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**St. Crispin's**  
Excellence for all



## St Crispin's School Procedure

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### Exam and Controlled Assessment Procedures

Version Number	Date Created	Changes or reason for Update	Date Approved
V1	March 2015	First Issue	March 2015
V2	June 2015	General Amendments	June 2015
V3	October 2015	General Amendments	October 2015
V4	March 2016	General Amendments	March 2016
V5	February 2017	Employer Engagement	March 2017
V6	January 2018	Internal Assessment and general amendments	March 2018
V7	October 2018	Addition of Non-Examination Assessment procedures	November 2018

Next Review of this Procedure is due 11/2019

## ***Glossary***

ATS	Access to Scripts
BCS	British Computer Society
BTEC	Business and Technology Education Council – a Technical Award from Pearson's
CIE	Cambridge International Examinations
EAR	Enquiries about results
ECDL	European Computer Driving Licence
GCSE	General Certificate of Secondary Education
JCQ	Joint Council for Qualifications
NCFE	Northern Council for Further Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
V Cert	Vocational Qualification – a Technical Award from NCFE

The purpose of this exams procedures is:

- to ensure the planning and management of exams and controlled assessments is conducted efficiently and in the best interests of Candidates.
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre to read the exam and controlled assessment processes, understand, and implement the procedures.

The exams procedures will be reviewed every year.

The exams procedures will be reviewed by the Deputy Head (Curriculum), Deputy Head (Exams), Exams Officer, SENCO and BTEC Co-ordinator.

Where references are made to JCQ, CIE, BTEC, NCFE and BCS regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk), [www.cie.org.uk](http://www.cie.org.uk), <http://qualifications.pearson.com>, [www.ncfe.org.uk](http://www.ncfe.org.uk) and [www.bcs.org.uk](http://www.bcs.org.uk)

## ***Exam Responsibilities***

### **The Head of Centre:**

- has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments* and other awarding bodies.

### **Exams Officer<sup>1</sup>:**

- manages the administration of internal exams and external exams
- advises the Senior Leadership Team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution to all centre staff and Candidates, of an annual calendar for all exams in which Candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that Candidates and their parents/carers are informed of and understand those aspects of the exams timetable that will affect them.
- supports teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ and other awarding body guidelines, particularly with deadlines.
- provides and confirms detailed data on estimated entries.
- Organises the annual training and observation of invigilators for ECDL and other awarding bodies.
- maintains systems and processes to support the timely entry of Candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publications for Access arrangements, reasonable adjustments and special consideration.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- manages the exams invigilator including the recruitment, training, and monitoring of invigilators responsible for the conduct of exams.
- ensures Candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results (including remarks) and certificates to Candidates and forwards, in consultation with SLT, any post results service requests.
- maintains the necessary documentation for external audits.

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<sup>1</sup> This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

**Heads of Department** are responsible for:

- guidance and pastoral oversight of Candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets, within given deadlines.
- maintains the necessary documentation for external audits.

**Teachers** are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the Head of Department and the Exams Officer.

**Special Educational Needs Coordinator (SENCO)** is responsible for:

- identification and testing of Candidates' requirements for access arrangements/reasonable adjustments and notifying the Exams Officer in good time so that they are able to process any necessary applications in order to gain approval (if required).
- working with the Exams Officer to provide the access arrangements required by Candidates in exams rooms.

**Invigilators** are responsible for:

- assisting the Exams Officer in the efficient running of exams according to JCQ and other awarding body regulations.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.
- A Teacher at this school cannot also be an invigilator

**Candidates** are responsible for:

- Checking provisional timetables and to advise the Exams Officer of any errors or omissions, if appropriate.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ and other awarding body regulations.

## **1. Qualifications Offered**

The qualifications offered at this centre are decided by the Senior Leadership Team in consultation with Heads of Department.

The types of qualifications offered are GCSE's, A Level's, V-Certs, BTEC's, CTEC's, Level 2 Cambridge Nationals, Extended Project and other Level 2 Certificates.

The subjects offered for these qualifications in any academic year may be found in the schools Sixth Form prospectus, Year 9 options booklet and on the school's website.

For any change in specification or change in qualification, all Heads of Department must seek approval from the Headteacher.

Informing the Exams Officer and Data Manager of changes to a specification is the responsibility of the Head of Department.

Decisions on whether a Candidate should be entered for a particular subject will be taken by the Head of Department in consultation with classroom teachers and must be approved by the Headteacher.

## **2. Exam Series**

External and Internal exams (Pre-Public Exams for KS4 and Post 16) and assessments are scheduled in the Whole School Calendar. KS3 internal exams will be scheduled when the full exam timetable for the summer is available.

Internal exams (Pre-Public Exams) are held under external exam conditions.

The timing of any external online exam will be arranged between the Head of Department and the Exams Officer.

## **3. Exam Timetables**

Once confirmed, the Exams Officer in consultation with the Deputy Head (Exams) will circulate the exam timetables for internal and external exams at a specified date before each exam series begins.

## **4. Entries, entry details and late entries**

*Candidates or parents/carers cannot directly request to the Exams Officer a subject entry, change of level or withdrawal. Any request must be through and approved by the Head of Department.*

The centre does not accept entries from private Candidates.

The centre does not act as an exams centre for other organisations.

Entry deadlines are circulated to Heads of Department via email.

Heads of Department will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, by the Head of Department to the Exams Officer.

GCSE, BTEC, V-CERT, Level 2 Certificate, CTEC and A Level re-sits/retakes are allowed. Please also refer to the Early Entry Statement on the schools website in relation to GCSE's.

Re-sit decisions will be made by Heads of Department in consultation with the Exams Officer, and if appropriate the Head of Sixth Form and must be approved by the Headteacher.

## **5. Exam Fees**

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

The Exams Officer will publish the deadline for action well in advance for each exams series.

GCSE, BTEC, V-CERT, Level 2 Certificate, CTEC and A Level entry exam fees are paid by the school.

Late entry, re-sit fees or amendment fees are paid by the department requesting changes (through capitation) or parents/carers, if it is at their request. Changes to entry for Pupil Premium students can be funded through the PP budget on authorisation of the Assistant Head (Pupil Premium).

## **6. Equality Legislation**

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide Candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. In particular, reference should be made to the JCQ Instructions for Conducting Examinations, page 44, 'Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations'. Please see Appendix 4.

This is the responsibility of the Exams Officer.

## **7. Access Arrangements**

The SENCO will inform subject teachers of Candidates with special educational needs and any special arrangements the requirements individual Candidates will need during the course and in any assessments/exams.

A Candidate's access arrangements requirement is determined by the SENCO.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the classroom teacher and the SENCO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO and the Exams Officer.

Rooming for access arrangement Candidates will be arranged by the SENCO and the Exams Officer.

Invigilation and support for access arrangement Candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENCO and the Exams Officer. For all controlled assignments, teaching staff are responsible for ensuring that any student entitled to access arrangements should receive them.

## **8. Contingency Planning**

Contingency planning for exams administration is the responsibility of the Deputy Head (Exams).

Contingency plans are available via the school intranet and are in line with the guidance provided by Ofqual, JCQ and awarding organisations. Please see Appendix 1.

## **9. Private Candidates**

The centre does not accept entries from private Candidates.

## **10. Estimated Grades**

Heads of Department are responsible for submitting estimated grades to the Exams Officer when requested by the Exams Officer.

## **11. Managing Invigilators**

Agencies or External staff will not be used to invigilate examinations. Only the schools employed staff will be used. Invigilators will be used for internal exams and external exams.

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

Securing the necessary Disclosure and Baring Service (DBS) clearance for new invigilators is the responsibility of the Business Manager. DBS fees for securing such clearance are paid by the centre.

Invigilators rates of pay are set by the Headteacher, following Local Authority guidelines.

Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer and the Assistant Head (Safeguarding).

The Exams Officer is responsible for the observation of invigilators.

## **12. Malpractice**

The Head of Centre in consultation with the Deputy Head (Exams) is responsible for investigating suspected malpractice.

All incidents of malpractice must only be reported to the Deputy Head (Exams) and the Headteacher in the first instance.

## **13. Exam Arrangements**

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery, and materials available to the invigilator.

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

The Exams Officer or an Invigilator will start and finish all exams in accordance with JCQ and other awarding body guidelines.

Subject staff may be present at the start of the exam to assist with identification of Candidates. Any staff present must be in accordance with the rules defined by JCQ and other awarding bodies concerning who is allowed and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ and other awarding body guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department in accordance with JCQ's and other awarding body recommendations.

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

Please see Appendix 1.

## **14. Candidates**

The Exams Officer will provide JCQ documents, guidance and information to Candidates in advance of each exam series. A formal briefing session for Candidates will be given by the



Head of Year through a weekly assembly, with details of JCQ documents the school website and in the Final Countdown Booklet.

The School's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the School accepts no liability for their loss or damage.

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

Disruptive Candidates are dealt with in accordance with JCQ and other awarding body guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer.

Note: Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. e.g. to go to the toilet or to use a medical time out card.

The Exams Officer is responsible for handling late or absent Candidates on the day of an exam, with the support of SLT to check each exam venue.

### ***15. Clash Candidates***

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### ***16. Special Consideration***

Should a Candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, or otherwise disadvantaged or disturbed during an exam, then it is the Candidate's responsibility to alert the Exams Officer to that effect.

The Candidate must support any special consideration claim with appropriate evidence within the necessary time laid down by JCQ or other awarding bodies.

The Exams Officer will make a special consideration application to the relevant awarding body as soon as possible.

### ***17. Alternative Sites for the Conduct of Examinations***

The School will notify the JCQ Centre Inspection Service (using the JCQ Alternative Site form) for any students that will be sitting an exam at an address other than the school. The school will adhere to the conditions set out in 'The Instructions for controlled exams' (ICE) which is released yearly.

## **18. Non-Examination Assessment**

All teaching staff will abide by the current non-examination assessment procedures as set out in appendix 2 from JCQ and conditions set by each relevant examination body.

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The Business Manager will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office or given directly to the exam boards online by the Heads of Department. The Exams Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the School's Internal Appeals Procedure (IAP) document. Please see Appendix 3.

For any BCS qualification, the Candidates have the right to appeal to the awarding body.

## **19. BTEC Employer Involvement**

Each Level 3 BTEC area will ensure a learning experience that enables individual learners to have realistic opportunities to participate in appropriate employer engagement activities that enhance their programme of study. Work related learning is a desirable element for all BTEC units and the school recognises that it is an enrichment activity that maximises the opportunities for applied learning and provides opportunity for an enhanced learning experience and support the development employability skills in all learners.

Each Level 2 or 3 BTEC area will ensure that the following is included in the delivery of their programme of study:

BTEC Animal Care will ensure that all learners gain the following experiences, including but not limited to:

- Visits from welfare organisations such as the RSPCA to talk about the role of an RSPCA inspector
- Visit to Bristol Zoo to speak to Zoo keepers and their job and visits by local herpetologists to discuss animal care and the pet trade
- Visits by local veterinarians and veterinary nurses to discuss career paths and qualifications required to become a veterinary nurse

BTEC Health and Social care will ensure that all learners:

- Go on work experience
- Attend lectures from guest speakers
- Visit at least 3 different working environments linked to the Health and Social Care programme of Study.

BTEC Sports will ensure that all learners:

- Plan and deliver an activity to KS3 learners
- Support the planning and organisation of the school Sports day
- Support in the administration and organisation of fixtures for lower school.

- Shadow sports personnel in a local health centre
- Engage in activities in school part delivered by a local health centre.

BTEC Engineering will ensure that all learners:

- Attend lectures from guest speakers in a local industry
- Take part in STEM day at school delivered by industrialist
- Ensure that there is an opportunity to visit at least one mechanical and one electrical manufacturing environment to gain a fuller understanding of health and safety regulations

BTEC Applied Science will ensure that all learners:

- Attend lectures from guest speakers at Syngenta
- Ensure that there is an opportunity to visit at least one manufacturing environment to gain a fuller understanding of Science in the real world
- Promote opportunities to attend universities residential visits organised by the Smallpiece Trust

## **20. Results**

Candidates will receive individual result slips on results days,

- in person at the School. Candidates must sign and date the release form.
- by post to their home address - Candidates to have requested this in advance and to have provided a self-addressed envelope
- by email – Candidates to have requested this in advance
- to parents/carers – Candidates to have requested this in advance
- collected and signed for – at a date later than the original results day.

The timings of the results days are:

- Second Thursday in August Year 13 A Level - 8am to 11am
- Second Thursday in August Year 12 A Level – 9am to 11am
- Third Thursday in August Year 11 GCSE - 9am to 11am
- Third Thursday in August Year 10 GCSE – 10am to 11am

The results slip will be in the form of a document produced on school letter headed paper and will present the full range of results for KS4 or KS5, as appropriate.

Arrangements for the centre to be open on results days are made by the Deputy Head (Exams) and the Exams Officer.

## **21. Enquiries about Results (EAR)**

EARs may be requested by centre staff or the Candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the Candidate, a

request for a re-moderation of internally assessed work may be submitted without the consent of the group of Candidates.

The cost of EARs will be paid by the School, if requested by the School and the Candidate/parent/carer, if requested by the Candidate. Payment should be made in advance before the EAR is made.

Details of how to make an EAR are available for Candidates and parents/carers with their results and on the School's Website. The Exams Officer and/or Head of Department should make clear the potential outcomes of any EAR.

All decisions on whether to make an application for an EAR will be made by the Exams Officer in conjunction with Head of Department and/or the SLT Line Manager for that department and/or the Sixth Form Leadership Team. The only exception to this will be for Year 13 priority marks where a Head of Department may not be able to be contacted during the holiday period.

If a Candidate's request for an EAR is not supported, the Candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Officer following the JCQ and other awarding body guidance. In particular for the BCS qualifications the learner has the right to submit an appeal directly to BCS. Learner appeals must be made within 20 days of the date of the assessment and will incur a fee of £10. This fee will be refunded if the Learner's result improves following the Appeal. Appeals should be sent to [qualifications@bcs.uk](mailto:qualifications@bcs.uk)

On receipt of remark results, the Exams Officer will email the Candidate, Head of Department, Data Manager and all SLT, with the original exam board communication and an indication of the remark has been successful or not.

## **22. Access to Scripts (ATS)**

After the release of results, Candidates may ask the Exams Officer to request the return of priority scripts within 7 days of the receipt of results.

Heads of Departments may also request scripts for investigation or for teaching purposes. For the latter, the consent of Candidates must be obtained. This should be paid through department capitation.

Re-marks cannot be applied for once an original script has been returned.

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

Information for Candidates to request resits, remarks and recalling scripts will be found on the school website.

## **23. Certificates**

Candidates will receive their certificates

- in person at the centre – Candidates to sign and date the release form
- by post to their home address - Candidates to have provided a self-addressed envelope in advance
- by being collected on behalf of a Candidate by third parties, provided they have written authority from the Candidate to do so, and bring suitable identification with them that confirms who they are.

The centre is under a legal obligation to hold certificates for 1 year.

A replacement certificate will not be issued by an awarding organisation. A transcript of results may be issued if a Candidate agrees to pay the costs incurred.

If a Candidate should gain a qualification before the end of the Key Stage or the end of their compulsory education, the Exams Officer will retain the certificate until the end of the Key Stage.

## Examination Contingency Plan

- Name labels put out the day before where possible (by Exams Officer)
- Take papers and other paperwork down to gym
- Distribute papers on desks and sort out papers for other rooms
- Remember empty desks, extra time cards and specific exam stationery
- Check for any erratum notices
- De-brief invigilators
- Send invigilators (according to plan)

Incident	Action	Person Responsible
<b>Invigilator does not arrive</b>	Phone call to invigilator. If unable to attend, contact the office.	Exams Officer
<b>Candidate is absent from exam</b>	Contact office to telephone parents/carers immediately.	Exams Officer/SLT/SENCO
<b>Candidate Arrives Late to an exam</b>	If the Candidate arrives less than an hour after the start time and the exam has not yet ended, they may sit the exam and take the full allocated time.	Exams Officer
<b>Candidate entered for incorrect exam/not entered for exam</b>	Contact Subject Leader/Teacher to confirm Make changes to registers Make note to Exams Officer to send amendment to exam board.	Exams Officer
<b>Candidate arrives with an injured hand on day of exam</b>	Contact SENCO to arrange access arrangement for Emergency Scribe. Allocate a separate room for Candidate and scribe SENCO to make temporary JCQ application	Exams Officer/SENCO
<b>Candidate taken ill during examination</b>	Invigilator to inform Exams Officer. Apply to awarding body for Special Consideration	Exams Officer
<b>Suspected Malpractice in the exam room</b>	Candidate may continue with exam. Inform Exams Officer. Invigilator to complete a statement. Malpractice forms sent to Awarding Body.	Exams Officer and Head of Centre

Incident	Action	Person Responsible
<b>Fire Bell during the exam</b>	Candidates should evacuate the exam room immediately and meet Exams Officer outside Drama Studio in School Playground. Candidates should not communicate with each other and remain under exam conditions Full working time set for the exam should be given. Headteacher to be informed during the fire alarm that an exam is in place Exams Officer to send report to Awarding Body	Exams Officer/Invigilator(s)
<b>Mass illness of candidates Irreparable power failure to whole school</b>	Contact Awarding Body Arrangement with Leisure Centre	Exams Officer/SLT
<b>Incident resulting in exam room being uninhabitable.</b>	Use Alternative accommodation if possible.	Exams Officer
<b>Major incident resulting in whole school closure (e.g. Fire, Flood, Building Collapse)</b>	Contact Awarding Body Arrangement with Leisure Centre	SLT/Exams Officer
<b>National Incident affecting exams</b>	JCQ will inform the Centre/School if the national contingency day will be used. In 2019 this date is 26 <sup>th</sup> June.	SLT/HOY to inform cohort of the day and its possible use.
<b>Exams Officer and Exam Assistant absent on day of exams.</b>	School Business Manager with Deputy Head (Exams) to make exam decisions. Lead Invigilator to lead exams	School Business Manager and Deputy Head (Exams) Lead Invigilator
<b>Exams Officer and Exam Assistant absent on day of exams.</b> <b>Access to exam scripts &amp; attendance registers</b> <b>Locked exam Cupboard</b>	School Business Manager to open exam cupboard and remove relevant exam scripts and registers on advice from Deputy Head (Exams) and Lead Invigilator.	School Business Manager and Lead Invigilator

Incident	Action	Person Responsible
<b>Sending Scripts</b>	If EO/ Assistant are due to return the next day scripts should be carefully counted and put in a sealed script bag in the exam cupboard. If they are absent for longer the scripts should be sent using the yellow label provided. This must be entered in the Parcel Force Log Book by Lead Invigilator under supervision of School Business Manager.	Lead Invigilator/School Business Manager
<b>Failure to issue results (IT / Power Failure)</b>	Contact Awarding Bodies/ Site manager/ IT support to repair fault. Make arrangement with local school to access and issue results.	Exams Officer/SLT

### Useful Contact Information

- AQA <http://aqa.org.uk>
- Pearson <http://qualifications.pearson.com/>
- OCR <http://www.ocr.org.uk/>
- WJEC <http://www.wjec.co.uk/>
- JCQ (Joint Council for Qualifications) <http://www.jcq.org.uk/>
- Ofqual

(Office of Qualifications and Examinations Regulation) <http://www.gov.uk/ofqual>

- DfE (Department for Education) <http://www.gov.uk/df>
- UCAS

(Universities and Colleges Admissions Service) <http://www.ucas.com/>



## **1. Non-examination assessments: the basic principles**

### What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

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

- task setting;
- task taking;
- task marking.

### How does JCQ monitor the management of non-examination assessments in centres?

The JCQ requires each centre to have a non-examination assessment policy in place:

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

A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose. The policy will need to cover all types of non-examination assessment.

Additionally, each centre must have available for inspection an internal appeals procedure relating to internal assessment decisions.

### Which GCE and GCSE specifications are affected?

These instructions apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

See JCQ for instructions for the endorsements – Practical Skills (GCE A-level Biology, Chemistry, Geology and Physics) and Spoken Language (GCSE English Language – England only).

For GCSE Computer Science it should be noted that whilst the programming project tasks themselves no longer contribute to the candidate's grade for 2018/2019, they are still an important part of the course and contribute to candidates' learning. Therefore, centres must continue to give candidates the opportunity (20 hours within the timetable) to complete the tasks. Centres should refer to individual awarding bodies' specifications for details. Failure to comply with the requirement will be subject to a malpractice/maladministration investigation.

See the JCQ publication Instructions for conducting examinations for the conduct of externally set GCE and GCSE Art & Design components - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

## **2. Managing non-examination assessments: task setting**

Who is involved in task setting?

**Where the awarding body is responsible for task setting**, subject-specific tasks will be provided by the awarding body.

**Where the centre is responsible for task setting**, centres may:

- select from a number of comparable tasks provided by the awarding body; or
- design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

**Where centres are responsible for task setting they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Centres must refer to the awarding body's specification.**

In A level Geography the Ofqual Subject-Level Conditions and Requirements stipulate that each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate. Centres may give general guidance but they must not provide candidates with a choice of titles or tasks from which candidates then choose.

Is it permissible to give candidates a copy of the marking criteria?

Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

## **3. Managing non-examination assessments: issuing of tasks**

When are awarding body set tasks issued to centres?

You **must** consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres.

**Teachers must take care to distinguish between:**

- requirements/tasks for legacy specifications; and
- requirements/tasks for new specifications.

What action should be taken if the wrong task is given to candidates?

The centre must make arrangements for candidates to undertake the correct task. Awarding bodies will do all they can to protect candidates' interests but in some cases it may not be possible to accept work based on the wrong task. Therefore, centres should take great care to ensure that they issue the correct task to candidates.

## **4 Managing non-examination assessments : task taking**

### 4.1 Supervision

**Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.**

Invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are **not** required.

Candidates **do not** need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres **must** always check the subject-specific requirements issued by the awarding body.

The centre **must** ensure that:

- there is sufficient supervision of every candidate to enable work to be authenticated;
- the work that an individual candidate submits for assessment is his/her own.

Work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the candidate's own. Candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

Centres **must** ensure that candidates 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 - <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

In particular, centres **must** ensure that candidates:

- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

### 4.2 Advice and feedback

As appropriate to the subject and component, centres should advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;

- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

#### What advice and feedback can I give to candidates during the task-taking stage?

Unless specifically prohibited by the awarding body's specification you may:

- review candidates' work and provide oral and written advice at a general level;
- having provided advice at a general level, allow candidates to revise and re-draft work. ]

General advice of this nature **does not** need to be recorded or taken into account when the work is marked.

If you give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then you **must** record this assistance and either take it into account when marking the work or submit it to the external examiner.

Annotation should be used to explain how marks were applied in the context of the additional assistance given. (See section 6.1).

You **must not** provisionally assess work and then allow the candidate to revise it.

In all subjects you **must not** provide any type of assistance which is explicitly prohibited in the specification. Assistance **must not** be given if there is no means to record it and to take account of it in the marking.

**Failure to follow this procedure constitutes malpractice.**

### 4.3 Resources

#### What resources are allowed?

In many subjects candidates will need to gather information from published sources when researching and planning their tasks. Candidates **normally** have unrestricted access to resources. Centres **must** refer to the awarding body's specification and/or associated documentation.

Some subjects require candidates to produce the work for assessment in formally supervised sessions. **Unless the awarding body's specification says otherwise, for all formally supervised sessions:**

- the use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes;

- access to the internet is not permitted;
- candidates are not allowed to bring their own computers or other electronic devices, e.g. mobile phones.

#### Are candidates allowed to introduce new resources between formally supervised sessions?

**No.** Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material **must** be collected and **stored securely at the end of each session (and not accessible to candidates)**:

- the work to be assessed;
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store work. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to a specific area of the centre's IT network.

#### How should sources be acknowledged?

The work submitted for assessment **must** include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources.

Guidance is given in the JCQ document Information for candidates – non examination assessments – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

#### 4.4 Word and time limits

Word limits as detailed in specifications and subject-specific documentation are for guidance only.

Centres should refer to awarding bodies' specifications as to whether time limits are mandatory.

Where limits are for guidance only centres should discourage candidates from exceeding them.

#### 4.5 Collaboration and group work

##### When is group work permitted?

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.

Where the specification permits, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Where an assignment requires written work to be produced, each candidate **must** write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the

data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Should all members of a group get the same mark?

**No.** Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

How is credit apportioned to individual candidates?

The centre is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

#### 4.6 Authentication procedures

How is candidates' work authenticated?

Teachers **must** be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

**Where required by the awarding body's specification, the following procedures apply.**

All candidates **must** sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers **must** sign a declaration of authentication after the work has been completed confirming that:

- the work is solely that of the candidate concerned;
- the work was completed under the required conditions;
- signed candidate declarations are kept on file.

**Signed candidate declarations must be kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.**

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is his/her own and has been completed under the required conditions:

- do not accept the candidate's work for assessment;
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred, or if you are unable to authenticate the work for any other reason, you must inform a member of the senior leadership team. (See section 9).

#### 4.7 Presentation of work

1 Allow candidates to word process written work. The regulations detailed in section 8 of the JCQ document Instructions for conducting examinations **do not** apply to non-examination assessments.

2 Instruct candidates to insert the following details on each page as a header or footer:

- 5 digit centre number;
- candidate number;
- component code.

3 Allow candidates to use the spell/grammar check when they are word processing.

4 Encourage candidates submitting handwritten work to use black ink and write legibly.

5 Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.

6 Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

7 Consider insuring valuable or fragile materials against loss or damage. Awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit.

8 Do not include items of real or sentimental value such as photographs or certificates.

**9 Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.**

10 Remove bulky covers and folders before work is sent for moderation or external marking.

11 Ensure that each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

#### 4.8 Keeping materials secure

##### When is secure storage of candidates' work required?

Where candidates are producing work over a period of time under formal supervision their work **must** be stored securely.

Once any work is handed in by the candidate for formal assessment it **must** be stored securely.

##### What constitutes secure storage?

Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard.

Where candidates are producing artefacts (e.g. Art and Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

#### What constitutes secure storage of digital content?

It is the centre's responsibility to keep the work that candidates have submitted securely.

Where work is stored electronically centres are required to restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy **must** be employed so that an up to date archive of candidates' evidence is maintained.

#### Are teachers allowed to take work home to mark?

Yes, provided that they take sensible precautions regarding its security.

#### When can marked work be removed from secure storage?

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for requesting a review of results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the review of results and any subsequent appeal has been completed.

Centres must remind candidates to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means. The JCQ document Information for candidates – social media should be brought to the attention of candidates - <https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>

## **5 Non-examination assessments: task marking – externally assessed components**

### 5.1 Conduct of externally assessed work

The format of external assessment will vary according to the specification and the component.

Some components, for example, may have a Visiting Examiner. Other components will require candidates' work to be despatched to an examiner or uploaded electronically. Details of the subject specific arrangements will be found in the awarding body's specification and/or administration guide.

Externally assessed components will be conducted within a window as specified by the awarding body.

### 5.2 Submission of work

Centres **must** pay close attention to the completion of the attendance register, if applicable, clearly indicating those candidates who are either present or absent. Failure to do so will



impact upon an awarding body's ability to deliver an accurate set of results. The attendance register is a key part of the process of identifying candidates present for the assessment.

A copy of the attendance register **must** be kept until the deadline for requesting a review of results has passed.

Where candidates' work needs to be despatched to an examiner or uploaded electronically, this must be completed by the date specified by the awarding body.

## **6 Non-examination assessments: task marking – internally assessed components**

### 6.1 Marking and annotation

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate **how** and **why** marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria.

#### **Annotate the work**

- Follow guidance in the relevant specification and associated subject specific documents.
- Provide evidence to support your marks. Identify the assessment criteria that have been met.
- Be clear and unambiguous.
- Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data.
- Insert annotations at the appropriate point in the work - in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

#### **Award marks**

- If some work was done in groups, award marks that reflect the contribution of each individual candidate.
- If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given and document the details.

#### **Complete documentation**

- Record the feedback and guidance that you have given.
- Enter marks in the way specified by the relevant awarding body.

### What is the correct procedure if a candidate submits little or no work?

Candidate submits no work whatsoever

- When marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero).

Candidate submits very little work

- If some work has been produced, it must be assessed against the assessment criteria. The appropriate mark must be awarded. If none of the work submitted is worthy of credit, a mark of zero must be given.

Is the centre required to tell candidates what marks they have been awarded?

Yes. The centre **must** inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking **before marks are submitted to the awarding body**.

What is the correct procedure for a candidate requesting a review of the centre's mark?

Any review must be undertaken before marks are submitted to the awarding body. Sufficient time must be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline. The review must be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. The reviewer must ensure that the candidate's mark is consistent with the standard set by the centre.

Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process.

The awarding bodies have produced a set of Frequently Asked Questions which may be found at: <https://www.jcq.org.uk/exams-office/non-examination-assessments>

What is the correct procedure where a teacher teaches his/her own child?

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

## 6.2 Internal standardisation

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked.

It is important that all teachers involved in the assessment of a component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. The following sequence is an example of good practice.

### **Obtain reference materials at an early stage in the course**

- In the first year of a new specification, participate in awarding body training.
- In subsequent years, obtain exemplar material provided by the awarding body and use your centre's own archive material.

### **Hold a preliminary trial marking session prior to marking**

- Include all the teachers involved in assessment.
- Compare standards through cross-marking a small sample of work.
- Agree a common understanding of the assessment criteria.

### **Carry out further trial marking at appropriate points during the marking period**

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

### **After most marking has been completed**

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.

### **Make final adjustments to marks prior to submission**

- If there are inconsistencies ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher responsible for internal standardisation checks the new marks.

### **Retain work and evidence of standardisation**

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work in secure storage until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later. (See section 4.8).

## 6.3 Consortium Arrangements

A consortium is a group of centres from which candidates are taught and assessed together. If your centre is part of a consortium, follow these steps.

1 Nominate a consortium co-ordinator who will liaise with the awarding body on behalf of all the centres.

2 Inform the relevant awarding body that your centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre - assessed work

Submit a separate form for each specification that is being taught and assessed jointly.

Submit a new application for each examination series.

3 Submit the form online by the published deadline.

4 Follow the procedures for internal standardisation described in section 6.2, page 17, as a consortium i.e. include all the teachers involved in assessment from all centres in the consortium.

5 Submit marks as detailed in section 6.4, page 19 of this document. Each centre in the consortium submits marks for its own candidates.

6 Submit a single sample of work for moderation as specified by the awarding body.

The awarding body will allocate the same moderator to all centres in the consortium.

If marks need to be adjusted, the adjustment will be applied across the consortium.

7 Retain all candidates' work from all the centres in the consortium until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If the consortium requests a review of moderation, the work must be available from all the centres, as the original sample will be required for a review of moderation.

#### 6.4 Submission of marks and work for moderation

1 Set internal deadlines that will allow your centre to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.

2 Follow the awarding body's instructions regarding the submission of marks. This is normally done electronically. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.

3 Submit supporting documentation required by the awarding body:

- authentication of candidates' work;
- confirmation that internal standardisation has been undertaken;
- any subject-specific information.

#### Is it possible to obtain an extension to the deadline for submission of marks?

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body. The centre must contact the awarding body as soon as possible to request an extension. The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

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

Moderation sample

- Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made.

- Moderators normally return work direct to centres but work submitted electronically is not returned.

#### Marked work

- Retain marked work under secure conditions until after the deadline for review of results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample.
- Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.

#### Extracts and exemplar work

- Awarding bodies will retain the work of some candidates for archive and standardisation purposes.
- For information on copyright please see paragraphs 6.12 to 6.19 of the JCQ publication General Regulations for Approved Centres <http://www.jcq.org.uk/exams-office/general-regulations>

### 6.6 External moderation – the process

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

#### Sample selection

- The awarding body (or moderator acting on its behalf) specifies the sample which will include work from across the range of attainment at the centre.

**It is the responsibility of centres to ensure that moderators receive the correct samples of work to review.**

#### Sample submission

- For most components, the centre submits a sample of work either to the moderator or directly to the awarding body, according to instructions.
- For some components the moderator visits the centre to mark the sample of work.

#### Sample assessment

- The moderator assesses work in the sample using the published marking criteria.

#### Mark comparison and adjustment

- Moderator marks are compared with the centre marks for the sample of work.
- The moderator may request some or all of the remaining work if he/she needs further evidence of the centre's marking.

- If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.
- If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively) the awarding body may ask the centre to re-consider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made.

#### Feedback to centres

- The final moderated marks are issued to centres electronically when results are published.
- Feedback forms are also issued to centres.

### 6.7 External moderation - feedback

#### What sort of feedback can we expect?

Feedback is intended to enable the centre to take remedial action, if necessary, before the next examination series. The feedback given is intended to be constructive, objective, supported by fact or judgement, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the component.

Feedback will cover the following aspects:

#### Centre set tasks

- Were they appropriate?
- Was there adequate coverage of the assessment objective(s)?

#### Centre assessments

- Were they accurate against the criteria and in relation to the agreed standard for the component?

#### Centre administration

- Was this satisfactory?

### 7 Access arrangements

The JCQ document Access Arrangements and Reasonable Adjustments, 1 September 2018 to 31 August 2019 provides detailed information - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Awarding bodies have developed their specifications to be compliant with equality legislation. Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre and meets the published criteria for the arrangement, a similar arrangement will normally be permitted for written examinations and non-examination

assessments. **Centres must apply for access arrangements in advance of timetabled written examinations and non-examination assessments.**

Information on the application of access arrangements in the Practical Skills Endorsement of a GCE A-level Biology, Chemistry, Geology and/or Physics specification may be found at: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-andguidance/reasonable-adjustments-for-gce-a-level-sciences-%E2%80%93-endorsement-of-practicalskills>

How can teachers prepare themselves to cater for candidates with access arrangements?

The SENCo must ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.

## **8 Special consideration and loss of work**

The JCQ document A guide to the special consideration process provides detailed information – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

### 8.1 Absence

If candidates are absent will they be eligible for special consideration?

Short-term occasional absence

The candidate was unexpectedly absent for one or more formally supervised sessions.	<b>Not eligible</b> for special consideration.  The candidate should be given an opportunity to make up the missed time.
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Absence on the day of an external examiner visit

The candidate was absent for an acceptable reason on the day of an external examiner visiting.	<b>May be eligible</b> for special consideration.  Advice <b>must</b> be sought from the awarding body at the time of the candidate's absence as to possible alternative assessment arrangements.
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Joined the course at a late stage (See section 11, for candidates who move centres)

The candidate was absent for some formally supervised sessions because he/she joined the course at a late stage.	<b>Not eligible</b> for special consideration. The candidate should be given an opportunity to make up the missed time, if feasible.
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Longer-term absence when work is being submitted in a series prior to certification

(Not applicable to linear specifications)

The candidate was absent for an acceptable reason when his/her peers undertook the assessment. There will be another assessment opportunity prior to the series in which the candidate certifies.	<b>Not eligible</b> for special consideration. The candidate should submit the assessment in a subsequent examination series.
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Longer-term absence when work is to be submitted in the certification series

The candidate was absent for acceptable reasons when his/her peers undertook the assessment and was unable to complete the work at a later date. As this is the candidate's certification series there will be no further assessment opportunity to complete the work.	<b>May be eligible</b> for special consideration provided the published criteria are met.
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What are the criteria for a candidate who has been absent to be eligible for special consideration?

- The candidate has covered the whole course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment during the certification series at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time.)
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The centre can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The centre supports the application for special consideration.

Are there any circumstances in which the awarding body will accept a reduced quantity of work?

Yes, provided that **all** the following criteria are met.

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and each required assessment objective has been covered at least once.



## 8.2 Loss of work

What are the criteria for a candidate whose work has been lost to be eligible for an adjustment?

Candidate responsible for loss

The loss is a consequence of negligence on the part of the candidate.	<b>Not eligible</b> for any adjustment.
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Centre responsible for loss

The loss is not a consequence of negligence on the part of the candidate.  The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress.	<b>May be eligible</b> for an adjustment.
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What is the procedure for requesting an adjustment for a candidate whose work has been lost?

Report the loss

Submit Form 15 – JCQ/LCW to the relevant awarding body - <https://www.jcq.org.uk/exams-office/non-examinationassessments>

**AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.**

If the work had been marked before it was lost or damaged

Submit the mark in the usual way.

Submit Form 15 – JCQ/LCW to the moderator and the awarding body by the deadline for submission of marks.

**AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.**

If the work had not been marked before it was lost or damaged

Submit an estimated mark on Form 15 – JCQ/LCW. Base the estimate on the teacher's assessment of the work actually seen.

Estimates must not be submitted on mark sheets, only on Form 15 – JCQ/LCW.

Do not attempt to estimate marks for work not seen.

Estimated marks will not normally be accepted after the issue of results.

**AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.**

If only part of the work is lost

Seek further guidance from the awarding body.

## **9 Malpractice**

Teachers **must** familiarise themselves with the JCQ document Notice to Centres - Sharing NEA material and candidates' work - <http://www.jcq.org.uk/exams-office/non-examination-assessments>

This may help to mitigate against candidate and centre malpractice.

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments: Policies and Procedures - <http://www.jcq.org.uk/exams-office/malpractice>

Candidates **must not**:

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

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

Candidates **must not** post their work on social media. They should be made aware of the JCQ document Information for candidates – Social Media - <https://www.jcq.org.uk/exams-office/information-for-candidates-documents>

Heads of centre and senior leaders **must** ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice.

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

Teaching staff **must**:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- escalate and report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to the awarding body.

### What should a centre do if it suspects malpractice?

Irregularities identified by the centre prior to the candidate signing the authentication statement (where required)

- The centre should deal with the irregularity under its own internal procedures.
- There is no requirement to report the irregularity to the awarding body. (The only exception to this is where the awarding body's confidential assessment material has been breached. The breach must be reported to the awarding body.)
- Details of any work which is not the candidate's own must be recorded on the record form.

Irregularities identified by the centre subsequent to the candidate signing the authentication statement (where required)

- The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1.
- If malpractice is found the awarding body will apply a penalty.

Irregularities identified by an examiner or moderator subsequent to the candidate signing the authentication statement (where required)

- The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

### What penalty is applied when candidate malpractice has occurred?

If a breach of the regulations on the part of the candidate is discovered **after** a candidate has signed the authentication statement, the awarding body will apply **one** of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series;
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

## Appeals against Internal Assessment of Work

### Guidance from JCQ

Produced on behalf of: AQA, CCEA, OCR, Pearson and WJEC

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

The JCQ and its awarding body members (AQA, CCEA, OCR, Pearson and WJEC) wish to remind centres that candidates must now be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

Centres must plan to complete the following activities ahead of the awarding bodies' published deadlines for the submission of marks.

The centre must:

- inform each candidate with an entry for centre assessed work of the mark(s) awarded and advise them that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment†;
- having received a request for copies of materials, promptly make them available to the candidate;
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision;
- allow sufficient time for the review to be carried out, make any necessary changes to marks and inform the candidate of the outcome, all before the awarding body's deadline;
- ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review‡;
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;
- inform the candidate promptly in writing of the outcome of the review of the centre's marking.

†These materials could include a copy of their marked work, the relevant specification and associated subject-specific documents.

‡This may be a third party, provided that they meet the conditions defined above.

## **Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations**

The following checklist, which is not an exhaustive one, has been produced as a good practice guide for centres.

### A Training invigilators

- 1 Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- 2 As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
- 3 Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.

### B Information for candidates

- 1 Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates, are suitably sized and adapted.

### C Seating arrangements

- 1 Make sure that there are chairs available outside the examination rooms to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
- 2 Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- 3 If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- 4 Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

### D Candidates requiring access arrangements

- 1 Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
- 2 Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.
- 3 Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as

a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.

4 For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.

#### E Emergency evacuation procedures

1 Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.

2 When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.