



EXAM POLICY

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Purpose of the policy

The centre is committed to ensuring that the exams and assessments management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance. This policy will be communicated annually to all relevant centre staff.

Roles and responsibilities overview

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.

The examinations officer is the person appointed by the Head of Centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Head of Centre cannot also be the examinations officer. A Head of Centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team and examinations officer support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan.

Head of Centre responsibilities

(GR 1)

Heads of Centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of the current [General Regulations for Approved Centres](#) (GR) booklet. Heads of Centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

(ICE Introduction) **It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the [Instructions for conducting examinations](#) document.** Failure to do so may constitute

malpractice as defined in the JCQ document [Suspected Malpractice: Policies and Procedures, 1 September 2025 to 31 August 2026](#).

The head of centre must ensure:

- compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. registrations, entries, learner claims, centre-assessed marks or modified papers
- all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

Head of Centre

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
 - *A guide to the special consideration process (SC)*
 - *Access Arrangements and Reasonable Adjustments (AARA)*
 - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
 - *Guidance for centres on cyber security*
 - *Instructions for conducting coursework (ICC)*
 - *Instructions for conducting examinations (ICE)*
 - *Instructions for conducting non-examination assessments (GCE and GCSE specifications) (NEA)*
 - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) (NEA VTQs)*
 - *Notice to Centres – Informing candidates of their centre-assessed marks*
 - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
 - *Suspected Malpractice – Policies and Procedures (SMPP)*
- Ensures the centre has appropriate accommodation at the registered address to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including the assessments or the administration) at the centre:
 - maintains oversight of, and responsibility for, the delivery and administration of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a robust written agreement with the third party (unless exclusions apply), that includes provisions which ensure that qualifications are delivered in a way that complies with their agreement with the awarding body, to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
 - monitors delivery by the third party to maintain compliance with the published JCQ regulations and awarding body requirements, ensuring the security and integrity of examinations and assessments
 - ensures sufficient managerial and other resources are in place to resolve any issues
- Ensures that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see National Centre Number Register and other information requirements section)
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- Ensures that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications

- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/ JCQ directly nor provide them with addresses/email addresses of awarding body examining/ assessment personnel or JCQ personnel

Resilience and contingency arrangements

(GR 3.16-19)

The centre must ensure they are familiar with the regulators' guidance and/or awarding body guidance on ensuring resilience in the qualifications system. Centres should consider putting in place a process for gathering and securely retaining evidence of candidate performance in line with the published guidance.

In the unlikely event that the government determines that examinations cannot go ahead, the centre will need evidence of candidate assessment performance, such as mock examinations, to enable alternative methods of awarding grades.

The centre will run two mock examination sessions for all year 11 students in November and February, and one session for year 10 students in July. All other year groups will have mid-point assessments at least once a year in the main hall.

The centre must have an up to date written contingency plan.

- [Exam Contingency Plan](#)

The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding, which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems.

As part of its contingency plan the centre must identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. The centre must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

Cyber security

(GR 3.20-21)

The head of centre must ensure there are procedures in place to maintain the security of user accounts by:

- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training

The training must include:

- the importance of creating strong, unique passwords for all accounts
- keeping all account details strictly confidential
- the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access
- how to properly set up and use MFA for both centre and awarding bodies' systems
- an awareness of all types of social engineering/phishing attempts
- the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

Certificates of completed staff cyber training must be downloaded and held on file for inspection. The NCSC training resource provides a certificate of completion of cyber training.

- developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies
- implementing and enforcing robust security measures, including:
 - mandatory MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data
 - regularly reviewing and updating security settings to align with current best practices
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

Cyber Security Policy (add link when available)

The LCT trust's ICT department will be responsible for ensuring that appropriate and effective online security systems are in place, including malware, internet gateways, firewalls and virus control software.

The school uses a secure network that is password protected.

Staff members and pupils are aware of the school's Data and Cyber-security Breach Prevention and Management Plan and the measures that are in place to effectively manage risks caused by internet use.

All staff members will be responsible for identifying risks posed to pupils and themselves, including those in relation to the use of the internet.

Staff members and pupils will not use their personal devices for school-related work.

The Data and Cyber-security Breach Prevention and Management Plan will be reviewed in light of any new cyber security risks, e.g. a rise in targeted phishing attacks on schools, or statutory guidance, and updated where appropriate.

Recruitment, selection training and support

(GR 5.3)

It is the responsibility of the **head of centre** to ensure that the centre:

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other appropriate resources, to undertake the delivery and administration of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers/assessors for the verification and markings of centre-assessed components
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates work
- Enables the relevant senior leader(s), teachers, the examinations officer (EO) and the SENCo to receive appropriate training and support to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints a SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures that the SENCo (or equivalent) understands the JCQ document [Access Arrangements and Reasonable Adjustments](#) and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer understands the relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure that they are delivered in line with the relevant regulations

External and Internal governance arrangements

(GR 5.3)

- Has in place a written escalation process should the Head of Centre, or a member of the senior leadership team with oversight of examination administration, be absent
 - [Examination Escalation Policy – appendix 2](#)
- Has in place a member of the senior leadership team who will provide effective support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the exams officer
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments
- Makes sure that a teacher, a teaching assistant a tutor or a senior member of centre staff who teaches the subject being examined, or a Learning Support Assistant who has supported one or more candidates, is not an invigilator during the examination

Delivery of qualifications

(GR 5.3)

- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject

Public liability

(GR 5.3)

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Controlled assessments, coursework and non-examination assessments

(GR 5.3)

- Has in place arrangements to co-ordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (This applies to both internal and private candidates)
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject-specific forms by the required date

Security of assessment materials

(GR 5.3)

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
 - reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
 - receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
 - access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
 - issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments

National Centre Number Register and other information requirements

- Provides contact details as follows:
 - A physical address to which all examination and assessment materials will be despatched which must be the registered address of the centre
 - A landline telephone number – this must be the number of the main reception
 - a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as 'Yahoo', 'Hotmail' and 'Gmail' are not acceptable) Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites
 - the name of the head of centre and their email address
 - senior designated contact details (this might include a personal mobile number and/or email address) (These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue)
- Completes the National Centre Number Register annual update by the end of October every year even if there are no changes to centre details
 - informs the National Centre Number Register Team immediately (email address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update

- has taken place (This must be on centre headed stationery which can be sent as an email attachment including the signature of the head of centre)
- informs the National Centre Number Register Team (email address – ncn@ocr.org. uk) of any changes to relevant contact details no later than 6 weeks prior to moving to a new address or re-locating of the secure storage facility (This must be on centre headed stationery which can be sent as an email attachment)
 - informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre’s status
 - completes the National Centre Number Register Head of Centre Declaration by the end of October every year confirming they are aware of and adhering to the latest versions of the JCQ regulations
 - responds to any other reasonable requests made by the National Centre Number Register Team
- Understands that the responsibility for completing the Head of Centre declaration cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, the Head of Centre declaration will result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papers and ultimately, awarding bodies could withdraw their approval of the centre

JCQ Centre inspections and policies

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation, an unannounced visit or any requests for information within the standard timeframe
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify him/herself with a formal identity document and **must** be accompanied throughout their tour of the premises, including inspection of the centre’s secure storage facility
- Has in place the following written policies for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:
 - [Child protection/Safeguarding policy](#)
 - [Complaints Policy](#)
 - Conflicts of Interest (appendix 9)
 - [Contingency Plan](#)
 - [Data Protection Policy](#)
 - [Equalities Policy](#)
 - Internal Appeals (appendix 5)
 - Malpractice (appendix 8)
 - [Non-Examination Assessment Policy](#)
 - [Whistleblowing Policy](#)
 - Word Processor Policy (appendix 7)

Access arrangements and reasonable adjustments

(GR 5.4)

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and

disabilities, candidates for whom English is an additional language and those with a temporary illness or injury

- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)
†for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect
- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate, such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and must be held on file for inspection)
- have a written process in place to check the qualification(s) of their assessor(s) and that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*
- assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and fully support the SENCo in effectively implementing those arrangements once approved

The SENCo will:

- Assess candidates (or works with the appropriately qualified assessor as appointed by the Head of Centre) to identify access arrangements/reasonable adjustments requirements
- Gather evidence to support the need for access arrangements for a candidate
- Liaise with teaching staff to gather evidence of normal way of working of an affected candidate
- Determine candidate eligibility for arrangements or adjustments that are centre-delegated
- Apply for approval through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keep a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employ good practice in relation to the Equality Act 2010
- Liaise with the EO regarding exam time arrangements for access arrangement candidates
- Ensure staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Work with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaise with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations

- Ensure criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Personal data

- It is the responsibility of centres to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.
- Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programs and data (“Student Materials”). Awarding bodies may use the Student Materials to evaluate candidates’ performance in the relevant assessment. They may also use the Student Materials for other purposes as outlined in their privacy policies and in accordance with their terms. Candidates should be directed to the relevant awarding body’s privacy notice if they require further information about how their Student Materials may be used by the awarding body.
- Where a centre or third party is in possession of any Student Materials for the purposes of candidate assessment, the Student Materials will be held on behalf of the awarding body.

Senior leaders, Teaching staff will:

- Support the SENCo in determining and implementing appropriate access arrangements/ reasonable adjustments
- Produce a word processor policy, specific to the centre which details the criteria the centre uses to award and allocate word processors for examinations

Centre staff examinations responsibilities

Exams officer (EO)

- Understands the contents of annually updated JCQ documents including:
 - [A guide to the special consideration process](#)
 - [General Regulations for Approved Centres](#)
 - [Instructions for conducting examinations](#)
 - [Post-Results Services](#) (PRS)
 - [Suspected Malpractice - Policies and Procedures](#)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by Cambridge OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October every year even if there are no changes to centre details, to confirm the centre’s contact details or informs of any changes ((and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining internal records 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 for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials on the requirements for maintaining the integrity and security of confidential examination/assessment materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to current JCQ documents including:
 - *A guide to the special consideration process*
 - *Access Arrangements and Reasonable Adjustments*
 - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
 - *Guidance for centres on cyber security*
 - *Instructions for conducting coursework*
 - *Instructions for conducting examinations*
 - *Instructions for conducting non-examination assessments (GCE and GCSE specifications)*
 - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)*
 - *Notice to Centres – Informing candidates of their centre-assessed marks*
 - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
 - *Post-Results Services*
 - *Suspected Malpractice – Policies and Procedures*
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Special educational needs co-ordinator (SENCo) or equivalent role

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
 - [Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
(GR 5.4)
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s) and supporting evidence of need (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

Invigilators

- Attend/undertake training (on the current regulations), update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate

- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- Support the EO in the receipt and dispatch of confidential materials and follow the requirements for maintaining the integrity and security of confidential examination/assessment materials

Site staff

- Support the EO in relevant matters relating to exam rooms and resources

Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

The Exam Cycle

The exams management and administration process that needs to be undertaken for each **exam series** is referred to as the **exam cycle** and relevant tasks which need to be undertaken before, during and after an exam series grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Secure materials

Head of centre

- Ensures the centre has a secure storage facility in a room solely assigned to examinations (ICE 3.1)

The secure room and the secure storage facility

Question papers and pre-release materials issued by the awarding bodies must always be stored at the centre's registered address in a secure room with a secure storage facility, e.g. safe or security cabinet.

The secure room

The secure room must only be used for the purpose of administering secure examination materials.

Access to the secure room **must** be restricted to between two and six key holders, one of whom **must** be the exams officer. The two to six key holders **must** be permanent members of staff or members of staff who have a formal contract of employment and are subject to standard HR policies and procedures...

The secure room **must** be accessible throughout an examination series for the storage of question papers and be available for inspection.

The secure storage facility

Access to the secure storage facility **must** be restricted to between two and six key holders, one of whom **must** be the exams officer.

The two to six key holders **must** either be part of the exams team or the senior leadership team. A key holder from the exams team **must** be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures...

When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room **must** be closed.

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ documents including [GR](#), [ICE](#), [AARA](#), [SMPP](#), [ICC](#), [NEA](#) and [SC](#)

Exams officer

- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- (where applicable to the role) Collects information on internal exams/assessments to enable preparation for and conduct of (insert the titles these internal exams/assessments are referred to in the centre)

Senior leaders

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

Access arrangements

Head of centre

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENCo (or equivalent role)

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Informs relevant candidates that an application for access arrangements will be processed using *Access Arrangements Online (AAO)*, complying with the UK GDPR and the Data Protection Act 2018
- Applies for approval using AAO via the Centre Admin Portal (CAP), where required or through the awarding body where any qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010

- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Senior leaders, Teaching staff

- Support the SENCo (or equivalent role) in determining and implementing appropriate access arrangements/reasonable adjustments
- (Senior leader) Provides an annually reviewed and updated word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

Controlled assessments, coursework, non-examination assessments and portfolios of evidence

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single group for the moderation of centre- assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)
- Ensures only current assessment materials/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Before submitting marks to the awarding body ensures candidates are informed of their centre-assessed marks and allows a candidate to request a review of the centre's marking
- Ensures that all associated administrative tasks are completed in an accurate and timely manner, e.g. marks are correctly calculated, recorded and submitted by the published date (It is the responsibility of the centre to carefully check the marks it is submitting to an awarding body)
- Ensures submission of centre-assessed marks and moderation samples, if required by the awarding body, by the published date (It is the responsibility of the centre to ensure that moderators receive the correct samples of work to review)
- Ensures a written internal appeals procedure relating to internal assessment decisions is in place and ensures that details of this procedure are communicated, made widely available and accessible to all candidates
- Ensures a written policy regarding the management of non-examination assessments, including controlled assessments and coursework, which includes details on how candidates' work will be authenticated, is in place
- Ensures that where candidates' work is produced electronically it is backed-up and considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud (Implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks)

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering GCE & GCSE specifications and Vocational and Technical Qualifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff inform candidates of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ [Information for candidates documents](#) that are annually updated

Invigilation

Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times
- Ensures that, wherever possible the following individuals are not assigned as invigilators during an examination: a teacher, teaching assistant, tutor or senior member of centre staff who teaches the subject being examined or a learning support assistant who has supported one or more candidates

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration or malpractice sanctions are applied to them
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year, before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

Entries and registrations: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.6 Entries and registrations](#))

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from subject leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met
- Checks the estimated entries against the number of candidates enrolled on the course at the time.
- Submits the numbers to the relevant awarding organisations

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

Final entries

Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. registrations, entries, learner claims

Exams officer

- Requests final entry/registration information from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs senior leaders of subsequent deadlines for making changes to final entry information without charge
- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with senior leaders final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the registration, entry and timely withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Senior leaders

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Check final entry submission information provided by the EO and confirms information is correct

Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets where they are at fault

Senior leaders

- Minimise the risk of late entries by
 - following procedures identified by the EO in relation to making final entries on time
 - meeting internal deadlines identified by the EO for making final entries

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- Confirm entry information is correct or notify the EO of any discrepancies

Pre-exams: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met (With reference to [GR 5.8 Candidate information](#))

Access arrangements and reasonable adjustments

SENCo (or equivalent role)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates with learning difficulties or disabilities, those for whom English is an additional language and those with a temporary illness or injury
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for them
- Ensures exam information (JCQ information for candidates' documents, individual exam timetable, etc.) is adapted where this may be required for a candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Ensures the person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant (Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (such as a distance learner or a home educated student) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates' documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam timetable clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - unauthorised items in exam rooms
 - when and how results will be issued and the staff that will be available
 - post-results services information and how the centre will deal with requests from candidates
 - when and how certificates will be issued

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Senior leaders

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

Exams officer

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

Internal assessment and endorsements

Head of centre

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENCo (or equivalent role)

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre-assessed marks prior to marks being submitted to awarding bodies

Senior leaders

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline (or delegates this task to relevant teaching staff)
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation arrangements

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a one-to-one basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/prompter/reader and/or scribe in maintaining the integrity of the exam)

- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

SENCo (or equivalent role)

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ Centre Inspections

Exams officer or Senior leader

- Will accompany the Inspector throughout a visit

SENCo (or equivalent role) or relevant Senior leader (in the absence of the SENCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates
 - Seating cards are produced for each exam with students' photo so that the invigilators can identify them
- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

Invigilators

- Follow the procedure provided by the EO which details how the identity of all candidates sitting exams will be confirmed
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential exam materials are only handed over to authorised members of staff
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packaging and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)

- Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)
A minimum of two and a maximum of six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.
- Ensures that the question paper is printed correctly, is of good quality and is collated in the right order

Reception staff

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

Teaching staff

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates

SENCo (or equivalent role)

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

Alternative site arrangements

Exams officer

- (Where/if applicable to the centre) Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site form online using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Centre consortium arrangements

Exams officer

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Senior leaders

- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams/assessments

Exams officer

- Prepares for the conduct of internal exams/assessments under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

SENCo (or equivalent role)

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.9 Conducting examinations and assessments](#))

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exam
 - Liaises with the SENCo to apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

Conducting exams

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with, and associated follow-up is completed

Dispatch of exam scripts

Exams officer

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- Ensures question papers are always be kept in their sealed packets until the second pair of eyes check and log have been completed
- Ensures the second pair of eyes check takes place immediately before each question paper packet is opened in the designated examination room
- If the question paper packet needs to be split for different rooms on one or more sites or for an access arrangement, ensures the check takes place in the secure room
- Ensures unused question papers are not released to any individual until 24 hours after the awarding body's published finishing time for the examination (Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination)

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures that candidates understand the rules relating to food and drink that may be allowed in exam room
- Ensures candidates are aware of the regulations with regards to leaving the exam room.

Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
 - [Examinations Evacuation Plan – Appendix 3](#)
 - [Lockdown Policy - Appendix 7](#)
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated
- Ensure a procedure is in place in case of an emergency evacuation (lockdown)

Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

Invigilators

- Conduct exams in every exam room according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

Special consideration

Senior leaders

- Support eligible applications for special consideration by authorising appropriate evidence

Exams officer

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

Candidates

- Provide appropriate evidence to support special consideration applications, where required

Invigilators

- Are informed of the arrangements through training

Internal exams/assessments

Exams officer

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

Invigilators

- Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.12 Results](#), [5.13 Post-results services and appeals](#), [5.14 Certificates](#))

Internal assessment

Senior leaders

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates after the retention period or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the document of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the document of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the document of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

Deputy Head Teacher

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre)
<https://check-your-performance-measures-data.education.gov.uk/hc/en-gb>

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Exams review: roles and responsibilities

Exams officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

Senior leaders

- Work with the EO to produce a plan to action any required improvements identified in the review

Retention of records: roles and responsibilities

Exams officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exams archiving policy that identifies information held, retention period and method of disposal

Appendix 1 – All Eventualities

Evacuation Procedures	Exam Invigilators read out the evacuation procedure at the start of the exam, the procedure is displayed outside the exam room. Exam invigilators are made aware of candidates with disabilities and their attention is drawn to how they may need to adapt the procedure to accommodate their needs.
Form of Communication	Exam invigilators are made aware of candidates who may need the method in which they communicate adapting to enable them to access all the relevant information and instructions.
Information	Candidates and their parent / carer will be provided with electronic copies of the JCQ documents <i>Information for candidates</i> . Adaptations to this method of communication will be made for any candidate who is unable to access the information.
Wheelchair Access	Candidates and invigilators in a wheelchair are located in an accessible room to enable them to move around easily.
Feeling Unwell	Exam invigilators are made aware of candidates who have made it known they are feeling unwell. The candidates will either be sat close to the exit door to minimise disruption should they need to leave the exam room or alternative rooming may be considered. Pre-existing medical conditions are made known to exam invigilators.
Seating	Standard seating and exam desks are used. Consideration will be given to adapting the desk or chair to accommodate a candidate if they have a disability that affects their posture, or they find it difficult to sit for a prolonged period of time.
Access Arrangements	Exam invigilators are made aware of a candidate's area of need and are introduced to them prior to the exam taking place.
Supervised Rest Breaks	Candidates entitled to supervised rest breaks are made known to the exam invigilators. Additional exam invigilators are assigned to the exam room to enable the candidate to leave the room whilst still maintaining the security of the exam.
On Screen Tests	Consideration is given to adapting the hardware / software to make on-screen tests accessible to candidates with a sensory or multi-sensory impairment.
Emergency Arrangements for Disability	Candidates requiring emergency access arrangements due to a broken limb or other disability are assessed on an individual basis and arrangements are made in line with JCQ regulations.

Appendix 2 – Exam Escalation Process

Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the Head of Centre to ensure that New Road Academy has in place a written escalation process should the Head of Centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent.

This process confirms the main duties and responsibilities to be escalated.

This process also supports New Road Academy School, being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities, such as the delivery of qualifications and the conducting of examinations and assessments.

Before Examinations Planning

In the event of the absence of the Head of Centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to the Senior Assistant Headteacher.

To support understanding of the regulations and requirements, the following JCQ documents will be referenced:

- A guide to the special consideration process
- Access Arrangements and Reasonable Adjustments
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Guidance for centres on cyber security
- Instructions for conducting coursework
- Instructions for conducting examinations
- Instructions for conducting non-examination assessments (GCE and GCSE specifications)
- Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)
- Notice to Centres – Informing candidates of their centre-assessed marks
- Plagiarism in Assessments – Guidance for Teachers/Assessors
- Suspected Malpractice – Policies and Procedures

Main Duties and Responsibilities relate to:

- Third party arrangements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Communication
- Centre management:
 - Recruitment, selection, training and support
 - External and internal governance arrangements
 - Delivery of qualifications
 - Public liability

- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register and other information requirements
- Centre inspections

Additional JCQ document for reference:

- JCQ Centre Inspection Service Changes
- Policies available for inspection

Specific JCQ documents for reference:

- General Regulations for Approved Centres (5)
- Instructions for conducting examinations (25)
- Access Arrangements and Reasonable Adjustments (5)

Personal data, freedom of information and copyright

Before Examinations (Entries and Pre-Exams)

In the event of the absence of Head of Centre or the member of senior leadership with oversight of examination and assessment administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to the Senior Assistant Headteacher.

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main Duties and Responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)

Additional JCQ documents for reference:

- Key Dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work (including ensuring that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks, and ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)

Additional JCQ document for reference:

- Guidance Notes – Centre Consortium Arrangements

- Candidate information

Additional JCQ documents for reference:

- Information for candidates documents
- Exam Room Posters

During Examinations (Exam Time)

In the event of the absence of the Head of Centre or the member of senior leadership with oversight of examination and assessment administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to the Senior Assistant Headteacher.

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout the examination series.

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main Duties and Responsibilities relate to:

- Conducting examinations and assessments
Additional JCQ document for reference:
 - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

After Examinations (results and Post Results)

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.18, 5.3)

In the event of the absence of the Head of Centre or the member of senior leadership with oversight of examination and assessment administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to the Senior Assistant Headteacher.

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main Duties and Responsibilities Relate to:

- Results
Additional JCQ document for reference:
 - Release of Results notice
- Post-results services and appeals
Additional JCQ documents for reference:
 - Post-Results Services: Information and guidance to centres
 - JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

Appendix 3 – Exam Evacuation Policy

Purpose of the policy

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

When is an emergency evacuation required?

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

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

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s). (ICE 25.6)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice.

Emergency evacuation of an exam room

Roles and responsibilities

Head of Centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Operations Business Manager

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

Special Educational Needs Coordinator (SENCo)

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

Exams Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed through candidate exam information leaflets and assemblies, prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room

- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken.
- Ensures a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensures an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other Relevant Centre Staff

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

Recording Details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:

- report on candidate behaviour throughout the interruption/evacuation

Emergency Evacuation Procedure

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

Actions to be taken (as detailed in current JCQ Instructions for conducting examinations section 25.3, Emergencies)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority

Advise candidates to leave all question papers and scripts in the examination room

Candidates must be advised to close their answer booklet

Ensure the candidates leave the room in silence

Ensure candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination

Make a note of the time of the interruption and how long it lasted

Allow the candidates the remainder of the working time set for the examination once it resumes

If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination

Make a full report of the incident and of the action taken (to be retained on file if required by an awarding body)

For on-screen assessments:

- candidates must be closely supervised if an emergency evacuation of the assessment room occurs
- invigilators should refer to any software specific instructions to safeguard the security of the assessment content and candidates' responses (For example, pausing the assessment for all candidates and locking the evacuated assessment room without closing down the software)
- invigilators should understand the procedures for re-starting an on-screen assessment after an emergency evacuation of the assessment room, controlling the re-starting of the assessment, re-setting the timing and ensuring, where appropriate, candidates can access their previous responses

Additional centre-specific actions to be taken

Appendix 4 - Special Consideration Policy

What defines special consideration?

Special consideration can only be awarded where a candidate has been fully prepared for assessments and covered the entire course but their ability to demonstrate their subject knowledge and understanding is materially affected by adverse circumstances beyond their control at the time of the assessment(s).

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre, and the candidate meets the published criteria for special consideration with evidence in place.

If the centre does not support an online application for special consideration, then it must not be submitted to the relevant awarding body or bodies. Speculative applications for special consideration cannot be accepted.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

Centres must not submit applications for special consideration for trivial cases.

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification. (JCQ's [A guide to the special consideration process](#), 1)

This document is further referred to in this policy as [SC](#)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that New Road Academy will submit any applications for special consideration where candidates meet the published criteria. (JCQ's [General Regulations for Approved Centres](#), 5.9)

Eligibility for special consideration

Roles and responsibilities

Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ document *A guide to the special consideration process*
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer.

Exams officer

- Understands the criteria as detailed in *A guide to the special consideration process* to determine where candidates will/will not be eligible for special consideration.
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies.

Teaching staff and/or SENCo (or equivalent role)

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration.

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration.

Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control ([SC 2](#))

For candidates who are present for the assessment but disadvantaged New Road Academy must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment. ([SC 3](#))

1. Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
 - The candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for him/her to take the exam in the best possible conditions.
 - A judgement will be made on how the candidate's situation or disposition affected performance in the exam.
 - Where appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), an online application for special consideration will be submitted to the awarding body where candidates have been disadvantaged.
3. Special consideration will be applied for an allowance on the last paper taken in a day when a candidate has been entered for three or more exams **timetabled for the same day** and the total duration of those papers is more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 examinations) or more than 6 hours (GCE and Level 3 examinations). (Where extra time has been used following formal approval, this will be included in the calculation. Supervised rest breaks **will not** be included in the total duration of the papers when applying for special consideration.)
4. Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate such as momentary bad behaviour, mobile phone ringing, or momentary fire alarm, the candidate would not be eligible for special consideration

The centre must not submit applications for special consideration for trivial cases.

Examples of trivial cases which would not warrant special consideration include, but are not limited to:

- A bird tweeting outside the examination room
- A lorry reversing
- A toilet being flushed
- Doors in a corridor adjacent to the examination room opening and closing
- Very short, momentary noise from, for example, aeroplanes, helicopters or lawn mowers ([SC 1](#))

If a candidate is absent from a timetabled component or unit for acceptable reasons, and the centre is prepared to support an application for special consideration, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met.

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. ([SC 4](#))

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in [SC 5](#) and applied for where eligible. This might include, for example:

- Other certification
- shortfall in work (coursework/non-examination assessment).
- Lost or damaged work (non-examination assessment components)
- candidates issued with an incorrect or incomplete question paper, set the wrong coursework or non-examination assessment task or taught the wrong set

Where a candidate may be eligible for special consideration (a post assessment adjustment) in other vocational qualifications, the centre will follow [SC 7](#) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

Roles and responsibilities

Head of Centre

- Ensures, before any applications are processed, that the centre is satisfied that the candidates' circumstances warrant special consideration, as set out within the JCQ document *A guide to the special consideration process*
- Ensures that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body

Senior leadership team

- Authorises appropriate evidence to support all eligible applications
- Ensures that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

Exams officer

- Understands that special consideration must be applied for at the time of the assessment
- Understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, special consideration should only be applied for the most serious indisposition
- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support all applications on file until after the document of results and provides the appropriate evidence authorised by a member of the senior leadership team to support an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENCo (or equivalent role)

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration.

Candidates (or parents/carers)

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration.
- Will be informed that all cases must be dealt with by the centre

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in [SC](#).

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support applications will be kept on file until after the document of results.

Timetabled written exams

- Applications for individual candidates will be submitted online (where the awarding body's secure system accepts these) by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams affected where a candidate is present but disadvantaged and a separate application for each day on which exams are missed where a candidate is absent from an examination for an acceptable reason, detailed in [SC 6](#) will be followed
- Form 14 Self certification form (Self certification for candidates who have missed an examination) will only be completed by a candidate/parent/carer where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or Form 10 **Application for special consideration** will be completed and submitted to the awarding body.
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted by completing form 10, attached to a breakdown of marks across the assessment objectives

Private candidates

- Any private candidate entered by the centre must liaise with the exams officer (not the awarding body) regarding any application for special consideration.

Applications post-document of results

- If, after the document of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce compelling evidence to support a late application

The application must be submitted before the deadline for reviews of results for the respective exam series.

Appendix 5 – Examinations Internal Appeals Policy

Purpose of the procedure

This procedure confirms The New Road Academy compliance with JCQ's General Regulations for Approved Centres (sections 5.3z, 5.8) that the centre will:

- have in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre, an internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration
- draw to the attention of candidates and their parents/carers its written internal appeals procedure

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

Appeals relating to internal assessment decisions (centre assessed marks)

Certain qualifications contain components or units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by centres and internally 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 qualifications delivered at New Road Academy containing internally assessed components or units are:

- BTEC Tech Award – Sport
- BTEC Tech Award – Music
- BTEC Tech Award – Dance
- BTEC Tech Award – Health and Social Care
- BTEC Tech Award – Travel and Tourism
- Cambridge National – Creative Media
- Cambridge National – Enterprise and Marketing
- AQA GCSE Geography
- WJEC GCSE – Art and Design
- AQA GCSE – Design and Technology
- WJEC Level 2 Award – Hospitality and Catering
- WJEC Level 2 Award – Performing Arts
- WJEC GCSE English Language Speaking Endorsement

This procedure confirms New Road Academy's compliance with JCQ's **General Regulations for Approved Centres** (section 5.7) that the centre will:

- have in place for inspection that must be reviewed and updated annually, 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

Deadlines for the submission of marks

Date	Qualification	Details	Exam series
15/12/2025	BTEC (Edexcel)	Final date for submission of centre assessed marks for BTEC Tech awards	December / January 2025/26
15/05/2026	BTEC Edexcel	Final date for submission of centre assessed marks for BTEC Tech awards	Summer 2026
05/05/2026	WJEC - GCSE /Level 1/2 Award	Final date for submission of centre assessed marks for English Spoken Endorsement and Level 1/2 Awards (Eduqas)	Summer 2026
07/05/2026	AQA - GCSE	Final date for submission of centre assessed marks for Design Technology (AQA)	Summer 2026
15/05/2026	OCR - GCSE/ Cambridge Nationals	Final date for submission of centre assessed marks for GCSE Music and Cambridge Nationals (OCR)	Summer 2026
31/05/2026	WJEC - GCSE	Final date for submission of centre assessed marks for Art & Design Edexcel	Summer 2026

New Road Academy is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

New Road Academy ensures that all centre staff follow a robust policy regarding the management of GCSE non-examination assessments including controlled assessments and coursework. This policy details the procedures relating to non-examination assessments for GCSE, Cambridge Nationals and Level 1/2 Awards, including the marking and quality assurance /internal standardisation 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 and do not have any potential conflicts of interest. If AI tools have been used to assist in the marking of candidates' work, internal moderation and standardisation will ensure consistency of marking.

New Road Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre-assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the marking standards to his/her marking, then he/she may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

New Road Academy 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 work submitted
- inform candidates that they may request copies of materials (as a minimum, a copy of the 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 (or for some marked assessment materials, such as artwork and recordings, inform the candidate that the originals will be shared under supervised conditions) within 2 working days
- inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised
- provide candidates with sufficient time 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. Requests will not be accepted after this deadline. Requests must be made in writing within five working days of receiving copies of the requested materials by completing the internal appeals form explained on what grounds they wish to appeal
- Allow three working days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
- ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- inform the candidate in writing of the outcome of the review of the centre's marking

The outcome of the review of the centre's marking will be made known to the Head of Centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

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 the centre's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should, therefore, be considered provisional.

Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ [Information for candidates documents](#) (Coursework, Non-examination assessments, Social media) which are distributed to all candidates prior to relevant assessments taking place, inform candidates of the things they must and must not do when they are completing their work.

The JCQ [Information for candidates - AI \(Artificial Intelligence and assessments\)](#) or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).

New Road Academy ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.

Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported to the awarding body.

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, New Road Academy will:

- Follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (*Instructions for conducting non-examination assessments/Instructions for conducting coursework*) and any supplementary guidance that may be provided by the awarding body. Where this may lead to the decision to **not** accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

If a candidate who is the subject of the decision disagrees with the decision:

- A written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, should be submitted
- an **internal appeals form** should be completed and submitted within 2 working days of the decision being made known to the appellant

The appellant will be informed of the outcome of the appeal within 2 working days of the appeal being received and logged by the centre.

This procedure is informed by the JCQ documents [Instructions for conducting non-examination assessments](#) (4.6, 6.1, 9), [Instructions for conducting coursework](#) (6, 7, 13.5), [Review of marking \(centre assessed marks\) suggested template for centres](#), [Notice to Centres - Informing candidates of their centre assessed marks](#) and [Suspected Malpractice: Policies and Procedures](#) (3.3, 4.5 including reference to Form JCQ/M1)

Appeals relating to centre decisions not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure confirms New Road Academy compliance with JCQ's General Regulations for Approved Centres (section 5.13) that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the document of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are informed by letter to parents/carers and emails. They are also informed when they collect their results.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation)
This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

For written components that contributed to the final result, the centre will:

- Where the option is made available by the awarding body view the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect informed written consent/permission from the candidate to access his/her script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
- Collect informed written consent from the candidate to request the RoR service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a college) that a review of marking has been submitted to an awarding body

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the document of results.

For any moderated components that contributed to the final result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least five working days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of his/her appeal, before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ documents Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied after receiving the RoR outcome, but the candidate believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within seven calendar days of the notification of the outcome of the RoR. Subject to the Head of Centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

This procedure is informed by the JCQ documents [Post-Results Services](#) and [A guide to the awarding bodies' appeals processes](#)

Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms New Road Academy's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3xz) that the centre will:

- have in place and available for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre, an internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

New Road Academy will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ documents **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, New Road Academy:

- recognises its duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments and make reasonable adjustments through the access arrangements process and make reasonable adjustments to the services the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining, and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

Special consideration

Where New Road Academy evidence authorised by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for a candidate is affected by adverse circumstances beyond their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include New Road Academy's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where New Road Academy makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted using the internal appeals form within five working days.

To determine the outcome of the appeal, the Head of Centre will consult the respective JCQ document to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within five working days of the appeal being received and logged by the centre.

If the appeal is upheld, New Road Academy will proceed to implement the necessary arrangements/ submit the necessary application.

This procedure is informed by the JCQ documents [A guide to the awarding bodies' appeals processes \(3\)](#), [Suspected Malpractice: Policies and Procedures \(3.3\)](#), [General Regulations for Approved Centres \(5.4\)](#), [Access Arrangements and Reasonable Adjustments \(Importance of these regulations\)](#) and [A guide to the special consideration process \(1, 2, 6\)](#)

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause New Road Academy to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where New Road Academy may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with the regulations or followed due process, a written request setting out the grounds for appeal should be submitted using the internal appeals form within five working days.

The appellant will be informed of the outcome of the appeal within five working days of the appeal being received and logged by the centre.

This procedure is informed by the JCQ document [A guide to the awarding bodies' appeals processes \(7\)](#)

Internal Appeals Form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre’s decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Appeal against the centre’s decision relating to access arrangements or special consideration
- Appeal against the centre’s decision relating to an administrative issue

*Where the nature of the appeal does not relate directly to an awarding body’s specific qualification, indicate N/A in awarding body specific detail boxes

Name of appellant			
Awarding body		Exam paper code	
Qualification type Subject		Exam paper title	

Please state the grounds for your appeal below:

(If applicable, tick below)

- Where my appeal is against an internal assessment decision, I wish to request a review of the centre’s marking

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

Appellant signature:

Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the Head of Centre to the timescale indicated in the relevant appeals procedure

Further guidance to inform and implement appeals

JCQ documents

- General Regulations for Approved Centres
<https://www.jcq.org.uk/exams-office/general-regulations>
- Post-Results Services
<https://www.jcq.org.uk/exams-office/post-results-services>
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
<https://www.jcq.org.uk/exams-office/appeals>
- Notice to Centres – Informing candidates of their centre assessed marks <https://www.jcq.org.uk/exams-office/non-examination-assessments>
- Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>
- Access Arrangements and Reasonable Adjustments <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>
- A guide to the special consideration process <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Ofqual documents

- GCSE (9 to 1) qualification-level conditions and requirements <https://www.gov.uk/government/documents/gcse-9-to-1-qualification-level-conditions>

Appendix 6 – Access Arrangements Policy

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'. (AARA¹, Definitions)

Reasonable adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA¹, Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AARA](#) 1.8). The definitions and procedures in [AARA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

Purpose of the policy

The purpose of this policy is to confirm that New Road Academy has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, 5.4)
This publication is further referred to in this policy as GR

This policy is maintained and held by SENCo (or equivalent role) alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENCo (or equivalent role) is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (¹AARA 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

¹This publication is further referred to in this policy as AARA

General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, those for whom English is an additional language and those with a temporary illness or temporary injury. (GR 5.4)

The principles for the centre to consider are detailed in AARA (4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate, preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENCo, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

Applications should be processed at the start of or during the first year of a two-year course having firmly established a picture of need and normal way of working.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

[Equality Policy](#)

This policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA_7.3.

The qualification(s) of the current assessor(s)

New Road Academy uses an assessor(s) provided by the local authority that is suitably qualified to assess students for access arrangements

The Exams Officer also holds a Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A) and the assistant SENCo is completing a course and should be qualified by September 2026.

Appointment of assessors

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Copies of the assessor's qualifications are held by the SENCo and if employed by the centre, they are also kept in HR.

The following process is followed to ensure compliance with JCQ regulations:

Process for the assessment of a candidate's learning difficulties by an assessor

1 Referral

- The SENCo reviews concerns raised by staff or parents.
- Initial evidence is gathered (classwork, teacher comments, previous assessments).
- If appropriate, the SENCo refers the candidate for formal assessment.

2 Parental Consent

- Written consent is obtained before any formal assessment takes place.

3 Assessment

- A qualified assessor conducts a battery of **JCQ-approved standardised tests**, such as:
 - Word reading accuracy and speed
 - Reading comprehension
 - Spelling
 - Writing speed
 - Cognitive processing (e.g., working memory, phonological processing, processing speed)

4 Interpretation of Results

- Standard scores of **84 or below** (or other JCQ thresholds) may indicate a significant difficulty.
- The assessor provides a **full written report** including:
 - Test scores
 - Interpretation
 - Recommendations
 - Confirmation of assessor qualifications

5 SENCo Review

- The SENCo cross-references assessment results with:
 - Classroom evidence
 - Teacher feedback
 - History of need
 - Normal way of working

6 Application

- If criteria are met, the SENCo submits an application via AAO.
- Centre-delegated arrangements (e.g., rest breaks) are recorded internally.

7 Communication

- Parents and students are informed of the outcome.
- Teachers are briefed on the approved arrangements.

AARA 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties)

Picture of need/normal way of working

Access arrangements must be based on a **clear picture of need** supported by **consistent normal way of working**. The school gathers evidence from:

1 Classroom Practice

- Use of a reader, scribe, or assistive technology in lessons
- Extra time used in class tests
- Differentiated materials
- Support strategies used by teachers

2 Internal Assessments

- Mock exams
- End-of-topic tests
- In-class timed writing tasks
- Evidence of slow processing or writing speed

3 Student Voice

- Student reports difficulty with reading, writing, concentration, or physical tasks
- Student preference for certain support methods

4 Historical Evidence

- Previous SEND support
- Primary school records
- EHCP documentation (if applicable)

5 Examples of Normal Way of Working Indicators

- Regular use of a laptop for extended writing

- Teacher-provided reading support
- Use of coloured overlays or enlarged print
- Frequent rest breaks due to medical needs
- Persistent difficulty completing timed tasks

The SENCo ensures that the arrangement applied for is **routinely used**, not newly introduced for exams.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to [AARA 8](#) (Processing applications for access arrangements and adjustments) and 6 (Modified papers)).

AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Online applications **must** only be processed where they are supported by the centre, and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)

The exams Officer or SENCo will check the evidence and apply for the appropriate access arrangements using AAO. Once the application is approved, an electronic copy is downloaded and saved to the student's profile in the school's MIS system (Bromcom). A hard copy of the application is also held on file by the SENCo.

If a case does not gain approval, the Exam's Officer will refer it to the awarding body, presenting the evidence to them.

The SENCo (or equivalent) will notify the Exam's Officer of any students that require modified papers. The Exam's Officer has the responsibility of ordering the modified papers before the published deadlines.

Candidates **must** be informed that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018.

The SENCo **must** keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes:

- a copy of the candidate's approved application
- appropriate evidence of need (where required)
- evidence of the assessor's qualification (where required). (AARA 8.6)

AARA 8 (Processing applications for access arrangements and adjustments), 6 (Modified papers) and record your process that reflects the requirements.

Centre-delegated arrangements/adjustments

New Road Academy have developed a form for teachers/staff to complete which lists all possible available access arrangements and leaves space for comments. The SEND department will consider all the evidence and complete any appropriate paperwork and inform the Exams Officer of the arrangements.

Centre-specific criteria for particular arrangements/adjustments

Word Processor (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

Word Processor Policy – see Appendix 7

Alternative Rooming Arrangements

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by the SENCo (or equivalent role).

The decision will be based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre ([AARA 5.16](#))

Appendix 7 – Word Processor Policy

This policy is reviewed and updated annually on the document of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AARA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2025-2026](#) and [Instructions for conducting examinations 2025-2026](#) documents.

Introduction

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

(AA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

(AA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos (or equivalent role) **must** consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

A SENCo, or equivalent role **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate **must** have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

Purpose of the policy

This policy details how New Road Academy complies with AARA (chapter 4) (Managing the needs of candidates - principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-27) 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 criteria New Road Academy uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the Head of Centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text switched off where it is their normal way of working within the centre (AARA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

For example, a candidate with:

- 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 (AARA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AARA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AARA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AARA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved **before** an examination or assessment (AARA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AARA 5.8.2)

The centre will not

- simply grant the use of a word processor to a candidate because the candidate prefers to type rather than write or can work faster on a keyboard, or because the candidate uses a laptop at home (AARA 5.8.4)

Additionally, the use of a word processor would be considered for a candidate:

- 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 (AARA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AARA 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 in separate accommodation to the main hall usually a smaller classroom with candidates that have similar needs.

In compliance with the regulations the centre

- provides a word processor, with the spelling and grammar check and predictive text switched off, to a candidate where it is their normal way of working within the centre, 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 a laptop before the candidate's exam(s) to ensure that the battery is sufficiently charged to last 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 or 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 the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances 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.

- 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 or tablet to ensure that if there is a complication or technical issue, the candidate’s work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate’s script is produced under secure conditions
- is not used to perform skills which are being assessed
- 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
- 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), e-mail, the internet, social media sites or spreadsheets
- 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 (a scribe cover sheet must be completed)
- is not used on the candidate’s behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

Portable storage medium

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used

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

Printing the script after the exam is over

(ICE 14.25)

The centre will ensure

- 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 his or their own

- a word-processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the 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)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The Head of Centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

The criteria New Road Academy uses to award and allocate word processors for examinations

- The need for word processing is considered and planned for when determining seating and access arrangements. A record of the students using word processing is kept by the exams officer and this is available on request to all staff.
- Where a need develops e.g. medical need, the decision to use a word processor will be made by all stakeholders including the student and parents.
- The exams officer will ensure that all students using word processing understand the processes around this.
- Liaising with the IT support technician, the exams officer (with support from the SENCO and exams support officer) will ensure that all equipment is prepared in line with this policy.
- Where issues arise, students will indicate to an invigilator that there is a problem, and the invigilators will request support.
- The exams officer is responsible for ensuring that all work is prepared for submission to the exam board

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the Director of SEND and the exams officer. In exceptional circumstances where the number of appropriate 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 always maintained, and candidates will be supervised in line with section 7 of ICE.

Appendix 8 - Malpractice

Aims

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/ maladministration before, during and after assessments have taken place
- Ensures any person involved in administering, teaching or completing examinations/ assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*
- Ensures irregularities are investigated and informs the awarding bodies 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
- As required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ document *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require

Scope

When conducting investigations into the potential instances of malpractice, the centre will ensure;

- There are no conflicts of interests
- The process is conducted fairly and objectively
- All documentation and evidence will be stored centrally and retained in line with the Data Protection Policy
- Awarding organisation regulations are applied and adhered to

Learner Malpractice

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Failing to adhere to the conditions set out by the invigilator in order to maintain the integrity of the examination or assessment.
- Plagiarism of any nature
- Failing to adhere to the conditions set out to maintain the integrity of the examination or assessment.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of IT to aid copying)
- Allowing work to be copied by another individual
- Deliberate destruction of another individual's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test. 4
- Bringing in unauthorised material, such as notes, study aids, mobile phones, watches, MP3/4 players or other similar devices.

The Centre recognises that for some learners avoiding malpractice, in particular plagiarism, will be a challenge due to inexperience in working on assignments. In order to do this, the centre will:

- seek to avoid potential malpractice by informing students during assemblies and providing copies of the JCQ regulations before any assessments take place.
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own unaided
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used e.g. Referencing

Process if Learner Malpractice suspected

1. If malpractice is suspected during an examination, the invigilator will warn the individual that their actions are in breach of JCQ regulations and that the incident will be reported.
2. An investigation will be conducted where the centre suspects or identifies an individual of assessment malpractice. This will be undertaken by the Deputy Head Teacher.
3. If a full investigation is required, statements from all relevant parties, copies of work and full details of the incident will be collated.
4. The individual will be given the opportunity to respond and provide a statement.
5. The relevant awarding organisation will be notified of the alleged malpractice using the forms provided by JCQ. Along with a report of the incident, including the statement from the individual.
6. Potential sanctions that may be imposed by awarding organisations following the investigation should be identified to the individual. Such as
 - a. Warning
 - b. Loss of marks for a particular unit or exam or qualification
 - c. Debarred from future exams

Centre Staff Malpractice

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of candidates
- Achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Copying exam papers
- inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment / task / portfolio / coursework
- Facilitating and allowing impersonation
- Misusing access arrangements/reasonable adjustments, for example where learners are permitted support, such as a scribe, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud

- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
- Failure to adhere to JCQ regulations in relation to
 - o Displaying notices and warnings to candidates
 - o The appropriate training of invigilators
 - o The secure storage of papers and examination materials before and after examinations have taken place
 - o Manner in which exams/assessments are conducted.

Process if Centre Staff Malpractice suspected

1. Suspected malpractice of centre staff may be reported by either examination candidates or fellow staff members or family members of other candidates. It should be reported to the Head of Centre and Exams Officer.
2. An investigation will be conducted where the centre suspects or identifies a staff member of malpractice. This will be undertaken by Head of Centre.
3. If a full investigation is required, statements/interviews from all relevant parties and full details of the incident will be collated.
4. The individual will be given the opportunity to respond and also provide a statement/interview. The individual has the right to be accompanied.
5. The relevant awarding organisation will be notified of the alleged malpractice using the forms provided by JCQ. Along with a report of the incident, including the statement from the individual.
6. Potential sanctions may be imposed by awarding organisations following the investigation, which may include, but not restricted to –
 - a. Written warning to the individual staff member and/or centre
 - b. Review of processes required
 - c. Staff barring
 - d. Removal of approval of certain qualifications
 - e. Centre recognition removed
7. Along with awarding organisation sanctions, upon the review of the incident the centre may decide to instigate disciplinary proceedings, in consultation with the Director of HR. This may involve
 - a. Identifying a training need
 - b. Approval of certain tasks
 - c. No involvements in assessments for an identified period
 - d. Gross misconduct procedure followed.

AI Malpractice

Artificial intelligence (AI) can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. New Road Academy recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students **may** use AI tools:

- o As a research tool to help them find out about new topics and ideas
- o When specifically studying and discussing AI in college work, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Students **may not** use AI tools:

- o During assessments, including internal and external assessments and coursework
- o To write their homework or class assignments, where AI-generated text is presented as their own work
- o As an alternative to engaging in practical learning.

The Centre will enable the use of AI applications in assessment where this is appropriate and relevant to enhance student learning. It is noted that, different exam boards and subject areas may have different approaches depending on the nature of the subject and type of assessment. Assessment will be designed to ensure that integrity and standards are maintained where students have access to generative AI, without sacrificing the importance of authenticity of assessment and pedagogic practice. The same definitions of malpractice apply to the use of AI within assessments, and the same processes will be followed if malpractice is suspected. New Road Academy considers any unattributed use of AI-generated text or imagery to be plagiarism and will be dealt with according to the centre's policy and following Awarding organisation procedures.

AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or where you use an AI tool to create work and then say it is your own.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

Informing and advising candidates

A candidate briefing is held at the start of each academic year and, again, before the start of the summer exam season. This briefing will highlight best practice and covers examples of learner malpractice. Students will also be sent the JCQ guidance on the use of AI, before each exam series including mock exams.

Also refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice) with reference to the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged)

New Road Academy AI Policy (add link when available)

Appendix 9 – Conflict of Interest

Conflicts of Interest

- The Head of Centre/Exams Officer manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
 - any members of centre staff who are taking a qualification at this centre which includes internally-assessed components/units*
 - any members of centre staff who are teaching and preparing 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) for qualifications which include internally-assessed components/units, **and**

maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:

- exams office staff have 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) being entered for examinations and assessments, either at this centre or other centres
 - centre staff are taking qualifications at this centre which do not include internally-assessed components/units*
 - centre staff are taking qualifications at other centres
- Retains records of all conflicts of interest, including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)
 - *Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:
 - proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
 - during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

This log is intended to support the centre in maintaining internal records of all instances of any potential conflicts of interest identified from collecting centre staff declarations and to include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

If a conflict is identified that does not appear within the scenarios identified in JCQ's *General Regulations for Approved Centres* or is not covered in awarding body guidance, then it is recommended that advice should be obtained directly from the relevant awarding body/bodies on how this should be managed.

[Instructions for conducting non-examination assessments](#) (GCE & GCSE, 6.1), (VTQs, 7.2) and [Instructions for conducting coursework](#) (8.2)

Appendix 10 – Lockdown Policy

Lockdown Procedures – New Road Academy

The Lockdown procedure is to be used in response to internal or external incidents which have the potential to pose a threat to the safety of students, staff, and visitors at the academy.

There are two levels of lockdown:

1. Partial Lockdown – Predominantly expected to be environmental issues impacting on the academy (non-life threatening) e.g., fire nearby blowing smoke towards the academy, animal on site etc.
2. Full Lockdown – where there is an imminent threat posing a risk (potentially life threatening) to staff and students e.g., armed intruder on the academy grounds.

Decision to Lockdown

The decision to implement a partial lockdown is arrived at through discussion with the Headteacher (Deputy Headteacher in absence, and cascading through SLT as necessary), based on information received from the emergency services, local authority, or obvious visible signs/smells in the vicinity of the academy.

The decision to implement a full lockdown is variable, due to the unexpected nature of the incident.

- If intelligence is provided by the Police/Local Authority, giving time, then a brief meeting (likely to be Headteacher, Deputy Head and SLT members available) can be held to ensure a smooth process as possible is enacted.
- If an obvious threat to life is apparent at main reception, and there is the potential for the threat to access the wider academy e.g., looking to force their way in, it is incumbent on the receptionist to act quickly by judging the situation to either initiate the lockdown alarm, or radioing SLT to apprise them of the situation.
- If a person has accessed the academy site (inside the building, or playground areas), the staff member witnessing this is to report it to SLT immediately. A decision on actions will then be made – if a decision cannot be made quickly, then the lockdown alarm is to be triggered.

Partial Lockdown

Signal for a Partial Lockdown is a radio call, email to all staff and SLT members ensuring staff and students are aware. Site team to be contacted on radio by Business Manager.

Partial Lockdown Actions:

1. Ensure all pupils are inside the academy building.
2. If appropriate, move pupils away from the incident (e.g., to the other side of the building/away from windows or doors).
3. HR Officer to Inform the Leisure Centre (01952 382810) and ask them to contact the academy staff and to keep any students inside the building until further communications are received.
4. HR Officer to dial 999, if appropriate. Dial once for each emergency service that is required.
5. If sheltering from an environmental hazard (e.g., a smoke plume) ensure all doors and windows are closed and turn ventilation / air circulation systems off.
6. Check for missing / injured pupils, staff and visitors.
7. Reassure pupils and keep them engaged in work.
8. If deemed necessary, notify parents / carers of the situation.
9. Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

Signal for all-clear is code GREEN transmitted on the team radios (channels one and two), an all-academy email, and SLT informing staff.

Full Lockdown

Signal for a Full Lockdown is the Lockdown Alarm (constant tone) being triggered from Headteachers Office or Reception. In addition, code RED is to be transmitted on the radios in tandem with the alarm, in addition to an all-academy email. SLT members not teaching are to go to their designated areas, supporting staff and students. The lockdown alarm is internal only, pressing the panic button, located in Headteachers office and Reception, will automatically call the alarm company who in turn will call the academy contact numbers in a cascading order to ascertain the situation.

- Rooms - Students and staff to remain in the classrooms, any students/staff on the corridor should make their way to the closest classroom/office.
- Entrance points (e.g., doors, windows) should be secured - Main reception entrance, Student entrance, 4 x sets of external Fire doors, Dining Hall corner entrance, PE Changing room doors, external classroom doors, 1.12, 1.23, 1.48, external Kitchen doors, Site Office door and all windows.
 - o The site team will secure all main exits and fire doors, whilst staff in the teaching rooms with exits have the responsibility of ensuring their external doors are locked.
- Communication arrangements:
 - o SLT/Pastoral/AHoY/HoY/Site team have 2-way radios.
 - o Office telephones
 - o Mobile phones
 - o Work Email system.
 - o Verbal communication with SLT/Site team
 - o Email/Text/MCaS for parental contact.

Full Lockdown Actions:

1. a. Internal Threat with some students outside – those students outside for practical PE are to be taken to the OLC for their lessons
- b. External threat with some students on 3G, or Playground – get students into main building, and then into classrooms/offices.
- c. External threat with some students outside of the academy's perimeter – attempt to get students inside the academy building, OLC, or Tennis Centre, whichever is closer.
 - i. If getting students into a building is not feasible, tell the students to hide or disperse if this will improve their safety - this is of last resort.
2. SLT are allocated a sweep area, to ensure that all staff are aware of the lockdown and that all students and staff are in rooms.
3. PA to Inform the Leisure Centre (01952 382810) and ask them to contact the academy staff and to keep any students inside the building until further communications are received.
4. PA to call 999 and provide emergency services with academy direct contact numbers (Headteacher, site mobile number)
5. Lock/secure entrance points (e.g., doors, windows) to prevent the intruder entering the building - Site staff to check entry points.
6. Visitors in reception to be taken into the administrative area.
7. Reception Staff and students at Student Reception to be moved into well-being and First Aid rooms.
8. ICT Tech to call 999 and provide ICT contact number and inform Police that they have access to live and recorded CCTV.
9. EJN (backup JBY) to inform parents/carers via text messages/MCaS, as to the current situation and to remain clear of the academy – text outline of information to be provided by Headteacher or a member of SLT.

10. Ensure people take action to increase protection from attack:
 - Block access points (e.g., move furniture to obstruct doorways)
 - Sit on the floor, under tables or against a wall.
 - Keep out of sight.
 - Draw the blinds.
 - Turn off lights.
 - Stay away from windows and doors.
 - Turn phones off
11. Ensure that students, staff and visitors are aware of any additional exit points in the room.
12. If possible, check for missing/injured students, staff and visitors and note their names.
13. Remain inside until an all-clear has been given (Code Green) or told to evacuate by the emergency services.

Signal for all-clear is code GREEN transmitted on radios (channels one and two), an allacademy email, and SLT informing staff.

Once incident has been resolved, senior staff members need to arrange a meeting, ideally on the same day, or the day after to review the processes and actions taken.

Associated Documents can be found in SharePoint – link below

- Staff Lockdown Brief Sept 25
- Student Lockdown Brief Sept 25
- Staff Lockdown Areas Sept 25
- Lockdown Staff Roles Nov 25