

BHASVIC

EXAMS & EXTERNAL ASSESSMENTS POLICY and PROCEDURES Autumn 2021 to Summer 2022

Last Updated: JULY 2021

Review Date: JULY 2022

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Examinations and External Assessments Policy and Procedures

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1. POLICY STATEMENT

- 1.1. The policies and processes of examinations and assessments, for the accredited qualifications which BHASVIC as an accredited centre operates, are tightly regulated by the Joint Council for Qualifications (JCQ), the Awarding Bodies and by Ofqual (the government regulator for qualifications).
- 1.2. The college must, and does adopt and follow the policies and procedures from these regulatory organisations. This policy therefore acts as a starting point and summary of the most common aspects and features of examination and assessment policy.
- 1.3. The college aims to ensure the planning and management of examinations and assessment is conducted efficiently and in the best interest of candidates with clear guidelines for all staff and students.
- 1.4. It is the responsibility of everyone involved in the examination and assessment processes at the college to read, understand and implement relevant policies and procedures.
- 1.5. This policy will be reviewed annually, or earlier where significant changes are required. Statutory JCQ and Awarding Bodies policies and procedures are updated at least annually but often for each exam series (Summer, Autumn, Spring, etc). These external regulatory policies and procedures provide more extensive details and to enable simple referencing, all external and statutory documents, primarily from JCQ, are indicated at the start of relevant sections, in a box under the section heading. These documents are also updated annually so the documents are not hyperlinked: instead titles are given and the most up-to-date version can be searched for online.

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.
- 2.5. This policy **does not** apply to on-course assessments and feedback. On-course assessment is defined as any piece of assessed work where the mark does not need to be submitted to the Awarding Body directly, or assessments which do not directly contribute to a final grade of a qualification undertaken at the College. The college's **Assessment and Reporting Framework Policy** covers on-course assessments and the reporting of these to students, parents/carers and internal college stakeholders.

3. QUALIFICATIONS OFFERED

- 3.1. The qualifications the college offers within its Study Programmes are decided by the Senior Management Team. The responsibility for oversight of the qualifications offered at BHASVIC lies with the Deputy Principal. Curriculum changes involving significant resource changes will be agreed by the Senior Management Team, in conjunction with the Curriculum and Quality Team. Significant changes to Study Programmes offered by the college will be approved by Corporation.

The Brighton and Hove Colleges' Accord and Brighton and Hove Learning Partnership agreements will be adhered to.

- 3.2. As an accredited examining centre, the Deputy Principal also approves all examinations taken at the centre by external and private candidates. All Course and Study Programme information can be found on the college's main website and are available in alternative formats.
- 3.3. If there has been a change of specification from the previous year, the Head of Department must ensure the CIS department is informed and the details recorded in the Course Master File as soon as the decision is taken. The Executive Assistant to the Deputy Principal will ensure this information is communicated via the website and through Admissions and A1 to A2 Transfer processes.

4. EXAMINATION RESPONSIBILITIES

- 4.1. The Principal has overall responsibility for the College as an examination centre and will be responsible for:
 - Ensuring all policy and procedures are adhered to and that college internal policy and procedures are compliant with regulation.
 - All necessary resources are in place for the college to operate as an effective and compliant exam centre.
- 4.2. The Examinations Manager is responsible for:
 - The management of the administration of public and internal examinations.
 - Analysis of examination results.
 - Advising the smt, heads of department and tutors and other relevant support staff on annual exam timetables and application procedures as set by the various examination boards.
 - Overseeing the production and distribution to staff, and candidates of an annual calendar for all examinations in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events.
 - Ensuring that candidates are informed of and understand those aspects of the examination timetable that will affect them.
 - Consulting with heads of department to ensure that necessary coursework is completed on time and in accordance with jcq guidelines.
 - Providing and confirm detailed data on estimated entries.
 - Receiving, checking and storing securely all examination papers and completed scripts.
 - Administering access arrangements and make applications for special consideration in liaison with the learning support department, using the jcq '**access arrangements and special considerations regulations**' and '**guidance relating to candidates who are eligible for adjustments in examinations**'.
 - Identifying and manage examination timetable clashes.
 - Accounting for income and expenditures relating to all examination costs/charges.
 - Line-management of the senior examinations assistant who will organise the recruitment, training and monitoring of a team of examination invigilators responsible for the conduct of examinations.
 - Preparing and presenting reports to the smt/faculty heads showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.
 - Submitting candidates' coursework marks, track dispatch and store returned coursework

and any other material required by the appropriate awarding bodies correctly and on schedule.

- 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.
- Liaison with the estates department regarding the setting up of rooms for examinations.

4.3. 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.
- Review and approval of this policy and related procedures.

4.4. Heads of Department/Guidance Managers are responsible for:

- Additions or removals from candidate lists.
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- Involvement in post results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry sheets and adherence to deadlines.
- Changes of course/entry/levels.
- Referral to Learning Support where appropriate.

4.5. The Guidance Manager with responsibility for Employability is responsible for

- guidance and careers information.

4.6. Subject teachers are responsible for:

- the submission of candidate names to their Head of Department.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

4.7. The Examinations team is responsible for:

- Liaison with the Head of Learning Support, Heads of Department and CIS.
- Arrangements relating to examinations and coursework.
- Applying for special consideration for candidates in liaison with Heads of Department and Guidance Managers.
- Input of data.
- Communication with the awarding bodies.
- Posting of examination papers.
- Post-results procedures in conjunction with Guidance Manager and Heads of Department.
- Liaison with IT department regarding printers, laptops and computers.

4.8. The Finance Office is responsible for:

- Taking fee payments from candidates and maintaining accurate records.

- 4.9. The College Information Systems (CIS) department is responsible for:
- Managing and analysing achievement data.
- 4.10. The Head of Learning Support is responsible for:
- Identification and testing of candidates' requirements for access arrangements.
 - Administration of access arrangements.
 - Provision of additional support for example: spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, assistive technology.
- 4.11. Senior Invigilators/Invigilators are responsible for:
- Collection of examination papers and other material from the Examinations Office before the start of the examination.
 - Collection of all examination papers in the correct order at the end of the examination and their return to the Examinations Office.
 - The timely start and end of examinations.
 - The conduct of students during examinations, ensuring that examinations are conducted in accordance with JCQ regulations.
 - Assisting in the provision of access arrangements as and when required to meet individual student needs.
 - Candidates are responsible for:
 - Confirmation checking exam entries on Student Advantage.

5. EXAMINATION SERIES AND TIMETABLES

JCQ Instructions for Conducting Examinations; JCQ Information for Candidates: Written exams

- 5.1. External examinations are scheduled in January, February, March, May, June, October, November and December. The decision about which examination series to use will be determined by the Curriculum and Quality team. Only some BTEC Courses will run a January Series.
- 5.2. It is the student's responsibility to inform the Examinations Office of individual needs, for example dietary or religious requirements during examination periods. Requests for information regarding individual needs, including access arrangements, will be made via tutorial.
- 5.3. The Examinations Manager will circulate a timetable of all external examinations at dates specified in the published schedule. The Senior Examinations Assistant will allocate invigilators. Students requiring access arrangements will be organised in liaison with the Head of Learning Support.

6. EXAMINATION ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RE-SITS

JCQ Instructions for Conducting Examinations; JCQ Information for Candidates: Written exams

6.1. Entries

Candidates are selected for their exam entries by the Heads of Department.

A candidate can request a subject entry, change of level or withdrawal in consultation with the Guidance Manager and Heads of Department, as appropriate.

The college does not normally accept entries from external candidates, though consideration may be given in exceptional circumstances.

The college does not operate as an examination centre for other organisations, other than in the hiring of college facilities.

6.2. Entry Details

All individual candidate statements of entry or individual timetables will be available on Student Advantage, for students to check and confirm, from 1st March.

Exam seating timetables will be available for collection from 1st May and collection points will be announced prior to this date.

The Examinations Office will accept withdrawals (using the appropriate withdrawal forms), amendments and changes of tier up to the date set by the awarding body.

6.3. Late Entries

Late entries are authorised by the Heads of Department and Examinations Manager

The deadlines for late entries, amendments and withdrawals are circulated via email to Heads of Department and Guidance Manager and will be displayed on the college website.

The Examinations Manager will accept entry amendments and withdrawals up to the dates set by the awarding bodies. These dates will be published by the exams manager on the college website and communicated to Heads of Departments.

6.4. Re-Sits

Post Results Services: JCQ and Awarding Bodies Policies, Procedures, Key Dates and Charges

Re-Sit decisions are made in consultation with the course tutor, Examinations Manager and candidate. Application forms are to be completed by the candidate and handed to the exams office. These forms need to be completed and processed before the exam's office internal deadline.

Candidates will receive information about Re-Sit opportunities on receipt of their results and details, including deadlines and costs, will be posted on the college website.

7. EXAMINATION FEES

Post Results Services: JCQ and Awarding Bodies Policies, Procedures, Key Dates and Charges

- 7.1. Registration and exam fees are paid by the college for courses which are part of the student's Study Programme.
- 7.2. Reimbursement of fees will be sought from candidates who fail to sit an examination or meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.
- 7.3. Late entry or amendment fees are paid by whoever is responsible for the need to make the change.
- 7.4. Re-Sit fees are paid by the candidates. See also section 'Re-Sits'.
- 7.5. In cases of financial hardship, students can request help from the Learner Support Fund via the Student Services Manager.

8. CANDIDATES

JCQ Instructions for Conducting Examinations; JCQ Information for Candidates: Written exams

- 8.1. JCQ rules on candidate behaviour apply at all times; these are published in the Student Examination Guidance notes which are issued to all candidates during tutorial time. This includes

rules on the presence of mobile phones and all electronic devices.

- 8.2. Candidates' personal belongings remain their own responsibility and the College accepts no liability for their loss or damage.
- 8.3. Disruptive candidates are dealt with in accordance with JCQ guidelines.
- 8.4. Candidates must not leave the examination room until the end of their examination except for genuine purpose (e.g., to visit the toilet) and must be accompanied by an invigilator. They must return immediately to the examination room.
- 8.5. The Examinations Manager will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

9. VERIFYING THE IDENTITY OF ALL CANDIDATES

JCQ Instructions for Conducting Examinations; JCQ Information for Candidates: Privacy Notice

- 9.1. BHASVIC will ensure to complete the following processes:
- 9.2. Register or enter candidates for an examination or assessment in accordance with the awarding bodies' published procedures for that qualification.
- 9.3. Maintain a Unique Candidate Identifier (UCI) or Unique Learner Number (ULN) for each candidate entered for an examination or assessment and to ensure that the same UCI or ULN is used consistently for the candidate over time to enable aggregation of units and qualifications.
- 9.4. Enter candidates who are on roll at the centre as internal candidates.
- 9.5. All students will be required to wear, and present, their BHASVIC lanyards at the start of an examination.
- 9.6. All students will be given an exam timetable, with a college photo clearly printed on it. The candidate should bring this to with them to each exam they sit. Candidates will not be allowed to sit an exam without their exam timetable.
- 9.7. In case of ex-BHASVIC students returning to complete exams, these candidates will be required to bring photographic identification with them at the start of an exam. Ex-students will be sent an exam timetable with a college photo clearly printed on it and will not be allowed to sit any exams without this timetable.

10. CANDIDATES WITH EXAM CLASHES

JCQ Instructions for Conducting Examinations; JCQ Information for Candidates

- 10.1. The supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Examinations Manager.

11. RESULTS

JCQ Release of Results Policy and Timetable

- 11.1. All individual candidate statements of results received during the course will be distributed during the College day at a time notified to students in advance.
- 11.2. Results will be available on Student Advantage on Results Day.
- 11.3. Statements of results not collected will be posted to candidates' home addresses.

12. CERTIFICATES

JCQ Release of Results Policy and Timetable

- 12.1. Certificates will be sent to candidates via signed for postage. The cost for this is taken out of the postage and administration fee paid on admission.
- 12.2. Refer to the college's Student Charges Policy for information about the postage costs made to students for certificates.

13. COURSEWORK

JCQ Instructions for Conducting Coursework; JCQ Information for Candidates: Coursework

NB: See also the following section – Non-Examined Assessments.

- 13.1. Coursework which is a component of the final grade for a qualification is tightly regulated and must be conducted correctly by the student, staff and college.
- 13.2. Coursework should be given the same respect as written exams, especially in regard to regulations around timetables, submissions and deadlines, feedback to the student from the teacher, plagiarism and student declarations that they are submitting their own work.
- 13.3. To ensure the college and its students follow these rules carefully, the college has a number of administrative systems, including submission of work, release of results and reviews of marks (see Appeals section).
- 13.4. The college is responsible for the setting, supervision, authentication, marking and internal standardisation of coursework.
- 13.5. Awarding Bodies are responsible monitoring the college's dispensing of the duties above and for external moderation and/or marking, where relevant.
- 13.6. Staff responsible for administering, teaching, assessing and standardising coursework are trained by the relevant Awarding Body.

14. NON-EXAMINATION ASSESSMENTS

JCQ Instructions for Conducting Non-Examination Assessments; JCQ Information for Candidates: Coursework; JCQ Information for Candidates: Non-Examination Assessments; JCQ Information for Candidates: on-screen tests

- 14.1. A non-examination assessment is any assessment that is not externally set and taken by candidates at the same time under controlled conditions. This includes internal assessment and externally set/marked practical examinations taken at different times across centres.
- 14.2. The assessments can be divided into three stages to aid clarity: task setting, task taking, task marking.
- 14.3. BHASVIC is committed to ensuring that:
- 14.4. Staff roles and responsibilities with respect to non-examination assessments are clearly defined (see **APPENDIX 1** below).
- 14.5. Non-examination assessments are conducted by staff who have the appropriate knowledge, understanding, and skills.
- 14.6. Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject.
- 14.7. The consistency of internal assessment is assured through internal standardisation as set out by the awarding bodies.
- 14.8. Staff responsible for internal standardisation and/or assessment attend any compulsory training

sessions.

- 14.9. Non-examination assessments are supervised consistently, fairly, and in accordance with all regulations and standards of the awarding bodies' specifications and BHASVIC's own College Charter. By:
- 14.10. Procedures for planning and managing non-examination assessments are clear and transparent.
- 14.11. Potential risks and problems relating to non-examination assessments are mitigated through planning and decisive action (**APPENDIX 6** below outlines the risks and risk management/mitigations the college has in place to ensure all NEA Assessments take place correctly for candidates).

15. LOST COURSEWORK OR OTHER NON-EXAMINED ASSESSMENT MATERIAL

JCQ Instructions for Conducting Coursework; JCQ Guide to the special consideration process; JCQ Notification of lost centre assessed work

- 15.1. The student has an important responsibility to look after their coursework whilst it is in their hands. Work may be physical media or digital, but both forms can be lost or damaged.
- 15.2. The college and its staff take its responsibility for administering and holding coursework and samples very seriously and has systems to enable student work submissions are looked after and not damaged or lost.
- 15.3. In the event of lost or damaged coursework or other assessment material, the Head of Department for the relevant course will closely follow procedures outlined by the Awarding Body for that particular specification.
- 15.4. If coursework has been seen in an earlier format by a teacher, then there may be opportunities to still submit a grade.
- 15.5. However, all decisions will lie with the Awarding Body, who must be notified. The Awarding Body may require the coursework to be redone and resubmitted, or it may not allow a grade to be awarded (especially where there is no or little evidence of the student's work on the coursework which was monitored by the teacher).

16. EXAM ACCESS ARRANGEMENTS (EAAs) – Definition, Disclosure and Application Deadlines

JCQ Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments

16.1. Exam Access Arrangements JCQ Application Deadlines

Exam Series	JCQ Application Deadline
November (GCSE)	End of Oct/Beginning of Nov
January	Towards end of November
Summer - May/June	Towards end of February

16.2. The college SENDCo will publicise internal deadlines to all staff for referrals ahead of these external deadlines, and the dates are in the college's public, online calendar. Students are reminded about EAAs and the relevant internal and external application deadlines through tutorial.

16.3. What happens if a student needs to apply for EAAs after these deadlines?

- JCQ Access Arrangements and Reasonable adjustments document: ***Applications must be processed and approved before an examination or assessment, no later than the***

published deadline as above. Late applications on account 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 published deadline are permissible.'

- However, it is important to note that BHASVIC cannot use an external Educational Psychologist report diagnosing dyslexia to process an EAA JCQ Application. Instead the college staff (teachers, mainly) have to gather evidence over a period of time on the student's ways of working and needs, to then conduct an internal EAA assessment.
- Therefore, applications after the deadlines above are usually just allowed for medical diagnoses such as Autistic Spectrum Condition or temporary injuries.

16.4. Defining Exam Access Arrangements (EAAs)

- Exam Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Exam Access Arrangements are pre-examination adjustments for students based on evidence of need and normal way of working. For example, readers, scribes and Braille question papers. Access Arrangements fall into two distinct categories: some arrangements are delegated to the college as the exam centre, others require prior JCQ awarding body approval before they can be put into place.
- The definition of disability under the Equality Act 2010 is having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal, daily activities, such as learning. Substantial means more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. Long-term means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.
- Exam Access Arrangements are provided to students for non-examined components, where relevant, and are also provided for internal assessments which echo or mirror the exam experience (for example, mock exams or timed tests).
- Where a student is disabled within the meaning of the Equality Act 2010, all staff involved with exams must ensure that appropriate arrangements and reasonable adjustments are in place to facilitate equal access to exams and assessments for that student.

16.5. Disclosing and applying for EAAs

- The college invites all students who have had previous Exam Access Arrangements to identify their needs at each stage of the Admissions process. If a student identifies their needs, the college requests current relevant medical evidence. If the arrangements are in place due to Special Educational Needs the student will be reassessed on entry by our qualified EAA assessors.
- After the start of the course, any student may identify as needing Exam Access Arrangements to their teachers, personal tutor or other member of staff working with them, who will then refer them to the Additional Learning Support Department (ALS) for potential assessment. College staff may also proactively suggest this assessment for possible ALS needs, in response to their ongoing work with a student.
- All exam access arrangements are recorded on the college CIS system and arrangements are applied for through the JCQ (Joint Council for Qualifications) by the ALS Department, in line with the published JCQ deadline. Please see the table at the top of this section for application deadlines.

17. SPECIAL CONSIDERATION

JCQ Guide to the special consideration process - General and Vocational qualifications

- 17.1. Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other event outside of the candidate's 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 their normal level of attainment in an assessment.

- 17.2. 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 and assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for 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.
- 17.3. All examinations measure what a candidate knows and can do. The overall grade(s) awarded must reflect the level of attainment demonstrated in the examination(s) and assessment(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time.
- 17.4. Where long term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment.
- 17.5. It is the candidate's responsibility to notify the Examinations Manager of a Special Consideration request. It is not the responsibility of the teacher or any other staff member to do so.
- 17.6. A candidate must notify the invigilator if they are too ill to sit an examination or are taken ill during the examination itself.
- 17.7. The candidate must support any special consideration claim with appropriate evidence within five days of the examination.
- 17.8. The Examinations Manager will ensure that a completed special consideration form is sent to the relevant awarding body within 7 days of the examination.
- 17.9. Special consideration decisions are made by the Awarding Body – the college and the candidate submit evidence and the college can advise as to whether the request is likely to meet a threshold for any adjustment, but the final decision must rest with the candidate as to whether to submit. Verifiable evidence will be required by the Awarding Body, such as hospital letters, legal notices, etc.
- 17.10. Special consideration will normally be given by applying an allowance of additional marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including coursework/non-examination assessment.
- 17.11. 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. These include:
 - temporary illness or accident/injury at the time of the assessment.
 - bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible).
 - domestic crisis arising at the time of the assessment.
 - accidental events at the time of the assessment such as serious disturbance during an examination, particularly where recorded material is being used, being given the wrong examination paper, being given a defective examination paper, failure of practical equipment, failure of materials to arrive on time.
 - failure by the centre to implement previously approved access arrangements for that specific examination series.

18. APPEALS

JCQ Guide to the awarding bodies' appeals processes - For the attention of heads of centre, senior leaders within schools and colleges and teaching staff

- 18.1. You can ask the college to get a result looked at again - this is called requesting a review.
- 18.2. Appeals take broadly two forms:
- A. Reviews for coursework and non-examination assessments (which are usually marked and standardised by college staff) are called 'internal reviews'. Where college staff assess student work on behalf of the awarding body, this is called 'Centre-Assessed Marking'.
 - B. Reviews for exam results (which are marked by examiners for the relevant Awarding Body) are called Enquiry After Results (or EARs).
- 18.3. A review of centre-assessed marks can be requested by the student. The procedures for this are outlined in **APPENDIX 2**, below.
- 18.4. Appeals to the college can be about:
- A. a particular mark (review of marking)
 - B. policy, process or procedure (malpractice or maladministration)
- 18.5. Normally, a review of marking can lead to a grade going down as well as up.
- 18.6. The college will endeavor to identify, correctly resolve and learn from any appeals which identify **malpractice** (for example, bias, prejudice or breaches of conduct by staff) or **maladministration** (for example human error in marking, handling grades or accidentally missing/omitting relevant student or assessment evidence).
- 18.7. If, following the outcome of an appeal, the student is not satisfied with the outcome, the college can make an appeal to Ofqual (if it disagrees with the outcome of the appeal made to the Awarding Body) or the student can contact Ofqual to make a complaint (if the college believes the outcome of the appeal was correct).
- 18.8. Awarding bodies accept appeals in relation to three areas of their work. These are:
1. Appeals against results (ie the assessment judgement was incorrect)
 2. Appeals against malpractice decisions (eg the assessment or procedures were unfair, inappropriate or discriminatory)
 3. Appeals against decisions made in respect of access arrangements, reasonable adjustments and special consideration (eg student circumstances were not correctly or appropriately taken into account)
- 18.8. In addition, some other administrative decisions, such as in cases of missing scripts or coursework, may be
- 18.9. subject to review by Awarding Body officers.
- 18.10. Appeals procedures do differ considerably depending on the course, awarding body and specific mark being appealed.
- 18.11. The college and Awarding bodies may charge a fee for each stage of an appeal against the outcome of a clerical re-check, a review of marking or a review of moderation. Details of these fees can be obtained from the awarding body concerned. The fee will be refunded/waived if the appeal is upheld.
- 18.12. The college will provide information to students about appeals processes and reviews of marks when students receive their results (and in some cases, such as with coursework, as a routine aspect of the delivery of the course).
- 18.13. **Reviews of Results**
- Enquiries about results for general qualifications may be requested by teaching staff or

candidates if there are reasonable grounds for believing there has been an error in marking.

- Students must liaise with the Examinations Department if a review of marking is requested. Students must organise payment for review of marking at the time of making the request.

18.14. Access to Scripts (Applicable to General Qualifications Only)

- After the release of results of general qualifications, candidates may ask the Examinations Office staff to request the return of scripts.
- If a result is queried, the Examinations Office, after consultation with teaching staff where possible, may request a review of marking.
- Heads of Department may also request scripts for investigation or for teaching purposes, once approval from Faculty Heads or the Vice Principal (Assistant Principal Quality and Curriculum) has been received. It is essential that candidates also give their permission before scripts are requested.

19. MALPRACTICE (cheating, plagiarism, etc)

JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures; JCQ require heads of centres to report to the relevant awarding body all alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff; Plagiarism: JCQ Plagiarism in Assessments - Guidance for Teachers/Assessors

- 19.1. The college, as an accredited exam centre (and an accredited assessor for relevant qualifications) has a duty to keep watch for, prevent, investigate, identify and report any incidences of malpractice.
- 19.2. Consequences of malpractice can be grave for individuals and institutions:
 - The college would jeopardize its accredited status, leading to grave implications for current and future students to take exams and other assessments on site and as part of courses delivered.
 - If a member of staff at the college is involved in malpractice, this may lead to an investigation and can affect contract of employment and/or approval for work by professional bodies.
 - If students at the college is involved in malpractice, this may lead to the withholding of all grades for all qualifications studied by that student for that year.
- 19.3. Cases of malpractice are extremely rare due to the college's culture and community values.
- 19.4. Malpractice can occur and sanctions applied whether the malpractice was intentional or unknowing.
- 19.5. The staff at the college take care and lengths to ensure students understand the strict conduct required for all examinations and assessments, so that they are not tempted or commit malpractice unknowingly.
- 19.6. Malpractice can most easily occur, if care isn't taken, in these two areas:
 - A. **Plagiarism** (unacknowledged or unreferenced copying from texts whether these are in print, on the internet or pieces of work previously submitted for assessments by others. Text can be copied by being memorised and reproduced.)
 - B. **Inappropriate equipment taken into an exam** (for example, a phone or digital device)
- 19.7. To ensure the college supports all members of its community to avoid malpractice, it will use a range of methods, including:
 - Keeping all students, staff and other stakeholders well-informed of rules, regulations, systems and policies
 - Staff vigilance around student progress and performance, behaviours and work submissions

to keep watch for malpractice

- Use of technology to prevent and identify
- Foster our community culture of fairness and equality and develop the value of integrity and honesty within individuals.
- Report all identified incidences of malpractice and adapt systems and policies to close gaps and opportunities where it can occur

19.8. See **APPENDIX 4** below for managing incidents of plagiarism.

20. EXAMS ARCHIVING

20.1. Under GDPR and Data Protection compliance, this policy records the care regimen for the different kinds of records and information held by the exams office.

20.2. **APPENDIX 5: Exams Archiving Procedures**, below, provide an extensive list and includes naming of this information, records, the retention period and the action required at the end of that period, including the method of disposal.

21. MANAGING INVIGILATORS AND EXAMINATION DAYS

JCQ Instructions for Conducting Examinations
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21.1. Managing Invigilators

- The Examinations Manager is responsible for organising the recruitment of invigilators.
- The HR Department will organise clearance with the Disclosure and Barring Service (DBS) for new invigilators as required; DBS fees for securing such clearance are paid by the College.
- The Examinations Manager is responsible for ensuring that invigilators are timetabled and given full induction and instruction.
- Invigilators' rates of pay are set by the College in accordance with the College's pay policy.

21.2. Examination Days

- The Examinations Manager is responsible for booking all examination rooms after liaison with other users.
- The Examinations Manager will make the question papers, other examination stationery and materials available for the invigilators prior to each examination. The Estates Department is responsible for setting up the allocated rooms as requested by the Exams Office.
- The Senior Invigilator will start all examinations in accordance with JCQ guidelines.
- The Examinations Manager will arrange specific equipment as required in liaison with the Additional Learning Support and relevant Curriculum Departments.
- Subject staff must not be present in the exam rooms, unless requested by Senior Members of centre staff. Senior Members of centre staff must not provide advice and guidance with regard to the completion of the examination. They must not comment on the question paper or advise on which sections of the paper and which particular questions should be attempted.
- Examination papers must not be read by subject teachers or removed from the examination room before the end of an examination session. Papers will be available for collection by Heads of Department at the end of the examination session.
- Practical examinations (such as orals, performances, sports or arts), are administered in a variety of ways according to the nature and length of these assessments. Curriculum

Departments and the Exams Office will liaise closely on ensuring the correct conduct of all such practical exams.

22. EMERGENCY EVACUATION FOR EXAMS

- 22.1. An emergency evacuation is required where it is physically unsafe for candidates to remain in the exam room or where there is a (potential) threat to their physical safety. This might include a fire in the exam room, the continuous fire alarm sounding to warn of fire in the same building, a bomb alert, or any situation the Senior Invigilator judges to pose a threat to the candidates.
- 22.2. In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, for example a serious illness of a candidate or invigilator. In these cases, responding to the immediate need of the situation may take precedence over protecting the candidates from emotional distress.
- 22.3. Exam staff are prepared for the possible emergency evacuation of exam rooms.
- 22.4. See **APPENDIX 3** below for staff responsibilities relevant to emergency evacuation for exams.

23. MONITORING AND REVIEW OF THIS POLICY

- 23.1. This policy and its procedures will be reviewed and approved annually (or earlier if significant changes are needed) by the Principal, as Head of Centre prior to publication on the college's website.
- 23.2. Detailed review and approval is delegated to the Deputy Principal, as the senior post holder with responsibility for curriculum and assessment.
- 23.3. Significant incidences and occurrences within the scope, roles and responsibilities of this policy will be reported to the Senior Management Team (for example, external changes to exam timetabling or incidences of malpractice or maladministration by staff).

Approved: July 2021



James Moncrieff, Deputy Principal

24. RELATED DOCUMENTS

Please note, as an education provider specialising in Study Programmes made up of nationally accredited qualifications, all college policies relate to the Exams and Assessment Policies and Procedures. However, notable relating college policies are:

- All external and statutory documents, primarily from JCQ, are indicated at the start of relevant sections, in a box under the section heading. These documents are also updated annually so the documents are not hyperlinked: instead titles are given and the most up-to-date version can be searched for online.
- 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
- Student Charges Policy
- Student Financial Support Policy

Outline of Staff Responsibilities**Head of Centre and Senior Management Team**

- Ultimately accountable for the safe and secure conduct of non-examination assessments.
- Ultimately accountable for ensuring non-examination assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ultimately accountable for the internal appeals procedure clearly detailing the steps to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Head of Department

- Stay apprised of crucial dates by checking the awarding body's specification and ensure that all agents - the exams office, teachers, students - have enough time to prepare for non-examination assessments.
- Ensure standardisation amongst the teachers assessing the unit.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Ensure that individual teachers understand their responsibilities with regard to the non-examination assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other specific instructions.
- Responsibility for task setting by making a selection from a number of possible tasks provided by the awarding body.
- Where appropriate and permitted, by developing new assessment tasks or contextualizing the awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teachers

- Understand and comply with JCQ guidelines and awarding bodies' subject specific instructions.
- Provide the exams office with details of all unit codes for non-examination assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Exams Office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements

Exams Office (Melissa Gibbon)

- Enter learners for all components before the awarding body deadline.
- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Where this is to be done by subject teachers, confirms with subject teachers that marks have been submitted to the awarding body by the deadline
- Learning/Study Support (Linda Lab)
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

I.T. Department

- Where work is stored electronically, ensures appropriate arrangements are in place to restrict access between session.

APPENDIX 2: Review of Centre-Assessed Marks Procedures

As an approved assessment and examinations centre, BHASVIC is required to have a written appeals procedure relating to centre-assessed non-examined assessments (often referred to as coursework).

Each Awarding Body specifies detailed policies, procedures and criteria for the delivery and assessment of non-examined assessments. Awarding bodies must also moderate the centre-assessed marks and the final judgement on marks awarded is that of the Awarding Body. Appeals against matters outside the College's control will not be considered in the procedures and the Awarding Body's complaints procedures should be followed.

Should the outcomes of the following procedures identify any college irregularity to light (malpractice or maladministration), the Awarding Body will be informed immediately and the college will take steps to address the issues so that they do not recur.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the college and is not covered by this procedure.

As part of this procedure, students must be told the mark given by the college for a centre assessed component/unit. This applies to A Level, AS Level, GCSE and EPQ qualifications. This requirement is to enable students to request a review of the college's marking prior to the marks being submitted to the Awarding Body, should they wish to do so, and will trigger the operation of a fair review process.

In accordance with the **JCQ General Regulations for Approved Centres**, BHASVIC is committed to ensuring:

- The effective use of the internal standardisation process to ensure that all teachers are confident in correctly and accurately applying the marking standard. Exemplar material and any guidance provided by the awarding body will be used. This should help to prevent marking errors and avoid students requesting a review of the mark awarded by the centre.
- Internal assessments/controlled assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Internal assessments/controlled assessments are conducted according to the procedures prescribed by the relevant Awarding Body.
- Assessment evidence provided by students is produced and authenticated according to the requirements of the relevant Specifications for each subject.
- Course teams' and departments' regular representation and internal cascading of training provided by the Awarding Bodies.
- Staff responsible for internal standardisation and/or assessment attend relevant internal training sessions.

There are two ways in which a student may wish to appeal their non-examined assessment:

- A. **Route A** - Appealing about the marks given
- B. **Route B** – Appealing or raising concerns about the way in which the assessment was conducted by the college

Route A: Appealing a Centre Assessed Mark

1. BHASVIC will inform students of their marks at least two weeks prior to final submission of the marks to exam boards, to allow time for requests and reviews to take place. Notification of marks may be by word of mouth to the student from their teacher, or it may be via the college's information systems.
2. Having been told the mark for the non-examined assessment, the student should, in the first instance, contact their teacher to discuss their concerns. The teacher will explain the marking processes, standardisation, ways in which marks are quality assured in the department and provide the student with an indication of the significance of the marks in respect of the student's progress

on the course. The teacher may include the Head of Department in the initial conversation.

3. Copies of materials to assist the student in considering whether to request a review of the college's marking of the assessment can also be provided promptly to the student at this stage.
4. BHASVIC will allow students five working days from the date of publishing marks to review copies of materials, talk with their teacher and reach a decision regarding appeals.
5. If the student still wishes to make an appeal, they will need to do this in writing by the relevant deadline by contacting the Exams Office (exams@bhasvic.ac.uk) and completing the relevant Appeals Form. There is a charge of £40 for an internal appeal. This cost will be refunded should an appeal be successful.
6. BHASVIC will ensure that the review of marking is carried out by an assessor who has appropriate competence, did not previously mark the non-examined assessment in question and has no conflict of interests with the outcome.
7. BHASVIC will inform the student in writing (usually via email) of the outcome of the review. If a review request has led to a change in the student's marks then a £40 refund will be made to the student.
8. The outcome of the review of the centre's marking will be made known to the Head of Centre (the Principal). A written record of the review will be kept and made available to the Awarding Body upon request.

Route B: Appealing against procedures used in the provision of non-examined assessments

1. We advise that a student who has concerns about the way in which a non-examined assessment was conducted by the college should discuss the matter with their teacher in the first instance, or they may contact the Head of Department. The teacher or Head of Department can provide the student with details about the Awarding Body policy and procedures for conducting the non-examined assessment, so that any misunderstandings about the college's obligations are removed. However, if this has been done and the student is not satisfied with the response, then the rest of this process should be followed.
2. A student wishing to appeal against or raise concerns about the procedure(s) used in their non-examined assessments should contact the Exams Office (exams@bhasvic.ac.uk) as soon as possible, stating the details of the concerns and the reasons for the appeal.
3. The appeal must be submitted **at least two weeks before the date of the last external exam in the subject**.
4. The Exams Department will review the appeal and forward to Head of Department for the relevant course. The Head of Department will make a response - they may need to investigate which may include meeting with the student who has raised the concerns.
5. If the student is not happy with the written response from the Head of Department, then they can request a personal hearing before an appeals panel. The request for a personal hearing must be made within two days of receipt of the written reply to the initial appeal.
6. The appeals panel will consist of the Examinations Manager and two of the following –the Assistant Exams Officer; the Head of Faculty; the Deputy Principal.
7. The student will be given at least two days' notice of the hearing date and will be provided with information from the Awarding Body about the policies and procedures required to deliver the non-examined assessment.
8. The student may bring a parent/guardian to the hearing.
9. The relevant teacher(s) and Head of Department will be present at the hearing.
10. The Examinations Officer will convey the outcome of an appeal and the reasons for that outcome in writing to the student.
11. The College will maintain a written record of all appeals.

12. The College will inform the Awarding Body of any malpractice or maladministration identified (for example the need to submit a different mark to the exam board).
13. After the outcome of this procedure, if the student is not satisfied, they may be able to make an appeal directly to the Awarding Body and the Exams Office can provide the necessary information.

APPENDIX 3: Emergency Evacuation for Exams - Staff Responsibilities

Head of Centre (William Baldwin, Principal)

- Ultimately accountable for the emergency evacuation policy being fit for purpose: that it complies with relevant health and safety regulation and clearly addresses local conditions and difficulties.

Health and Safety Officer (Carlos Bedoya Molina)

- Ensure all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required. Ensures those procedures are complete and current.
- Ensure Exams Office have been made aware of all students with medical conditions that could be relevant to the evacuation of examinations, and especially those who may require special procedures or assistance.

Welfare Coordinator (Jackie Davies)

- Ensure the Exams Office have been made aware of all disabled students who may require special procedures or assistance in the event of an emergency evacuation.

Exams Office (Melissa Gibbon)

- Ensure invigilators are trained in emergency evacuation procedures, and the procedures for recording incidents and actions taken in response.
- Ensure invigilators have access to a copy of the emergency evacuation procedures for every exam room.
- Provide a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- Provide an exam room incident log for each exam room.
- Liaise with relevant staff, students, and parents prior to the exam period to learn where special procedures or assistance may need to be provided for a candidate with disabilities or health problems. Ensure those candidates and relevant invigilators are aware of those procedures.
- Ensure candidates are briefed on what will happen in the event of an emergency requiring evacuation of an exam room
- Ensure appropriate follow-up is undertaken after an emergency evacuation: reporting the incident to the awarding body, judging whether applications for special consideration are appropriate as per the Special Consideration Policy.

Senior Invigilators

- By attending training and reading assigned materials, ensure they understand what to do in the event an emergency evacuation of an exam room is required.
- Confirm with the exams officer where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Make the decision on when an emergency evacuation is needed and take charge of the other invigilators, ensuring all actions required by the emergency evacuation procedure are performed calmly and quickly.
- Where the situation seems to demand actions that contradict the procedure, act in best judgement in a way that best protects the candidates' safety. For example, in the event of a gun threat on college grounds, evacuating the exam room may be dangerous and candidates' safety may be best served by remaining in the exam room and locking the doors.

Invigilators

- By attending training and reading assigned materials, ensure they understand what to do in the event an emergency evacuation of an exam room is required.

- Confirm with the Senior Invigilator where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Follow the Senior Invigilator's instructions and ensure all actions required by the emergency evacuation procedure are performed calmly and quickly.
- In an emergency where the Senior Invigilator is incapacitated in some way, ensure that colleagues and candidates are aware of what to do, and that all actions required by the emergency evacuation procedure are performed calmly and quickly.

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.

APPENDIX 5: Exams Archiving Procedures

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Exam stationery	Additional writing booklets	When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. Otherwise, it must be stored securely. [Reference ICE 4 and ICE 23]	Confidential waste/shredding
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See <i>Exam room checklists</i>		Confidential waste/shredding
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Recycled
Moderator reports		To be immediately provided to head of department as records owner.	
Non-examination assessment signed declaration forms	The forms that candidates sign to confirm the work they submit for assessment is their own work <i>and</i> the forms that teachers sign to confirm that the work is solely that of the candidate concerned, the work was completed under required conditions, and signed candidate declarations are kept on file	To be retained for JCQ inspection purposes until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference Instructions for conducting non-examination assessments 2016-2017 4.6]	Confidential waste/shredding
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference GR 5.10]	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 6 , appendix A and B]	Confidential waste/shredding
Post-results services: requests/outcome information	Any hard copy information relating to a post- results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	For at least six months following the outcome of the enquiry or any subsequent appeal	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: scripts returned from ATS service	Copy or original exam scripts returned to the centre by the awarding body.	Where scripts are retained by the centre, they must be securely stored (including any electronic versions) and not edited in any way or disposed of until after the awarding body deadline. [Reference PRS 8]	Confidential waste/shredding
Private candidate information	Any hard copy information relating to private candidates' entries.	Can be disposed as long as electronic records exist.	Confidential waste/shredding
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	Securely retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Recycled or confidential waste/shredding depending on whether includes candidate information.
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	As long as useful	Confidential waste/shredding
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum. 10 years with the consent of the student for personal and academic references. [Reference Information Management Toolkit for Schools page 52, BHASVIC Data Protection Policy page 7]	Confidential waste/shredding
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be kept until the deadline for EARs and the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference ICE 6]	Confidential waste/shredding
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results. [Reference SC 6]	Confidential waste/shredding
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Securely retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential waste/shredding
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential waste/shredding
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	Securely retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding
Access arrangements information	Any hard copy information kept by the Exams Office (EO) relating to an access arrangement candidate.	To be returned to Study Support as records owner at end of the candidate's final exam series or, if superfluous copies, disposed of after the candidate has left BHASVIC.	Confidential waste/shredding
Attendance register copies		To be retained until the deadline for Enquiries About Results (EARs) or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding
Awarding body administrative guides/manuals	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Recycled
Candidates' work	Non-examination assessment work (including controlled assessment/coursework) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiries/appeals or malpractice investigations for the exam series. [Reference GR 3.14]	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificates		Cannot be withheld from candidates under any circumstances, including non-payment of fees Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. BHASVIC tends to keep them for a minimum of 5 years. [Reference GR 5. 14]	Confidential waste/shredding
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction. [Reference GR 5.14]	Confidential waste/shredding
Certificate issue information	A log of certificates that have been issued/posted to candidates.	Keep for a minimum of 5 years. [Reference GR 5.14]	Confidential waste/shredding
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	Retain until results day.	Confidential waste/shredding
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	Retain until results day.	Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	Until results are published, in case of loss and damage. [Reference ICE 29.4]	Recycled
Entry information	Any hard copy information relating to candidates' entries.	As long as useful to organization of exams period	Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed. [Reference ICE 16 and GR 5, 6]	Confidential waste/shredding
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. [Reference ICE 6]	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be sent to the relevant awarding body. [Reference ICE 13.4, 18]	
Exam scripts	The completed examination papers	Must be despatched immediately: on the same day or, if that is not possible, must be secured overnight and then dispatched next morning. Must not be copied in any way before sending.	

APPENDIX 6: Non-Examined Assessments - Risk Management Table

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing / downloading set task noted prior to start of course</p> <p>Awarding body contacted to request direct email of task details</p> <p>IT systems checked prior to key date</p> <p>Alternative/backup IT system available to gain access to task</p>	<p>Head of Department (HOD)</p> <p>HOD. May contact Exams Manager (EM) for help.</p> <p>Network Manager (NM)</p> <p>NM</p>
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensure that subject teachers access awarding body training information, practice materials etc.</p> <p>Maintenance of records that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p>	<p>HOD and Subject Teachers (STs)</p> <p>HOD</p>
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification is produced for candidates</p> <p>Ensure candidates confirm/record they understand the marking criteria and these records are kept</p>	<p>HOD</p> <p>HOD & ST</p>
Subject teacher long term absence during the task setting stage	<p>The Exams Manager to liaise with Faculty Head/Acting Head of Department to ensure adherence to all necessary deadlines.</p> <p>The Faculty Head to liaise with other teaching staff/substitute teacher to ensure standard and consistency is maintained.</p>	<p>EM & HOD</p> <p>HOD</p>
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<p>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	<p>HOD & ST</p> <p>HOD & EM</p>
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information (Syllabus) issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	<p>HOD</p> <p>HOD & ST</p> <p>HOD</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates	HOD. May contact EM for help.
	Awarding body guidance sought where this issue remains unresolved	HOD & EM
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	HOD
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment dates/periods included in centre wide calendar	Deputy Principal (DP) or other member of Senior Management Team (SMT)
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Appropriate rooms and IT facilities allocated for tasks	Curriculum Coordinator (CC)
	CC informed of requirements with sufficient forewarning Staggered sessions arranged where IT facilities insufficient for number of candidates	HOD HOD & CC
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates	HOD
	Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	HOD
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non- examination assessments (chapter 9 Malpractice) are followed	HOD & EM
	An internal investigation and where appropriate internal disciplinary procedures are followed	HOD, EM, & SMT
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate.	Head of Study Support (HSS)
Advice and feedback		

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work</p>	<p>HOD</p> <p>HOD</p> <p>HOD</p> <p>ST</p>
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	<p>HOD</p> <p>HOD</p> <p>HOD</p> <p>ST</p>
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	<p>HOD, EM, & SMT</p> <p>HOD</p> <p>EM & SMT</p>
Candidate does not reference information from published source	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non- examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>ST</p> <p>ST</p> <p>ST & HOD</p>
Candidate does not set out references as required	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non- examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>ST</p> <p>ST</p> <p>ST</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up.	HOD & ST
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	HOD & EM
An excluded pupil wants to complete his/her non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education	HOD & EM
	If so, arrangements for supervision, authentication and marking are made separately for the candidate.	HOD, EM, & SMT
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions	ST & HOD
	Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions	ST & HOD
	Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	ST & HOD
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources	ST
	Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately	ST
	Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	ST
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory	HOD
	Where limits are for guidance only, candidates are discouraged from exceeding them	ST
	Candidates confirm/record any information provided to them on word or time limits is known and understood	ST & HOD
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted	HOD
	Awarding body guidance sought where this issue remains unresolved	HOD & EM
Authentication procedures		

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work	HOD
	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	ST & HOD
	Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments	ST & HOD
Candidate plagiarises other material	The candidate's work is not accepted for assessment	HOD & EM
	A mark of zero is recorded and submitted to the awarding body	HOD & EM
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	HOD
	Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments	ST
	Declaration is checked for signature before accepting the work of a candidate for formal assessment	HOD
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	EM & HOD
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	ST
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	HOD
	Regular monitoring ensures subject teacher use of appropriate secure storage	HOD
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course	HOD
	Alternative secure storage sourced where required	SMT & HOD
Task marking – externally assessed components		

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	EM EM
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	HOD & EM
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	HOD HOD
A candidate is unable to finish their work for an unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work	HOD
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	HOD & EM
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non- examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	HOD & EM HOD & EM HOD, EM, & SMT
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not	HOD & EM HOD & EM
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	EM & HOD EM & HOD

Issue/Risk	Centre actions to manage issue/mitigate risk	Responsibility
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	EM & HOD
A candidate wishes to appeal the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body	HOD
	Records confirm candidates have been informed of their marks	HOD
	Candidates are informed that these marks are subject to change through the awarding body's moderation process	HOD
	Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks	EM & HOD
Deadline for submitting work for formal assessment not met by candidate	Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body	EM
	Records confirm deadlines given and understood by candidates at the start of the course	HOD
	Candidates confirm/record deadlines known and understood	ST
	Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met	EM
Deadline for submitting marks and samples of candidates work ignored by subject teacher	Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate	HOD
	Internal/external deadlines are published at the start of each academic year	HOD
	Reminders are issued through senior leaders/subject heads as deadlines approach	HOD
	Records confirm deadlines known and understood by subject teachers	HOD
Subject teacher long term absence during the marking period	Where appropriate, internal disciplinary procedures are followed	HOD & SMT
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	EM