

Cloughwood
Academy

Examinations Policy

This policy is reviewed annually to ensure compliance with current regulations.

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4.0	03/04/2024	J.Howman	LGB	Annually	LGB Meeting 24.04.2024	24.04.2025

Key staff involved in the policy.

Role	Name(s)
Head of centre	Robert Newton
Exams Centre Senior leader (Deputy Head)	Samantha Howarth
Exams Officer	Joanne Howman
SENCo (Asst Head)	Jane Thomas
Vocational Lead (Asst Head) QA lead/Lead internal verifier	Richard McEvoy

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1.0 Purpose of the Policy

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

The policy provides 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.

This exam policy will ensure that:

- all aspects of the centre's exam process are documented, and supporting the exams contingency plan
- centre staff involved in the exams process clearly understand their roles and responsibilities and they are supported
- 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.

2.0 Roles and responsibilities

2.1 Everyone

- Everyone involved in our exam processes, including staff and pupils, must read, understand, and implement this policy.

2.2 Head of centre

The head of centre has overall responsibility for Cloughwood Academy as an Exams Centre. Head of centre

- is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements.
- Will ensure the security and integrity of the examinations/assessments.
- will communicate clear roles and responsibilities of all staff involved in exams
- ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties
- ensure 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
- 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.

Our head of centre is Robert Newton.

2.3 Examinations officer

The exams 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 exams officer will:

- Manage the administration of internal exams
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Support the SenCo in facilitating access arrangements regulations in line with the JCQ guidance
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Support the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise the head of centre on appeals and re-marks

Our exams officer is Joanne Howman

2.4 Subject leads

Subject leads are responsible for;

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets

Our Deputy Headteacher Samantha Howarth manages subject leads.

2.5 Vocational QA Lead / Lead Internal Verifier

Our QA lead / Lead Internal Verifier is Richard McEvoy

Please refer to *appendix 10* – Internal Verification Policies and Procedures

2.6 Special educational needs co-ordinator (SENCO)

The SENco is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so that they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

Our SENco is Jane Thomas.

2.7 Exam invigilators

The exam invigilators are responsible for:

- completing annual invigilator training as set out by the Exams Office
- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams office.

2.8 Candidates

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

3.0 Qualifications offered

The SLT, alongside the head of centre decide the qualifications we offer. We offer the following qualifications.

3.1 Entry Level

Pearson – On Demand Papers

NSC0 Entry Level Science

Entry Level English NEN0

Pearson – Entry Level Certificate

CYBX1 Functional Skills Qualification Mathematics at Entry Level 1

CYBX2 Functional Skills Qualification Mathematics at Entry Level 2

CYBX3 Functional Skills Qualification Mathematics at Entry Level 3

OCR

Art and Design R310

Geography R407

3.2 Functional Skills

Specification – Pearson

CYBY1 Functional Skills Qualification Mathematics at Level 1

CYBY2 Functional Skills Qualification Mathematics at Level 2

CYBY3 Functional Skills Qualification English at Level 1

CYBY4 Functional Skills Qualification English at Level 2

3.3 GCSE

Specification – AQA

Biology 8461,

Art 8202C – there are no entries for this qualification for this year.

Specification – Cambridge International (CIE)

First Language English 0990 option AR

History IGCSE 0977

Specification – OCR

Cambridge Nationals Certificate –Sports Studies J829

GCSE Physical Education (9-1) – J587

Specification – Eduqas

Mathematics C300PF (Foundation)

3.4 Vocational

Specification – NCFE

500/1015/9 NCFE CACHE Level 1 Diploma in Caring for Children

Specification – City & Guilds

601/0324/3 Level 1 Award in Construction Skills

601/0330/9 Level 1 Certificate in Construction Skills

600/7913/7 Level 2 Diploma in Bricklaying

601/0358/9 Level 1 Award in Introduction to the Hospitality Industry

601/0299/8 Level 1 Certificate in Introduction to the Hospitality Industry

500/9981/4 Level 2 NVQ Diploma in Hospitality Services

Specification – UAL

Level 2 Award in Printmaking 50096722

Specification – Pearson

BTEC Tech Awards (2022) – Digital Enterprise

4.0 Exam series and Timetables

4.1 Exam series

The centre does offer assessments on an on-demand basis. On-demand assessments are scheduled in consultation with the Deputy Head.

Once confirmed, the exams officer will circulate the exam timetables for internal and external exams at a specified date before each series begins.

4.2 Exam timetables

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

5.0 Entries and Re-sits

- Candidates or parents/carers can request subject entry, change of level or withdrawal.
- We do not accept entries from private candidates.
- We do not act as an exams centre for other organisations.
- Entry deadlines are circulated to subject leads via email
- Subject leads 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 require authorisation by SLT.

5.1 Re-sits

We allow re-sits for the following types of qualifications:

- GCSEs
- BTECs
- Functional skills

Re-sit decisions will be made by the Deputy Headteacher in discussion with the subject leads

6.0 Exam fees

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

Candidates will not be charged for re-sits at parents/carers' request or missed exams without medical or other extenuating circumstances.

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

7.0 Equalities

All our staff must ensure that they meet the requirements of any equality legislation. We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates, in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the deputy head, exams officer and the SENCO.

8.0 Access arrangements

All candidates at Cloughwood Academy have Special Educational Mental Health Needs (SEMH) The SENCO will inform subject teachers of candidate individual needs and special arrangements during assessments/exams.

A candidate's access arrangements requirement is determined by the SenCo and External Assessment. Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENCO and the candidate teachers.

Room arrangements for candidates using access arrangements will be organised by the Deputy Head, supported by the Exams Officer.

Invigilation and support for candidates using access arrangements, as defined in the [JCQ access arrangements regulations](#), will be organised by the Deputy Headteacher and the Exams Officer.

Please refer to appendix 1.0 for *Cloughwood Academy Internal Appeals policy*.

9.0 Use of word processing

Please refer to [appendix 2.0 Cloughwood Academy Word processor policy](#)

10.0 Contingency planning

Contingency planning for exams administration is the responsibility of head of centre and the exams officer. Contingency plans are available to all via email and are in line with the [guidance provided by Ofqual, JCQ](#) and awarding organisations.

Please refer to *Cloughwood Academy Exams Contingency Policy*.

11.0 Estimated grades

Subject leaders are responsible for submitting estimated grades to the exams officer when requested.

12.0 Managing Invigilators

External staff will not be used to invigilate examinations.

All invigilators require Disclosure and Barring Service (DBS) checks, the School Business Manager (SBM) is responsible for obtaining these. DBS fees are paid by the centre.

Invigilators are recruited, timetabled, trained, and briefed by the Deputy Head teacher and the Exams officer.

13.0 Malpractice

The head of centre, in consultation with the exams officer, is responsible for ensuring that suspected malpractice is thoroughly investigated.

14.0 Exam days

The Exams officer, along with Site management staff are responsible for setting up the allocated rooms and will be advised of requirements one day in advance.

The exams officer will make question papers, exam stationery and materials available for the invigilator.

The exam Invigilators will start and finish all exams in accordance with [JCQ guidelines](#).

Staff present at the exam will 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. After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies.

15.0 Candidates

The exams officer will provide written information to candidates in advance of each exam series. A briefing session for candidates may be given by the Deputy Head and Subject leaders.

Our published rules on acceptable dress and behaviour always apply. Candidates' personal belongings remain their own responsibility and we accept 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 devices with text or digital facilities.

Any precluded items must not be taken into the 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 room invigilator.

Candidates who leave an exam room must be always accompanied by an appropriate member of staff. The exams officer and / or deputy head is responsible for handling late or absent candidates on exam day.

16.0 Special Consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the exam invigilator.

The candidate must support any special consideration claim with appropriate evidence as soon as possible.

The exams officer will make a special consideration application to the relevant awarding body.

17.0 Non-examination assessments (NEA)

Teaching staff who deliver non-examination assessments will follow the correct specifications and the specification and instructions provided by the awarding body, or JCQ [instructions for conducting non-examination assessments](#) if appropriate.

Please refer to [appendix 3 for the Cloughwood Academy Non-Examination Assessment Policy](#).

It is the duty subject leaders to ensure that all non-examination 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 internally assessed work are provided to the exam's office by subject leaders. The exams officer will inform staff of the deadline date for appeals against internal assessments. Any appeals will be dealt with in accordance with our [internal appeals procedure document, detailed in appendix 1.0](#).

17.1 Artificial intelligence (AI)

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

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

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

Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses. Pupils must submit this along with the assessment.

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
- Any misuse of AI tools may be treated as malpractice.

18.0 Vocational Qualifications

Cloughwood Academy offers a variety of vocational courses which include a significant number of classroom-based activities and assessment, usually by written work in coursework and exams and through practical assessments.

Please refer to *appendix 10* for the Cloughwood Academy External & Internal Verification Policy & Procedure

19.0 Results and Certification

Candidates will receive individual results slips on results days in person at school. The results slip will not be in the form of a centre-produced document. Arrangements will be made for the centre to be open on results days. The provision of the necessary staff on results days is the responsibility of the Head of Centre. Dates of results days each year will be publicised for all candidates through letters home.

19.1 Enquiries about results (EARs)

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 a group of candidates.

The cost of EARs will be paid by the centre.

All decisions about whether to make an application for an EAR will be made by the deputy head and subject leaders. If a candidate's request for an EAR is not supported, the candidate may appeal, and we will respond by following the process in our internal appeals procedure document (appendix 1.0).

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

19.2 Access to scripts (ATS)

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

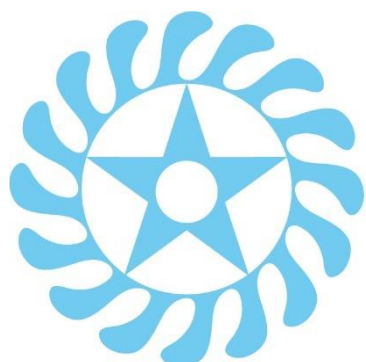
Applications for EARs cannot be submitted once an original script has been returned.

The exams officer is responsible for processing requests for ATS. The cost of ATS will be paid by the centre.

20.0 Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed annually.

Appendices



Cloughwood
Academy

Internal Appeals Procedure (Internal assessment decisions)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Examinations Officer	Joanne Howman

Introduction

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

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional. The qualifications delivered at Cloughwood Academy containing components of non-examination assessment/units of coursework are; GCSE, OCR Cambridge Nationals, Entry Level Certificate, BTEC, Vocational qualifications.

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Cloughwood Academy for dealing with candidate appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

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

Principles relating to centre assessed marks

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

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- All centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/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

- A commitment 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 mark(s), if candidates believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking.

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Cloughwood Academy will:

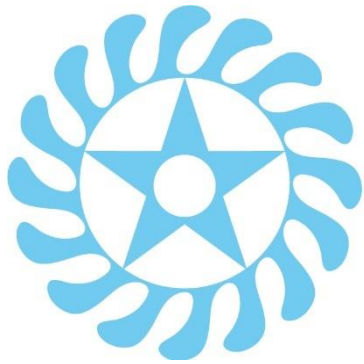
- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted.
- Inform candidates that they may request copies of materials (generally 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 (for some marked assessment materials, such as artwork and recordings, inform the candidate that the originals will be shared under supervised conditions) within the specified time period (see Deadlines below)
- 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 and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see Deadlines below)
- Require candidates to make requests for a review of centre marking by completing an internal appeal form
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see Deadlines below)
- 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. At

Cloughwood, there is just one subject teacher per subject. The teacher assessor must have QTS and experience of teaching the subject, with an understanding of the marking scheme. The assessor will not, necessarily be a subject specialist.

- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 7 working days.
- The deadline to request a review of marking must be made within 5 working days of the candidate receiving copies of the requested materials.
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 7 working days, all before the awarding body's deadline for the submission of marks.



Cloughwood
Academy

Word Processor Policy (Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Exams Officer	Joanne Howman

This policy is reviewed annually.

Last reviewed: April 2024

Introduction

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

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 as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements:

- 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 as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENCOs must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AA 4.2.3)
- SENCO must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before his/her first examination. (AA 4.2.7)

Purpose of the policy

This policy details how Cloughwood Academy complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20–27 (Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

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

The criteria Cloughwood 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.

Cloughwood Academy will:

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to candidates where appropriate to their needs (AA 5.8.4) 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
 (This list is not exhaustive)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- 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 (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Cloughwood Academy will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home (AA 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 (AA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

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

A candidate using a word processor is accommodated as follows:

- Will be allocated a room with a smaller group of candidates

In compliance with the regulations, Cloughwood Academy:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- 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 his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/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)

Cloughwood Academy will ensure the word processor:
(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- 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, 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 computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

Cloughwood Academy will ensure that any portable storage medium (e.g. a memory stick) used: (ICE 14.25)

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

Printing the script after the exam has ended

Cloughwood Academy will ensure: (ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his/her own
- a word processed script is attached to any answer booklet which contains some of the answers
- 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)
- 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)

Cloughwood Academy:

- 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)

Allocating word processors at the time of the assessment

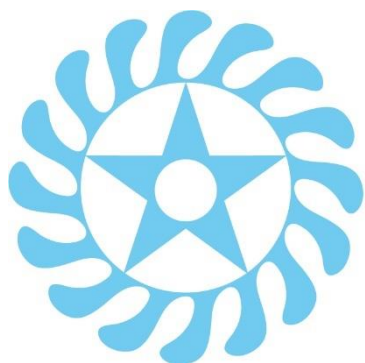
Appropriate exam-compliant word processors will be allocated by:

- School Business Manager/SENCo and the exams officer

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

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time

- the security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE



Cloughwood
Academy

Complaints Policy

(Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Exams Officer	Joanne Howman

This policy is reviewed every 12 months.
Last reviewed: April 2024

Purpose of the procedure

The purpose of this policy is to confirm the arrangements for complaints at Cloughwood Academy and confirms compliance with JCQ's General Regulations for Approved Centres (sections 5.3, 5.8) in drawing to the attention of candidates and their parents/carers its written complaints and appeals procedure which covers general complaints regarding the centre's delivery or administration of a qualification.

Grounds for complaint

A candidate (or his/her/parent/carer) at Cloughwood Academy may make a complaint on the grounds below (This is not an exhaustive list).

Teaching and Learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an examination candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment (centre assessed work), which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body
- Candidate not informed of their centre assessed mark prior to marks being submitted to the awarding body
- Candidate not informed of their centre assessed mark in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of the centre assessed mark
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangement(s) in place and the subjects or components of subjects where the arrangement(s) would not apply
- Examination information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during examination/assessment
- Approved access arrangement(s) not put in place at the time of an examination/assessment

- Appropriate arrangement(s) not put in place at the time of an examination/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required examination/assessment
- Candidate entered for a wrong examination/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on examination timetable/regulations prior to examination/assessment taking place
- Room in which assessment held did not provide candidate with appropriate conditions for taking the examination
- Inadequate invigilation in examination room
- Failure to conduct the examination according to the regulations
- Online system failed during (on-screen) examination/assessment
- Disruption during the examination/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-Results

- Before examinations, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make a decision on the submission of a results review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body post-results services)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for a candidate without gaining required candidate consent/permission

Complaints and Appeals Procedure

- If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, Cloughwood Academy encourages an informal resolution in the first instance.
- Concerns or complaints can be raised in person, over the telephone or in writing. Concerns or complaints to be addressed to the exams officer and/or Head of Centre.
- If a concern or complaint fails to be resolved informally, the candidate (or parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- All documentation relating to the submission of a formal complaint is available from, and should be returned to:
 - Exams Officer
 - Head of Centre
- Formal complaints will be logged and acknowledged within 5 school days.
- To make a formal complaint, candidates (or parents/carers) must:
 - Make the complaint in person
 - Over the phone
 - In writing

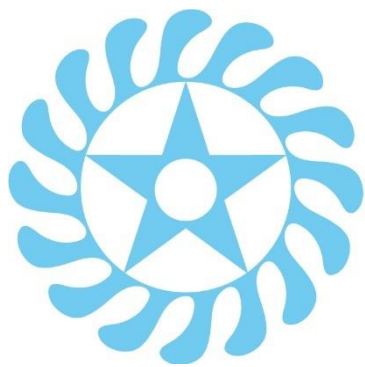
How a formal complaint is investigated.

- The Head of Centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion.
- The findings and conclusion of any investigation will be provided to the complainant within 10 school days

Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- To submit an appeal, candidates (or parents/carers) must:
 - Appeals must be made in writing to the Exams Officer and/or Head of Centre
 - All supporting evidence must be included with the appeal notice
- Appeals will be logged and acknowledged within 5 school days
- The appeal will be referred to the Chair of Governors (or a special committee of the governing body) for consideration
- It will be the responsibility of the Chair of Governors to inform the appellant of the final conclusion.



Cloughwood
Academy

Conflicts of Interest Policy (Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Exams Officer	Joanne Howman

This policy is reviewed annually.

Last reviewed: April 2024

Introduction

It is the responsibility of the head of centre to ensure that Cloughwood Academy has a written conflicts of interest policy in place available for inspection. This policy confirms that Cloughwood Academy:

- Manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:
 - any members of centre staff who are taking qualifications at their own centre which include 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 clear records 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 the centre itself or other centres
 - centre staff are taking qualifications at their own centre which do not include internally assessed components/units
 - centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

The purpose of this policy is to confirm how Cloughwood Academy manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declaration of interest from all centre staff to identify and manage potential conflicts of interest.

Declaration process

A hard or an electronic copy of a declaration of interest form is to be completed and sent to the head of centre at the beginning of each academic year or when a potential conflict of interest is identified. Completed forms must be returned to the head of centre as soon as the academic year starts. A declaration of interest form can be obtained from the exams officer.

Managing conflicts of interest

A conflicts of interest log is maintained, and any potential conflict declared by centre staff is centrally recorded on the log. The relevant awarding body/bodies is/are informed (where required by the nature of the conflict)

of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process.

The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Roles and responsibilities

The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are 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 (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that 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
- Ensure that 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 (GR 5.3)

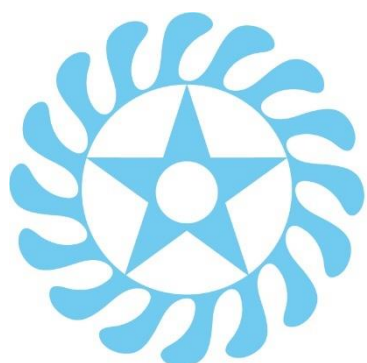
Additional responsibilities:

Ensure that centre staff are aware of the requirement to declare any conflicts of interest and ensure that declarations are recorded/logged as potential conflicts of interest.

The role of the exams office/officer

- Ensure the process for collecting declarations of interest is undertaken
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are:
 - Taking qualifications which include internally assessed components/units at their own centre
 - 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 (GR 5.3)

- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)



Cloughwood
Academy

Malpractice Policy

(Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Exams Officer	Joanne Howman

This policy is reviewed annually.
Last reviewed: April 2024

Introduction

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered.
- a failure to follow established procedures in relation to a qualification.

which:

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

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Purpose of the policy

To confirm Cloughwood Academy:

has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

General principles

In accordance with the regulations Cloughwood Academy will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)

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

Candidate malpractice

- 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper (SMPP 2).

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Preventing malpractice

Cloughwood Academy has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures. (SMPP 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance: General Regulations for Approved Centres 2023–2024; Instructions for conducting examinations (ICE) 2023–2024; Instructions for conducting coursework 2023–2024; Instructions for conducting non-examination assessments 2023–2024; Access Arrangements and Reasonable Adjustments 2023–2024; A guide to the special consideration process 2023–2024; Suspected Malpractice: Policies and Procedures 2023–2024; Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A guide to the awarding bodies' appeals processes 2023–2024 (SMPP 3.3.1)

Identification and reporting of malpractice

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP 4.1.3)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.32)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the case to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (SMPP 5.34)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.36)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.39).

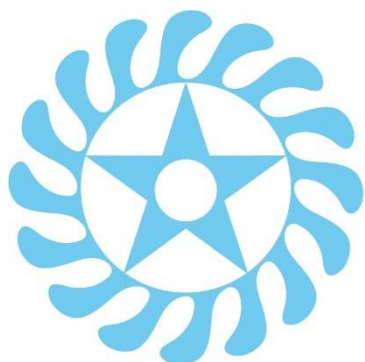
Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal (SMPP 11.1)

Appeals against decisions made in cases of malpractice

Cloughwood Academy will:

- Provide the individual with information on the process for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals processes.



Cloughwood
Academy

Non-Examination Assessment Policy (Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Examinations Officer	Joanne Howman

This policy is reviewed annually.
Last reviewed: April 2024

Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

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

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

Purpose of the policy

The purpose of this policy is to confirm that Cloughwood Academy adheres to JCQ regulations relating to non-examination assessments by:

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

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

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

1. The basic principles

Head of centre role and responsibilities:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of Instructions for conducting non-examination assessments, confirming:
 - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
 - (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities

- Ensures the centre's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's Internal Appeals Procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication Instructions for conducting non-examination assessments and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

QA lead/Lead internal verifier role and responsibilities:

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

Subject lead role and responsibilities:

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

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication Instructions for conducting non-examination assessments
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website

- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams office/officer role and responsibilities:

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

2. Task setting

Subject teacher role and responsibilities:

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

Issuing of tasks

Subject teacher role and responsibilities:

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

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates

- Ensure candidates are aware of the current JCQ documents Information for candidates – non-examination assessments and Information for candidates – social media
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates documents

Advice and feedback

Subject teacher role and responsibilities:

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

Resources

Subject teacher role and responsibilities:

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks (To) Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
- By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher role and responsibilities:

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

Collaboration and group work

Subject teacher role and responsibilities:

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

Authentication procedures

Subject teacher role and responsibilities:

- Where required by the awarding body's specification:
 - ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and inform a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ publication Instructions for conducting non-examination assessments unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher role and responsibilities:

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

IT role and responsibilities

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained

- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

4. Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

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

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable
- Complete required forms needed prior to submission

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

5. Task marking – internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, 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)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead role and responsibilities:

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

Internal standardisation

Our QA lead/Lead internal verifier is Richard McEvoy, Assistant Head (Vocational). Role and responsibilities:

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

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results

- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exams office/officer role and responsibilities:

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

External moderation – the process

Subject teacher role and responsibilities:

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

External moderation – feedback

Subject lead role and responsibilities:

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

Exams office/officer role and responsibilities:

- Access or signpost moderator reports to relevant staff

- Takes remedial action, if necessary, where feedback may relate to centre administration

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

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

SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

7. Special consideration and loss of work

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

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

8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre – Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates – non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates – social media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer role and responsibilities:

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

9. Post-results services

Head of centre role and responsibilities:

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

Subject lead role and responsibilities:

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

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

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

10. Endorsements

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

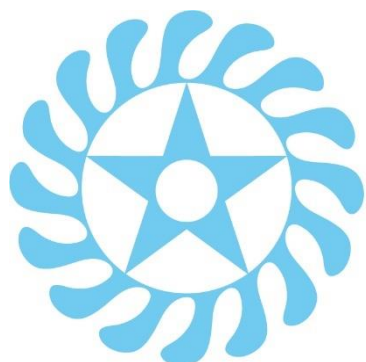
Not Applicable

11. Private candidates

Private candidates are currently not accepted by the centre.

12. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications. Not applicable.



Cloughwood
Academy

Special Consideration Policy (Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Samantha Howarth
Exams Officer	Joanne Howman

This policy is reviewed annually.
Last reviewed: April 2024

Introduction

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. (SC 1)

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

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms Cloughwood Academy will submit an application for special consideration where a candidate meets the published criteria. (GR 5.9)

Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ publication **A guide to the special consideration process** (SC 2.3)

Roles and Responsibilities

The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams officer

The role of the exams officer

- Refer to the criteria detailed in the JCQ publication **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration

- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

The role of the senior leader

- Produce signed evidence to support all applications for special consideration (SC 6)

The role of other staff

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

The role of an affected candidate (or parent/carer)

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

Applying for special consideration

At Cloughwood Academy, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication **A guide to the special consideration process**.

For candidates who are present for the assessment, but disadvantaged Cloughwood 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.

Examples where a candidate/candidates may be eligible for special consideration include:

- A candidate arrives for the examination 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 is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 7.4)
 - special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC3.3)
- Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing (SC2.3)

Candidates who are absent from a timetabled component/unit for acceptable reasons

If a candidate is absent for acceptable reasons, and Cloughwood Academy can support this, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

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)

Other issues

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5) Coursework/non-examination assessment extensions (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates taking an incorrect or defective question paper (SC 5)
- Candidates undertaking the wrong controlled assessment or non-examination assessment assignment (SC 5)

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, Cloughwood Academy will follow **A guide to special consideration** (section 7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

- Ensure all eligible applications are supported by signed evidence produced by a member of the senior leadership team (SC 6)

The role of the exams officer

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidate (or a parent/carer) understands that all cases must be dealt with by the centre [SC 6]
- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the signed evidence produced by a member of the senior leadership team in support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

Submitting applications for special consideration

At Cloughwood Academy, 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 **A guide to the special consideration process**.

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 all applications will be kept on file until after the publication of results.

Timetabled written examinations

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 10 Application for special consideration will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For cases involving groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- Form 14 Self certification form (Self certification for candidates who have missed an examination) will only be completed by a candidate 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 will be completed and submitted to the awarding body
- Where a short extension to a work submission deadline for an individual candidate is being requested, the awarding body will be contacted directly
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted online or by completing form 10, dependent on the awarding body

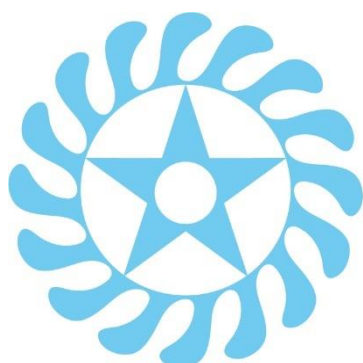
Post-assessment adjustments - vocational qualifications

- Where the learner's circumstances are eligible, form 10 or form VQ/SC **Application for special consideration Vocational qualifications** will be completed and submitted to the awarding body

Late applications

If, after the publication of results for a particular examination 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 senior leader is able to produce compelling evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.



Cloughwood
Academy

Internal Appeals Procedure (Review of Results & Appeals) (Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Exams Officer	Joanne Howman

This policy is reviewed annually.
Last reviewed: April 2024

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at Cloughwood Academy).

If teaching staff at Cloughwood Academy or a candidate (or his/her parent/carers) have a concern that 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 only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- 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

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Cloughwood Academy for dealing with candidate appeals relating to any centre decision not to support a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must 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 online application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At Cloughwood Academy:

- Candidates are 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 publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

Candidates are made aware/informed by the issue of examination information.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the exams officer following the issue of results.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Cloughwood Academy 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 concern may be justified

For written components that contributed to the final grade, Cloughwood Academy will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking

In all other instances:

- Consider accessing the script by:
 - (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
 - (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access the 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 Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

For **moderated** components that contributed to the final grade Cloughwood Academy 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 Review of Results 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 all candidates in the original sample

If the candidate (or his/her parent/carer) 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 7 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 the appeal before the internal deadline, prior to submitting a review of results.

Appeals

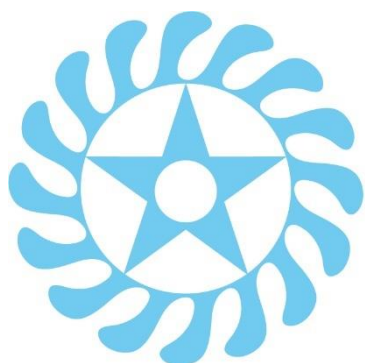
Following a Review of Results outcome, an external appeals process is available if the head of centre at Cloughwood Academy remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications 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 Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. 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.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted 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



Cloughwood
Academy

Whistleblowing Policy

(Examinations)

Centre Name	Cloughwood Academy
Centre Number	40403
Head of Centre	Robert Newton
Examinations Officer	Joanne Howman

This policy is reviewed annually.

Last reviewed: April 2024

Introduction

Whistleblowing at Cloughwood Academy is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at Cloughwood Academy aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**¹, Cloughwood Academy will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures**² and provide such information and advice as the awarding body may reasonably require

This policy requirement was added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*³.

This policy sets out the whistleblowing procedures at Cloughwood Academy. It has been produced and reviewed by Samantha Howarth who oversees examinations is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. Samantha Howarth is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns

¹ Reference www.jcq.org.uk/exams-office/general-regulations/

² Reference www.jcq.org.uk/exams-office/malpractice/

³ Reference www.jcq.org.uk/examination-system/imc-home/

- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Cloughwood Academy fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with Samantha Howarth, the member of the senior leadership team with oversight of examination administration.

Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure⁴ to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)⁵ offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights⁶. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible and relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it⁷. Alternatively, a worker could consider making a disclosure to Ofqual⁸ as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'⁹. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

⁴ Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/

⁵ Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents

⁶ Reference <https://protect-advice.org.uk/pida/>

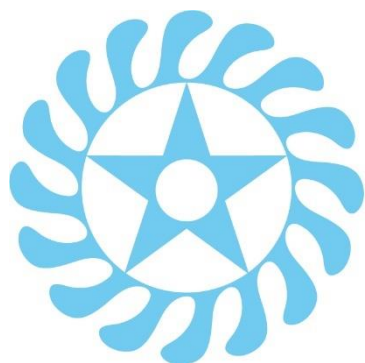
⁷ Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/

⁸ Reference www.gov.uk/guidance/ofquals-whistleblowing-policy

⁹ Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

Students

Students at Cloughwood Academy are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.



Cloughwood
Academy

External & Internal Verification Policy & Procedures (Vocational)

Owner	Head of Quality
Relevant to	Internal Verifiers

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Overview: Internal Verification

The purpose of Internal Verification is to ensure that the principles of assessment are met and that there is validity, consistency, accuracy, reliability, sufficiency and authenticity.

External Verification involves the Quality Audit & Compliance checks made by the various Awarding Organisations. Though this process is generally referred to as External Verification and the Quality Assurance Representatives are known as External Verifiers (EV's), some Awarding Organisations use different terminology. For example; Pearson / BTEC: External Standards Verification is carried out by Standards Verifiers (SV's) For City & Guilds, the process is referred to as External Quality Assurance by EQA's or Consultants (and Internal Quality Assurance is by IQA's).

Internal verification uses a range of Quality Assurance processes involved in the design of appropriate assessment tools, feedback to Assessors, the assessment of student work and subsequent feedback to students and must ensure that;

- Appropriate assessments are used for each qualification
- Assessments tools can generate sufficient evidence to allow candidates to demonstrate that they have met the required standard
- All delivery staff are familiar with the Awarding Organisation standards / regulations. All staff to ensure that the audit trail is robust and all dates, signatures etc. are entered into documentation as required.
- Delivery staff reach accurate and consistent decisions for the same qualification for all students in College are in line with Awarding Organisation requirements.
- All delivery staff are familiar with commend verbs associated with their qualifications.

Internal Verifier Roles & Responsibilities

The role of an Internal Verifier is of paramount importance to the internal quality assurance and overall success of all qualifications. Delivery staff who deliver and make assessment decisions for candidates need support and feedback from their Internal Verifier.

The internal verification process is covered by these main areas:

- 2.1. Pre - verify assignment briefs prior to being issued to students.
- 2.2. Plan and carry out standardisation activities.
- 2.3. Plan and carry out Internal Verification of assessed work.
- 2.4. Advise & support Assessors.
- 2.5. Maintain and retain records of internal verification.
- 2.6. Observation of assessors.
- 2.8. Discussions with candidates.
- 2.9. Preparing for external visits.

Pre – Verification Checking of Assignment Briefs (All qualifications)

- Every assignment will be checked and approved by Internal Verifiers before being issued to students, to ensure each:
 - is fit-for-purpose, i.e. addresses the assessment criteria required by the Awarding Organisation;
 - is based on the most recent specification;
 - enables students to achieve the full range of achievement
 - makes clear to students exactly what they need to do;
 - complies with any other Awarding Organisation requirements.
- The outcomes of the assignment check and approval will be recorded using the form required by the Awarding Organisation. If there is no required form, the Academy's Pre- Issue version is available on the Quality Share Point.
- Good practice should be highlighted and constructive, developmental feedback given to the Assessor, i.e. reasons for amendments, improvement suggestions, etc.
- If there are any remedial actions required, it is essential that this is documented, carried out and signed off by the IV, prior to distribution to students.
- All assignments and their pre-verification approvals will be reviewed and ideally changed each year. This will help to avoid potential plagiarism and also, help ensure that Assignments take into account any changes e.g. in legislation or working practices in the vocational area. Approval forms and copies of assignments briefs will be stored in the Course File which should be stored electronically in a shared area.
- Internal Verifiers (IVs) will organise the procedures listed above, and report the outcomes to Managers.
- Academy's Managers / the Quality Team will monitor any improvement action plans.

Internal Verification of Assessment (All qualifications):

- Completed student work, for each cohort of students, will be Internally Verified on an ongoing basis throughout the Course as assessment has taken place (Formative IV) and also at the end of the Programme (Summative). This should be done using the appropriate systems & documentation. If there is no specific awarding organisation form, the academy's Internal Verification of Assessed Work Form (IV2 in the Appendices) should be used. The Internal Verifier should select the sample of student work, rather than the delivery staff.
- For each cohort of students, an appropriate sample of assessed student work will be internally verified. The particular requirements of the Awarding Organisation e.g. in relation to the sample size required in terms of the length of experience & qualification held by the delivery staff will be

checked. Please confirm with Awarding Organisation regulations as the appropriate sample size required. Links to guides are available on the Quality Portal.

- All delivery staff must be provided a sampling risk rating depending on a number of factors. These ratings change throughout the course and can be different for each unit and/or assessment. For example: a member of staff may have been teaching for 15 years but has no experience delivering and assessing vocational qualifications. Therefore, their sample rating would be higher than someone who had been teaching for 5 years and had taught BTEC, the module and the same assessment for those five years. Ratings can increase or decrease as assessments have been completed and internally verified. Factors to determine the sampling risk rating include:
 - Experience in teaching career.
 - Experience in teaching type of qualifications.
 - Experience in completing using assessment method.
 - Number of learners being assessed.
 - Previous development points raised in internal verification process
- The Internal verification process must include samples from all delivery staff e.g. at least one sample from each assessor and be across the full range of units. Also, the random sample of students should be taken from the whole group list of students, number of students is dependent on sample size. This should also include the range of different forms of assessment used e.g. written work such as essays, presentations & practical work etc.
- Moderators must see a range of grades to help determine if the current sample is appropriate or if others need to be picked, to allow for a sample of all grades.
- It is best practice to follow the principles of CAMERA when creating a sampling plan:
 - C (candidates or learners) – sampling must cover ethnicity, gender, employed full or part time and special arrangements, all referrals.
 - A (assessors) – sampling will cover all assessors taking into account a higher risk of new assessors or feedback from External Verifier (EV) reports, across all assessment sites, occupational and qualification, experience, evidence of countersigning of unqualified Scottish/National Vocational Qualification (S/NVQ) Assessors.
 - M (Methods of assessment)– sampling will cover all Vocationally Related Qualifications (VRQ's) and National Vocational Qualification (NVQ) units assessments, a higher percentage if the method of assessment has been adjusted in terms of agreed flexible assessment method, questioning, observation, product evidence or evidence of Recognition of Prior Learning (RPL).
 - E (Evidence types)– written confirmation that Vocationally Related Qualification (VRQ) assignments and Scottish/National Vocational Qualification (S/NVQ) evidence is valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units.
 - R (Records) – all documents relating to assessments and assessor feedback to learners.
 - A (Assessment locations)– across different assessment locations, main centre location and satellite centres

- Interim sampling will be built into the plan and will occur at both the early and middle stages of the assessment process. This enables the Central to check formative assessment and identify consistency or issues at an early stage for corrective action. Summative sampling will occur at the end of the qualification assessment.
- The percentage of sampling will follow the Awarding Body rules.

Some of the awarding bodies delivered at Cloughwood, but not limited to, include:

- Pearson
 - City and Guilds
 - AIM Award
 - NCFE / CACHE
 - EAL
 - UAL
- The method of selecting the sample will be recorded and clearly accessible. The verification plan must ensure that each student's work is sampled at least once over the qualification and based on Awarding Organisation requirements.
 - Internal Verification Sampling Plans must be in place within 6 weeks of the start of the programmes.
 - Assessment and Verification of the sample should be completed in a timely way. The verification process must ensure that assessors provide students with feedback that is timely: i.e. usually within 3 weeks of the hand-in date.
 - All regulations should be followed and documented accordingly, in terms of late submission of work, re-submissions, referrals, student requests for Extensions to Deadlines, Extenuating or Mitigating Circumstances etc.
 - Feedback should celebrate achievement by students & provide specific, subject related guidance on how improvements can be made in future work (Awarding Organisation regulations are checked with regards to the amount / type of feedback permitted where the student is going to re-submit work).
 - Feedback should be specific to individual needs (in a format accessible to the student).
 - Feedback should be directly linked to evidence and relevant assessment criteria.
 - Feedback should have specific (SMART) action points and targets to be completed within an expected period.
 - Feedback should summarise overall performance, i.e. Indicating or providing a grade level where appropriate and provide an indication of distance travelled in subject knowledge
 - Assessment Verification must be used to record:
 - Verification of the assessment decision(s) taken by the assessor

- Supportive, constructive, developmental feedback to the assessor
- Give examples of good assessment practice
- Internal Verifiers will organise the above procedures and report the outcomes to the team, Managers / Quality Team.
- Academy managers / Quality Team will monitor any improvement action plans.

Advise and Support Assessors

Internal Verifiers are required to:

- Monitor and evaluate the effectiveness of the Assessors
- Brief Assessors on any changes
- Give advice and guidance, for example the interpretation of the Unit(s) and/or Qualification.
- Identify and agree Assessor's training needs (where appropriate)
- Support / facilitate training for Assessors
- Standardise the assessment process to ensure accuracy and consistency of standards in the assessment of units, across units over time
- Where any disagreement occurs between Internal Verifier and Assessor e.g. in relation to grades / evidence submitted for e.g. Learning Outcomes / Assessment Criteria etc., a Professional Discussion should be held and recorded. If this does not resolve the differences of opinion, then another experienced Internal Verifier's opinion should be sought, in order to reach a satisfactory conclusion.

Maintain Records of Assessment and Internal Verification

Internal Verifiers are required to:

- Ensure that delivery staff use appropriate documentation & procedures correctly.
- Ensure that audit trail is robust and all dates / signatures etc. are entered as required.
- Ensure that documentation and systems are meeting Regulatory and Awarding Organisation requirements
- Ensure that the records are stored securely and safely and for the times specified by an Awarding Organisation.
- Ensure that records are available for External Audits and verification.

Each Academy has a central IQA/EQA folder stored in OneDrive. The Quality team have ownership over this folder and can provide access and conduct reviews.

Departments may choose to keep their own IQA/EQA files but they must do the following:

- Provide access to the Quality Team via placing access links in the central IQA/EQA folder.
- Ensure they are stored securely in a location accessible to all staff and fully upholding wider policy such as GDPR and Health and Safety.

Preparing for External Visits/Samples

The Internal Verifier / Lead Internal Verifier also has a wider role, which is to provide a link between the Academy, the Management and the Awarding Organisation / Regulatory Bodies. The External Verifier's first port of call is the Internal Verifier/ Lead IV, who will be expected to have the following range of information to hand. Please review the "EQA Checklist" for a detailed account of what is required prior, during and after the visit. This can be found in the Appendices of this document and on the IQA Portal.

- Accurate details on the current numbers of Student's enrolled per qualification & level & Awarding Organisation registration details.
- Delivery staff / IV details; specifically CVs, CPD records, Assessor qualifications (including D or A or V units / TAQA etc.) & Staff Development plans.
- Student progress reviews/ targets and achievements, any special assessment requirements and E&D monitoring information.
- Assessment schedules & assessment records including any re-submissions / referrals and tracking documentation (including e.g. Witness Testimonies, Observations, Audio / Visual recordings evidence). (Please note: if this information is stored electronically, it will need to be in an acceptable & accessible format for the External Verifier to have access to).
- Details of the available resources for student support.
- Details of other assessment sites e.g. addresses of placements / workplaces and the Managers / Mentors of the students at those sites.
- Details of any satellite, franchise arrangements etc.
- The internal verification sampling strategy.
- IV / Lead IV Files & records including feedback to Assessors / discussions with students.
- Previous EV Reports.
- Records of claims made for certification.

- Students portfolios / e-portfolios.
- Evidence of Team Meetings / Standardisation activities.
- Procedures / Awarding Organisation Regulations for the safe storage & retention of Student work & also the correct policy / procedure for returning work to students.
- Appropriate College Policies.

If not already involved the Quality Officer must be kept updated with all aspects of the EQA visits.

Course Management and Staff Induction

Internal Verifiers / Lead Internal Verifiers / Managers are required to ensure that Assessors have the appropriate expertise as required by the Unit / Qualification assessment requirements. In addition, experienced Internal Verifiers must support staff new to the Awarding Organisation or qualification, through classroom visits (where required by the Awarding Organisation), or by regular meetings / mentoring (if classroom support is not a requirement).

- Before each intake of the Course begins; the appropriate member of staff should check that the Qualification Specification to be used is the correct version, appropriate Awarding Organisation Approval is in place & any particular combinations of units required e.g. for particular qualifications has been checked.
- Before each intake of the Course begins; Curriculum leaders / Management / Lead IVs should ensure that Assessors have an induction to the Unit / Qualification and the requirements, A scheme of work (SoW) & a copy of the appropriate Awarding Organisation assessment, verification and quality assurance regulations and associated documentation, all associated College Policies and procedures, including this document.
- Managers must ensure that each qualification has the required number of Internal Verifiers in place & that they have access to appropriate training including the opportunity to attend Awarding Organisation briefings as appropriate & to work towards appropriate Assessor / Verifier qualifications.

Allocation & Role of Internal Verifiers:

- There will be at least one Internal Verifier for each qualification. Large qualifications with higher numbers of students may require more and must meet Awarding Organisation requirements.
- Internal Verifiers must be qualified teachers with significant experience of teaching and assessing with the Awarding Organisation and Assessor / Verifier qualifications. Whereas work-based learning assessors require an internal verification qualification.

- This should be standardised, using a sample as required by Awarding Organisation, or 33% if not specified.
- Some Awarding Organisations require there to be an IV who takes responsibility for organising internal verification across an institution, e.g., Lead IV (BTEC/Pearson) or Accredited Internal Verifier (Certa). In such cases, the Cross- academy Verifier / Lead IV or AIV can be the same person and allocation of responsibilities must comply with Awarding Organisation Regulations.
- Internal and Cross-academy Verifiers, LIVs and AIVs, must participate in Awarding Organisation briefings and cascade information to the rest of the team.
- LIV's / AIV's are expected to organise Team Standardisation Activities (of Assignments and Assessment Decisions) and facilitate the capturing of evidence from the activities, any decisions made, strengths, opportunities to share good practice and any areas for further development. This should be shared with Managers and held in Team Files for future reference e.g. External Quality Assurance audits. College Managers / Quality Team will monitor any improvement action plans. Assignment standardisation outcomes will be recorded via the Cross-academy Standardisation of Assessed Work Form.

Examples of standardisation activities could include:

- Assessment levels and command verbs
- Creating assessment materials
- Standard marking of assessment
- Blind marking
- Second marking
- Internal verification of assessments
- Use of alternative assessments Interpretation of Policies and Procedures
- Discussing qualification/programme requirements.

Responding to Student Appeals on Assessment:

The Academy *Appeal Procedure* allows for a student or students to appeal against decisions made by the College in relation to assessment procedures. Please refer to the *Academy Appeals Policy*, should there be an appeal relating to assessment procedures.

The Appeals procedures should not be used where students wish to complain about their experience at the Academics, or about assessment decisions themselves. These matters should be dealt with under the academics Complaints procedure. Please therefore refer to the *Academy Complaints Procedure* should a student wish to complain about an assessment decision.

Awarding Organisation Regulations:

Pearson

Annual Lead Internal Verifier Registration:

It is a Pearson requirement that at the start of the new academic year, the Principal Subject Areas have a Lead Internal Verifiers registered / re-registered as appropriate. This is done on Edexcel Online via the OSCA platform.

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/osca/register-for-osca.html>

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/osca/osca-btec-support-material-videos.html>

Pearson provide details of the timeframe during which this should be done and this window usually closes by October Half Term. There can only be one member of staff registered on that system. The Lead Internally Verifiers are required to complete the online training by using the Standardisation materials provided and complete these with their teams prior to assessment taking place. Also, Lead Internal Verifiers are required to submit any declarations as required by Pearson. There can only be one person registered against the appropriate subjects. Should the need arise during the year e.g. if a Lead Internal Verifier leaves or there is long term sickness absence, then the original Lead Internal Verifier registration can be replaced by a subsequent registration of another member of staff. Lack of appropriate Lead Internal Verifier registration will have an impact on the level of Risk Rating and on the approach of Standards verifier sampling levels e.g. Enhanced Sampling rather than Medium or Low.

It is also the responsibility of the Lead Internal Verifier to organise and maintain records of Team Standardisation Activities at different points of the year. Such events could cover e.g. use of command verbs in relation to assignments / feedback, consistence of feedback to students or aspects of Internal Verification.

Assessment & Internal Verification Planning

After registration as Lead Internal Verifier, you need to work with your Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme. As Lead IV, you are responsible for ensuring that it is fit for purpose and meets regulatory requirements before you sign it off. If you're selected for standards verification, your Standards Verifier will ask to see these documents when planning your sample.

Lead Internal Verifiers are also responsible for signing authorisation for any re- submissions or re-takes of student work (please refer to the Pearson Specification regulations e.g. QCF, RQF, NQF).

It is essential that internal verification is well planned and logical and takes place at interim periods as well as summative Internal verification at the end of the Course. All Internal verification records and records of the authorisation of and re-submissions/ re-takes should be maintained / stored securely according to the regulatory timescales.

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC- Centre-Guide-to-Internal-Assessment.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf)

Annual Updating / Staff Briefing; Pearson Centre Guides e.g. on Internal Verification etc. are updated on an annual basis. Updates from Pearson are received on a regular basis and are circulated internally. Staff are advised to monitor the Pearson website / BTEC Support Guides to ensure that the latest information/documentation is used e.g. Assignment Brief / Internal verification documentation.

<https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications.html>

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC- Centre-Guide-to-Internal-Verification.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Verification.pdf)

<https://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality-assurance-handbook/lead-internal-verifiers.html>

Standards Verification.

Standards Verifiers (SV's) for the subject areas are allocated to the different programmes. This usually takes place towards the end of Term 1 / beginning of Term 2.

Staff Roles & Key Dates: *Please see Appendices.*

https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Standards_Verification_BTEC_NQF_Firsts.pdf

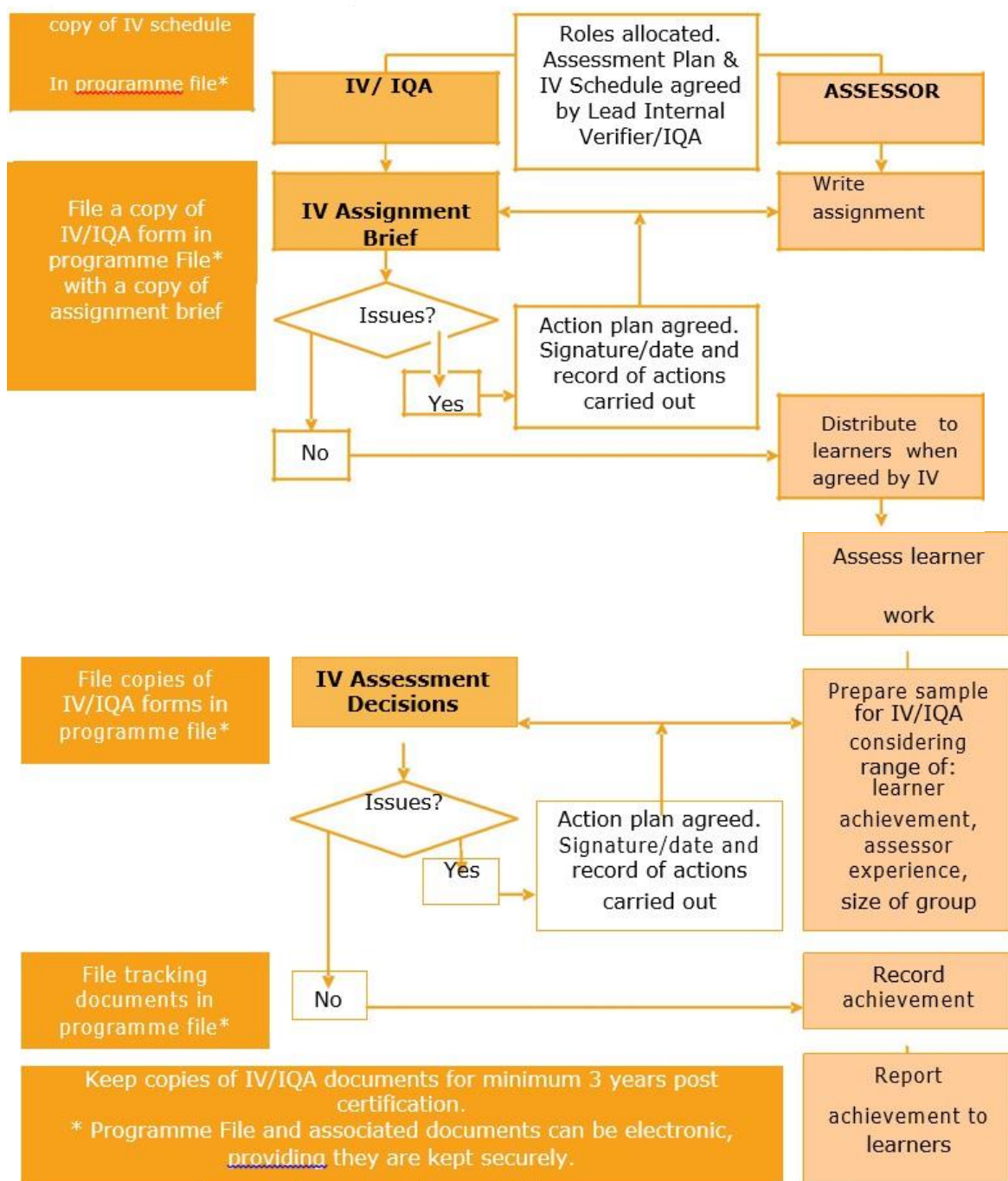
Appendices

IQA Assessment briefs flow chart & IQA Assessment decision flow chart

IQA Suggested timeframe

Pearson Timelines

EQA Checklist



EQA Visit Preparation Checklist

Visit	External Qualification (EQA) / External Verifier (EV) Tick list
Purpose	<p>This document is intended to provide Head of Faculty / Internal Quality Assurance (IQA) / Heads of Quality, Teaching, Learning and Assessment responsible for organising an External Quality Assurance (EQA) visit with a guide to the preparation required for a successful visit.</p> <p>The activities completed in preparation for an EQA visit, should always also take into account any specific Awarding Organisation (AO) requirements.</p>

Activity	Item	When?	Date Complete
1.	Agree a convenient date / time with the EQA. Agree the scope for the visit (e.g. systems visit / sampling visit / other). <i>(NB: Timing should consider any qualifications with none DCS status that need EQA approval; this is particularly important at the end of the academic year as it can cause delays in achievement for students).</i>	2-3 months prior to visit	
2.	Confirm arrangements with Quality Team. Make the Quality Team aware of the planned visit and keep them informed / involved throughout the planning.	2-3 months prior to visit	
3.	Confirm the travel arrangements. Confirm the travel arrangements of the EQA and if parking is required. If parking is required, obtain the car and registration details. Contact the relevant site's parking service and let them know the name of the EQA visiting and the car details. <i>(NB: The EQA may not be able to have a dedicated parking space, however they should have access to the relevant site to search for a parking space).</i>	2-3 months prior to visit	
4.	Check if the EQA will need any IT access on the day.	2-3 months prior to visit	
5.	Request room	2-3 months prior to visit	
6.	Distribute the relevant post code, directions and parking arrangements. Send details to the EQA and any other off site visitors.	2-4 weeks prior to the visit	
7.	Set up an outlook meeting. Invite relevant delivery staff / assessors / IQAs / Quality team member to meet the EQA on the day of the arranged visit.	2-3 months prior to visit	
8.	Complete accurate details on the current numbers of Students enrolled. The AO will usually provide details of information required and a timescale for this information to be provided. This may include in scope qualifications, level, AO registration details, last date sampled. <i>(NB: The AO may request that this is uploaded to their platform / portal)</i>	By timescale agreed with AO	
9.	Ensure delivery staff records are up to date and correct. These should include Assessor and IQA / IV details; specifically CVs, CPD records, Assessor & IQA qualifications (including D or A or V units / TAQA etc.) <i>(NB – CPD logs should include vocational CPD).</i>	2-4 weeks prior to the visit	

10.	Provide Awarding Organisation with centre updates. Provide details of any changes to the centre or staff within it as per the AO requirements. (NB: For some AOs this will be via a standard form e.g. Centre Update Form).	On-going and 2-4 weeks prior to the visit	
11.	Check all candidate registrations. Make sure candidate registrations are up to date for the relevant qualifications. This includes withdrawing candidates who have been registered but who are no longer completing, for whatever reason.	On-going and 2-4 weeks prior to the visit	
12.	Review actions from previous EQA visit(s) / report(s). Make sure the actions have been progressed / completed. (NB: Previous EQA reports are stored on the Quality Onedrive EQA folders by Faculty).	On-going and 2-4 weeks prior to the visit	
13.	Provide originals of certificates. Ensure assessors / IQAs who have not met the EQA previously bring originals of their certificates to the visit so that the EQA can validate.	On day of visit	
14.	Obtain requested sample portfolios and carry out a final quality check of the portfolios. Do a final review / quality check of portfolios that have been requested – e.g. check for signatures / assessment planning records / correct tracking / feedback available / standards met / IQA taken place etc.	On-going and immediately prior to the visit	
15.	Observation of assessment / meeting learners. If a live observation is required or the EQA would like to meet learners, organise this with the relevant learners and assessors. Potential areas that the EQA may want to cover with learners include induction, initial assessment, the Appeals and Complaints policy, the tools and resources available, the assessment planning and feedback provided, the support provided by the assessor, whether workplace observations take place, whether regular reviews take place.	4-6 weeks prior to the visit	
16.	Student progress & SEND. Have available student progress reviews / targets and achievements, any special assessment requirements and E&D monitoring information.	On-going and 2-4 weeks prior to the visit	
17.	IQA records available. Make IQA records available for review <ul style="list-style-type: none"> • Sampling Strategy • Sampling Plan – formative and summative • IQA Files & records including feedback to Assessors / discussions with students / sampling reports (NB: Ensure a countersignature is obtained for work assessed by any Assessors who are currently working towards their qualification).	On-going and on day of visit	
18.	Standardisation and training records available. Have evidence of standardisation and team meetings that have taken place as well as the schedule going forward (agenda / minutes / notes / record of standardisation activities). Have evidence of completed and planned CPD and training.	On-going and 2-4 weeks prior to the visit	
19.	Programme records available. Have programme records available including qualification specific induction, schemes of work, handbook, assessment schedule, sharing of awarding organisation specific policies.	On-going and on day of visit	

20.	Records of claims made for certification. Provide records of claims made for certification.	On-going and 2-4 weeks prior to the visit	
21.	Procedures / Awarding Organisation regulations for the safe storage & retention of student work. Have available details of storage and retention of student work & also the correct policy / procedure for returning work to students.	On-going and 2-4 weeks prior to the visit	
22.	Programme review processes. Have available evidence of course review / course feedback and actions taken to improve.	On-going and 2-4 weeks prior to the visit	
23.	Organisation chart. Prepare an organisation chart for those involved in the course(s) – this may be requested in advance of the visit.	Prior to visit	
24.	College policies. Make appropriate College policies available as requested (these may be requested in advance) e.g. <ul style="list-style-type: none"> • Internal Quality Assurance • Registration and Certification • Safeguarding • Malpractice, appeals and complaints • Equality and Diversity / Equal Opportunities • Appeals Policy • Health and Safety • Internal / External Communications strategy. 	Prior to visit	
25.	Organise any required IT access for the EQA on the day. Request IT access as required from the Helpdesk (e.g. PC access Guest log on / WIFI access).	Prior to visit	
26.	Request EQA access to Smart Assessor / online portfolios. Request access to sample set of candidates for the period of EQA.	3 days prior to visit	
27.	Request removal of EQA access to Smart Assessor / online portfolios. Request removal of EQA access once sampling is complete.	Post visit	
28.	Other requirements as requested by the Awarding Organisation. Provide other information as requested by the AO e.g. <ul style="list-style-type: none"> • Details of the available resources for student support • Details of other assessment sites e.g. addresses of placements / workplaces and the Managers / Mentors of the students at those sites • Details of any satellite, franchise arrangements etc. 	Prior to visit	
29.	Provide a post visit update. Circulate a brief update to the delivery team and Quality Team based on the feedback received on the day of the visit, in order that recognition can be given or actions taken immediately.	Post visit	
30.	Receive the visit report and follow up on any actions. Follow up on any actions in a timely way. Ensure the Quality team have a copy of the visit report if you received it directly from the EQA.	Post visit	

Name of Learner				
Name of Assessor				
Name of Quality Assurer				
Date				
Quality Assurance Activity	Interim		Final	
Report No				
Qualification:				
Evidence /Units Moderated				
Short Description of evidence Sampled:				
Quality Assurance Sampled/Monitored Activities	Yes	No	Internal Quality Assurer Comments	
Has an initial assessment been completed and assessed?				
Has appropriate and sufficient assessment planning taken place?				
Has prior learning/achievement been identified and used where possible?				
Have any witness statements (if applicable) been recorded, verified, checked for conflict of interest and occupational competency?				
Are assessment methods appropriate (safe, fair, valid and reliable)?				

Do you agree with the assessment decisions (Valid/reliable/sufficient/current/authentic)?			
Does the evidence address all assessment criteria and learning outcomes?			
Has the evidence been clearly cross-referenced and gathered over a sufficient period of time?			
Was feedback to the learner constructive?			
Is there evidence of reviews and support being provided to the learner?			
Correct documentation used and fully completed?			
Feedback to the Assessor			
Actions Required			
Resubmit (If applicable) by			
Assessor Signature		Date	
Internal Quality Assurer Signature		Date	

Follow Up Report (If Applicable)

Assessor Signature		Date
Internal Quality Assurer Signature		Date