fee charged, refunded if the review leads to an overall grade change upwards). Grade can go down as well as up. Please note, this is NOT a 'remark' service, which no longer exists.
  - D. **Appeals:** a very limited service with specific requirements and conditions. Each Awarding Body will have regulations that must be followed and an appeal cannot be completed without the centre agreement.
  - E. **Exam resit:** For A Levels, these are Summer Series only and all papers in the qualification must be retaken.

## 19. APPEALS

JCQ Guide to the awarding bodies' appeals processes - For the attention of heads of centre, senior leaders within schools and colleges and teaching staff

- 19.1. The following policy statements are a guide provided by BHASVIC. The specific regulations and procedures for a qualification will be determined by the Awarding Body and may differ from the following.
- 19.2. Only the candidate can make an appeal. If another party (such as a teacher, parent or carer) wishes to request an appeal, the candidate's consent must be given, via the relevant forms and procedures.
- 19.3. Students must liaise with the Examinations Department if an appeal is requested. Students must organise payment, where relevant, at the time of making the request otherwise the college will not be able to process the appeal.
- 19.4. Appeals take broadly two forms:
  - A. Reviews for coursework and non-examination assessments (which are usually marked and standardised by college staff) are called 'internal reviews'. Where college staff assess student work on behalf of the awarding body, this is called 'Centre Assessed Marking'.
  - B. Reviews for exam results (which are marked by examiners for the relevant Awarding Body) are called Enquiry After Results (or EARs).
- 19.5. Appeals for Centre-Assessed Marks (Coursework and NEAs):

An appeal for a review of centre assessed marks can be requested by the student. The procedures for this are outlined in the Appendices section of this policy.

It is important to note that a review of marking can lead to a grade going down as well as up.

If, following the outcome of an appeal, the student is not satisfied with the outcome, the college can make an appeal to Ofqual (if it disagrees with the outcome of the appeal made to the Awarding Body) or the student can contact Ofqual to make a complaint (if the college believes the outcome of the appeal was correct).

- 19.6. Appeals to Awarding Organisations can be made in relation to three areas of their work. These are:
  1. Appeals against results (i.e. the assessment judgement was incorrect)
  2. Appeals against malpractice decisions (e.g. the assessment or procedures were unfair, inappropriate or discriminatory)
  3. Appeals against decisions made in respect of access arrangements, reasonable adjustments and special consideration (e.g. student circumstances were not correctly or appropriately taken into account)

In addition, some other administrative decisions, such as in cases of missing scripts or coursework, may be subject to review by Awarding Body officers.

Appeals procedures do differ considerably depending on the course, awarding body and specific mark being appealed.

The college and Awarding bodies may charge a fee for each stage of an appeal against the outcome of a clerical re-check, a review of marking or a review of moderation. Details of these fees can be obtained from the awarding body concerned. The fee will be refunded/waived if the appeal is upheld.

The college will provide information to students about appeals processes and reviews of marks when students receive their results (and in some cases, such as with coursework, as a routine aspect of the delivery of the course).

## 20. MALPRACTICE (cheating, plagiarism, misuse of Artificial Intelligence, etc)

- JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures
- JCQ require heads of centres to report to the relevant awarding body all alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Plagiarism: JCQ Plagiarism in Assessments - Guidance for Teachers/Assessors
- JCQ AI Use in Assessments - Protecting the Integrity of Qualifications

- 20.1. The college, as an accredited exam centre (and an accredited assessor for relevant qualifications) has a duty to keep watch for, prevent, investigate, identify and report any incidences of malpractice.
- 20.2. Consequences of malpractice, if not dealt with correctly, can be grave for individuals and institutions:
- If students at the college are involved in malpractice, this may lead to the withholding of all grades for all qualifications studied by that student for that year.
  - If a member of staff at the college is involved in malpractice, this may lead to an investigation and can affect contract of employment and/or approval for work by professional bodies.
  - The college would jeopardize its accredited status, leading to grave implications for current and future students to take exams and other assessments on site and as part of courses delivered.
- 20.3. Cases of malpractice are extremely rare due to the college's culture and community values.
- 20.4. Malpractice can occur and sanctions applied whether the malpractice was intentional or unknowing.
- 20.5. The staff at the college take care and lengths to ensure students understand the strict conduct required for all examinations and assessments, so that they are not tempted or commit malpractice unknowingly.
- 20.6. Malpractice can most easily occur, if care isn't taken, in these areas:
- A. **Inappropriate use of Artificial Intelligence tools** in Coursework and NEAs (for the student to demonstrate their own knowledge, skills and understanding as required for the qualification, students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.)
  - B. **Plagiarism** (unacknowledged or unreferenced copying from texts whether these are in print, on the internet or pieces of work previously submitted for assessments by others. Text can be copied by being memorised and reproduced.)
  - C. **Inappropriate equipment taken into an exam** (for example, a phone or digital device)
- 20.7. To ensure the college supports all members of its community to avoid malpractice, it will use a range of methods, including:
- Keeping all students, staff and other stakeholders well-informed of appropriate use of technological tools, rules, regulations, systems and policies
  - Staff vigilance around student progress and performance, behaviours and work submissions to keep watch for malpractice.
  - Use of technology to prevent and identify.
  - Foster our community culture of fairness and equality and develop the value of integrity and honesty within individuals.
  - Report all identified incidences of malpractice and adapt systems and policies to close gaps and opportunities where it can occur.



20.8. See **the appendices** below for procedures to managing incidents of malpractice in coursework and NEAs submissions (plagiarism and inappropriate use of Artificial Intelligence tools).

## 21. EXAMS ARCHIVING

- 21.1. Under GDPR and Data Protection compliance, this policy records the care regimen for the different kinds of records and information held by the exams office.
- 21.2. **Exams Archiving Procedures**, in the appendices section, provide an extensive list and includes naming of this information. records, the retention period and the action required at the end of that period, including the method of disposal.

## 22. MANAGING INVIGILATORS AND EXAMINATION DAYS

### JCQ Instructions for Conducting Examinations

#### 22.1. Managing Invigilators

- The Examinations Manager is responsible for organising the recruitment of invigilators.
- The HR Department will organise clearance with the Disclosure and Barring Service (DBS) for new invigilators as required; DBS fees for securing such clearance are paid by the College.
- The Examinations Manager is responsible for ensuring that invigilators are timetabled and given full induction and instruction.
- Invigilators' rates of pay are set by the College in accordance with the College's pay policy.

#### 22.2. Examination Days

- The Examinations Manager is responsible for booking all examination rooms after liaison with other users.
- The Examinations Manager will make the question papers, other examination stationery and materials available for the invigilators prior to each examination. The Estates Department is responsible for setting up the allocated rooms as requested by the Exams Office.
- The Senior Invigilator will start all examinations in accordance with JCQ guidelines.
- The Examinations Manager will arrange specific equipment as required in liaison with the Additional Learning Support and relevant Curriculum Departments.
- Subject staff must not be present in the exam rooms, unless requested by Senior Members of centre staff. Senior Members of centre staff must not provide advice and guidance regarding the completion of the examination. They must not comment on the question paper or advise on which sections of the paper and which questions should be attempted.
- Examination papers must not be read by subject teachers or removed from the examination room before the end of an examination session. Papers will be available for collection after 10am on the morning after the exam by Heads of Department at the end of the examination session.
- Practical examinations and assessments which are part of a wide array of qualifications (such as those, for example, in the visual and performing arts, modern foreign languages, sciences or sports), are administered in a variety of ways according to the nature and length of these assessments. Curriculum Departments and the Exams Office will liaise closely on ensuring the correct conduct of all such practical exams.

## 23. EMERGENCY EVACUATION FOR EXAMS

- 23.1. An emergency evacuation is required where it is physically unsafe for candidates to remain in the exam room or where there is a (potential) threat to their physical safety. This might include a fire in the exam room, the continuous fire alarm sounding to warn of fire in the same building, a bomb

alert, or any situation the Senior Invigilator judges to pose a threat to the candidates.

- 23.2. 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, for example a serious illness of a candidate or invigilator. In these cases, responding to the immediate need of the situation may take precedence over protecting the candidates from emotional distress.
- 23.3. Exam staff are prepared for the possible emergency evacuation of exam rooms.
- 23.4. See **APPENDIX 3** below for staff responsibilities relevant to emergency evacuation for exams.

## **24. MONITORING AND REVIEW OF THIS POLICY**

- 24.1. This policy and its procedures will be reviewed and approved annually (or earlier if significant changes are needed) by the Principal, as Head of Centre prior to publication on the college's website.
- 24.2. Detailed review and approval is delegated to the Deputy Principal, as the senior post holder with responsibility for curriculum and assessment.
- 24.3. Significant incidences and occurrences within the scope, roles and responsibilities of this policy will be reported to the Senior Management Team (for example, external changes to exam timetabling or incidences of malpractice or maladministration by staff).

Approved: Autumn 2024



James Moncrieff, Deputy Principal

## **25. RELATED DOCUMENTS**

Please note, as an education provider specialising in Study Programmes made up of nationally accredited qualifications, all college policies relate to the Exams and Assessment Policies and Procedures. However, notable relating college policies are:

- JCQ, Ofqual and Awarding Organisation policy and procedure documents (all external and statutory documents are indicated at the start of relevant sections, in a grey box under the section heading. These documents are updated regularly so the documents are not hyperlinked. Instead titles are given and the most up-to-date version can be searched for online).
- Acceptable Use of the College IT Policy for Students
- Complaints Policy
- Data Protection Policy
- Data Retention Policy
- Equality, Diversity and Inclusivity Policy
- Health and Safety Policy
- SEND Policy
- Student Behaviour Policy
- Student Charges Policy
- Student Financial Support Policy
- Student Guide to Artificial Intelligence

## **Outline of Staff Responsibilities**

### **Head of Centre and Senior Management Team**

- Ultimately accountable for the safe and secure conduct of non-examination assessments.
- Ultimately accountable for ensuring non-examination assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ultimately accountable for the internal appeals procedure clearly detailing the steps to be followed by candidates (or their parents/carers) appealing against internally assessed marks

### **Head of Department**

- Stay apprised of crucial dates by checking the awarding body's specification and ensure that all agents - the exams office, teachers, students - have enough time to prepare for non-examination assessments.
- Ensure standardisation amongst the teachers assessing the unit.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Ensure that individual teachers understand their responsibilities with regard to the non-examination assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other specific instructions.
- Responsibility for task setting by making a selection from a number of possible tasks provided by the awarding body.
- Where appropriate and permitted, by developing new assessment tasks or contextualizing the awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

### **Teachers**

- Understand and comply with JCQ guidelines and awarding bodies' subject specific instructions.
- Provide the exams office with details of all unit codes for non-examination assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Exams Office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements

#### **Exams Office (Sally Ellingford)**

- Enter learners for all components before the awarding body deadline.
- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Where this is to be done by subject teachers, confirms with subject teachers that marks have been submitted to the awarding body by the deadline
- Learning/Study Support (Linda Lab)
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

#### **I.T. Department**

- Where work is stored electronically, ensures appropriate arrangements are in place to restrict access between session.

## APPENDIX 2: Appeal procedures for a review of centre assessed marks

BHASVIC is committed to ensuring that whenever its members of staff marks candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. BHASVIC is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal standardisation and moderation will ensure consistency of marking.

Where a candidate wishes to appeal their marks, the below process and timeline should be followed. It is important to note that a review of marks can lead to those marks going up or down.

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

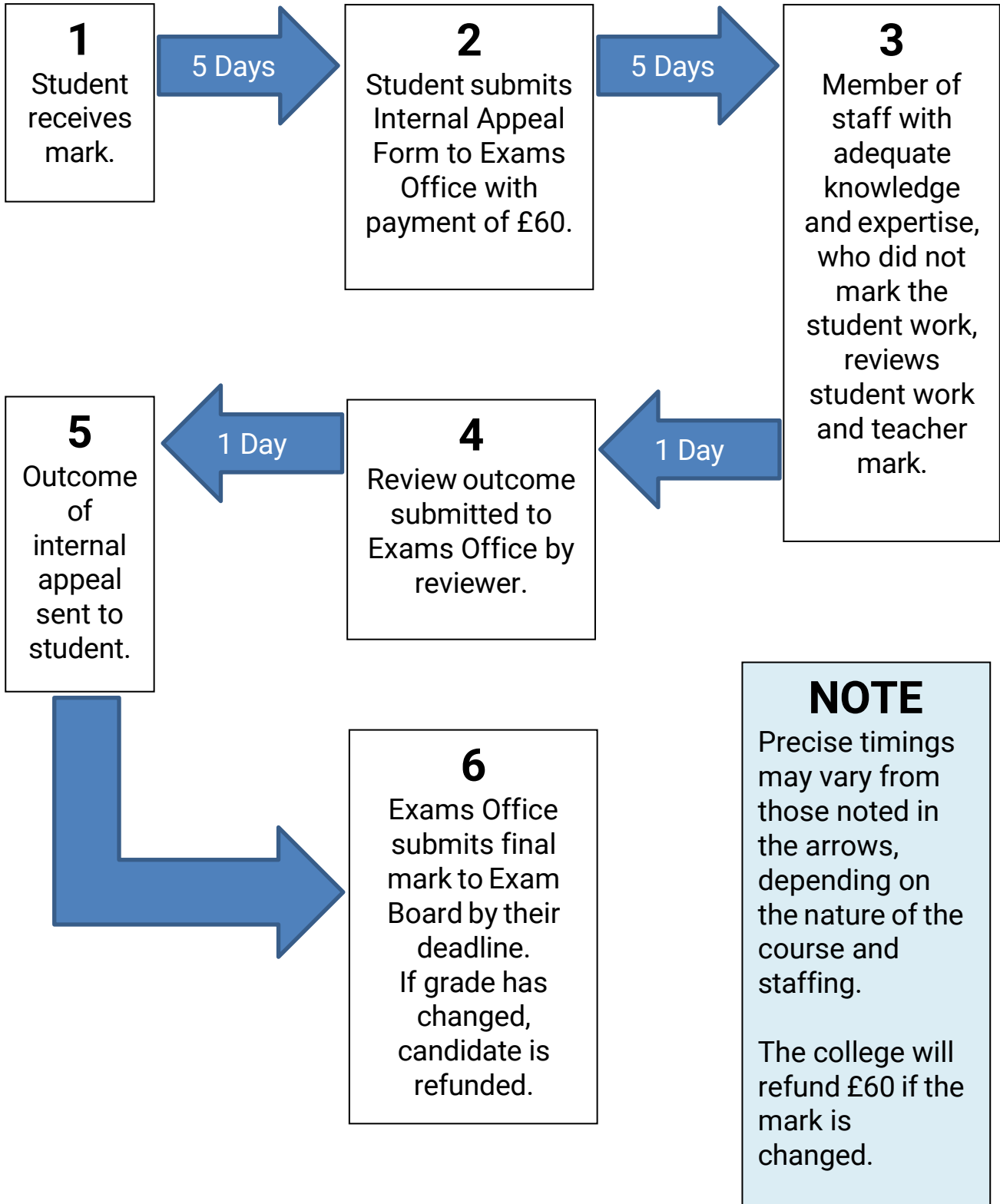
Working Days Stage	Action	Details
Day 1	Candidate receives their final centre assessed marks	<ul style="list-style-type: none"> <li>These will be available to the student via the department (usually via Cedar, but the teacher/department will let their students know where to find their marks)</li> </ul>
Day 1 to 5 <b>NB:</b> all stages may occur earlier, depending on time taken at each stage.	Window of time for a candidate to investigate/request a review of their marks	<ul style="list-style-type: none"> <li>The candidate should contact their teacher to discuss any concerns they might have about their marks.</li> <li>The teacher will explain the marking processes, standardisation, ways in which marks are quality assured in the department and provide the student with an indication of the significance of the marks in respect of the student's progress on the course. The teacher may include the Head of Department in the initial conversation.</li> <li>The candidate may request materials so they can decide whether to proceed with a request for a review. Such materials might be the mark scheme and assessment criteria. Additional materials may vary from subject to subject, such as exemplars of work shared under supervised conditions.</li> <li>The candidate has five working days from the date of published marks to talk with their teacher, review copies of materials and reach a decision regarding appeals.</li> </ul>
Day 5	Deadline for candidate to request an appeal	<ul style="list-style-type: none"> <li>Candidates must email <a href="mailto:exams@bhasvic.ac.uk">exams@bhasvic.ac.uk</a> to request an appeal.</li> <li>The candidate is advised to request the form on Day 4 at the latest as they will need to explain on what grounds they wish to request a review of marks (what they believe the issue to be). Complaints regarding the quality of teaching will to be accepted. The review will focus only on the quality of work submitted.</li> <li>There is a charge for an internal appeal, outlined on the form, which must be paid via <a href="#">Payments</a> on the college's website. A review cannot be conducted until payment is received. This cost will be refunded should an appeal be successful.</li> </ul>
Days 6-10	Department conducts review	<ul style="list-style-type: none"> <li>The review will be conducted by someone with appropriate competence, who was not involved in the original assessment of the work and has no personal interest in the outcome.</li> </ul>

		<ul style="list-style-type: none"> <li>• The following will be reviewed: <ul style="list-style-type: none"> <li>a) The candidate's work</li> <li>b) The marksheet completed by the original assessor</li> <li>c) Information regarding internal standardisation to evaluate consistency of standard applied by original assessor</li> <li>d) Any comments or notes made by the original assessor during the process</li> </ul> </li> <li>• The reviewer will provide reason for upholding or changing the mark originally awarded and notify the exams office of their marking decision. Copies of all appeals documentation will be retained should the awarding body require them.</li> </ul>
Day 11	Candidate informed of review outcome	<ul style="list-style-type: none"> <li>• The exams office will inform the candidate of the outcome via email.</li> </ul>
Day 11	Marks submitted to the Awarding Body	<ul style="list-style-type: none"> <li>• The deadline for submitting centre assessed marks to the awarding body <b>must</b> be met by the college and cannot be extended.</li> <li>• A candidate cannot request a review of marks after the deadline above, otherwise the college would not be able to submit marks to the awarding body in time.</li> <li>• If the candidate is unhappy with their centre-assessed marks, they will not be able to challenge them – the Appeals process above is the only window of opportunity to do this.</li> </ul>

**Procedures for specific courses:** please note that in addition to the collegewide process above, individual courses may also need to include additional processes to ensure that marking and submission of marks to the exam boards can be achieved in accordance with the course and awarding body requirements and deadlines. A candidate who is considering a review of marks should check this information carefully as deadlines can be earlier due to these course-level requirements.

*Please see the next page for a simple flowchart of this process.*

Appeal of centre assessed marks flowchart



**Head of Centre (William Baldwin, Principal)**

- Ultimately accountable for the emergency evacuation policy being fit for purpose: that it complies with relevant health and safety regulation and clearly addresses local conditions and difficulties.

**Health and Safety Officer**

- Ensure 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. Ensures those procedures are complete and current.
- Ensure Exams Office have been made aware of all students with medical conditions that could be relevant to the evacuation of examinations, and especially those who may require special procedures or assistance.

**Welfare Coordinator (Jackie Davies)**

- Ensure the Exams Office have been made aware of all disabled students who may require special procedures or assistance in the event of an emergency evacuation.

**Exams Office (Sally Ellingford)**

- Ensure invigilators are trained in emergency evacuation procedures, and the procedures for recording incidents and actions taken in response.
- Ensure invigilators have access to a copy of the emergency evacuation procedures for every exam room.
- Provide a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- Provide an exam room incident log for each exam room.
- Liaise with relevant staff, students, and parents prior to the exam period to learn where special procedures or assistance may need to be provided for a candidate with disabilities or health problems. Ensure those candidates and relevant invigilators are aware of those procedures.
- Ensure candidates are briefed on what will happen in the event of an emergency requiring evacuation of an exam room.
- Ensure appropriate follow-up is undertaken after an emergency evacuation: reporting the incident to the awarding body, judging whether applications for special consideration are appropriate as per the Special Consideration Policy.

**Senior Invigilators**

- By attending training and reading assigned materials, ensure they understand what to do in the event an emergency evacuation of an exam room is required.
- Confirm with the exams officer where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Make the decision on when an emergency evacuation is needed and take charge of the other invigilators, ensuring all actions required by the emergency evacuation procedure are performed calmly and quickly.
- Where the situation seems to demand actions that contradict the procedure, act in best judgement in a way that best protects the candidates' safety. For example, in the event of a gun threat on college grounds, evacuating the exam room may be dangerous and candidates' safety may be best served by remaining in the exam room and locking the doors.

**Invigilators**

- By attending training and reading assigned materials, ensure they understand what to do in the event an emergency evacuation of an exam room is required.



- Confirm with the Senior Invigilator where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Follow the Senior Invigilator's instructions and ensure all actions required by the emergency evacuation procedure are performed calmly and quickly.
- In an emergency where the Senior Invigilator is incapacitated in some way, ensure that colleagues and candidates are aware of what to do, and that all actions required by the emergency evacuation procedure are performed calmly and quickly.

## APPENDIX 4: Malpractice Procedures, including plagiarism and inappropriate use of Artificial Intelligence tools

Before reading these procedures, please read:

- JCQ Plagiarism in Assessments: Guidelines for Teachers/Assessors
- JCQ AI Use in Assessments - Protecting the Integrity of Qualifications

The underpinning philosophy at BHASVIC is to prevent malpractice from taking place through students being aware of what the term means and how to avoid putting themselves in the position of being taken through malpractice procedures.

For all coursework submissions, students must sign a declaration to confirm that all work they are submitting is their own.

It is worth understanding that malpractice may not be a conscious decision on the part of the student. Students are sometimes unaware that cutting and pasting information created by another person or a tool such as a Large Language Model ChatBot is malpractice.

The consequences of submitting work which is found to be copied from or created by another source can be as severe as being barred from taking public examinations for a period of time.

Teaching staff have a duty to assume the best of a student but also, in fairness to all students, investigate potential malpractice and forms of cheating by students in their coursework submissions.

In all cases, the college and its members of staff will follow all Awarding Bodies and Joint Council for Qualifications (JCQ) policies and procedures in relation to malpractice offences and penalties. These can be accessed from the JCQ website.

### 1. Awareness and Prevention

All teachers and courses provide advice to students on what malpractice is and the consequences of it.

It is also the responsibility of subject staff to make students aware, at the point that coursework is being generated, what constitutes malpractice and remind them that coursework is subject to a formal declaration by the student that they are submitting work that they have independently thought and created.

Departments will show students available tools which are acceptable for generating work, how to use them appropriately to avoid falling foul of malpractice and how to self-check their work against relevant tools. Students will also be shown how to reference work produced by others and how to appropriately use and disclose the use of artificial intelligence-generated content.

These will be achieved in our digital induction programme for all students, as well as via demonstrations at course level.

### 2. Disclosure

An overarching approach to the use of content generated by another person or internet tool is that use must be appropriately referenced by the student.

Use of Artificial Intelligence or internet searches to find sources of content must be verified by the student and referenced.

So teachers can check whether use was appropriate, students must acknowledge its use and show clearly how they have used it.

Students must keep a copy of the searches, AI questions and answers for reference and authentication purposes. The copy must be non-editable – such as a screenshot – and provide a brief explanation of how it was used and submitted with the work.

### 3. Intervention

#### 3.1. Identifying malpractice

- A member of staff is entitled to have doubts that a piece of work submitted is not written by the student or has sections within it that have not been written by the student when the work may be of a different standard or quality to that seen previously or may be recognised as coming from another source (e.g. textbook, internet site, ChatBot, other student).
- Online tools are available for staff to check for malpractice and these tools are developing continually. However, they do not identify plagiarism of another student's work. In these cases, unusual changes in standard, performance or use of language should also be considered and explored.
- Consult with the Course Leader, Head of Department, other staff within the department and other subject staff who also teach the student, to assess any unusual submissions or concerns.

#### 3.2. Establishing malpractice

- If the teacher has evidence that a student has, or is likely to have, submitted work that they have not personally and independently generated, the member of staff and student should meet to discuss the submission. Such a meeting is likely to also involve the Head of Department (HoD).
- It is the responsibility of the teacher to carry out a check using relevant technological tools, such as search engines, Turn-It-In (for plagiarism) and Ouriginal (for A.I.). The student's permission is not required. If the check suggests that malpractice has taken place, then there are the options of:
  - A. resubmission within 72 hours
  - B. not submitting the work to the exam board
- In the event of two students submitting similar work, the Department will need to make a judgement initially on who is the plagiariser. Interviews must take place with both students as there are penalties that can be imposed on students who have allowed their work to be copied.
- Common indicators of concern are:
  - i. Inconsistent spelling and structure throughout the coursework and between works the student has previously submitted.
  - ii. The standard of the student's coursework completed under supervision or in lessons does not match the standard of the coursework submission.
  - iii. The student's oral contributions about the coursework demonstrate mismatching, limited or no understanding of the content they have submitted.

#### 3.3. If a student admits malpractice

- Coursework may be modified by the student, with acknowledgements, within a time frame (usually 72 hrs) set by the Department.
- In the instance of two students submitting the same work (or parts of) the HoD must be involved in a decision about whether allowing a resubmission is appropriate. Where possible this should be allowed within a specified time frame of up to 72 hours.
- Parents and carers should be kept informed of all eventualities.
- In the case of one student copying the work of another, if the copying student admits plagiarism, the parents/carers of the student whose work was copied need not be notified, but the student should be made aware that they had jeopardized their own accreditation for the qualification.

### **3.4. If malpractice is denied**

- If the member of staff agrees with the student's explanation, no further action should be taken.
- If the member of staff has continuing doubts about the authenticity of the submitted work, which is not resolved through the interview with the student, the student must be told that there is a doubt over the authenticity of the work. They should be made aware of what will happen next, the possible consequences and that further investigation will take place. The member of staff and HoD should then initiate a Formal Investigation.
- If two or more students' work had been copied and none of the students admit who copied who, then all parents should be notified of the situation and their support should be sought in ascertaining who has plagiarised.

## **4. Formal Investigation**

The Exams Office and Head of Faculty (HoF) must be informed.

### **4.1. If irrefutable evidence of malpractice exists**

- The member of staff should not submit the work to the awarding body. This decision must be made in consultation with the HoD and HoF. In doing this there must be clear evidence indicating malpractice and a short, written statement needs to be made by the member of staff which documents the reasons for non-submission. The student must be made aware that the member of staff has an obligation to our exam boards which prevents them from colluding with malpractice and reminded of the possible consequences that the awarding body may impose.

### **4.2. If malpractice is evidenced through the teacher's professional judgement**

- The member of staff should present their judgements and evidence to the HoD and HoF. A decision will then be jointly made by the three members of staff.
- If malpractice is discounted, then no further action is taken.
- If the panel of three staff members judges that the student has submitted work which is not their own, a short, written statement needs to be made evidencing reasons for the judgement and subsequent non-submission to the exam board.
- The student must be made aware of the decision. There is also the opportunity for the student to provide a written statement.

### **4.3. Copied work**

- In cases where more than one student has submitted the same work and none of the students admit who copied whom, and parents'/carers' involvement has not resolved the matter, then all students should be treated in the same way.

## **5. Exam Board Submission**

- Where malpractice has been confirmed by the college, irrefutably or via professional judgement, the Exams Office will then follow the Awarding Body procedures for the relevant course, qualification and piece of coursework/NEA, submitting all evidence to them. Final decisions will then be made by the Awarding Body.
- If the student has not signed the declaration of authentication, the college need not report the malpractice to the appropriate Awarding Body - the college can resolve the matter internally, prior to the signing of the declarations.
- If malpractice is detected and the student has already signed the declaration of authentication, the case must be reported to the Awarding Body. The procedure is detailed in JCQ General and vocational qualifications suspected malpractice in examinations and assessments policies and

procedures and the reporting should be completed through the exams office.

## **6. Appeals**

The student has the right appeal via the college's internal appeals procedures or via the Awarding Body procedures, depending on the timing, course, qualification and specific piece of coursework. In this instance, full details of the appeals procedures will be sent to the student.

**APPENDIX 5: Exams Archiving Procedures**

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
<b>Exam stationery</b>	Additional writing booklets	When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. Otherwise, it must be stored securely. [Reference <a href="#">ICE 4</a> and <a href="#">ICE 23</a> ]	Confidential waste/shredding
<b>Examiner reports</b>		To be immediately provided to head of department as records owner.	
<b>Finance information</b>	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
<b>Invigilation arrangements</b>	See <i>Exam room checklists</i>		Confidential waste/shredding
<b>JCQ publications</b>	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Recycled
<b>Moderator reports</b>		To be immediately provided to head of department as records owner.	
<b>Non-examination assessment signed declaration forms</b>	The forms that candidates sign to confirm the work they submit for assessment is their own work <i>and</i> the forms that teachers sign to confirm that the work is solely that of the candidate concerned, the work was completed under required conditions, and signed candidate declarations are kept on file	To be retained for JCQ inspection purposes until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.  [Reference Instructions for conducting non-examination assessments 2016-2017 4.6]	Confidential waste/shredding
<b>Overnight supervision information</b>	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference GR 5.10]	Confidential waste/shredding
<b>Post-results services: confirmation of candidate consent information</b>	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference <a href="#">PRS 6</a> , appendix A and B]	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
<b>Post-results services: requests/outcome information</b>	Any hard copy information relating to a post- results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	For at least six months following the outcome of the enquiry or any subsequent appeal	Confidential waste/shredding
<b>Post-results services: scripts returned from ATS service</b>	Copy or original exam scripts returned to the centre by the awarding body.	Where scripts are retained by the centre, they must be securely stored (including any electronic versions) and not edited in any way or disposed of until after the awarding body deadline. [Reference <a href="#">PRS 8</a> ]	Confidential waste/shredding
<b>Private candidate information</b>	Any hard copy information relating to private candidates' entries.	Can be disposed as long as electronic records exist.	Confidential waste/shredding
<b>Proof of postage – candidate work</b>	Proof of postage of sample of candidates' work to awarding body moderators.	Securely retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Recycled or confidential waste/shredding depending on whether includes candidate information.
<b>Resolving clashes information</b>	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	As long as useful	Confidential waste/shredding
<b>Results information</b>	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum. 10 years with the consent of the student for personal and academic references. [Reference <a href="#">Information Management Toolkit for Schools</a> page 52, BHASVIC Data Protection Policy page 7]	Confidential waste/shredding
<b>Seating plans</b>	Plans showing the seating arrangements of all candidates for every exam taken.	To be kept until the deadline for EARs and the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference <a href="#">ICE</a> ]	Confidential waste/shredding
<b>Special consideration information</b>	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results. [Reference	Confidential waste/shredding

<b>Record type</b>	<b>Record(s) description (where required)</b>	<b>Retention information/period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Suspected malpractice reports/outcomes</b>	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Securely retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding
<b>Transfer of credit information</b>	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential waste/shredding
<b>Transferred candidate information</b>	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential waste/shredding
<b>Very late arrival reports/outcomes</b>	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	Securely retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding
<b>Access arrangements information</b>	Any hard copy information kept by the Exams Office (EO) relating to an access arrangement candidate.	To be returned to Study Support as records owner at end of the candidate's final exam series or, if superfluous copies, disposed of after the candidate has left BHASVIC.	Confidential waste/shredding
<b>Attendance register copies</b>		To be retained until the deadline for Enquiries About Results (EARs) or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding
<b>Awarding body administrative guides/manuals</b>	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Recycled



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
<b>Candidates' work</b>	Non-examination assessment work (including controlled assessment/coursework) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiries/appeals or malpractice investigations for the exam series. [Reference GR 3.14]	Returned to candidates or safe disposal
<b>Certificates</b>		Cannot be withheld from candidates under any circumstances, including non-payment of fees Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. BHASVIC tends to keep them for a minimum of 5 years. [Reference GR 5.14]	Confidential waste/shredding
<b>Certificate destruction information</b>	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction. [Reference GR 5.14]	Confidential waste/shredding
<b>Certificate issue information</b>	A log of certificates that have been issued/posted to candidates.	Keep for a minimum of 5 years. [Reference GR 5.14]	Confidential waste/shredding
<b>Confidential materials delivery logs</b>	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	Retain until results day.	Confidential waste/shredding
<b>Confidential materials tracking logs</b>	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	Retain until results day.	Confidential waste/shredding
<b>Dispatch logs</b>	Proof of dispatch of exam script packages to awarding body examiners covered by the <a href="#">DfE (Standards &amp; Testing Agency) yellow label service</a>	Until results are published, in case of loss and damage. [Reference ICE]	Recycled
<b>Entry information</b>	Any hard copy information relating to candidates' entries.	As long as useful to organization of exams period	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
<b>Exam question papers</b>	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed. [Reference <a href="#">ICE</a> and <a href="#">GR 5, 6</a> ]	Confidential waste/shredding
<b>Exam room checklists</b>	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference <a href="#">ICE</a> ]	Confidential waste/shredding
<b>Exam room incident logs</b>	Logs recording any incidents or irregularities in exam rooms.	To be sent to the relevant awarding body. [Reference <a href="#">ICE</a> ]	
<b>Exam scripts</b>	The completed examination papers	Must be despatched immediately: on the same day or, if that is not possible, must be secured overnight and then dispatched next morning. Must not be copied in any way before sending.	

**APPENDIX 6: Non-Examined Assessments - Risk Management Table**

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>Task setting</b>		
<b>Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online</b>	<p>Awarding body key date for accessing / downloading set task noted prior to start of course</p> <p>Awarding body contacted to request direct email of task details</p> <p>IT systems checked prior to key date</p> <p>Alternative/backup IT system available to gain access to task</p>	<p>Head of Department (HOD)</p> <p>HOD. May contact Exams Manager (EM) for help.</p> <p>Network Manager (NM)</p> <p>NM</p>
<b>Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification</b>	<p>Ensure that subject teachers access awarding body training information, practice materials etc.</p> <p>Maintenance of records that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p>	<p>HOD and Subject Teachers (STs)</p> <p>HOD</p>
<b>Candidates do not understand the marking criteria and what they need to do to gain credit</b>	<p>A simplified version of the awarding body's marking criteria described in the specification is produced for candidates</p> <p>Ensure candidates confirm/record they understand the marking criteria and these records are kept</p>	<p>HOD</p> <p>HOD &amp; ST</p>
<b>Subject teacher long term absence during the task setting stage</b>	<p>The Exams Manager to liaise with Faculty Head/Acting Head of Department to ensure adherence to all necessary deadlines.</p> <p>The Faculty Head to liaise with other teaching staff/substitute teacher to ensure standard and consistency is maintained.</p>	<p>EM &amp; HOD</p> <p>HOD</p>
<b>Issuing of tasks</b>		
<b>Task for legacy specification given to candidates undertaking new specification</b>	<p>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	<p>HOD &amp; ST</p> <p>HOD &amp; EM</p>
<b>Awarding body set task not issued to candidates on time</b>	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information (Syllabus) issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	<p>HOD</p> <p>HOD &amp; ST</p> <p>HOD</p>
<b>The wrong task is given to candidates</b>	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	<p>HOD. May contact EM for help.</p> <p>HOD &amp; EM</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>Subject teacher long term absence during the issuing of tasks stage</b>	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	HOD
<b>Task taking</b>		
<b>Supervision</b>		
<b>Planned assessments clash with other centre or candidate activities</b>	Assessment dates/periods included in centre wide calendar	Deputy Principal (DP) or other member of Senior Management Team (SMT)
<b>Rooms or facilities inadequate for candidates to take tasks under appropriate supervision</b>	Appropriate rooms and IT facilities allocated for tasks CC informed of requirements with sufficient forewarning Staggered sessions arranged were IT facilities insufficient for number of candidates	Curriculum Coordinator (CC) HOD HOD & CC
<b>Insufficient supervision of candidates to enable work to be authenticated</b>	Confirm subject teachers are aware of and follow the current JCQ Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	HOD HOD
<b>A candidate is suspected of malpractice prior to submitting their work for assessment</b>	Instructions and processes in the current JCQ publication Instructions for conducting non- examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	HOD & EM HOD, EM, & SMT
<b>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</b>	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate.	Head of Study Support (HSS)
<b>Advice and feedback</b>		
<b>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</b>	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work	HOD HOD HOD ST

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</b>	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	<p>HOD</p> <p>HOD</p> <p>HOD</p> <p>ST</p>
<b>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</b>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	<p>HOD, EM, &amp; SMT</p> <p>HOD</p> <p>EM &amp; SMT</p>
<b>Candidate does not reference information from published source</b>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non- examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>ST</p> <p>ST</p> <p>ST &amp; HOD</p>
<b>Candidate does not set out references as required</b>	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non- examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>ST</p> <p>ST</p> <p>ST</p>
<b>Candidate joins the course late after formally supervised task taking has started</b>	<p>A separate supervised session(s) is arranged for the candidate to catch up.</p>	<p>HOD &amp; ST</p>
<b>Candidate moves to another centre during the course</b>	<p>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</p>	<p>HOD &amp; EM</p>
<b>An excluded pupil wants to complete his/her non-examination assessment(s)</b>	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</p> <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate.</p>	<p>HOD &amp; EM</p> <p>HOD, EM, &amp; SMT</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>Resources</b>		
<b>A candidate augments notes and resources between formally supervised sessions</b>	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	<p>ST &amp; HOD</p> <p>ST &amp; HOD</p> <p>ST &amp; HOD</p>
<b>A candidate fails to acknowledge sources on work that is submitted for assessment</b>	<p>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p> <p>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</p>	<p>ST</p> <p>ST</p> <p>ST</p>
<b>Word and time limits</b>		
<b>A candidate is penalised by the awarding body for exceeding word or time limits</b>	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood</p>	<p>HOD</p> <p>ST</p> <p>ST &amp; HOD</p>
<b>Collaboration and group work</b>		
<b>Candidates have worked in groups where the awarding body specification states this is not permitted</b>	<p>Records confirm the awarding body specification has been checked to determine if group work is permitted</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	<p>HOD</p> <p>HOD &amp; EM</p>
<b>Authentication procedures</b>		
<b>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</b>	<p>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</p> <p>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</p> <p>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</p>	<p>HOD</p> <p>ST &amp; HOD</p> <p>ST &amp; HOD</p>
<b>Candidate plagiarises other material</b>	<p>The candidate's work is not accepted for assessment</p> <p>A mark of zero is recorded and submitted to the awarding body</p>	<p>HOD &amp; EM</p> <p>HOD &amp; EM</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>Candidate does not sign their authentication statement/declaration</b>	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	HOD
	Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments	ST
	Declaration is checked for signature before accepting the work of a candidate for formal assessment	HOD
<b>Subject teacher not available to sign authentication forms</b>	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	EM & HOD
<b>Presentation of work</b>		
<b>Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment</b>	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	ST
<b>Keeping materials secure</b>		
<b>Candidates work between formal supervised sessions is not securely stored</b>	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	HOD
	Regular monitoring ensures subject teacher use of appropriate secure storage	HOD
<b>Adequate secure storage not available to subject teacher</b>	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course	HOD
	Alternative secure storage sourced where required	SMT & HOD
<b>Task marking – externally assessed components</b>		
<b>A candidate is absent on the day of the examiner visit for an acceptable reason</b>	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate	EM
	If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	EM
<b>A candidate is absent on the day of the examiner visit for an unacceptable reason</b>	The candidate is marked absent on the attendance register	HOD & EM
<b>Task marking – internally assessed components</b>		

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>A candidate submits little or no work</b>	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body	HOD
	Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	HOD
<b>A candidate is unable to finish their work for an unforeseen reason</b>	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work	HOD
<b>The work of a candidate is lost or damaged</b>	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	HOD & EM
<b>Candidate malpractice is discovered</b>	Instructions and processes in the current JCQ publication Instructions for conducting non- examination assessments (chapter 9 Malpractice) are followed	HOD & EM
	Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed	HOD & EM
	Appropriate internal disciplinary procedures are also followed	HOD, EM, & SMT
<b>A teacher marks the work of his/her own child</b>	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course	HOD & EM
	Marked work of said child is submitted for moderation whether part of the sample requested or not	HOD & EM
<b>An extension to the deadline for submission of marks is required for a legitimate reason</b>	Awarding body is contacted to determine if an extension can be granted	EM & HOD
	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	EM & HOD
<b>After submission of marks, it is discovered that the wrong task was given to candidates</b>	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	EM & HOD



Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
<b>A candidate wishes to appeal the marks awarded for their work by their teacher</b>	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body	HOD
	Records confirm candidates have been informed of their marks	HOD
	Candidates are informed that these marks are subject to change through the awarding body's moderation process	HOD
	Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks	EM & HOD
	Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body	EM
<b>Deadline for submitting work for formal assessment not met by candidate</b>	Records confirm deadlines given and understood by candidates at the start of the course	HOD
	Candidates confirm/record deadlines known and understood	ST
	Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met	EM
	Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate	HOD
<b>Deadline for submitting marks and samples of candidates work ignored by subject teacher</b>	Internal/external deadlines are published at the start of each academic year	HOD
	Reminders are issued through senior leaders/subject heads as deadlines approach	HOD
	Records confirm deadlines known and understood by subject teachers	HOD
	Where appropriate, internal disciplinary procedures are followed	HOD & SMT
<b>Subject teacher long term absence during the marking period</b>	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	EM