

BHASVIC

Policy for Determining Grades in Summer 2021

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Examinations and External Assessments Policy and Procedures

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1. POLICY STATEMENT

- 1.1. Due to the Covid pandemic and ensuing strategies to reduce transmission of the virus, which have disrupted the normal ability to deliver education, the government cancelled the summer 2021 exams, instead asking schools and colleges to determine student grades.
- 1.2. This policy outlines the principles by which BHASVIC will determine student grades, adhering to and complying with DfE, Ofqual, JCQ and Awarding Organisation (Exam Board) policy.
- 1.3. This policy is a requirement from JCQ, and must be completed and submitted to JCQ by 30-04-21.
- 1.4. The Head of Centre (the college's Principal, William Baldwin) is required to approve this policy.

2. POLICY SCOPE

- 2.1. This policy applies to all students who are studying ESFA-funded qualifications at the college (Level 3 Study Programmes or ESOL Study Programmes) and who are seeking certification in these nationally accredited qualifications.
- 2.2. This policy also covers external or private candidates (for example re-sitting ex-students) who are using the college as an accredited exam centre.
- 2.3. This policy also applies to all college staff involved in and/or responsible for managing assessment within qualifications.
- 2.4. This policy applies to all exams and assessments prescribed by Awarding Bodies for formal and accredited qualifications, including coursework and non-examined assessments (NEAs). For the purposes of this policy, coursework and NEAs are defined as any piece of assessed work where the mark must be submitted to the Awarding Body or which contributes directly to the final grade of a qualification undertaken at the College.

3. POLICY AIMS

- 3.1. To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- 3.2. To ensure the operation of effective processes with clear guidelines and support for staff.
- 3.3. To ensure that all staff involved in the processes clearly understand their roles and responsibilities and that these are manageable for them.
- 3.4. To support teachers to take evidence-based decisions in line with JCQ guidance.
- 3.5. To ensure the consideration of historical centre data in the process and the appropriate decision making in respect of teacher assessed grades.
- 3.6. To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- 3.7. To support our centre in meeting its obligations in relation to equality legislation.
- 3.8. To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- 3.9. To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

4. STAFF RESPONSIBILITIES

- 4.1. The Principal, William Baldwin, as Head of Centre:

- Will be responsible for approving our policy for determining teacher assessed grades.
 - Has overall responsibility for BHASVIC as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
 - Will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
 - Will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
 - All necessary resources are in place for the college to operate as an effective and compliant exam centre.
- 4.2. The Deputy Principal is responsible for:
- The organisation of teaching and learning.
 - Ensuring the accurate and timely reporting of all suspicions or actual incidents of malpractice.
 - Providing advice to staff and students on appeals and review of marking.
- 4.3. The Senior Management Team (SMT) and Curriculum Managers will:
- Provide training and support to staff.
 - Support the head of centre in the quality assurance of the final teacher assessed grades.
 - Ensure an effective approach within and across departments and authenticate the preliminary outcome from single teacher subjects.
 - Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
 - Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
 - Produce an Assessment Record for the students in each subject cohort, which includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded
 - Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the joint council for qualifications.
 - Ensure teachers have the information required to make accurate and fair judgments.
 - Ensure that a head of department checklist is completed for each qualification that they are submitting.
- 4.4. Teachers will:
- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
 - Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
 - Make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
 - Contribute to an Assessment Record for the students they have taught in each subject cohort, which includes any necessary variations for individual students.
 - Securely store and be able to retrieve sufficient evidence to justify their decisions.
- 4.5. The Assistant Principal for Student Services, the college's SENDCo, Guidance Managers, Personal

Tutors and Additional Learning Support Staff will, where relevant and permitted by regulatory guidance and according to relevant thresholds:

- Ensure accurate and timely additional information on students with extenuating personal circumstances known to us that may have affected their performance in assessments is evaluated and provided to curriculum teams and teachers, to inform fair and accurate determination grades.
- Ensure information held on students with Special Educational Needs and/or disabilities are provided to curriculum teams and teachers, to inform fair and accurate determination of grades.

4.6. The Examinations Officer and Exams Department will:

- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Administering access arrangements using JCQ and other regulatory guidance relating to candidates who are eligible and known to us.
- Submitting candidates' marks and/or grades to Awarding Organisations.
- Arrange for dissemination of examination results and certificates to candidates and forward, in consultation with the SMT and faculty heads, any appeals/re-mark requests.
- Maintaining systems and processes to support the timely entry of candidates for their examinations.

5. ASSESSMENT EVIDENCE USED TO DETERMINE GRADES

- 5.1. Our teachers will use evidence of student work, along with information held about extenuating circumstances and additional learning support needs, as the basis on which to determine grades.
- 5.2. Departments will produce an Assessment Record (via the BHASVIC "Final Submission Grades Course Evidence Form" and "FSG Course Spreadsheet" for each subject cohort and these will be signed off by each Head of Department and one other teacher in the department. All assessment evidence used and its weighting given will have a rationale recorded in the FSG Course Evidence Form. Any necessary variations for individual students will be recorded in the FSG Spreadsheet notes column.
- 5.3. Teacher predictive grades, such as UCAS Predicted Grades, Progress Grades provided in regular student Progress Reviews or on-course teacher to student feedback (verbal or written), will not and are not allowed by JCQ to be used to determine grades. Previously given predicted grades are not the same as the grades that will be determined and submitted to exam boards for final grade awarding this summer; predicted grades do not have the same standardisation and quality assurance levels required and may involve an element of optimism, encouragement or other motivational element which would not meet the standards of objectivity required for determining final grades this year. These grades are therefore discounted for use as evidence and should not be confused with evidence of student work that has been used to determine grades.
- 5.4. Candidate evidence used to determine teacher assessed grades, which is held by the college, and associated documentation will be retained and made available for the purposes of external quality assurance and appeals. This evidence will either be actual student work or recorded marks and assessments of that work or performance.
- 5.5. Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught. Evidence will be drawn from a wide range of assessments across the course. The quality and consistency across the cohort of assessment material will be a priority and departments will consider and weight assessment evidence with consideration to the point in the course it was completed (evidence gathered later in the course usually being more relevant than earlier evidence) and the conditions in which the evidence was generated. The level of control under which the assessment was completed, for

example, whether the evidence was produced under high control, asynchronously, under supervision, independently, remotely or at home, will also be considered when applying weightings.

- 5.6. **On-Course Assessment evidence (OCAs):** We will be using student work and/or performances which was produced on-course (we have called this On-Course Assessment evidence, or OCAs), in department and teacher-devised tasks which reflect the specification; follow the same format as awarding organisation materials or are assessment activities relevant to the syllabus and which have been marked in a way that reflects awarding organisation mark schemes and grade descriptors.
- 5.5.1. We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
 - 5.5.2. We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama, sport, performing arts, dance and other relevant practical activity.
 - 5.5.3. Students will have received the marks, grades or percentages (as relevant) of their OCA evidence prior to the college submitting grades to the exam boards.
 - 5.5.4. Students have authenticated the work as the student's own by submitting this for assessment to their teacher. Where a student discloses that they have, or is identified to have submitted work which was not their own, internal malpractice procedures have been or will be applied. Teachers have monitored all evidence students have submitted to identify unusual patterns of performance which might indicate that the work was not completed by the student. This includes the use of the college's and JCQs malpractice (plagiarism/cheating) procedures.
 - 5.5.5. We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
 - 5.5.6. We will consider the specification and assessment objective coverage of the assessment.
 - 5.5.7. We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- 5.7. **End-Point Assessment evidence (EPAs):** We will also conduct synchronous End-Point Assessments (EPAs) in May 2021 to provide further student work we can use for assessment evidence to determine grades. There will be a minimum of one EPA and a maximum of two, as standard (certain BTECs, Visual Arts A Levels and the Extended Project Qualification have different assessment evidence), and these are a maximum of one hour in length. Exam Access Arrangements will be given, where relevant.
- 5.7.1. EPAs have been designed to enable students to demonstrate what they have learnt, know and can do at the point of their peak of learning, educational experience and maturity. This provides our students with agency and focus in the final stages of their course, to demonstrate improvement and to validate their On-Course Assessment evidence.
 - 5.7.2. EPAs will not include content that has not been taught.
 - 5.7.3. EPAs give students the opportunity to show what they know, understand or can do in an area of content that has been taught and/or may not yet have been assessed.
 - 5.7.4. EPAs support consistency of judgement between teachers or classes by giving everyone the same task to complete, synchronously.
 - 5.7.5. Students will not receive the marks for the EPAs prior to submission of final grades to the exam boards on 18 June 2021. This is due to the timings of the grade determining process made available to the college, and that by revealing to students all marks for all

assessment evidence, the college could inadvertently be revealing the likely grade being submitted to the exam board (which is forbidden by JCQ) or the college could be misleading students as to what the marks mean when grade boundaries need careful consideration, standardisation and quality assurance prior to submission to the exam boards. JCQ do not require the college to tell students their marks, though the college is required to tell students the evidence that will be used to determine grades.

- 5.7.6. Where students have clashes of EPA, they will be supervised and sit their EPA later that same day. Where students have more than two EPAs in the same day, the student will be timetabled to sit one of the EPAs the following day and a responsible adult (parent or carer) will be asked to supervise the student, in line with procedures used for national exams.
- 5.8. The college will not publish to students the weightings given to OCA and EPA evidence used to determine grades – this is to avoid miscommunication as they can only be finalised through the completion of internal quality assurance processes.
- 5.9. Where OCA or EPA evidence is missing for a student, we will aim to determine a grade from the assessment evidence we do hold on a student. If there is not enough assessment evidence available, it may not be possible to determine a grade for a student (as stated in JCQ policy), and thus the college will not determine a grade unless it believes there is adequate verifiable and validated assessment evidence to do so.
- 5.10. **Applied General Qualifications (BTECs and the Criminology Diploma at BHASVIC):** have specific assessment components and course-level guidelines on which units and assignments will be used to determine grades.
 - 5.10.1. Students are informed by the department of the components which will be used as a basis to determine their grades (normally all the assignments/units which students are required to produce as part of the qualification which have been worked on over the course, including those that were started by not completed). The external assessments, known colloquially to students as the “exams”, will be used where students were able to take these, and EPA evidence will also be used in lieu of externally set assessments or for students who wished to re-sit external assignments which were cancelled.
- 5.11. **GSCE Maths and English Retake:** teachers and course teams will use End-Point Assessments and other relevant assessment evidence to determine grades for the students on these courses.

6. STAFF TRAINING

- 6.1. All staff involved in determining grades will read and understand this policy.
- 6.2. BHASVIC will use its existing meetings structure to deploy policy, procedures, guidelines and support in determining grades. These include Department Meetings (two every three weeks); Head of Department Meetings (two per Half Term, plus exceptional meetings); All Staff Meetings (one per Half Term); Guidance Manager and Personal Tutor meetings (weekly and one every three weeks, respectively); Senior Manager and Curriculum and Quality Team Meetings (twice-weekly).
- 6.3. BHASVIC has implemented 5 exceptional INSET Days for teaching teams, one each Half Term. The INSET Day on Tuesday 18 May will be used for curriculum departments to standardize and employ guidelines provided by JCQ and their Exam Boards.
- 6.4. INSET Week runs from Monday 7 to Friday 11 June 2021.
- 6.5. The Senior Management Team, Curriculum and Quality Team and Heads of Faculty will employ a range of exceptional meetings and planning days to ensure all guidance, support and training is in order and compliant. These teams and meetings will ensure the continued effective teaching, learning and support to all students and college business needs whilst enabling the determining of students' grades are manageable for all, with consideration to student and staff wellbeing and workload.
- 6.6. **Objectivity in determining student grades:** In particular, training about objectivity in forming unbiased academic judgements, which are free from prejudice, when evaluating, standardising

and marking student assessment evidence will be provided to all staff involved. All staff involved in determining teacher assessed grades will be made aware that:

- conscious and/or unconscious bias can skew judgements;
 - assessment evidence should be valued for its own merit as an indication of performance and attainment;
 - teacher determined grades should not be influenced by candidates' character, behaviour, appearance, socio-economic background, or protected characteristics;
 - unconscious bias is more likely to occur when quick opinions are formed and less likely to occur when assessment is standardised and makes use of awarding body assessment guideline materials.
- 6.7. The college uses a one-to-one line management system of support and dissemination, whereby Senior Managers meet weekly with Middle Managers and Upper Middle Managers meet weekly with their managers (for example, Heads of Faculty meet weekly with their Heads of Department). This channel is a crucial internal quality assurance one, ensuring that understanding of guidance and policy are gained and support is provided.
- 6.8. Heads of Department have the discretion, expertise and responsibility to lead on and deploy Department Assistants, Course Leads and Course Teams to evaluate support materials provided by their respective Exam Boards and to employ these materials, as appropriate, in determining grades. Each course team constitutes specialist teachers who have experience in Assessment Objectives and standards for their specification; these staff are also fully aware of the context of learning for our students who will be receiving grades this summer and can adapt Exam Board grade descriptors to the context of student learning under the Covid Pandemic.
- 6.9. We do not have any single-staffed departments at BHASVIC, and so each course's determined grades will be verified by more than one member of staff within each department.
- 6.10. Additional support and quality assurance measures will be ensured by the Head of Department for our newly qualified teachers. This will be agreed on a case-by-case basis and will include the Head of Department or Course Leader validating the assessment outcomes for the NQT. All our NQTs are provided with mentoring from experienced teachers to NQTs and internal reviews of teacher assessed grades for NQTs will take place.

7. INTERNAL QUALITY ASSURANCE

- 7.1. Curriculum Managers will ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.
- 7.2. Curriculum Managers will ensure that all teachers are required to take a consistent approach to:
- 7.2.1. Marking of evidence
 - 7.2.2. Reaching a holistic grading decision
 - 7.2.3. Applying the use of grading support and documentation
- 7.3. CQT will validate cohort grades for each course.
- 7.4. All BHASVIC courses have more than one teacher within the department, who will work collaboratively together, under the leadership of the Head of Department, to conduct internal standardisation processes. Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate subject specialist member of staff within the department or college.
- 7.5. The Head of Department will ensure that each course team:
- 7.5.1. Agrees the assessment evidence used and their weightings.
 - 7.5.2. Reviews, reflects on and where necessary amends individual grading decisions to ensure alignment with the standards as outlined by their exam board..

- 7.6. In respect of equality legislation, we will investigate the range of evidence for gender and ethnicity and consider any relevant findings in the grade awarding process.
- 7.7. By involving teams of teachers within the department, course leaders, Department Assistance and Heads of Department, as well as Heads of Faculty and Senior Managers, our internal standardisation process will help to ensure that there are different perspectives throughout the quality assurance process.

8. COMPARABLE OUTCOMES

- 8.1. JCQ and Ofqual have stipulated that it should be no easier or harder for students in summer 2021 to gain their relevant grades than previous or future cohorts of students taking the relevant qualification.
- 8.2. JCQ also require that determined grades should not be lenient or harsh and that after the grading judgements have been made, centres should compare the grades for this year's BHASVIC cohort to BHASVIC cohorts from previous years when exams took place (2017, 2018 and 2019).
- 8.3. Where there is significant divergence from the qualification-level profiles attained in previous examined years, the college will prepare a succinct commentary which addresses this disparity and highlights the reasons for it and will provide this information in the "FSG Course Evidence Form" if required for any subsequent review by an exam board.
- 8.4. To identify where significant divergence from previous grade profiles have occurred, we will:
 - 8.4.1. Compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
 - 8.4.2. Consider the size of our cohort from year to year.
 - 8.4.3. Consider the stability of our centre's overall grade outcomes from year to year.
 - 8.4.4. Consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- 8.5. In the event of significant divergence from the qualifications-levels profiles attained in previous examined years at BHASVIC, the Principal, as Head of Centre, will prepare a succinct narrative on the outcomes of the review against historic data which addresses the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

9. ACCESS ARRANGEMENTS

- 9.1. Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- 9.2. Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will replace or remove that assessment from the basket of evidence and then determine grades.

10. SPECIAL CONSIDERATION

- 10.1. JCQ have stipulated that the usual process of centres submitting special consideration applications to awarding bodies will not apply this summer, that percentage uplifts in grades will not be applied by exam boards and grade uplifts should not be applied by teachers when determining grades.
- 10.2. Where illness or other significant extenuating personal circumstances have, or are reasonably likely to have, affected performance in assessments used to determine a student's standard of performance, teachers will take this into account by removing the affected assessment from the basket of evidence used to determine the grade. If extenuating personal circumstances have affected a number of assessments there may be insufficient assessment evidence on which to

determine a grade and the college will inform the student and their parents/carers prior to the deadline for uploading grade to exam boards (Friday 18 June 2021). If extenuating personal circumstances are chronic and have occurred over a long period of time, affecting both a student's learning and their performance in assessments, then adjustments to assessment evidence may not be necessary because the assessments may reflect the student's learning. However, the college will carefully consider the circumstances and the assessment evidence and will make every effort to determine fair and accurate grades using holistic judgement of performance.

- 10.3. Before consideration can be given to removal of assessment evidence for determining grades, college staff must be satisfied that the significant extenuating personal circumstances had, or are reasonably likely to have had, a material effect on a student's ability to demonstrate their normal level of attainment in the assessment evidence in question.
- 10.4. The colleges has requested of its students and parents that they inform their personal tutor of significant extenuating personal circumstances, via email communication from the Principal. If staff at the college have conducted support and/or interventions with a student, and that student had signed an Additional Information agreement with the college, significant extenuating personal circumstances will already be recorded by the college and this information will be deployed to teachers to consider when determining grades. Other very significant disclosures to a student's Guidance Manager will also have been recorded.
- 10.5. The college will use JCQ guidance to evaluate whether circumstances meet the threshold to trigger a reconsideration of assessment evidence by college staff when determining grades. To ensure consistency of considerations and adaptations to the basket of assessment evidence used to determine grades, teachers will read and understood relevant JCQ and BHASVIC guidelines.
- 10.6. JCQ guidelines about Special Consideration, especially arrangements for this summer, can be accessed by students, parents, carers or other stakeholders from the JCQ website and can help them in gaining a broad understanding of the thresholds for significant extenuating personal circumstances. BHASVIC will also provide bespoke information and answers to common questions in the FAQs section of its website.
- 10.7. Disruption due to covid is addressed through the range of evidence courses use to determine each student cohort's grades, how that evidence has been devised (for example providing students with their topics ahead of taking End-Point Assessments) and weightings applied to assessment evidence. Course teams will not include any aspects of the syllabus which was not taught as part of this basket or assessment evidence.
- 10.8. We will record, within the course FSG Spreadsheet, how we have incorporated any necessary variations in assessment evidence (from that of the rest of the cohort on the course) for a student with significant extenuating personal circumstances that has met the threshold for such variation.

11. RECORD KEEPING

- 11.1. The determination of student grades will be recorded for each student through accurate and centralised recording of assessment marks, decisions and retention of evidence and data.
- 11.2. We will ensure that teachers and Heads of Departments maintain records within the FSG Course Form and/or FSG Course spreadsheet (and instructions) that show how the teacher assessed grades process operated, including:
 - 11.2.1. the rationale for decisions in relation to the basket of assessment evidence used, including the use of a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
 - 11.2.2. Notes where individual student marks or grades we adjusted due to special consideration or access arrangements.
 - 11.2.3. that the grades consistently and accurately reflect the evidence submitted.

- 11.3. We will put in place clear procedures and systems for the various stages of the process to ensure the accurate handling and secure retention of the evidence used to make decisions.
- 11.4. We will comply with our obligations regarding data protection legislation.
- 11.5. We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s). Evidence will take the form of actual student work (for example EPA papers or coursework) or evidence of marking awarded (for example, teacher mark books and course data spreadsheets).
- 11.6. **Confidentiality:** The final grades determined by teacher sand submitted to exam boards will remain confidential to college staff and will not be disclosed to students, parents or carers until Tuesday 10 August, Results Day.
 - 11.6.1. Students have been informed of the range of evidence on which final grades will be based.
 - 11.6.2. Students have received marks for OCA evidence but will not be told marks for EPA evidence.
 - 11.6.3. Weightings for assessment evidence have not been disclosed and will be available upon request on and after Results Day.

12. AUTHENTICATION OF ASSESSMENT EVIDENCE

- 12.1. Teachers will ensure the authenticity of assessment evidence used to determine student grades and have been attentive and proactive in investigating unusual levels of performance from students in tasks the students have been asked to complete and submit.
- 12.2. Where work submitted by a student was not thought to be authentic by their teacher, the teacher and Head of Department will have employed the college's Malpractice procedures, including management of cases of plagiarism (see Appendix 1, below).
- 12.3. Coursework and Non-Examined Assessment material will be authenticated by each student upon submission, as would occur in a normal and non-disrupted assessment year.
- 12.4. It is understood that awarding organisations will investigate instances where it appears assessment evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.
- 12.5. We will use the JCQ guidance for determining grades for private candidates, only accepting sources of pre-existing assessment evidence which meets their criteria for use.

13. CONFLICTS OF INTEREST FOR BHASVIC STAFF

- 13.1. A conflict of interest can occur for a member of our staff if, for example, that member of staff is involved in preparing or marking assessment evidence which is being taken by their Young Person (for example, son or daughter). Other forms of conflicts of interest may occur, whereby a member of staff is a friend or family member of a student or their parents/carers.
- 13.2. All BHASVIC staff are required to complete and sign a Declaration of Interests for our Exams Office and these are held by that department.
- 13.3. Where a conflict of interests is declared, the staff member and their line manager must ensure that all conflicts are mitigated or removed. It is not possible to produce an exhaustive list of mitigations but, for example, a member of staff would not assess the work of their Young Person.
- 13.4. We will carefully consider the need to separate duties and staff to ensure fairness in the development and marking of assessment materials and evidence and later process reviews and appeals.
- 13.5. Our Principal, as Head of Centre, will ensure appropriate action is taken to manage any conflicts of interest arising with college staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.

14. MALPRACTICE BY STAFF

- 14.1. The specific types of malpractice which may affect the Summer 2021 series including:
- breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- 14.2. The consequences of malpractice or maladministration (as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#)) can be very grave for the college, its staff and students, including the risk of a delay to students receiving their grades, disciplinary proceedings for staff or the removal of the college's accredited exam centre status.
- 14.3. All staff are made aware of professional practice and what would constitute malpractice. Heads of Department monitor and support their department staff in following exam board guidelines and avoiding malpractice.
- 14.4. Where malpractice is identified by the college, the exam boards are informed and all necessary procedures are conducted to ensure the malpractice is resolved and does not recur.

15. PRIVATE CANDIDATES

- 15.1. The college's Private Candidates comprise ex-students who completed their Level 3 studies at the college in 2019 or 2020 or current students who wanted to re-sit exams for a course; or current students who wanted to take an A level qualification independently (for example, a current student who wished to take a Modern Foreign Languages A Level). As such, all private candidates for whom the college is determining a grade have, or have had, a publicly funded place at the college.
- 15.2. BHASVIC is not accepting private candidates who have not previously studied or are not currently studying at the college.
- 15.3. It has been necessary, in most cases, to utilise different approaches to determining grades for private candidates. The college has engaged with students as individuals and has followed the **JCQ Guidance on Private Candidates** to ensure robust, verifiable and authenticated assessment evidence for each candidate. Private candidates have also been asked to complete our departments' End-Point Assessments to provide up-to-date assessment material in support of determining grades, except for those private candidates who have entered for a qualification which we do not deliver (for these private candidates we have deployed staff and qualified specialists to evaluate assessment evidence which complies with JCQ guidance).
- 15.4. Assessment evidence will be recorded and retained for quality assurance purposes.
- 15.5. In undertaking the review of cohort grades in conjunction with our college and course results profiles from previous examined years, the grades determined for private candidates will be excluded from our analysis.

16. EXTERNAL QUALITY ASSURANCE

- 16.1. The college will ensure relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling by exam boards, and staff will be available to respond to enquiries.
- 16.2. All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- 16.3. All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required. Evidence will be in the form of actual student work, or in the form of recorded marks by teachers.
- 16.4. We have assumed that, where student work for our On-Course Assessment evidence has previously been returned to students it will not be retrievable or possible to re-authenticate. Some On-Course Assessment evidence is retained by the college (for example, on our Visual Arts A Level courses). Where actual student work is not retained, our evidence base will be teacher marks of that work. Our End-Point Assessment evidence will be retained and held centrally.
- 16.5. All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- 16.6. Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- 16.7. Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

17. RESULTS DAYS AND RELEASE OF RESULTS

- 17.1. Results Days for Summer 2021 are Tuesday 10 August for Level 3 courses (A Levels, etc) and Thursday 12 August for GCSE Maths and English and ESOL courses.
- 17.2. Results will be released to students via their online Advantage accounts and will be at the time and in the format required by JCQ.
- 17.3. All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS, GCSE, EPQ and Applied General results in the same week.
- 17.4. In-person and remote services will be available to students on release of results.
- 17.5. Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- 17.6. Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results. Support will be provided by the Guidance and Student Services teams, along with local and national partnerships.
- 17.7. Such guidance will include advice on the appeals process in place in 2021.
- 17.8. Curriculum Management and Exams Office staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- 17.9. Students, parents, carers and local stakeholders (Local Authority and schools) will be made aware of arrangements for the Results Days.

18. APPEALS

- 18.1. The college aims to handle appeals swiftly and effectively, and in line with JCQ requirements,

including Centre Reviews, and subsequent appeals to exam boards.

- 18.2. All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- 18.3. Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- 18.4. All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- 18.5. Students will receive appropriate guidelines as to the necessary stages of appeal with their results.
- 18.6. Arrangements will be in place for the timely submission of appeals to exam boards, including any priority appeals.
- 18.7. Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- 18.8. Information on the appeals process will be available to parents and carers via our FAQs webpages.

19. MONITORING AND REVIEW OF THIS POLICY

- 19.1. This policy has been written in response to the unique circumstances of grade awarding for summer 2021 and will be reviewed and changed where JCQ or Ofqual require it to be.
- 19.2. The policy will be submitted to JCQ by the deadline of Friday 30 April and will be made publicly available via the college's website.
- 19.3. The policy has been written by the Deputy Principal and will be approved by the Principal, as Head of Centre.



James Moncrieff, Deputy Principal

20. RELATED DOCUMENTS

Please note, as an education provider specialising in Study Programmes made up of nationally accredited qualifications, all external and statutory documents, primarily from JCQ and Ofqual, will apply. Due to circumstances, these external organisations may produce further policy, procedures or guidelines after this policy has been produced, but any requirements in such subsequent documents will apply.

- Acceptable Use of the College IT Policy Students
- Complaints Policy
- Data Protection Policy
- Data Retention Policy
- Equality, Diversity and Inclusivity Policy
- Health and Safety Policy
- SEND Policy
- Student Behaviour Policy

Before reading these procedures, please read JCQ's **Plagiarism in Assessments: Guidelines for Teachers/Assessors**

The underpinning philosophy at BHASVIC is to prevent plagiarism from taking place through students being aware of what the term means and how to avoid putting themselves in the position of going through the plagiarism procedures.

For all coursework submissions, students must sign a declaration to confirm that all work they are submitting is their own.

It is worth understanding that plagiarism may not be a conscious decision on the part of the student. Students are sometimes unaware that cutting and pasting information is plagiarism.

The consequences of submitting work which is found to be copied from another source can be as severe as being barred from taking public examinations for a period of time.

Teaching staff have a duty to assume the best of a student but also, in fairness to all students, investigate potential plagiarism or other forms of cheating by students with their coursework submissions.

In all cases, the college and its members of staff will follow all Awarding Bodies and Joint Council for Qualifications (JCQ) policies and procedures in relation to plagiarism offences and penalties. These can be accessed from the JCQ website.

1. Prevention of Plagiarism

All teachers and courses provide advice to students on what plagiarism is and the consequences of it.

It is also the responsibility of subject staff to make students aware at the point coursework is being carried out of what constitutes plagiarism and remind them that coursework is subject to a formal declaration that it is their own work.

2. The Initial Informal Procedure

2.1. Identifying plagiarism

- A member of staff is entitled to have doubts that a piece of work submitted is not written by the student **or** has sections within it that have not been written by the student when the work may be of a different standard or quality to that seen previously or may be recognised as coming from another source (textbook, internet site, other student).
- Online tools are available to staff to check for plagiarism and these tools are developing continually. However, they do not identify plagiarism of another student's work. In these cases, unusual changes in quality of work or unusual differences in a student's performance should also be considered and explored.
- Consult with the Course Leader, Head of Department, other staff within the department and other subject staff who also teach the student, in order to assess any unusual submissions or concerns.

2.2. Establishing Plagiarism

- If the teacher has evidence that a student has, or is likely to have, plagiarised, the member of staff and student should meet to discuss work. Such a meeting is likely to also involve the Head of Department (HoD).
- It is the responsibility of the teacher to carry out a check using Google. The student's permission is not required. If the check suggests that plagiarism has taken place then there are the options of resubmission within 72 hours or not submitting the work to the exam board.

- In the event of two students submitting similar work, the Department will need to make a judgement initially on who is the plagiariser. Interviews must take place with both students as there are penalties that can be imposed on students who have allowed their work to be copied.
- Common indicators of concern are:
- Inconsistent spelling and structure throughout the coursework and between works the student has previously submitted.
- The standard of the student's coursework completed under supervision or in lessons does not match the standard of the coursework submission.
- The student's oral contributions about the coursework demonstrates little or no understanding of the content they have submitted.

2.3. If a student admits plagiarism

- Coursework may be modified by the student, with acknowledgements, within a time frame (usually 72 hrs) set by the Department.
- In the instance of two students submitting the same work (or parts of) the HoD must be involved in a decision about whether allowing a resubmission is appropriate. Where possible this should be allowed within a specified time frame of up to 72 hours.
- Parents should be kept informed of all eventualities.
- In the case of one student copying the work of another, if the copying student admits plagiarism, the parents/carers of the student whose work was copied need not be notified, but that should be made aware that they had jeopardized their own accreditation for the qualification.

2.4. If plagiarism is denied

- If the member of staff agrees with the student's explanation, no further action should be taken.
- If the member of staff has continuing doubts about the authenticity of the submitted work, which is not resolved through the interview with the student, the student must be told that there is a doubt over the authenticity of the work. They should be made aware of what will happen next, the possible consequences and that further investigation will take place. The member of staff and HoD should then initiate the following Formal Investigation.
- If two or more students' work had been copied and none of the students admit who copied who, then all parents should be notified of the situation and their support should be sought in ascertaining who copied whom.

3. Formal Investigation

The Exams Office and Head of Faculty (HoF) must be informed.

3.1. If irrefutable evidence of plagiarism exists

- The member of staff should not submit the work to the awarding body. This decision must be made in consultation with the HoD and HoF. In doing this there must be clear evidence indicating plagiarism and a short, written statement needs to be made by the member of staff which documents the reasons for non-submission. The student must be made aware that the member of staff has an obligation to our exam boards which prevents them from colluding with plagiarism and reminded of the possible consequences that the awarding body may impose.

3.2. If plagiarism is evidenced through the teacher's professional judgement

- The member of staff should present their judgements and evidence to the HoD and HoF. A

decision will then be jointly made by the three members of staff.

- If plagiarism is discounted, then no further action is taken.
- If the panel of three staff members judges that the student has plagiarised a short, written statement needs to be made evidencing reasons for the judgement and subsequent non-submission to the exam board.
- The student must be made aware of the decision. There is also the opportunity for the student to provide a written statement.

3.3. Copied work

- In cases where a more than one student has submitted the same work and none of the students admit who copied whom, and parents'/carers' involvement has not resolved the matter, then all students should be treated in the same way.

4. Exam Board Submission

- Where plagiarism has been confirmed by the college, irrefutably or via professional judgement, the Exams Office will then follow the Awarding Body procedures for the relevant course, qualification and piece of coursework, submitting all evidence to them. Final decisions will then be made by the Awarding Body.
- If the student has not signed the declaration of authentication, we need not report the malpractice to the appropriate Awarding Body. We can resolve the matter internally, prior to the signing of the declarations.
- If plagiarism is detected and the student has already signed the declaration of authentication, the case must be reported to the Awarding Body. The procedure is detailed in JCQ General and vocational qualifications suspected malpractice in examinations and assessments policies and procedures and the reporting should be completed through the exams office.

5. Appeals

The student then has the right to appeal via the college's internal appeals procedures or via the Awarding Body procedures, depending on the course, qualification and specific piece of coursework. In this instance, full details of the appeals procedures will be accessed by the college and sent to the student.