



BTEC POLICY

CORPUS CHRISTI HIGH SCHOOL Ysgol Uwchradd Corpus Christi

This document contains the specific policy and associated information relating to the Examinations & Internal Appeals Policy at Corpus Christi High School

Approved by Governors : 15/10/18

4 July 2018



“Together we are the Body of Christ”

Our Mission Statement recognises the principle of entitlement for all pupils. This underpins the policy on examination entry.

Corpus Christi High School does not have a non-examination group. The policy is one of entering as many learners as possible for external examinations. The type of examination and level of entry will be decided by the subject teacher in conjunction with the SLT link and in consultation with the pupil and the pupil's parent/carer.

Our school believes that students develop at different rates and that a determination to succeed can qualify students for courses leading directly to Higher Education, Our aim is for all pupil learners to leave Corpus Christi High School with recognised qualifications.

All staff have the responsibility for ensuring this policy is carried out in respect of their curriculum areas. Where appropriate, Heads of Department will consult with the Head of Key Stage to review individual cases before decisions are taken. No pupil will be removed from an examination without first being referred to an SLT meeting via the subject SLT Link Partner. The Examinations Officer has responsibility for the administration of external examinations. Overall responsibility lies with the Headteacher as the Head of Centre.

EXAMINATION RESPONSIBILITIES

Head of Centre

Overall responsibility for the school as an Exam Centre :

- advises on appeals and re-marks
- the Head of Centre is responsible for reporting all or actual incidents of malpractice. Refer to the JCQ document '*Suspected Malpractice in Examinations and Assessments*'.

Exams Officer

Manages the administration of public and internal exams and analysis of exam results.

- advises the Senior Leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of, and understand, those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- received, checks and stores securely all exam papers and completed scripts
- administers access arrangements and makes applications for special considerations using the JCQ '*Access Arrangements and Special Considerations Regulations and Guidance relating to candidates who are eligible for adjustments in examinations*'
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arrange for dissemination of exam results and certificates and forwards in consultation with the SLT any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Deputy Head/Head of Curriculum

- Organisation of teaching and learning
- External validation of courses followed at Key Stage 4

Assistant Head Teacher

- Data and target setting for Departments and candidates.
- Ensures candidates are set realistic and appropriate targets.
- Pupil progress to parents informed by reports four times a year.

Heads of Department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines, as set by the Exams Manager.

Head of Careers

- Guidance and Careers information.

Teachers

- Submission of candidate names to Heads of Department.

ALNCO

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims.

Invigilators

- Collection of all exam papers in the correct order at the end of the exam under the direction of the Exams Manager.
- Supervision of examinations in accordance with JCQ guidelines.

Candidates

- Confirmation of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Administrative staff

- Support for the input of data.
- Posting of exam papers.

BTEC REGISTRATION PROCEDURE

- Registration and enrolments to be implemented by the Examination Officer after liaising with the Head of Department, Lead Verifier and Quality Nominee. A list of entries will be checked for accuracy by relevant Heads of Department. Where necessary are amended and updated based on student's needs, signed and dated.
- Entries are made through Pearsons/Edexcel online and a confirmation of entries is printed.
- Confirmation of entries are given to the Lead Verifier for confirmation and authorisation.
- Confirmation prints are then filed and kept securely by the Examination Officer.
- Any changes to entries, withdrawals, name changes will be submitted to the Examination Officer in writing, signed and dated for the Examination Officer to implement via the Edexcel Pearson online system.
- The Examination Officer will ensure that the certification claims are timely.
- Once certificates are received, they are verified for accuracy by the Examination Officer.
- Certificates will be kept securely by the Examination Officer.
- Certificates will be presented to the students at the Presentation Evening.
- Certificates not received at the Presentation Evening, maybe collected by the pupil at school. They must be signed for.
- If certificates are collected by a family member, a letter of authorisation from the pupil must be issued and a form of identification for the family member must be produced. The certificates must still be signed by the family member collecting.
- All records will be kept securely for three years.
- Students new to school or transferring to another centre, to ensure continuity of the BTEC course, the Examination Officer will liaise with the centre to ensure any registration or amendments are made and BTEC are notified.

BTEC Assessment

- The Quality Nominee and Lead Verifier will produce a clear and accurate assessment plan at the start of the academic year.
- Deadline dates for all assignments and assessments will be agreed and shared with pupils
- Assignments set will be fit for purpose.
- All assessments will follow the BTEC grading system.
- The Lead Verifier will keep accurate records of assessments.
- The Lead Verifier will provide samples as requested by BTEC.

INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS AND INTERNAL VERIFICATION

Corpus Christi High School is committed to ensuring that :

- There is an accredited Lead Internal Verifier in each subject area. This Lead Internal Verifier will be appropriately appointed for each of the subject areas, and will generally be the appropriate Head of Department. They will be registered with Pearson and undergo the necessary standardisation processes. Guidance as per the [BTEC-Centre-Guide-to-Lead-Internal-Verifier-final-v1.2.pdf](#)
- There is a Lead Internal Verifier who will oversee effective internal verification systems in their subject area.
- Internal verification is valid, reliable and covers all assessors and programme activity, staff will be briefed and trained in the requirement for current internal verification. They will complete the OSCA accreditation online, completing typical standardisation activities.
- The internal verification procedure is open, fair and free from bias, effective internal verification roles will be defined, maintained and supported. Internal verification will be promoted as a developmental process between staff.
- Pupils will be given clear and unambiguous guidelines concerning the completion of internal assessments.
- Internal verification of assignments and assessment decisions will take place as recorded on IV schedule for subject area..
- Standardised internal verification documentation will be provided and used, to ensure there is accurate and detailed recording of internal verification decisions.
- All centre assessment instruments will be verified as fit for purpose by the Lead Verifier.
- An annual internal verification schedule, linked to assessment plans will be put in place.as per BTEC Centre Guide to Internal Verification.[BTEC Centre Guide to Internal Verification.pdf](#). These plans will be kept by the Lead Internal Verifier (HOD)
- A structured sample of assessment from all programmes, units, sites and assessors is internally verified to ensure centre programmes conform to national standards.
- The Internal assessment data is checked and given to the Examination Officer. Grades are entered via Edexcel Online and confirmation print signed and dated.
- All internal verification records are maintained and kept secure by the Lead Internal Verifier and the Examination Officer.
- The outcomes of internal verification are used to enhance future assessment practice.
- Access to all guidance documentation BTEC verification and assessments support is available as per link [BTEC Verification and Assessment Tools Guidance Documents](#)
- Key dates for actions and procedures can be found via the assessment and IV schedules held by the Lead Internal Verifiers.

THE DISABILITY DISCRIMINATION ACT (DDA), ADDITIONAL NEEDS AND ACCESS ARRANGEMENTS

DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All Exam Centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Additional Needs

A candidate with Additional Needs requirements are determined by the ALENCO.

The ALENCO will inform subject teachers of candidates with additional needs who are embarking on a course leading to an exam. The ALENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

Access Arrangements

- Making special arrangements for candidates to take exams is the responsibility of the Exams Manager.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Manager.
- Rooming for access arrangement candidates will be arranged by the ALENCO with the Exams Manager.
- Invigilation and support for access arrangement candidates will be organised by the ALENCO with the Exams Manager.

Results

- Results of examinations are released to pupils on set days set by BTEC, results arrive at school on allocated day and pupils can collect these results from the Examination Officer on the day specified by the Welsh Government.
- Candidates not able to collect results may provide an email address or a stamped addressed envelope for the results to be distributed. If another family member is collecting results on their behalf a note and a form of identification must be provided.
- All results sheets not collected will be kept in a locked secure facility.
- All EAR provision will be distributed to the HOD, displayed on the website and distributed to the candidates.

Certificates

- All certificates being BTEC are checked for accuracy by the Examination Officer.
- Certificates are presented as part of prize giving evening by the SLT.
- Certificates not collected are kept in a locked facility.
- Pupils collecting certificates after the allocated evening must provide a form of identification or if authorising a delegate to collect them, must have a letter of authorisation and identification.
- Any uncollected certificates are kept in the Examination Office in a locked facility for three years in line with BTEC requirements.

Complaints Procedure

Corpus Christi High School values the positive relationships that exist with parents and is committed to responding to difficulties and resolving any complaints quickly and effectively.

The following 'Complaints Procedure' seeks to provide a framework in which parents, school staff and governors are aware of their rights, roles and responsibilities.

The Complaints Procedure has three stages, although it is hoped that the majority of difficulties would be resolved before reaching even the first of these stages, by discussing the matter with the appropriate member of staff, either academic or pastoral, depending upon the nature of the problem. If, however, it proves impossible to resolve, then Stage 1 should be invoked.

STAGE 1

The person with a complaint should describe and explain it either orally or in writing to the appropriate Line Manager, usually a Head of Department or Pastoral Head. If, however, it is a serious complaint about the conduct of a member of staff, the matter should be reported directly to the Headteacher.

STAGE 2

If the complaint cannot be resolved informally by the Line Manager, the member of staff dealing with the issue should inform the complainant that he/she is entitled to make a formal complaint to the Headteacher for investigation, decision and, hopefully, resolution.

It is preferable that the complaint is made in writing, outlining all the issues and concerns. The Headteacher will respond within ten working days, and usually a meeting will be organised to discuss the matter.

If, however, the complaint is against the Headteacher, the Chair of Governors will investigate and attempt to resolve the matter at Stage 2.

If the complainant is not satisfied with the decision of the Headteacher or Chair of Governors, the relevant person should inform the complainant that they are entitled to take the matter further, to the Governing Body's Complaints Panel.

STAGE 3

The complainant should send a letter, outlining his or her complaint to the Chair of Governors, care of the school. He or she will arrange for a meeting of the Complaints Panel which will be convened within 15 working days of the receipt of the letter. At least five working days' notice will be given. The complainant and the school will be invited to put their evidence to the panel. Any written evidence should be provided to the Chairperson of the Complaints Panel at least three working days before the meeting.

At the conclusion of the meeting, all parties should :

- have understood the nature of the proceedings
- have been given an opportunity to speak, provide evidence and ask and answer questions
- feel that they have said everything necessary
- feel that the Complaints Panel has listened to, and understood, all the points made
- be clear as to when all parties will be informed of the Panel's decision (ie ; within five working days)

The decision of the Complaints Panel is final.

PROTOCOL FOR COMPLAINTS HEARINGS

The Governing Body's Complaints Panel will consist of three governors. The Clerk to the Governors will also be present to record proceedings.

A complaint hearing will be convened within 15 working days of receiving the complaint.

All parties will be given at least 5 working days' notice of the time and date of the hearing.

The proceedings will be conducted using the following format :

- Introductions from the Chair of the Panel
- The complainant(s) will be given the opportunity to voice their complaint.
- The panel may ask questions of the complainant(s).
- The school's representative(s) will be given the opportunity to respond.
- The panel may ask questions of the school representative(s).
- The complainant(s) will be given the opportunity to comment further.
- The panel may ask further questions of the complainant and/or the school representative(s).
- The complainant(s) and the school representative(s) will leave.
- The panel will deliberate and determine to uphold or not to uphold the complaint.
- All parties will be informed of the decision in writing within 5 working days.
- The decision of the Governors' Appeal Panel is final.

WRITTEN APPEALS PROCEDURE

Corpus Christi High School Policy on Appeals is in two parts:

- 1. Policy on Internal Assessments for External Qualifications**
- 2. Policy on External Assessments for External Qualifications (Enquiries about Results)**

1. Policy on Internal Assessments for External Qualifications

Corpus Christi High School is committed to ensuring that:

- Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal moderation and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

Note to students

- A. If a student has any concerns about the procedures used in assessing their internally assessed work for public exams ie controlled assessment/coursework/portfolios/ NEAs, s/he should discuss the matter with the Head of Subject immediately. Following that, if the matter remains unresolved, the formal complaint/appeal procedure may be used by the student concerned. If the matter escalates through formal complaint this will be addressed by the Board of Governors at Corpus Christi High School. Pupil and parents will be formally notified of the Governors decision.
- B. GCSE – candidates will be provided with the marks awarded for internal assessments and students have the right to appeal these marks. The final date for these requests will be decided annually by the school.
- C. BTEC – the Centre follows the procedures laid down in the Pearson guide to Internal Assessment. These can be found at <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-internal->

[Assessment.pdf](#). All complaints/appeals will be logged, monitored and retained by the Examination Officer for three years.

- D. The regulations for GCSE, GCE, Entry Level and Project Qualification Coursework Assignments and GCSE NEA / Controlled Assessments state that:
- “The work you submit for assessment must be your own”
 - “You must not copy from someone else or allow another candidate to copy from you”
 - “If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating or malpractice”

Teachers have the right to reject a student’s work on the grounds of malpractice if any of the above regulations are broken.

The student, parent or guardian of a student has the right to appeal against any decisions to reject to a candidate’s internally assessed work on the grounds of malpractice.

Written Appeals Procedure

The student, parent or guardian of a student wishing to appeal against the procedures used in internal assessment should write to the Examinations Officer as soon as the matter arises. The deadline for the receipt of appeal applications to reach the school is ten days prior to the start of the written examination series. Internal appeals will be considered, and resolved, by the date of the last externally assessed paper of the series [eg by the end of June for the summer series].

On receipt of a written appeal/complaint, an enquiry into the internal assessment will be conducted by the Examinations Officer, a member of the Senior Management Team and a Head of Department not involved in the internal assessment decision. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirement of BTEC and the JCQ guidelines on Code of Practice.

The outcome of the appeal will be reported in writing to the student, parent or guardian [including relevant correspondence with the Awarding Body] before public exam results day for the award.

A written record of the appeal and the outcome will be kept on file at the centre and the Awarding Body will be informed of any amendments. Records will be monitored to ensure that any repeated or continued issues are dealt with to ensure quality of improvement. Should any issues not be resolved within 28 days these will then be forwarded to BTEC at Pearsons.

2. Policy on External Assessments for External Qualifications [Enquiries about Results - EARs]

Any student who wants to query a mark/grade awarded by an Awarding Body upon issue of results should follow the following procedure:

- I. Contact the Examinations Officer **and** the subject teacher as soon as possible [but at least **5 working days before the published deadline for EARs**] in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.
- II. Students should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.
- III. The subject teacher will review the student’s marks/grades and discuss with the Head of Department to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student’s predicted grades.

If the Department agrees to support the EAR:

- a. The request, together with the students consent form, should be made to the Examinations Officer **before the published deadline for EARs**. The cost of the enquiry will be met by the departmental budget. If the EAR is successful, the fee will be refunded.

If the Department does not agree to support the EAR:

- b. A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer, at least **5 working days before the published deadline for EARs**. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Management Team; the outcome of the appeal will be communicated by telephone and 1st class letter post within 24 hours of receipt. This decision is final.
 - c. If the centre does not support the EAR the student may still proceed with the EAR but all costs involved will be paid by the student at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Examinations Officer **before the published deadline for EARs**. If the enquiry is successful the fee will be refunded to the student.
- IV. Outcomes following EARs will be forwarded by the Examinations Officer to the student as soon as they have been received from the Awarding Bodies.

EXAMINATION CONTINGENCY PLAN

The Purpose of the Plan

The purpose of the contingency plan is to ensure there is a consistent and effective response in the event of disruption to the examination system.

There are three specific outcomes the plan seeks to achieve :

- delivering assessments to published timetables
- delivering results to published timetables
- complying with regulatory requirements in relation to assessment, marking and standards

Qualifications covered by the plan

- The qualifications covered by the plan are primarily large entry, externally assessed examinations delivered in schools. These include GCSEs, BTEC, Financial Services, SWEET, ECDL

When the plan would be triggered

- The plan would be triggered in the event of a major disruption to the examination system affecting significant numbers of candidates across several awarding organisations.
- This could include severe weather, widespread illness, travel disruption, fires, logistical problems, or system failures.
- Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being face, for example the Police, Environment Agency or Health Protection Agency.

Scenarios

Twelve specific scenarios are set out in this plan relating to widespread disruption of the examination system where contingency plans would be invoked.

The scenarios are set in sequence (Ofqual2015), following the way in which an examination would be planned and delivered, from issuing scripts to offering post results services.

Each scenario sets out the following information :

- the type of scenario
- who the scenario affects
- when to implement the plan
- one example of the scenario
- recommended actions for various stakeholders to take
- specific communication – if there is specific communication that should be undertaken with one of the stakeholders
- success criteria – what a successful resolution of the issue would look like
- where to get further information and advice

For the purpose of the scenarios, stakeholders include candidates, teachers, Centre staff, parents, carers, Awarding Organisation staff, courier staff and scanning Centre staff.

Please note that Centre staff in these scenarios refer to members of staff who are administering examinations and may include Headteachers, teachers and administration staff.

Exams Officer absent at a critical stage of the examination cycle

In the event of the Examinations Officer being absent at a critical stage of the examination cycle, in order to minimise risk to examination administration and avoid any adverse impact on students, Centre will :

- Refer to the Exam Entries/Exam Day Contingency Plan (as maintained by the Examinations Officer)
- Consult with ABS when necessary
- Head of Centre will appoint a member of the SLT to carry out relevant examination duties and administration

Scenario 1 - Disruption of teaching time – a significant number of centres are closed for an extended period

<i>Type of Scenario</i>	Disruption to candidates.
<i>Impact on</i>	Teachers, candidates, parents and carers.
<i>When to implement the plan</i>	In the event that a significant number of centres are closed and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.
<i>Example of scenario</i>	Severe flooding closes a significant number of centres in a region. Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations, as usual.
<i>Recommended actions</i>	It is recommended that centres ; <ul style="list-style-type: none">▪ have contingency plans in place to facilitate alternative methods of learning, alternative venues, or both▪ prioritise candidates who will be facing examinations shortly▪ advise candidates, where appropriate, to sit examinations in the next available series
<i>Specific communication</i>	The Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
<i>Success criteria</i>	Students continue to be taught either through an alternative method of learning or at an alternative venue.
<i>Further advice and information</i>	Guidance on emergency planning, with <u>advice on severe weather</u> , is available from the Department for Education

Scenario 2 - Candidates unable to take examinations because of a crisis – centres remain open

<i>Type of Scenario</i>	Disruption to candidates.
<i>Impact on</i>	School and Centre staff, teachers, candidates, parents and carers
<i>When to implement the plan</i>	In the event that candidates are unable to attend examination centres to take examinations, as normal,

<i>Example of scenario</i>	A sickness bug means that a number of candidates are not able to attend a centre to take an examination. It is recommended that centres : <ul style="list-style-type: none"> ▪ liaise with candidates to identify whether the examination can be sat at an ▪ alternative venue in agreement with the relevant awarding organisations ▪ offer candidates an opportunity to sit any examinations missed at the next available series
<i>Recommended actions</i>	Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Please note : candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons, they should be aware that special consideration rules will not apply.
<i>Specific communication</i>	The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
<i>Success criteria</i>	Candidates are able to sit examinations with minimum disruption or additional stress to them.
<i>Further advice and information</i>	JCQs guidance on special consideration and alternative site arrangements can be accessed through the JCQ website.

Scenario 3 – Disruption in the distribution of examination papers

<i>Type of scenario</i>	Transport or delivery.
<i>Impact on</i>	Awarding organisation staff, teachers, candidates.
<i>When to implement the plan</i>	In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations.
<i>Example of scenario</i>	A courier delivers a wrong set of examination papers to a centre.
<i>Recommended actions</i>	It is recommended that awarding organisations : <ul style="list-style-type: none"> ▪ source alternative couriers for delivery of hard copies ▪ provide centres with electronic access to examination papers via a secure external network ▪ fax examination papers to centres if electronic transfer is not possible. Please note that the Examinations Officer would need to ensure that copies are received, made and stored under secure conditions.
<i>Specific communication</i>	The centre to communicate with awarding organisations to organise alternative delivery of papers.
<i>Success criteria</i>	Students are able to proceed with taking examinations without having to reschedule examinations
<i>Further advice and information</i>	Not applicable

Scenario 4 – Disruption to the transportation of completed examination scripts

<i>Type of scenario</i>	Transport or delivery
<i>Impact on</i>	Courier staff, Center staff, awarding organisation staff
<i>When to implement the plan</i>	In the event that there is a delay in normal collection arrangements for completed examination scripts
<i>Example of scenario</i>	A courier contacts a centre to report a problem about picking up scripts on time.
<i>Recommended actions</i>	It is recommended that centres :

<i>Specific communication</i>	<ul style="list-style-type: none"> in the first instance, seek advice from awarding organisations and their normal collection agency regarding collection <p>The centre to communicate with relevant awarding organisations at the outset to resolve the issue.</p>
<i>Success criteria</i>	Scripts are stored 'securely' in line with JCQ guidance. Scripts are collected and delivered to awarding organisations with the minimum of delay
<i>Further advice and information</i>	JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website under Instructions for Conducting Examinations 2014-2015 . Guidance on the 'Life of a Script' is also available on the JCQ website.

Scenario 5 - Centres are unable to open as normal during the examination period

<i>Type of scenario</i>	Disruption to Centre
<i>Impact on</i>	Candidates, teachers, Center staff, parent, carers and awarding organisation, staff
<i>When to implement the plan</i>	In the event that centres are unable to open as normal for scheduled examinations
<i>Example of scenario</i>	A fire at the centre means that it is closed when examinations are due to take place.
<i>Recommended actions</i>	It is recommended that centres : <ul style="list-style-type: none"> open for examinations and examination candidates only, if possible. use alternative venues in agreement with relevant awarding organisations (eg share facilities with other centres or use other public buildings, if possible). apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3). offer candidates an opportunity to sit any examinations missed at the next available series, if possible
<i>Specific communication</i>	A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.
<i>Success criteria</i>	Students are able to take examinations in alternative venues in a timely way. Centres should cover the impact on examinations as part of their general planning for emergencies.
<i>Further advice and information</i>	The responsibility for deciding whether it is safe for a centre to open lies with the Head of Centre. The Head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open. DfE guidance on school closures is available on the GOV.UK website.

Scenario 6 - Assessment evidence is not available to be marked

<i>Type of scenario</i>	Marking
<i>Impact</i>	Candidates, teachers, school and college staff, parents, carers and awarding organisation staff.
<i>When to implement the plan</i>	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked.
<i>Example of scenario</i>	A fire at the centre destroys completed examination scripts.
<i>Recommended actions</i>	It is recommended that : <ul style="list-style-type: none"> awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators candidates retake the assessment that has been affected at a subsequent assessment window, if possible.
<i>Specific communication</i>	It is the responsibility of the Head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.
<i>Success criteria</i>	Candidate marks are able to be generated (if possible) from existing assessment materials.
<i>Further advice and information</i>	To be sought from the relevant awarding organisation.

Scenario 7 - Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking

<i>Type of scenario</i>	Marking
<i>Impact on</i>	Scanning centre staff, awarding organisation staff
<i>When to implement the plan</i>	In the event that there is disruption to the scanning process.
<i>Example of scenario</i>	A scanning centre reports technical problems with scanning machines leading to delays.
<i>Recommended actions</i>	It is recommended that awarding organisations : <ul style="list-style-type: none"> ▪ awarding implement their existing contingency plans for disruption to on-screen marking process ▪ revert to traditional forms of marking, recruit, train or re-standardise qualified new markers
<i>Specific communication</i>	None
<i>Success criteria</i>	Deadlines for marking schedules are met
<i>Further advice and information</i>	To be sought from the relevant awarding organisation

Scenario 8 - Markers unable to mark examination scripts according to marking schedules

<i>Type of scenario</i>	Marking
<i>Impact on</i>	Awarding organisation staff
<i>When to implement the plan</i>	In the event that a significant number of markers are unable to mark examination scripts, resulting in a risk to the delivery of results by scheduled dates.
<i>Example of scenario</i>	Significant numbers of markers withdraw from a specific qualification at short notice.
<i>Recommended actions</i>	It is recommended that awarding organisation : <ul style="list-style-type: none"> ▪ reallocate scripts to available markers ▪ recruit, train or re-standardise qualified new markers ▪ contact each other to 'share' markers for specific qualifications ▪ prioritise marking based on results dates, UCAS deadlines, qualifications that require further study (eg. Maths and English).
<i>Specific communication</i>	None
<i>Success criteria</i>	Deadlines for marking schedules are met
<i>Further advice and information</i>	Not applicable

Scenario 9 - Difficulty in meeting planned schedule or unable to issue results

<i>Type of scenario</i>	Issuing results
<i>Impact on</i>	Awarding organisation staff, candidates, parents and carers
<i>When to implement the plan</i>	In the event that an awarding organisation (including the case of a single awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure.
<i>Example of scenario</i>	A process failure delays both the preparation and issuing of results.
<i>Recommended actions</i>	If awarding organisations face delays in meeting the planned schedule for issuing results, it is recommended that they : <ul style="list-style-type: none"> ▪ establish priorities for processing results in line with UCAS and Central Applications Office (CAO) deadlines ▪ implement existing contingency plans for disruption to the schedule for issuing results ▪ in consultation with regulators, assess the level of disruption and consider alternative options for issuing results, dependent upon the nature of the issue ▪ in consultation with regulators, liaise with relevant organisations (eg UCAS, CAO) regarding candidate progression to further and higher education
<i>Specific communication</i>	Awarding organisation(s) to brief schools and colleges about potential delays to issuing results
<i>Success criteria</i>	Deadlines for issuing results to candidates are met
<i>Further advice and information</i>	Not applicable

Scenario 10 - Awarding organisations unable to issue accurate results

<i>Type of scenario</i>	Issuing results
<i>Impact on</i>	Awarding organisation staff, school and college staff, candidates, parents and carers
<i>When to implement the plan</i>	In the event that a catastrophic system error, failure or attack on systems means a

<i>Example of scenario</i>	significant number of results cannot be validated as accurate, or are issued and found to be inaccurate.
<i>Recommended actions</i>	An IT system failure impacts upon the accuracy of results It is recommended that awarding organisations : <ul style="list-style-type: none"> ▪ revalidate results ▪ reissue results, via an alternative format, if necessary
<i>Specific communication</i>	Awarding organisations to inform schools, colleges and candidates of any incorrect results. Awarding organisations to advise UCAS and CAO about any issues with incorrect results that may impact on their deadlines.
<i>Success criteria</i>	Results are revalidated or reissued in a timely way for candidates
<i>Further advice and information</i>	Not applicable

Scenario 11 - Centres are unable to distribute results as normal

<i>Type of scenario</i>	Issuing results
<i>Impact on</i>	Awarding organisation staff, school and college staff, candidates, parents and carers
<i>When to implement the plan</i>	In the event that schools or colleges are unable to access or manage the distribution of results to candidates
<i>Example of scenario</i>	A school or college is closed and therefore candidates are not able to visit to find out their results.
<i>Recommended actions</i>	It is recommended that schools or colleges : <ul style="list-style-type: none"> ▪ make arrangements to access results at an alternative site ▪ share facilities with other schools and colleges, if possible
<i>Specific communication</i>	Centres to contact awarding organisations about alternative options
<i>Success criteria</i>	Candidates receive results in a timely way
<i>Further advice and information</i>	Not applicable

Scenario 12 - Awarding organisations are unable to offer post results services

<i>Type of scenario</i>	Post results services
<i>Impact on</i>	Awarding organisation staff, centre staff, candidates, parents and carers
<i>When to implement the plan</i>	In the event that awarding organisations are not able to provide post results services, with centres and candidates unable to access services such as enquiries about results and appeals
<i>Example of scenario</i>	A systems failure shuts down an awarding organisation's online post results service
<i>Recommended actions</i>	It is recommended that awarding organisations : <ul style="list-style-type: none"> ▪ make arrangements to provide post results services for centres and candidates through alternative methods (eg paper, Excel spreadsheets, traditional re-marking) ▪ prioritise candidates going through UCAS or CAO
<i>Specific communication</i>	Awarding organisations inform centres and UCAS or CAO about the implications of not providing this services
<i>Success criteria</i>	Candidates are offered a post results service using alternative method in a timely way
<i>Further advice and information</i>	Not applicable

SUMMARY OF RESPONSIBILITIES IN THE EVENT OF DISRUPTION TO EXAMINATIONS

AWARDING ORGANISATIONS ARE RESPONSIBLE FOR :	EXAMINATION CENTRES ARE RESPONSIBLE FOR
Offering advice regarding communication with candidates, parents and carers	Communicating with candidates, parents and carers. Preparing plans for any disruption to exams as part of general emergency planning.
Ensuring centres receive examination materials for scheduled examinations	Preparing candidates for examinations. Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.

	Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions. Deciding whether the centre can open for examinations, as scheduled, and informing relevant awarding organisations if the centre is unable to open.
Advising centres on possible alternative examination arrangements and declining or approving proposals for alternative examination arrangements	Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
Evaluating and declining or approving request for special consideration	Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations. Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.
Marking, moderating and grading candidate work	
Issue results to centres on scheduled dates	The distribution of examination results to candidates.
Advising UCAS and CAO about any delays that may impact on their deadlines	
Making a post results service available	Offering a post results service

RESULTS, ENQUIRIES ABOUT RESULTS (EARs) AND ACCESS TO SCRIPTS (ATS)

Early Results

Results received through EDI the day before the actual publication day may be seen by the Exams Manager, the Head of Centre and others nominated by the Head of Centre. They may, under no circumstances, be divulged to other staff, students or Press before 6am on the day of publication.

Results

Candidates will receive individual results slips on results days in person at the Centre/by post to their home addresses (candidates to provide SAE).

Arrangements for the school to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Exams Officer.