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## Exams

### 1. General policy principles

The purpose of this exams policy is:

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

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The exams policy will be reviewed every year. The exams policy will be reviewed by the vice principal with responsibility for exams.

Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

### 2. Roles and responsibilities

#### 2.1 The head of centre: The principal

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

#### 2.2 Exams officer<sup>1</sup>:

- manages the administration of internal exams and external exams
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all Centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.

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



- accounts for income and expenditures relating to all exam costs/charges.
- line manages the exams invigilators and organises the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

### **2.3 Curriculum leaders:**

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

### **2.4 Teachers:**

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or Exams Officer.

### **2.5 The special educational needs coordinator (SENCo):**

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

### **2.6 Lead invigilators:**

- assisting the exams officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

### **2.7 Candidates:**

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

## **3. Qualifications**

The qualifications offered at this centre are decided by the principal. The types of qualifications offered are GCEs, GCSEs, vocational courses, OCR nationals.

The subjects offered for these qualifications in any academic year may be found on the centre's website for that year. If there is to be a change of specification for the next year, the exams office



must be informed by 1st November. Informing the exams office of changes to a specification is the responsibility of the curriculum leaders.

Decisions on whether a candidate should be entered for a particular subject will be taken by a Vice principal in consultation with the curriculum leaders.

## **4. Exams**

### **4.1 Exams series**

Internal exams (mock exams) are scheduled in December, January, April and June.

External exams and assessments are scheduled in November and June.

Internal exams are held under external exam conditions.

On-demand assessments (external or internal) can be scheduled in by arrangement between the Curriculum leaders and the exams officer.

### **4.2 Exam timetables**

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams before each series begins.

### **4.3 Entries, entry details and late entries**

Candidates or parents/carers cannot request a subject entry, change of level or withdrawal.

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

Entry deadlines are circulated to curriculum leaders via email and staff trays. Curriculum Leaders will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the vice principal with responsibility for exams. The following re-sits are allowed: GCSE; AS Level; A level; principal learning; functional skills. Re-sit decisions will be made by the vice principal with responsibility for exams in consultation with curriculum leaders.

### **4.4 Exam fees**

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

The exams officer will publish the deadline for actions well in advance for each exams series.

The following exam fees are paid by the centre: GCSE; AS level; A level; principal learning; late entry or amendment fees; Re-sit fees. Fee reimbursements are not sought from candidates.

### **4.5 Equality legislation**

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

The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the exams officer.



#### **4.6 Access arrangements**

The SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams. A candidate's access arrangements requirement is determined by the SENCO.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCO. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO. Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the exams officer.

#### **4.7 Contingency planning**

Contingency planning for exams administration is the responsibility of the vice principal with responsibility for exams. Contingency plans are available via email, noticeboard, briefing meetings, internal post/staff trays, the school intranet and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

#### **4.8 Managing invigilators**

External staff will be used to invigilate examinations. These invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the vice principal with responsibility for exams. Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Personnel Officer. DBS fees for securing such clearance are paid by the Centre. Invigilators' rates of pay are set by the principal. Invigilators are recruited, timetabled, trained and briefed by the exams officer and vice principal with responsibility for exams.

#### **4.9 Malpractice**

The Head of Centre in consultation with the vice principal with responsibility for exams is responsible for investigating suspected malpractice.

#### **4.10 Exam days**

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Facilities staff are responsible for setting up the allocated rooms and will be advised of requirements at least 48 hours in advance.

The invigilators will start and finish all exams in accordance with JCQ guidelines.

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

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



Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Curriculum Leaders in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with invigilators.

## **5. Candidates**

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the vice principal with responsibility for exams.

School uniform must be worn and the school behaviour policy apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

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

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the vice principal with responsibility for exams

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Guidance Leader is responsible for handling late or absent candidates on exam day.

### **5.1 Clash candidates**

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

### **5.2 Special consideration**

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

The candidate must support any special consideration claim with appropriate evidence within 5 days of the exam. The exams officer will make a special consideration application to the relevant awarding body within 10 days of the exam.

### **5.3 Internal assessment**

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

Marks for all internally assessed work are provided to the exams office by the Curriculum Leader.

The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's internal appeals procedure (IAP) document.



## **6. Results**

Candidates will receive individual results slips on results days either,

- in person at the Centre
- by post to their home address - candidates to provide a self-addressed envelope

The results slip will be in the form of a Centre produced document. Arrangements for the Centre to be open on results days are made by the Exams Officer. The provision of the necessary staff on results days is the responsibility of the Exams Officer.

### **6.1 Enquiries about results (EAR)**

EARs may be requested by Centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre or candidate depending on who originates the enquiry. All decisions on whether to make an application for an EAR will be made by the vice principal with responsibility for exams. If a candidate's request for an EAR is not supported, the candidate may appeal and the Centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the exams officer following the JCQ guidance.

### **6.2 Access to scripts (ATS)**

After the release of results, candidates may ask subject staff to request the return of written exam papers within 7 days of the receipt of results. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned. The cost of ATS will be paid by the Centre or candidate depending on who originates the enquiry.

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

## **7. Certificates**

Candidates will receive their certificates

- in person at the centre;
- by post to their home address (candidates to provide a self-addressed envelope);
- Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so and bring suitable identification with them that confirms who they are.

The centre retains certificates indefinitely. A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.



## APPENDIX 1

### CONTROLLED ASSESSMENTS

1. It is the responsibility of each curriculum leader to obtain the controlled assessment task details from the exam boards.
2. The curriculum leader should choose the most appropriate time for the controlled assessment to take place.
3. The controlled assessment may take place during timetabled class time.
4. Curriculum areas must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
7. Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
8. All assessment materials must be locked in a suitable secure cabinet at the end of each session.
9. Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Attendance records from assessment sessions should be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
15. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
17. If suspected malpractice occurs, the Exams Officer must be informed.
18. If a student's work is lost within the school, this must be reported to the exam board.
19. Authentication forms must be signed by the teachers and candidates.
20. Access arrangements do apply to controlled assessment.
21. The assessment marks must be submitted to the exam board by the appropriate date.
22. Candidates' work must be securely stored as in 8 above until all results have been verified.
23. Re-sits of controlled assessment may be allowed in the next exam session.
24. After the results are published it may be possible to request a re-moderation of the work.



## APPENDIX 2

### VOCATIONAL QUALIFICATIONS

*(The policy outlined here meets the requirements of vocational courses. The same policy and procedures applies to other vocational courses)*

#### Role of the student

Students will be expected to take an active role in their learning. Planning, Monitoring and Evaluating are active processes within the Vocational course. Effective management of their time is VITAL if the best use is to be made of time and resources.

At the beginning of the course, students must:

- Organise their personal commitments and leisure time around study;
- Organise their personal study time and areas;
- Organise basic materials, files, pens etc.

During the course students must:

- Actively participate in the preparation of their action plans;
- Monitor own progress and seek assistance when required (ask staff or other students);
- Keep others informed of their progress (form tutor) and keep to agreed targets;
- Maintain review sheets with appropriate staff input for each assignment;
- Evaluate own performance against given targets;
- Maintain a portfolio of assessed work and ensure it is kept secure;
- Prepare work for assessment by teacher;
- Keep to deadlines;
- Attend ALL lessons.

#### Role of the quality nominee

It is the responsibility of the quality nominee to:

- Ensure the effective liaison between the exam board and the college;
- Ensure that the internal verification processes are in place and each subject has an accredited internal verifier;
- Oversee the quality aspect all vocational courses within the school;
- Meet with the Team Leaders to discuss reports from quality reviewer;
- Produce action plans with Vocational Team Leader from reports;
- Review processes and procedures for all Vocational courses;
- Ensure the centre's documentation meets the standards set by the exam board;
- Act as the guardian of the standards set by the exam board.

#### Role of the exams officer

It is the responsibility of the exams officer to ensure that:

- All team leaders follow the correct specification given by the exam board;
- All information from the Exam Board regarding Vocational courses is dealt with promptly and effectively;





- All assessors and team leaders complete appropriate paperwork for student registration and certification;
- The centre's documentation meets the standard required by the exam board;
- All students' records meet the requirements of the exam board;
- He/She acts as guardian of the standards;
- All registration and certification details for all students are kept for a minimum of three years.

### **Role of the vocational team leader**

The Team Leader is the manager of Vocational course design and delivery in one vocational area and, usually at one level. The person allocated this role plays a significant part in teaching and assessing students on the course. The team leader is responsible for:

- Students selection onto their courses;
- Course and assessment planning, curriculum development and design of students' assignments;
- Managing and allocating detailed teaching responsibilities and overall use of course time;
- Day-to-day issues and troubleshooting;
- Arranging course team meetings;
- Course review in light of internal and external standards moderation.

A team approach is essential for Vocational courses and each vocational area must have a 'team'. The 'team' will include:

- All staff teaching the particular course
- All support staff for the particular course
- Internal verifiers for the particular course

### **Role of the lead internal verifier**

It is the responsibility of the Lead Internal Verifier to ensure the following:

- Register and undertake compulsory centre induction training;
- Successfully complete the appropriate online accreditation process to achieve Accredited Internal Verifier status.(AIV);
- All assessors follow the assessment specification given by the exam board;
- All assessors interpret the assessment standards consistently;
- The assessor receives prompt, accurate and constructive feedback;
- The centre's documentation meets the standard required by the Exam Board;
- All students' achievement records meet the requirements of the Exam Board.
- He/She acts as guardian of the standard.

### **Role of the assessor**

The assessor is usually the teacher who delivers and issues the assignment brief for the relevant unit. It is the responsibility of the assessor to ensure that:

- An assessment plan is agreed with the student, which is reached on the evidence presented



of prior learning.

- The student is fully briefed on the assessment process.
- He/She follows the assessment specifications given by the Exam Board.
- The student receives prompt and accurate constructive feedback.
- When a student has demonstrated competence by meeting the 'Assessment Evidence' all relevant documentation is completed.
- If a student has failed to meet the assessment evidence, a new assessment plan is mutually agreed.
- Students' work is internally verified within the vocational area.
- Student work is graded accurately and results processed by the Team Leader to claim certification through the Exam Board.

### **Vocational assessment**

There are three key elements under the Vocational framework:

- It is the responsibility of the student to provide the assessor with evidence of achievement.
- Vocational assessment is about assessing performance backed up by relevant underpinning knowledge.
- As soon as a student reaches the requisite standard he/she is entitled to be accredited.
- The portfolio is the main proof that a student has fulfilled the requirements of Vocational courses.
- The work should be assessed against the criteria listed in the 'assessment evidence' grid for each unit.
- At both levels 2 and 3, the assessor is deciding whether to refer the work or to award a pass, merit or distinction.
- The assessor must ensure that the work is valid, authentic and sufficient.
- Work will be internally verified and may also be externally verified (standards verification).
- Standards verification for QCF courses is compulsory where the subject lead internal verifier has failed to obtain accreditation. Where there is an accredited internal verifier, standards verification will be by random selection. All NQF courses are subject to standards verification.
- The school has an internal sampling policy for BTEC courses. This is available from the exams officer and QN and should be followed by all those responsible for the internal verification of NEAs

### **BCS/ECDL qualification**

The Centre is committed to quality assurance and believes it is an integral part of the Centre's processes.

The focus of the Centre is on learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

The provision is regularly monitored and reviewed by your named quality assurance representative.

All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role



All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.

Existing invigilators will be observed conducting an assessment at least once a year.

Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.

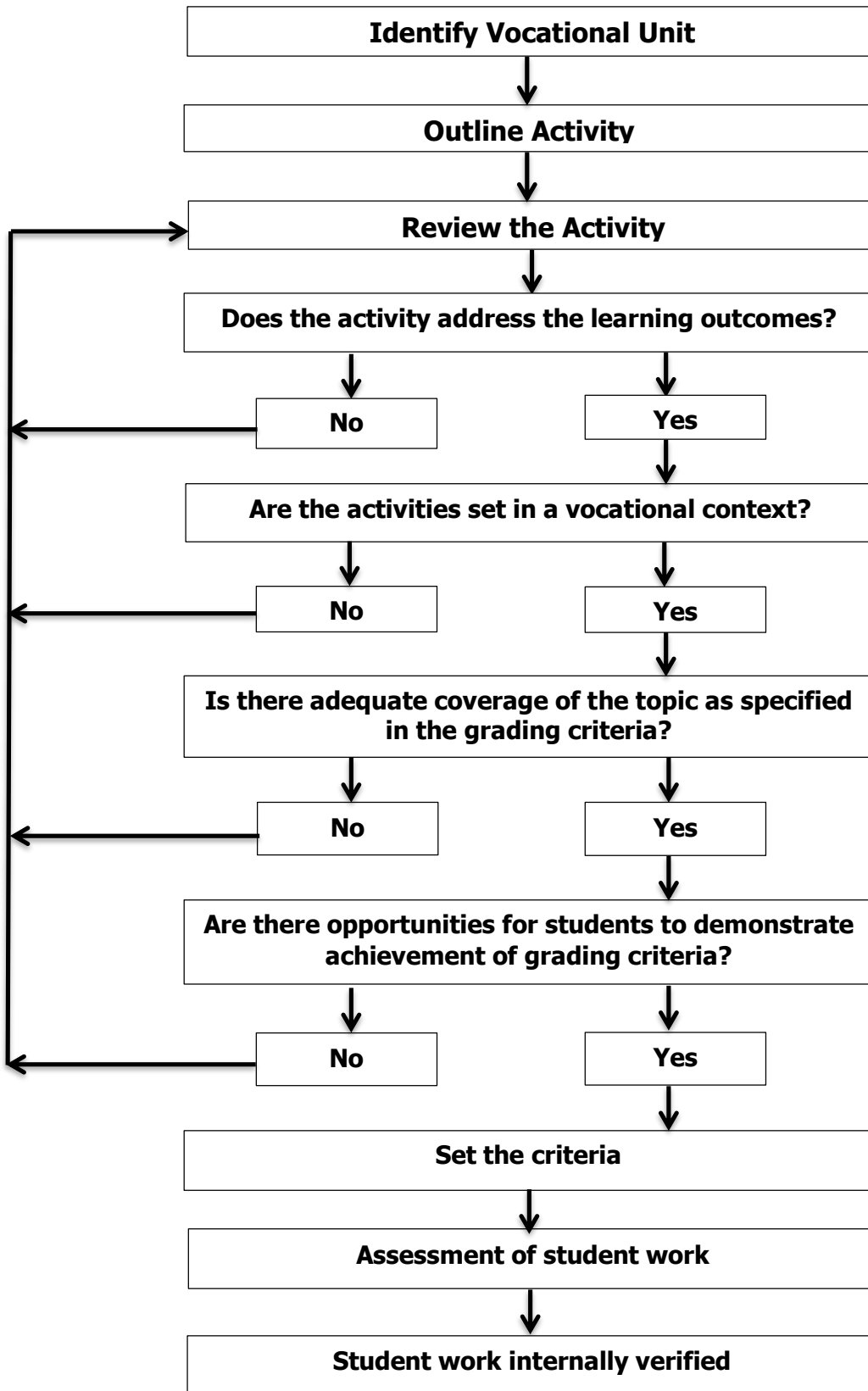
The organisation's policy for Equal Opportunities is followed and monitored.

For manual testing and evidence based assessment:

- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.
- Internal Verification is carried out on an on-going basis.
- All cases of borderline achievement are Internally Verified.
- At least 10% of other assessments are checked across all markers and modules.
- Where a new marker is assessing, all work is double marked until the Centre Manager is satisfied with the standard.
- Internal Verification is recorded on Learner work and records and on central recording systems.

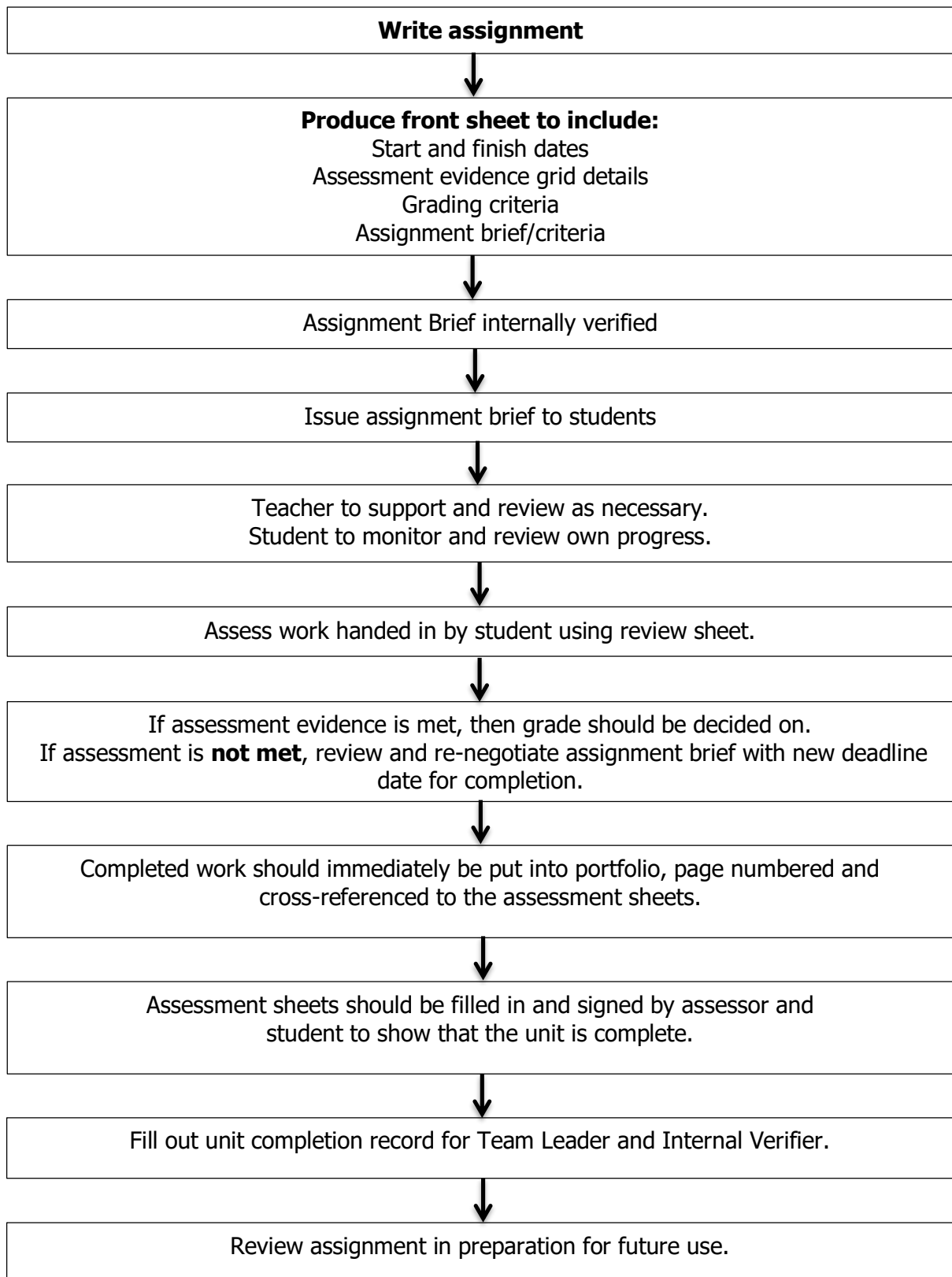


**DEVELOPING AN APPROPRIATE ACTIVITY FOR ASSESSMENT OF VOCATIONAL COURSES**



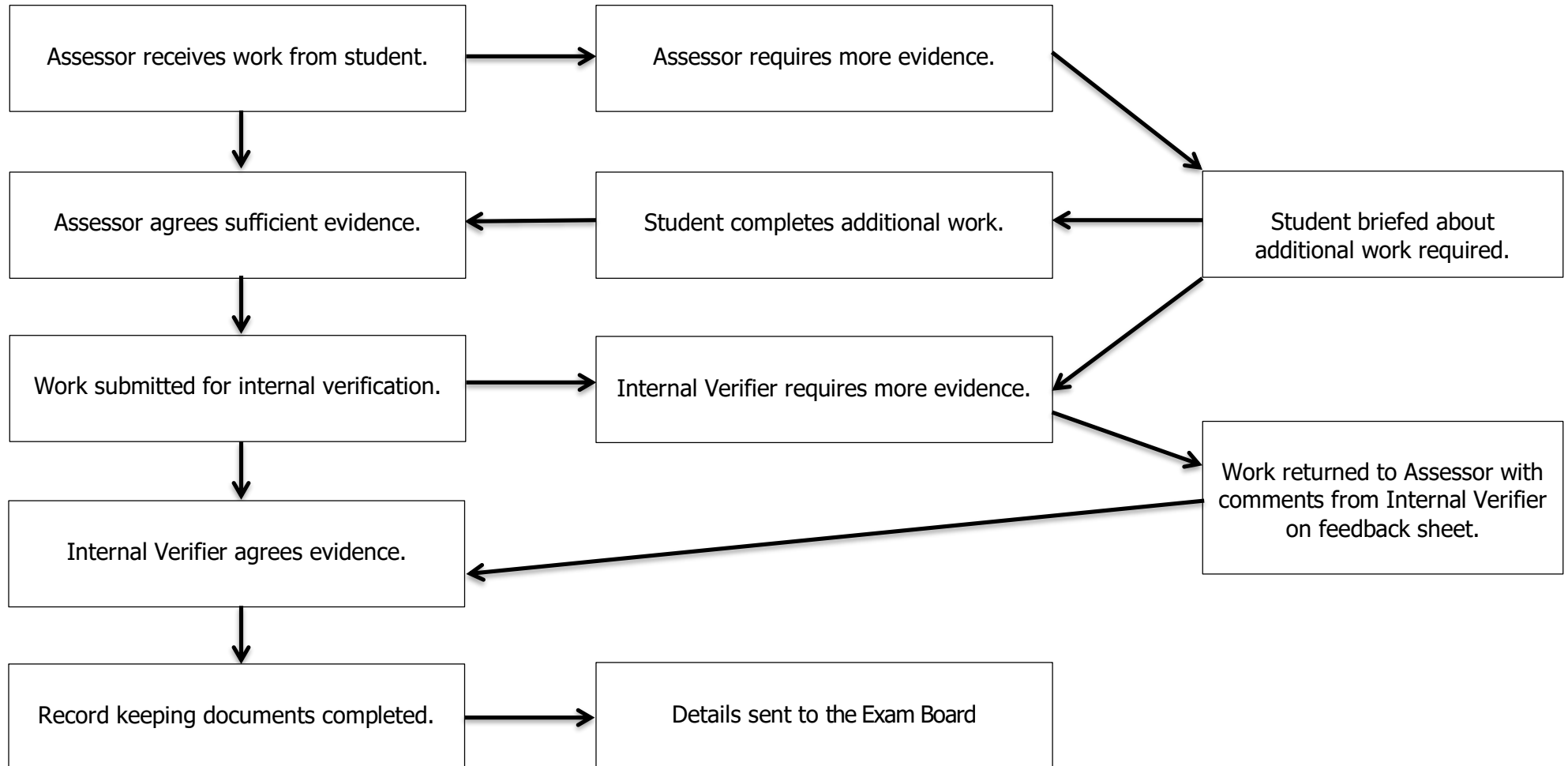


## PROCUREMENT FOR VOCATIONAL ASSIGNMENTS





## INTERNAL VERIFICATION PROCESS





## VOCATIONAL COURSE APPEALS PROCEDURE

A candidate who has achieved competence cannot have it taken away from them. However, should a candidate disagree with the assessment given, then they should follow the procedure outlined below.

### Stage One

The candidate should appeal in writing to the assessor **within one week** of the assessment decision. A written reply must be given by the assessor explaining their decision within one week of receiving the appeal from the candidate.

If the candidate is not satisfied with the response from the assessor:

### Stage Two

The candidate should contact the Lead Internal Verifier of the programme **within one week** of the assessor's response. The Lead Internal Verifier will review the assessor's decision and the candidate evidence. The Lead Internal Verifier will give a written response to the candidate within one week of receiving the request from the candidate.

If the candidate is not satisfied with the response from the Lead Internal Verifier:

### Stage Three

An appeal panel will meet **within three weeks** and review the evidence and give an oral and written decision. The decision of this panel is **final**.

The **membership of the appeal panel** will be:

- An assessor from a different course team
- The lead internal verifier from Stage two
- The original assessor
- Vice principal or other member of leadership group.

The candidate would be invited to attend. They would have the opportunity to be accompanied by a friend.

All the evidence and responses from the above stages must be available at the panel meeting.

The Lead Internal Verifier should keep a record of these responses in their file to make available to the External Moderator/Verifier.

### Stage Four

If the candidate is not satisfied, he or she may appeal to Regional Quality Manager at the Exam Board. This should be in writing. The address for communication will be issued upon request.



## INTERNAL APPEAL RECORD FORM

<b>Vocational Qualification:</b>	<b>Unit Number:</b>
<b>Student Name:</b>	<b>Assessor:</b>
<b>Internal Verifier:</b>	<b>Senior Manager:</b>
<b>Stage One (Unit Assessor)</b>	<b>Response within 5 working days</b>
Reason for Appeal (please give full details):          Date: _____	Outcome:  Date: _____ Assessor's Signature: _____ LIV's Signature: _____ Senior Manager's Signature: _____
I confirm I have read a copy of the Appeals Procedures Policy and I agree / disagree with the outcome of Stage One of the Appeal.  Student Signature: _____ Date: _____	







<b>Stage Three (Senior Manager)</b>	<b>Response within 5 working days</b>
<p><b>Reason for disagreement with outcome of Stage Two of Appeal</b> (please give full details):</p>          <b>Date:</b> _____	<p><b>Outcome:</b></p>     <b>Date:</b> _____ <p><b>Student's Signature:</b> _____</p> <p><b>Assessor's Signature:</b> _____</p> <p><b>LIV's Signature:</b> _____</p> <p><b>Senior Manager's Signature:</b> _____</p>
<p><b>Name of Head of Centre:</b> _____</p> <p>I confirm that I have received and read a copy of this internal appeal record form.</p> <p><b>Signature:</b> _____</p> <p><b>Date:</b> _____</p>	<p><b>I agree/disagree with the outcome of Stage Three of the Appeal.</b></p> <p><b>Student's Signature:</b> _____</p> <p><b>Date:</b> _____</p>



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## **Vocational Assessment – Plagiarism, Malpractice and Records Policy (staff)**

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or undermine the authority of those responsible for conducting the assessment and certification.

It is the responsibility of the assessor to inform the student if any case of malpractice has been identified.

The Exam Board does not tolerate actions (or attempted actions) of malpractice by:

- Learners
- Centres

in connection with Vocational qualifications.

The Exam Board may impose penalties and/or sanctions on learners or Centres where incidents (or attempted incidents) of malpractice have been proven.

Centres must be vigilant regarding assessment malpractice and where malpractice occurs it must be dealt with in an open and fair manner.

### **Learner Malpractice**

A vice principal is expected to supervise investigation into an incident or a suspected incident of malpractice. Team Leader/Teachers are required to inform students or centre staff suspected of malpractice of their rights and responsibilities.

The Exam Board can withhold issuing certificates/results while an investigation into malpractice is in progress. Depending on the outcome certificates/results can be released or withheld.

Assessors **MUST** ask students to declare that their work is their own and check its validity. In order to help with this the assessor must be familiar with the student policy on malpractice and during the induction period go through all relevant information from the student Vocational handbook.

Teachers must make sure that the work students produce is their own and any others' work reproduced needs to be sourced and accredited.

This can be done by:

- A footnote
- A sources statement
- A bibliography

Stress to students that the examination board may impose sanctions or penalties on any student who does not follow this policy.

Teachers should also make sure STUDENTS follow the rules.

A student must then complete a centre declaration sheet which confirms:

- The work is your own



- It is authentic (not fake)
- Meets the assessment specification

If they do not do this then STUDENTS are likely to fail their Vocational course.

Teachers should remind students that:

1. Their work should not be copied from other students
2. If they work as part of a team, make sure their part in the activity is clear
3. If they take an exam they must follow the school exam procedures
4. Do not give their computer password or USB pen to anyone else – this stops other students from accessing their work.
5. They should always follow the advice of the assessor, supervisor or invigilator for assessment of examinations.

If students are found to have plagiarised others' work then the Teacher will advise the student to re-attempt the work under controlled conditions and/or with a different scenario within a specified timeframe. If the student is found a second time to have plagiarised work, the student will have to attend a meeting with the review board to explain their actions. The Teacher should also attend the review board meeting.

The review board, in consultation with the Teacher, will then decide one of three options for the student:

- They may be asked to re-do the assignment in controlled conditions for a third and final time. In this circumstance the work will be capped at a Pass, or the lowest grade achievable, with no opportunity to improve upon that grade.
- If the plagiarism relates to work which has been completed at the lowest passing grade, this work may then be given a U grade with no opportunity to improve.

If the work then produced does not satisfy the review board, it will then be referred to the Examination Board who will decide on an appropriate course of action. This may include:

- The work will be given a U grade with no opportunity to improve this grade
- The student may be removed from the course altogether.

In order to report to the Examination Board, all copies of the previous stages paperwork must be recorded accurately and stored safely for use as evidence.

### **Centre Malpractice**

Malpractice by Vocational Teachers at NMBEC is unacceptable and any instance will be investigated by the principal or vice principal who is expected to supervise an investigation into an incident or a suspected incident of malpractice. The line manager is required to inform centre staff suspected of malpractice of their rights and responsibilities. (Full details of the school procedures can be obtained from the principal's Personal Assistant).

The Exam Board can withhold issuing certificates/results while an investigation into malpractice is in progress. Depending on the outcome certificates/results of students on their course can be released or withheld.

In order to ensure that the centre does not find itself in this situation here are some examples of assessor (teacher) malpractice (not an exhaustive list):



- Where centre produces work for the learner.
- Producing falsified witness statements for evidence the learner has not completed.
- Allowing evidence, which is known by the assessor not to be the student's own, to be included in a student's assignment?
- Failing to keep student work secure
- Falsifying records/certificates
- Fraudulent certificate claims, that is claiming for a certificate prior to completion of work by student.
- Obtaining unauthorised access to examination material prior to examination/test.

Failing to keep the Exam Board mark schemes secure

- Alteration of any mark schemes
- Alteration of assessment and grading criteria

If you have any further queries or concerns about malpractice then please do not hesitate to ask the **quality nominee** or **vice principal**.

**Finally:**

Teachers and assessors must also be aware that:

- All your student records, assessment tracking documentation and internal verification records MUST be kept for three years post certification.
- All student work must be kept secure until it is released to them, after certification.
- All student results and certification records are kept by the examinations officer/quality nominee for a minimum of three years post certification.

An **Equality Impact** assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.



Dear Parent

**Plagiarism of vocational coursework**

As you know, your son/daughter must complete \_\_\_\_\_ pieces of written coursework for his/her Vocational coursework folder. These pieces of coursework are sent to be moderated by an external Vocational examination moderator.

If for any reason, your son's/daughter's teacher believes that she has attempted to submit work that is not her own for example, using work directly from the internet, a study guide or from an older sibling, the teacher cannot verify the coursework as the work of the student. This will result in the student being asked to repeat the work or an incomplete folder of work being entered for the examination.

Obviously, this must be avoided at all costs. Unfortunately, your daughter has had a piece of work returned to her due to suspected plagiarism. The essay must be completely redone until the teacher is satisfied that it is solely the work of your daughter. Your daughter has until\_\_to complete this work.

Should you have any concerns, please contact me at the above number.

Yours faithfully

Curriculum Leader





## **Transferring students to and from Centres**

From time to time we receive students from other Centres who are part way through their Vocational course. This can happen the other way where students may leave us and Enroll with another college.

To enable an effective transfer process, please follow the steps below:

- Contact Exams Officer to process transfer via the Exam Board. You will need to provide the following information:
  - Learner Name
  - Learner date of birth
  - Learner registration number
  - Centre name and number
  - Programme number and title





**APPENDIX 3**

**CONTROLLED ASSESSMENT RISK MANAGEMENT PROCESS**

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities.	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning.	Plan dates in consultation with school calendar – negotiate with other parties.	Vice Principal Exams Officer Guidance Leader 10,11
Too many assessments close together across subjects or lines of learning.	Plan assessments so they are spaced over the duration of the course.	Space assessments to at least allow candidates some time between assessments.	Vice Principal Exams Officer Guidance Leader 10,11
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment.	Use more than one classroom or multiple sittings where necessary.	Curriculum Leaders
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities.		Curriculum Leaders



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases.	Book IT equipment well ahead and download tasks before scheduled date of assessment.	ICT support, Exams Officer
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session.	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time.	ICT support, Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date.	Report loss to awarding body for replacement; download again.	ICT support, Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates.		Curriculum Leaders
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Vice Principal Exams Officer Guidance Leader 10,11



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body.	Vice Principal Exams Officer Curriculum Leaders
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course.	Ensure candidates start, continue and complete study diary/plans that are signed after every session.	Vice Principal Exams Officer Curriculum Leaders
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision.		Vice Principal Exams Officer Curriculum Leaders
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Vice Principal Exams Officer Curriculum Leaders

\* Not all controlled assessment whether for the GCE or GCSEs will require the completion of a study diary or study plans



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Vice Principal Exams Officer Curriculum Leaders
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Vice Principal Exams Officer Curriculum Leaders
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Vice Principal Exams Officer Curriculum Leaders
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Vice Principal Exams Officer Curriculum Leaders
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Vice Principal Exams Officer Curriculum Leaders

\*\* All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them.	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Teachers Curriculum Leaders
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of deadlines.	Seek guidance from awarding body.	Curriculum Leaders
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in.	Find candidate and ensure form is signed.	Teachers Curriculum Leaders
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature.	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season.	Curriculum Leaders



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure.	Curriculum Leaders
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Curriculum Leaders