SEAHAM HIGH SCHOOL

Exams Policy

Review Date	Cycle	Reviewer	Adopted	Committee
May 2023	Annually	J Rushton	May 2023	Curriculum & Personnel

Contents

Centre Name	Seaham High School
Centre Number	43515

Word Processor Policy

Key staff involved in the policy

Role	Name
ALS Lead/SENCo	Lynn Whitehead
Exams Officer	Joanne Rushton
Senior Leader	Stuart Ireland
IT Manager	Dave Hebdon
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

References in this policy to AA and ICE relate to/are directly taken from the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

The use of a word processor in exams and assessments is an available access arrangement.

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

The following principles are applied to access arrangements at Seaham High School:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- Although access arrangements are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENCos must consider the need for access arrangements on a subject-by-subject basis. (AA 4.2.3)
- The Additional Learning Support lead/SENCo must ensure that the proposed access arrangement does not disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination. (AA 4.2.7)

Purpose of the policy

This policy details how Seaham High school complies with AA (chapter 4) **Adjustments for candidates with disabilities and learning difficulties**, (section 5.8) **Word processor** and ICE (sections 14.20-25) **Word processors (computers, laptops and tablets)** when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

Seaham High School will:

- Allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)

- Award the use of a word processor to a candidate if it is appropriate to their needs (AA 5.8.4) Needs may include:

  - a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting

- Only permits the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- Consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Seaham High School will not:

- Simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home (AA 5.8.4)

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate, would be:

- In the event 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 start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated as follows:

- Candidates will be accommodated within the main venue where possible. If any additional access arrangements are needed such as a reader the candidate maybe accommodated in a smaller venue separate to the main cohort.

In compliance with the regulations, Seaham High School:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) Checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- Ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- If a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- Ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- Ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet) (ICE 14.25)
- Instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Seaham High School will ensure the word processor (ICE 14.25):

- Is only used in a way that ensures a candidate's script is produced under secure conditions
- Ensure the word processor is not used to perform skills which are being assessed
- Ensure the word processor is not connected to an intranet or any other means of communication is in good working order at the time of the exam is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication is

cleared of any previously stored data does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.

- Does not include graphic packages or computer aided design software unless permission has been given to use these
- Does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking does not include speech recognition technology
- Unless the candidate has permission to use a scribe or relevant software is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

Seaham High School will ensure that any portable storage medium (e.g. a memory stick) used (ICE 14.25):

- Is provided by the centre
- Is cleared of any previously stored data

Printing the script after the exam has ended

Seaham High school will ensure that (ICE 14.25):

- The word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- The candidate is present to verify that the work printed is their own
- A word processed script is attached to any answer booklet which contains some of the answers
- An awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)
- If a candidate omits to insert the required header or footer, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

Statement

JCQ regulations (**Access Arrangements and Reasonable Adjustments**, section 5.8) state:
A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

The criteria used to award and allocate word processors for examinations

Seaham High School confirms the normal way of working in examinations is:

- Candidates handwrite responses on their examination scripts (an exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology)

Awarding the use of word processors

There are exceptions when Seaham High School may award a candidate the use of a word processor in examinations where:

- the candidate has a firmly established need it reflects the candidate's normal way of working by not being awarded a word processor the candidate would be at a substantial disadvantage to other candidates This may include where a candidate has for example:

  o A learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
  o A medical condition
  o A physical disability
  o A sensory impairment
  o Planning and organisational problems when writing by hand
  o Poor handwriting (This list is not exhaustive)

The only exceptions to the above where the use of a word processor may also be considered for a candidate would be:

- On a temporary basis as a consequence of a temporary injury at the time of the assessment
- Where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Allocating the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- The IT department in liaison with the ALS lead/SENCo and the exams officer

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- The cohort will be split into two groups

- One group will sit the exam earlier than or later than the awarding body's published start time
- The security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE

Candidate Identification Procedure

Key staff involved in the procedure

Role	Name
Exams Officer	Joanne Rushton
Senior Leader	Stuart Ireland
Head of Centre	Geoff Lumsdon
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays
Other staff (if applicable)	Not Applicable

This procedure is reviewed and updated annually to ensure that procedures to verify the identity of all candidates that are entered for examinations or assessments at Seaham High School are managed in accordance with current requirements and regulations.

References in this procedure to GR and ICE refer to the JCQ publications **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the procedure

The purpose of this procedure is to confirm that Seaham High School:

- verifies the identity of all candidates that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

Procedures to verify candidate identity at the time of the examination/assessment

Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16.1)

The arrangements at Seaham High School are:

- The use of candidate cards on desks
- A senior member of centre staff (approved by the head of centre, who has not taught the subject being examined) will be present at the start of the examination to assist with the identification of candidates, etc.

The following measures are also in place:

- A private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the

same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence (ICE16.2)

- Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.3)
- Invigilators will be informed of those candidates with access arrangements and made aware of the particular access arrangement(s) awarded (ICE 16.4)

Roles and Responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (ICE 16.1)
- Prior to the examination, inform a private/external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. (ICE 16.2)
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.3)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the particular access arrangement(s) awarded (ICE 16.4)

Exam Contingency Plan

Key staff involved in exam contingency planning

Role	Name
Head of Centre	Geoff Lumsdon
Senior Leader	Stuart Ireland
Exams Officer	Joanne Rushton
ALS Lead/SENCo	Lynn Whitehead
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays
Other staff (if applicable)	Not Applicable

This plan is reviewed and updated annually to ensure that exam contingency planning at Seaham High School is managed in accordance with current requirements and regulations.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Seaham High School.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted'.

This plan details how Seaham High School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning:

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- Annual exams plan not produced identifying essential key tasks, key dates and deadlines
- Sufficient invigilators not recruited

Entries:

- Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- Candidates not being entered with awarding bodies for external exams/assessment
- Awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams:

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidate's
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time:

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results:

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

Other criteria:

- Accesses arrangements and modified papers requests not sent off to exam boards.

Centre actions to mitigate the impact of the disruption listed above

In the case of the Data / Exams Manager being absent the line manager of the Exams Team should take up responsibly to make sure all deadlines, preplanning and execution of exams goes as smoothly as possible. Support will be given by the Lead Practitioner – Science/EBAC and the Cover Manager/Data Assistant.

2. ALS lead/SENCo extended absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

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

Planning:

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-exams:

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time:

- access arrangement candidate support not arranged for exam rooms

Other criteria:

- Not providing relevant information to the Exams / Data Manager so access arrangement students can be identified and properly catered for.

Centre actions to mitigate the impact of the disruption listed above

- The deputy SENCO will take up these responsibilities to make sure any exams run smoothly.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Other criteria:

- Not providing the Exams / Data manager with registration information for BTEC subjects

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- These responsibilities will be taken up by head of department or the subject lead

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

Criteria for implementation of the plan:

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

Other criteria:

- Invigilator not attending an exam without notifying the Data / Exams Manager

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Reallocate staff when needed
- Make use of any free LSAs
- Bring in support staff if needed

5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

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

Other criteria:

- Supporting venues unavailable

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising

candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Alternative venue details:

- If main venue is not available, the main hall maybe used
- In case of a full school closure it might be possible to use Seaham town hall if available
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- Students maybe be contacted via, exam information board, email, post, phone and if needed assembly
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- In case of any venue not being available for any reason all staff and candidates will be notified as soon as alternate provision has been provided
- The Data / Exams Manager will inspect the new venue to make sure it is suitable to house an exam

6. Failure of IT systems

Criteria for implementation of the plan

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

Other criteria:

- MIS/IT system failure at BTEC registration time
- MIS/IT system failure at accesses arrangement submission

Centre actions to mitigate the impact of the disruption listed above

- Enter students via exam board websites where possible and if not possible will contact exam board to work out solution.

- Given enough time Data / Exams Manager is able to complete exams preparation (seating plans, registers, etc.) on a standalone computer / programs if needed
- Data / Exams Manager is able to complete results down load and reports from a standalone computer if needed

7. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy) contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- If possible, get the candidate back to their exams as soon as possible

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

Criteria for implementation of the plan

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

Other criteria:

- Candidates having to self-isolate during the teaching time running up to a set of exams

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning

- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

- Candidates will be communicated with via phone, post, google doc, google class room or email
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

- To make sure the candidate can be prepared for an exam the School can send work home via google class room or paper based work (if google class room is unavailable) and were possible live lessons via google meet maybe set up.

9. Candidates unable to take examinations because of a crisis - centre remains open

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- Students maybe be contacted via, exam information board, email, post or by phone
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

10. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Other criteria:

- Centre unable to open as directed by the government in a pandemic

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- Students maybe be contacted via, exam information board, email, post, phone and if needed assembly

Other centre actions:

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ's Instructions for Conducting Examinations
- ensure the secure storage of completed examination scripts until collection

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

Other criteria:

- Centre unable to open as directed by the government in a pandemic
- Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facility with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post results services from an alternative venue

Alternative venue details:

- Seaham Town Hall
- Academy trust centres
- Surrounding church halls
- make arrangements to make post results requests at an alternative location
- contact the relevant awarding body if electronic post results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

Communication details:

- Students may be contacted via, exam information board, email, post, phone and if needed assembly

Other centre actions:

Results could also be sent out via email to candidate's student accounts

Further guidance to inform procedures and implement contingency planning

Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted**

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

1.1 Covid specific guidance:

- Guidance for schools Covid-19 (www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#safe-working-and-protectivemeasures) from the Department for Education in England (subject to frequent updates as the situation changes)
- Responsibility for autumn GCSE, AS and A level exam series (www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-anda-level-exam-series) from the Department for Education in England
- Action for FE Colleges (www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision)from the Department for Education in England
- Public health guidance to support autumn exams (www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-levelexam-series/public-health-arrangements-for-autumn-exams) from the Department for Education
- Education and childcare: coronavirus (https://gov.wales/education-coronavirus) from Welsh Government
- Covid-19 - guidance for school and educational settings (www.education-ni.gov.uk/publications/coronavirus-covid-19-guidance-schooland-educational-settings-northern-ireland) from Department of Education in Northern Ireland

1.2 General contingency guidance

- Emergency planning and response (www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings) from the
- Department for Education in England
- Opening and closing local-authority-maintained schools (www.gov.uk/government/publications/school-organisation-maintained-schools) from the Department for Education in England
- Exceptional closure days (www.education-ni.gov.uk/articles/exceptional-closure-days) from the Department of Education in Northern Ireland
- Checklist - exceptional closure of schools (www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)from the Department of Education in Northern Ireland
- School closures (https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools) from NI Direct
- Opening schools in extremely bad weather (https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools) - guidance for schools from the Welsh Government
- Procedures for handling bomb threats (www.gov.uk/government/publications/bomb-threats-guidance) from the National Counter Terrorism Security Office.

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:
the exam or assessment cannot take place a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

 JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland (www.jcq.org.uk/exams-office/otherdocuments/jcq-joint-contingency-plan/)

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

JCQ: JCQ guidance taken directly from Instructions for Conducting Examinations 2022-2023 (www.jcq.org.uk/exams-office/ice---instructions-for-conducting examinations/) section 15, Contingency planning

The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

The awarding bodies will designate a 'contingency day' for examinations, summer 2023. This is consistent with the qualification regulators' document Exam system contingency plan:

England, Wales and Northern Ireland - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northernireland.

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.
In the event that there is national disruption to a day of examinations in summer 2023, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day.

Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

Links to other JCQ documentation

- JCQ Joint Contingency Plan - jcq.org.uk/exams-office/other-documents
- General Regulations for Approved Centres - jcq.org.uk/exams-office/general-regulations
- Guidance notes on alternative site arrangements - jcq.org.uk/exams-office/online-forms
- Guidance notes for transferred candidates - jcq.org.uk/exams-office/online-forms
- Instructions for Conducting Examinations - jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
- A guide to the special consideration process - jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance
- GOV.UK

Emergency planning and response: Severe weather; Exam disruption - gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings
Opening and closing local-authority-maintained schools - gov.uk/government/publications/school-organisation-maintained-schools

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

- School closures – examinations -gov.wales/school-closures-examinations
- Opening schools in extremely bad weather - gov.wales/opening-schools-extremely-bad-weather-guidance-schools
- Northern Ireland

- Exceptional closure days - education-ni.gov.uk/articles/exceptional-closure-days
- Checklist for Principals when considering Opening or Closure of School - education-ni.gov.uk/publications/checklist-exceptional-closure-schools
- School closures - nidirect.gov.uk/articles/school-closures
- National Counter Terrorism Security Office
- Procedures for handling bomb threats - gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

Internal Appeals Procedure (Internal assessment decisions)

Key staff involved in the procedure

Role	Name
Head of Centre	Geoff Lumsdon
Senior Leader(s)	Stuart Ireland
Exams Officer	Joanne Rushton
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays
Other staff (if applicable)	Not Applicable

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre assessed marks) at Seaham High School are managed in accordance with current requirements and regulations in the JCQ publications **General Regulations for Approved Centres** (GR 5.7), **Instructions for conducting non-examination assessments** (ICNEA 6.1). This procedure is informed by the JCQ publications **Reviews of marking (centre assessed marks) suggested template for centres** and **Notice to Centres - Informing candidates of their centre assessed marks**.

Introduction

Certain qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Seaham High School and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

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

The qualifications delivered at Seaham High School containing components of non-examination assessment/units of coursework are:

- GCSE
- BTEC
- OCR Cambridge Nationals
- Entry Level Certificate
- RSL Certificate

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Seaham High School for dealing with candidate appeals relating to internal assessment decisions.
This procedure ensures compliance with JCQ regulations which state that centres must:

- Have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- Before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Seaham High School will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking
- On being informed of their centre assessed mark(s), if candidates believe that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the mark scheme to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Seaham High School will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- Inform candidates that they may request copies of materials (for example, as a minimum, a copy their marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to

subject) 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 (for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) within the period of time as specified (see **Deadlines** below)
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)

Require candidates to make requests for a review of centre marking by Contacting the centre and arranging a meeting with a member of the senior leadership team.

- 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 (see **Deadlines** below)
- Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 20 Working days
- The deadline to request a review of marking must be made within 10 Working days of the candidate receiving copies of the requested materials
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 15 working days, all before the awarding body's deadline for the submission of marks

The Disability Discrimination Act (DDA 2005/2018)
Freedom of Information Act 2000,
Special Needs (SEND),
Access Arrangements & GDPR,
Equality Act 2010 (Equality & Human Rights)

Freedom of Information Act

The Disability Discrimination Act 2005/2018 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law (please refer to JCQ General Regulations booklet for DDA & Freedom of Information Act 2000 information).

Disability Needs

A candidate's Disability needs requirements are determined by the SENCO, doctor and educational psychologist / specialist teacher.

The SENCO will inform subject teachers, exams officer/manager of candidates with special educational needs who are embarking on a course leading to an exam, and date of exam. The SENCO to then inform individual staff of special arrangements that any candidates may be granted during the course and for exam.

Exams officer/manager to provide and keep updated a list of access arrangement and special and other exam requirements for staff (displayed on VLE, exams corner).

Access Arrangements

Making exam arrangements for candidates with access arrangements and special needs is the responsibility of exams officer/manager.

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

Rooming for access arrangement candidates will be arranged by the exams officer/manager.

Invigilation and support cover for access arrangement candidates will be organised by exams officer/manager and may include support of cover manager as directed.

Access arrangement support for internal exams will include invigilators but LSAs will be used when extra resources are required; external exams will include LSAs and invigilators and only supply staff if resources are short (ideally only supply staff who are familiar to both the school and candidates should be used).

During exams, daily access arrangement and update exam training for supply staff will be provided by exams officer/manager, unless delegated to an invigilator.

GDPR (General Data Protection Regulation)

Personal Data Consent, Privacy Notice & Data Protection Confirmation Forms to be signed by all candidates with agreed Access Arrangements; this supersedes the previous Data Protection Notice.

Data Protection Notices signed by candidates prior to 29-Jan-19 & available for inspection purposes do not need to be updated.

Anyone wanting to see full details of information held by JCQ can email info@jcq.org.uk to initiate a subject access request (see www.jcq.org.uk for full details).

Equality Act 2010 (Equality & Human Rights)

The Exams Office to receive training for the Equality Act 2010 definition of disability.
Advice: Refer to JCQ General Regulations for Approved Centres, sections: 5.4/5.5 & JCQ Access Arrangements & Reasonable Adjustments Booklet Pg.4.

Staff should familiarise themselves with the document published by the Equalities and Human Rights Commission (EHRC) Reasonable adjustments for disabled pupils – Guidance:

https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance

Fire & Emergency Exam Policy & Procedures

Staff & Pupils should follow the evacuation procedures shown:

- Candidates to remain in seats and follow Invigilator instructions carefully.
- Candidates to leave all question papers and scripts on desks.
- Appointed Invigilator should take with them the Exam Attendance Register.
- Candidates should be escorted, supervised from exam room in silence.
- Evacuate rooms using nearby safest exit and escort candidates to MUGA Area
  - (Outside Multi-Use Gym Area – outside of East Wing of school building).
  - Next to doors, all rooms include directions/map to nearest fire exit.
- At all times avoid close proximity to non-exam students.
- Candidates should be closely supervised to ensure there is no discussion about the examination.
- Exams Officer/Manager and School Administrator should each be in possession of a full list of exam candidates (to be provided by Exams Officer/Manager prior to exams).
- Exams Officer/Manager to liaise with Invigilators and inform School Administrator of any absences.
- Invigilators should make a note of the interruption and how long it lasted (please use Incident Forms).
- Once the building is deemed safe to enter, candidates should be allowed the full working time set for the examination (i.e. awarded back any missing time).
- Exams Officer/Manager to make a full report of the incident and the action taken and send it to the relevant awarding body.
- (Depending on severity of disruption and/or the possibility of not being able to resume Exam, Awarding Bodies may allow Special Considerations).

Non-examination Assessment Policy

Key staff involved in the policy

Role	Name
Exams Officer	Joanne Rushton
Quality Assurance Lead/Lead Internal Verifier	David Langlands
ALS Lead/SENCo	Lynn Whitehead
Senior Leader	Stuart Ireland
Head of Centre	Geoff Lumsdon
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays
Other staff members (if applicable)	Not Applicable

This policy is reviewed and updated annually to ensure that non-examination assessments at Seaham High School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting examinations non-examination assessments**.

Introduction

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

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

- Task setting
- Task taking
- Task marking (NEA, section 1)

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

Purpose of the policy

The purpose of this policy is to confirm that Seaham High School adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

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

The basic principles

Head of centre role and responsibilities:

- Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of Instructions for conducting non-examination assessments, confirming:

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement

- (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities

- Ensures the centre's Non-Examination Assessment Policy is fit for purpose

- Ensures the centre's Internal **Appeals Procedures** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Additional responsibilities:

- Ensure that centre provides adequate access arrangement measures

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions

- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

Ensure that the Data / Exams Manager is informed of any changes of qualification or exam board at the start of the academic year

QA lead/Lead internal verifier role and responsibilities:

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

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting none examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ publication **Instructions for conducting non-examination assessments** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution
- Ensure candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ documents **Information for candidates**

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Not to provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner Ensure when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically

- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher role and responsibilities:

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

Collaboration and group work

Subject teacher role and responsibilities:

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

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- Ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- Sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice

information in the JCQ publications **Instructions for conducting non-examination assessments** and informs a member of the senior leadership team

- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities:
- 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
- Instruct candidates to present work as detailed in the JCQ publication **Instructions for conducting non-examination assessments** unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

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

- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to the JCQ publication **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office/officer role and responsibilities:

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

Submission of work

Subject teacher role and responsibilities:

- Provide the attendance register to a Visiting Examiner

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensure the completed attendance register accompanies the work
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Ensure where a teacher is teaching/preparing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter), a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

QA lead/Lead internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by
- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to
- make final adjustments making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure 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

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting   documentation required by the awarding body

Exams office/officer role and responsibilities:

- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation
- Work is dispatched in packaging provided by the awarding body
- Moderator label(s) provided by the awarding body are affixed to the packaging
- Proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has 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 media recordings

Exams office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities:

- Access or signpost moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher role and responsibilities:

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

ALS lead/SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessments

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met

- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer role and responsibilities:

- Refer to/directs relevant staff to the JCQ publication **A guide to the special consideration process**:
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication **Suspected Malpractice: Policies and Procedures**
- 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 and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work** to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document **Information for candidates - non-examination assessments**
- Ensure candidates understand the JCQ document **Information for candidates - Social Media**

- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer role and responsibilities:

- Signpost the JCQ publication **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost the JCQ **Notice to Centres - Sharing NEA material and candidates' work** to subject heads
- Signpost candidates to the relevant JCQ **information for candidate's** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ publication **Post-Results Services**
- Ensure the centre's **Internal Appeals Procedures** clearly detail the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

Endorsements

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

QA lead/Lead internal verifier role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recordings

Malpractice Policy

Key staff involved in the procedure

Role	Name
Exams Officer	Joanne Rushton
Senior Leader	Stuart Ireland
Head of Centre	Geoff Lumsdon
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays
Other staff (if applicable)	Not Applicable

Introduction

This policy is reviewed and updated annually to ensure that any malpractice at Seaham High School is managed in accordance with current requirements and regulations.
Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ publications **General Regulations for Approved Centres** and **Suspected Malpractice - Policies and Procedures**.

'Malpractice' means any act, default or practice which is a breach of the Regulations or which:

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

Malpractice includes maladministration and instances of non-compliance with the regulations, and includes activity such as failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or failures of compliance with JCQ regulations in the conduct of examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms. This list is not exhaustive. (SMPP Definitions)

Purpose of the policy

The purpose of this policy is to confirm how Seaham High School manages malpractice under normal delivery arrangements in accordance with the regulations.

General principles

In accordance with the regulations Seaham High School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)

- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)

- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected malpractice - Policies and procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Candidate malpractice

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

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

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

Reporting and investigating malpractice

Where suspected malpractice is identified by the centre, the head of centre will ensure the individual responsibilities are undertaken in accordance with the requirements (SMPP 2.5)

Where suspected malpractice is identified by the centre, the head of centre will submit full details of the case immediately to the relevant awarding body (SMPP 4.2)

Form JCQ/M1 (Suspected candidate malpractice) or Form JCQ/M2 (Notification of suspected malpractice/maladministration involving centre staff) will ideally be used to notify an awarding body of an incident of malpractice (SMPP 4.2)

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.2)

The head of centre/appointed information gatherer will gather evidence into allegations of malpractice and deal with the investigation in accordance with the deadlines and requirements set by the awarding body (SMPP 6)

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of the accused individual (SMPP 6.13)

After gathering evidence relating to a malpractice investigation, the head of centre will submit a full written report of the case accompanied by any appropriate documentation to the relevant awarding body (SMPP 7)

Form JCQ/M1 or Form JCQ/M3 (Report into suspected malpractice/maladministration involving centre staff) will be used as the basis of the report (SMPP 7)

The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 7)

Communicating malpractice decisions

The awarding body will determine the application of a sanction according to the evidence presented, the nature and circumstances of the malpractice, and the type of qualification involved (SMPP 12)

Once a decision has been made by the awarding body, it will be communicated in writing to the head of centre as soon as possible (SMPP 13)

The head of centre will communicate the decision to the individual concerned and to pass on details of any sanctions and action in cases where this is indicated (SMPP 13)

Appeals against decisions made in cases of malpractice

Information on the process for submitting an appeal will be sent to all centres involved in malpractice decisions (SMPP 14)

Seaham High School will:

- Provide the individual with information on the process for submitting an appeal, where relevant

- Refer to further information and follow the process provided in the JCQ publication **A guide to the awarding bodies' appeals processes**

Conflicts of Interest Policy

Role	Name
Exams Officer	Joanne Rushton
Senior Leader	Stuart Ireland
Head of Centre	Geoff Lumsdon
Cover Manager/Data Assistant	Norma Higgins
Lead Practitioner – Science/EBAC	Scott Hays
Other staff (if applicable)	Not Applicable

Introduction

Seaham High School manages conflicts of interest in accordance with the JCQ General Regulations for Approved Centres (section 5.3). Roles and responsibilities for normal delivery arrangements are detailed in the Exam Policy Document 2022-23 to ensure that awarding bodies are informed (where required) of any relevant conflict declared by members of centre staff and records are maintained that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries.

Purpose of the policy

The purpose of this policy is to confirm how we will manage conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declaration of personal interest from all staff involved in the arrangements for Summer 2023 and to manage any potential conflicts of interest. *Where reference is made to candidates, this includes any private candidates accepted by the centre.*

Declaration process

- A Declaration *of Personal Interest form* for Summer 2023 will be sent by the Exams Officer by email to all centre staff that request it.
- Staff will be required to:
  - (where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements
  - confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre
  - return the completed declaration to the Exams Officer by 30/04/2023

Managing conflicts of interest:

- A Conflicts *of Interest log* for Summer 2023 will be maintained to record any potential conflicts of interest declared by centre staff

- The log will record the nature of potential conflict and a decision by the Exams Officer/Senior Leader, if this is deemed a potential risk to the integrity of the centre's assessments
- (where applicable) The log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need if to separate duties and personnel

Individual awarding body instruction/guidance will be followed if there is any change (for Summer 2023) to their normal procedures for informing of conflicts of interest.

Declaration of Personal Interest form – Summer 2023

Your name		Your job role(s)	

This completed form must be returned to Geoff Lumsdon (Head of Centre)

Confirm your understanding: (Please tick the box to confirm a statement)

☐ I understand that a personal interest relates to a candidate who is a member of my family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)

☐ I also understand that a personal interest may also relate to any member of centre staff (who has been entered for a qualification at this centre as a last resort where the member of centre staff is unable to find another centre) for whom a teacher assessed grade will be determined

You must declare all statements that apply to you: (Please tick the box to confirm a statement)

☐ I declare a personal interest in a candidate who is part of a class or cohort for whom I will be:

☐ Determining teacher assessed grades including consideration of evidence and how that evidence informs these grades in accordance with our Centre Policy

☐ Keeping records of any discussions with candidates around the evidence on which grades will be based

☐ Producing assessment records that explain the determination of the final teacher assessed grades

☐ Safely retaining copies of candidates' work and any mark records

☐ Completing a Head of Department Checklist/declaration before submitting subject outcomes for internal standardisation

☐ Involved in the internal quality assurance processes that are in place

☐ Collating grades for all classes/cohorts in preparation for submission to the awarding body/bodies

☐ Inputting grades through the awarding body/bodies grade submission system/systems

☐ Completing the Head of Centre declaration(s) to finalise the submission of grades

☐ Involved in reviews of centre processes and the appeals process

(Where more than one related person, please complete a separate form)

Name of related person (the candidate)				
Candidate number		Relationship to me		
Qualification(s) details	Awarding body	Subject code	Subject title	

Signature to confirm declaration:
By signing here, I am also confirming I am aware of the need to maintain the confidentiality of the grades and endorsements determined by the centre which must not be given to candidates or parents/carers before the issue of results by the awarding bodies

Date declaration form completed and signed:
You will be informed of any additional controls put in place that directly affect you/your role to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals

This record will be retained until the published deadline for appeals has passed or until any on-going appeal, malpractice investigation or other results enquiry has been completed, whichever is later

Conflicts of Interest log – Summer 2023

Date recorded	Staff name & role(s)		
Nature of potential conflict			
Deemed a potential risk	Yes / No		
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals			

Date recorded	Staff name & role(s)		
Nature of potential conflict			
Deemed a potential risk	Yes / No		
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals			

Date recorded	Staff name & role(s)		
Nature of potential conflict			
Deemed a potential risk	Yes / No		
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals			

This record will be retained until the published deadline for appeals has passed or until any on-going appeal, malpractice investigation or other results enquiry has been completed, whichever is later