



# EXAMINATIONS POLICY

Author of Policy  
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Examinations Officer

Date adopted by Governors/Academy  
December 2014

A handwritten signature in black ink, appearing to be "GD", is written over a light blue dotted grid background.

Signed on behalf of Governing Body

Reviewed  
December 2015

To be reviewed  
December 2016

ALL SAINTS CHURCH OF ENGLAND ACADEMY, PLYMOUTH  
Pennycross, PLYMOUTH PL5 3NE

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

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# Introduction

The purpose of this Exam Policy is:

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

It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Headteacher, Leadership team, Exams Officer and the Governing Body.

## Purpose

### 1. Exam responsibilities

#### Headteacher/Head of Centre

Overall responsibility for the Academy as an exam centre:

- Advises on appeals and re-marks
- The Head of Centre is responsible for reporting all suspicions 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:

- 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
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements and makes applications for special consideration 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 exams invigilators and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates 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 Headteacher

- Organisation of teaching and learning
- External validation of courses followed at Key Stage/Post-16
- Preparation and presentation of reports to the SLT and governing body showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made

### Subject Leaders

- Accurate completion of estimated entry forms including all specification unit codes required for exam entry
- 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 Officer
- Submission of candidate names for access arrangements to SENCO

### Teachers

- Notification of access arrangements [as soon as possible after the start of the course]
- Submission of candidate names to Subject Leaders

### SENCO

- 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
- Produce an exam timetable for candidates requiring access arrangements, which includes exam rooms and support staff
- Take responsibility for the conduct of exams that involves candidates receiving access arrangements

## Lead Invigilator/Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office

## Candidates

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

## Exam administrative staff

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

# Procedure

## 2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Senior Leadership Team and Governing Body.

The statutory tests and qualifications offered are GCSE, GCE, BTEC, Cambridge Nationals and Technicals, OCN, ASDAN/CoPE, ECDL and CACHE.

If there has been a change of syllabus from the previous year, the exams office must be informed by the end of July.

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body providing that any coursework requirements are met.

### At post-16

It is expected that AS level qualifications will be completed during Year 12 and A Level qualifications will be completed during Year 13.

## 3. Exam seasons and timetables

3.1 Internal exams are scheduled throughout the academic year.

External exams are scheduled in November, January, May and June.

Some internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the Exams Officer who should liaise with Subject Leaders and the Senior Leadership Team.

### 3.2 Timetables

The Senior Exams Officer will circulate the exam timetables for both external and internal exams once these are confirmed.

## 4. Entries, entry details, late entries and retakes

### 4.1 Entries

Candidates are selected for their exam entries by the Subject Leaders and the Subject Teachers. Final decisions rest with the Senior Leadership Team.

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

### 4.2 Late entries

Entry deadlines are circulated to Subject Leaders via internal post/memo.

Late entries are authorised by Subject Leaders. Final decisions rest with the Senior Leadership Team.

### 4.3 Retakes

Decisions concerning retakes rest with the Subject Leader. Final decisions rest with the Senior Leadership Team.

Retake decisions will be made in consultation with the candidates, subject teachers, Assistant Headteacher Post-16 and Subject Leaders in consultation with the Senior Leadership Team.

[See also: Section 5 Exam fees]

## 5. Exam fees

GCSE initial registration and entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A Level initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the subjects.

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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

Retake fees for first and any subsequent retakes are paid by the centre.

[See also: Section 4.3 Retakes]

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.

[See also: Section 11.2 Enquiries about results [EARs]]

## **6. The Disability Discrimination Act [DDA], special needs and access arrangements**

### **6.1 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.

### **6.2 Special needs**

A candidate's special needs requirements are determined by the SENCO and the educational psychologist/specialist teacher.

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

### **6.3 Access arrangements**

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.

Rooming for access arrangement candidates will be arranged by the SENCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Officer.

[See also All Saints Academy Plymouth Special Needs Policy]

## **7. Estimated grades**

The Subject Leaders will submit estimated grades to the Exams Officer when requested by the Exams Officer.

## **8. Managing invigilators and exam days**

### **8.1 Managing invigilators**

External invigilators will be used for exam supervision.

They will be used for all exams.

The recruitment of invigilators is the responsibility of the Exams Office.

Securing the necessary Disclosure Barring Service [DBS] clearance for new invigilators is the responsibility of the centre administration.

DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the centre administration.

## **8.2 Exam days**

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

Site management is responsible for setting up the allocated rooms.

The Exams Officer/Lead Invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present outside of the exam venue at the start of the exam to assist with identification of candidates but must not enter the exam room unless it has been agreed by the Head of Centre/Exams Officer.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Leaders 24 hours after the official exam date.

## **9. Candidates, clash candidates and special consideration**

### **9.1 Candidates**

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

Attendance and Behaviour Officers are responsible for contacting candidates who are late for their exams, or do not turn up at all.

### **9.2 Clash candidates**

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

### **9.3 Special consideration**

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

## **10. Coursework and appeals against internal assessments**

### **10.1 Coursework/Controlled Assessment**

Candidates who have to prepare coursework/portfolios should do so by the end of the course or centre-defined date.

Subject Leaders will ensure all coursework is ready for dispatch at the correct time and the Exams Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams office by the Subject Leaders.

There is a separate policy on the management of Controlled Assessment [Appendix 8]

### **10.2 Appeals against internal/controlled assessments [including BTEC and Cambridge Nationals and Technicals]**

There is a separate procedure on this subject, which is available from the Exams Office and on the All Saints Academy website.

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing normally by 30 June for BTEC/Cambridge Nationals and Technicals and 15 April for GCSE and GCE to the Head of Centre [or other nominee] who will decide whether the process used conformed to the necessary requirements.
- The Head of Centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

## **11. Results, enquiries about results [EARs] and access to scripts [ATS]**

### **11.1 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 Academy to be open on results days are made by the Deputy Headteacher - Curriculum.

The provision of staff on results days is the responsibility of the Head of Centre. Two Managers with examination responsibilities and the Examinations Officer will attend on result day.

## 11.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

[See: Section 5 Exam fees]

## 11.3 ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE re-marks cannot be applied for once a script has been returned.

## 12. Certificates

Certificates are collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for four years.

## 13. Examination Contingency Plan

The purpose of the Contingency plan is to ensure that there is a consistent and effective response in the event of major disruption to the Examination system within the Academy.

The overall outcome of the plan is to ensure that the interests of candidates are safeguarded while maintaining the integrity of the examination system and qualification standards.

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

This plan would be triggered in the case of a major disruption to the examination system affecting significant numbers of candidates across several awarding organisations. This could include severe weather, widespread illness, fires, logistical problems or system failures.

This plan is to be reviewed annually in September.

### **13.1 Absence of Examinations Officer at a critical stage of the examination cycle**

The Deputy Examinations Officer should continue with all administrative procedures that relate to the examination process which should be overseen by the Vice Principal.

The Deputy Headteachers, Deputy Examinations Officer, Learning Support Assistants and Invigilators are familiar with JCQ regulations and are trained in the conduct of examinations.

### **13.2 Disruption of teaching time - centre closed for an extended period**

The Centre would:-

- communicate with parents, carers and students to advise on alternative teaching methods i:e Internet and social media websites
- locate and arrange a temporary teaching site to facilitate alternative methods of teaching
- priority to be given to students who are entered for examinations

### **13.3 Centre's examination venue unable to open as normal during the examination period**

The Centre would:-

- relocate examinations from Sports Hall 1 (YMCA) to Sports Hall 2 (YMCA) if circumstances allow
- relocate examinations to the main school building if both sports halls are closed
- inform the awarding organisations, parents, students, staff and invigilators of emergency contingency plan

### **13.4 Candidates unable to take examinations because of a crisis – centre remains open**

The Centre would:-

- communicate with relevant awarding organisations, parents, carers and candidates regarding solutions to the issue
- liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisation
- offer candidates an opportunity to sit any examinations missed at the next available series
- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

### **13.5 Centres are unable to distribute results as normal**

The Centre would:-

- contact awarding organisations about alternative options
- make arrangements to access results at an alternative site
- share facilities with other schools and colleges if possible
- contact parents, carers and candidates and advise on alternative arrangements

## 14. Emergency evacuation procedure during examinations in YMCA sports hall

If during an examination an emergency occurs i.e. fire alarm or bomb alert, please follow the emergency evacuation procedures shown below:

- TELL CANDIDATES TO STOP WRITING AND REMAIN QUIET.
- NOTE TIME.
- RADIO EXAMS OFFICER [CHANNEL 1] AND WAIT FOR INSTRUCTIONS.
- CHECK EMERGENCY WITH YMCA RECEPTION STAFF. IF TOLD TO EVACUATE GO TO POINT 9 BELOW.
- IF EMERGENCY IS A FALSE ALARM, TELL CANDIDATES TO REMAIN IN SEATS AND EXAM WILL COMMENCE SHORTLY.
- WAIT FOR EMERGENCY OR NOISE TO CEASE.
- ALLOW CANDIDATES TIME TO COMPOSE THEMSELVES BEFORE CONTINUING WITH EXAM.
- WRITE NEW START TIME ON WHITEBOARD ALLOWING CANDIDATES THE FULL WORKING TIME SET FOR THE EXAMINATION.
- **POINT 9** CANDIDATES SHOULD BE TOLD TO REMAIN CALM DURING THE EVACUATION PROCEDURE. ALL EXAM PAPERS AND SCRIPTS MUST REMAIN IN THE EXAM ROOM.
- CANDIDATES SHOULD BE GUIDED TO THE NEAREST FIRE EXIT SUPERVISED BY THE INVIGILATION TEAM.
- CANDIDATES MUST BE ESCORTED IN SILENCE TO THE TOP OF THE YMCA CAR PARK.
- THE SENIOR INVIGILATOR SHOULD CLOSE ALL FIRE EXITS AND LOCK ALL DOORS BEFORE LEAVING THE EXAMINATION ROOM WITH THE SEATING PLAN.
- MAKE SURE THE CANDIDATES ARE SUPERVISED AS CLOSELY AS POSSIBLE WHILE THEY ARE OUT OF THE EXAMINATION ROOM TO MAKE SURE THERE IS NO DISCUSSION ABOUT THE EXAMINATION.
- MAKE A NOTE OF TIME OF INTERRUPTION AND HOW LONG IT LASTED.
- IF THE EXAMINATION IS ABLE TO CONTINUE RETURN CANDIDATES TO THE EXAMINATION ROOM, ALLOW CANDIDATES TIME TO COMPOSE THEMSELVES BEFORE CONTINUING WITH EXAM.
- WRITE NEW START TIME ON WHITEBOARD ALLOWING CANDIDATES THE FULL WORKING TIME SET FOR THE EXAMINATION.
- A FULL REPORT OF THE INCIDENT AND THE ACTION TAKEN MUST BE SENT TO THE RELEVANT AWARDDING BODY.

## Emergency evacuation procedure during examinations on Campus

If during an examination an emergency occurs i.e. fire alarm or bomb alert, please follow the emergency evacuation procedures shown below:

- TELL CANDIDATES TO STOP WRITING AND REMAIN QUIET.
- NOTE TIME.
- RADIO EXAMS OFFICER [CHANNEL 1] AND WAIT FOR INSTRUCTIONS.
- IF INSTRUCTION FROM THE EXAMS OFFICE IS TO EVACUATE GO TO POINT 9 BELOW.
- IF EMERGENCY IS A FALSE ALARM, TELL CANDIDATES TO REMAIN IN SEATS AND EXAM WILL COMMENCE SHORTLY.
- WAIT FOR EMERGENCY OR NOISE TO CEASE.
- ALLOW CANDIDATES TIME TO COMPOSE THEMSELVES BEFORE CONTINUING WITH EXAM.
- WRITE NEW START TIME ON WHITEBOARD ALLOWING CANDIDATES THE FULL WORKING TIME SET FOR THE EXAMINATION.
- **POINT 9** CANDIDATES SHOULD BE TOLD TO REMAIN CALM DURING THE EVACUATION PROCEDURE. ALL EXAM PAPERS AND SCRIPTS MUST REMAIN IN THE EXAM ROOM.
- CANDIDATES SHOULD BE GUIDED TO THE NEAREST FIRE EXIT SUPERVISED BY THE INVIGILATION TEAM.
- CANDIDATES MUST BE ESCORTED IN SILENCE TO THE FIRE ASSEMBLY POINT [FENCED PLAYGROUND AREA, OPPOSITE OUTDOOR CHANGING ROOMS] SUPERVISED BY THE INVIGILATOR[S].
- THE INVIGILATOR SHOULD CLOSE ALL FIRE EXITS AND LOCK ALL DOORS BEFORE LEAVING EXAMINATION ROOM WITH THE SEATING PLAN.
- MAKE SURE THE CANDIDATES ARE SUPERVISED AS CLOSELY AS POSSIBLE WHILE THEY ARE OUT OF THE EXAMINATION ROOM TO MAKE SURE THERE IS NO DISCUSSION ABOUT THE EXAMINATION.
- MAKE A NOTE OF TIME OF INTERRUPTION AND HOW LONG IT LASTED.
- IF THE EXAMINATION IS ABLE TO CONTINUE RETURN CANDIDATES TO THE EXAMINATION ROOM, ALLOW CANDIDATES TIME TO COMPOSE THEMSELVES BEFORE CONTINUING WITH EXAM.
- WRITE NEW START TIME ON WHITEBOARD ALLOWING CANDIDATES THE FULL WORKING TIME SET FOR THE EXAMINATION.
- A FULL REPORT OF THE INCIDENT AND THE ACTION TAKEN MUST BE SENT TO THE RELEVANT AWARDDING BODY

This policy is reviewed annually in December

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Head of Centre

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Examinations Officer

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Date

# Resources

- APPENDIX 1 Academy Exam Remissions Policy
- APPENDIX 2 BTEC Specific Registration and Certification Policy
- APPENDIX 3 BTEC Assessment Policy
- APPENDIX 4 BTEC Internal Verification Policy
- APPENDIX 5 BTEC Internal Verification Process
- APPENDIX 6 Appeals Policy for all BTEC Courses
- APPENDIX 7 Assessment Malpractice Policy
- APPENDIX 8 Management of Controlled Assessment Policy

## APPENDIX 1

**Academy Exam Remissions Policy**

The Governing Body has issued the following guidance:

“Where a student has not been prepared for a prescribed public examination by the Academy, the Governing Body may make a charge for the cost of entering the student for the examination, as they can for entries to non-prescribed examinations whether or not prepared by the Academy.

If a student fails without good reason to complete the examination requirements for any public examination for which the Academy has paid or is liable to pay an entry fee then the governors can take steps to recover the fee from the parent/carer.

The governors agreed those students who have not met the criteria for examination entry, should not be entered for exams until payment has been received from parents/carers. The fee would be returned upon satisfactory completion of the examination.

The final decision on the day to day management of the Policy rests with the Headteacher.

## APPENDIX 2

**BTEC Specific Registration and Certification Policy**

The centre aims to:

- register individual learners to the correct programme within agreed timescales.
- claim valid learner certificates within agreed timescales.
- construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- register each learner within the awarding body requirements.
- provide a mechanism for programme teams to check the accuracy of learner registrations.
- make each learner aware of their registration status.
- inform the awarding body of withdrawals, transfers or changes to learner details.
- ensure that certificate claims are timely and based solely on internally verified assessment records.
- audit certificate claims made to the awarding body.
- audit the certificates received from the awarding body to ensure accuracy and completeness.
- keep all records safely and securely for three years post certification.

For further information:

[www.edexcel.org.uk](http://www.edexcel.org.uk)

## BTEC Assessment Policy

The centre aims to:

- ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- ensure that the assessment procedure is open, fair and free from bias and to national standards.
- ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- assess learner's evidence using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- annually provide samples for standards verification as required by the awarding body
- monitor standards verification reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- provide resources to ensure that assessment can be performed accurately and appropriately

For further information:

[www.edexcel.org.uk/about/policies/centrepolicies/](http://www.edexcel.org.uk/about/policies/centrepolicies/)

[www.edexcel.org.uk/sfc/feschools/qa](http://www.edexcel.org.uk/sfc/feschools/qa)

## BTEC Internal Verification Policy

The centre aims to:

- ensure that I.V. is valid, reliable and covers all assessors and programme activity
- ensure that the I.V. procedure is open, fair and free from bias
- ensure that there is accurate and detailed recording of I.V. decisions

In order to do this, the centre will:

- ensure that all centre assessment instruments are verified as fit for purpose
- verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements
- plan an annual internal verification schedule, linked to assignment plans
- define, maintain, and support effective internal verification roles
- ensure that identified staff will maintain secure records of all internal verification activity
- brief and train staff of the requirements for current internal verification procedures
- promote internal verification as a developmental process between staff
- provide standardised I.V. documentation
- use the outcome of internal verification to enhance future assessment practice

## APPENDIX 5

**BTEC Internal Verification Process**

Random sampling in the external quality assurance process carried out by an external verifier which looks at assignment briefs, assessment decisions and I.V. processes. It is expected that the centre has an internal quality assurance process and an internal verifier will identify any assessment issues which can be resolved before sampling takes place. Edexcel does not prescribe I.V. methodology but the process should be rigorous. It is recommended that the I.V. process should be defined and monitored centrally and implemented by all BTEC programme teams – across sites, across assessors and across all BTEC programmes. The function of I.V. is to drive up quality and it is good practice for the I.V. to be a sector specialist with a full working knowledge of the programme and the units to be verified. I.V. process should be constructive and supportive.

**Assignment Briefs**

- All assignments should be I.V.'d before circulation to learners.
- I.V. should judge whether the brief is fit for purpose and that it will enable the learners to meet the unit grading criteria.
- I.V. should comment on each brief rather than merely signing and dating the brief.
- I.V. should make recommendations to the assessor on how to improve the quality of the brief.
- If any quality issues found, there should be evidence that I.V. recommendations are actioned by the assessor.
- All I.V. evidence should be made available to the S.V.
- See Edexcel template for I.V. Assignment Briefs.

**Assessment Decisions**

- The assessment decisions of all units and all assessors should be I.V.'d.
- I.V. should judge whether the assessor has assessed accurately against the unit grading criteria.
- I.V. focus is the assessment decision and not the learner's achievement.
- I.V. should comment on each assessment decision against specific grading criteria targeted rather than merely signing and dating work.
- If any inaccuracies are found, there should be evidence that the assessor has revised the assessment decisions.
- All I.V. evidence should be made available to the S.V.
- See Edexcel template for I.V. Assessment Decisions.

**I.V. of Re-sampling**

- All re-samples should be I.V.'d before being sent to the S.V, including:
  - revised assignment briefs
  - revised assessment decisions

**APPENDIX 6****Appeals Policy for all BTEC Courses****Assignment/ Coursework Grades for all BTEC Courses**

You have the right to appeal against the marking of assignments or coursework. The reasons you might want to appeal are:

- you think the assessor may not have taken full account of all the evidence available.
- you believe that the assessor did not follow the correct procedures.

**Stage One**

If you disagree with your grading you should discuss your work with the Subject Teacher so you are clear about the marking criteria and how the grade was reached. This would normally allow for speedy resolution of any problems.

**Stage Two**

If you are still unhappy about your grading you need to make an appointment to see the Internal Verifier within one week of stage one. The Internal Verifier will meet you within one week of your request.

**Stage Three**

If you are still unhappy you should make an appointment to see the Subject Course Leader or the Centre Co-ordinator. [Matthew Brake – Assistant Headteacher]

Your assessment will be checked by a panel normally comprising the:

- Examinations Officer
- Internal Verifier of the course or Subject Teacher
- Subject Leader
- Centre Co-ordinator

You will be notified of the decision as soon as possible.

**Stage Four**

If you are still unhappy you can appeal to the Academy Headteacher who will check that the appeals process has been thorough, fair and in accordance with Exam board guidelines.

## Assessment Malpractice Policy

### Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents [or attempted incidents] of malpractice are proven
- To protect the integrity of BTEC/BCS qualifications

### In order to do this the centre will:

- seek to avoid any potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- show learners the appropriate formats to record cited texts and other materials or information sources.
- ask learners to declare that their work is their own.
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledge any sources used.
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed accordingly:
  - Student discussion with the Subject Teacher
  - Appointment with I.V. [decision within 7 days]
  - An appointment to see the Subject Course Leader or the Centre Co-ordinator, panel decision. Assessment will be checked by a panel normally consisting of the Examinations Officer, I.V. of the course or Subject Teacher, Subject Leader and the Centre Co-ordinator
  - Final appeal to the Academy Headteacher who will check that the appeal process has been thorough, fair and in accordance with the Exam Board Guidelines
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgements made
- document all stages of any investigation
- where malpractice is proven the centre will apply the following sanctions:
  - Refuse to issue or withdraw certificates from students concerned
  - Withdraw a member of staff from their BTEC/BCS Team
  - Withdraw a full programme from the list of BTEC/BCS subjects offered

## Definition of Malpractice by Learners

This list is not exclusive:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying [including the use of ICT to aid copying]

This policy will be reviewed every 12 months by the Centre Co-ordinator

## MANAGEMENT OF CONTROLLED ASSESSMENT POLICY

The management and procedures for controlled assessment should always follow the JCQ Instructions. This policy assumes this and therefore relates to the internal roles and responsibilities in managing controlled assessment within the Academy.

### Roles and Responsibilities

Headteacher, Deputy Headteacher with oversight of exams.

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Work with the Examinations Officer to ensure all procedures relating to controlled assessments are carried out according to JCQ Regulations.
- Oversee the planning and timing of all controlled assessments with the Examinations Officer and Subject Leaders.
- Map overall resource management requirements for the year. As part of this resolve: clashes/ problems over the timing or operation of controlled assessments.
- issues arising from the need for particular facilities [rooms, IT networks, time out of school etc.].
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.
- Oversee any appeals relating to controlled assessment.

### Examinations Officer

- Distribute JCQ Instructions for Conducting Controlled Assessment booklet to Subject Leaders annually.
- Inform Subject Leaders of awarding body's controlled assessment deadline dates for receipt of controlled assessment marks.
- Record details of controlled assessment dates on academic calendar.
- Be responsible for keeping all relevant materials secure.
- Be responsible for distribution of controlled assessment materials to Subject Leaders.
- Dispatch controlled assessment samples to awarding body's nominated moderator and return moderated samples to Subject Leaders.
- Dispatch and distribute all relevant communications to and from awarding bodies to appropriate college staff.
- Organise spot checks on the conduct of controlled assessments and report any irregularities to the Headteacher.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.

## Subject Leader

- Decide on the awarding body and specification for a particular GCSE.
- Supply to the Exams Office details of all unit codes for controlled assessments.
- Inform staff and students of controlled assessment dates for the academic year.
- For inspection purposes, keep a record of completed controlled assessments which include assessment unit code, dates, total hours per student, venue and staff responsible.
- Organise access arrangements for students entitled to support.
- Ensure that JCQ instructions for conducting controlled assessments are followed at all times within the department.
- To make the JCQ Instructions for Conducting Controlled Assessment booklet available to all staff within the department.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure students fully understand the conditions under which a controlled assessment will be conducted.
- Ensure that students are informed about procedures relating to controlled assessment e.g. malpractice, re-sits, appeals etc.
- Advise the Examinations Officer of provisional controlled assessment dates at the beginning of
  - the academic year.
- Ensure all deadlines are clear and agreed across the department.
- Ensure that all deadlines relating to controlled assessment are met.
- Liaise with Examinations Officer to ensure that all students entitled to access arrangements in controlled assessments are supported.
- Ensure that standardisation takes place in accordance with awarding body's regulations.
- Be responsible for the secure storage of students work.

## Staff conducting Controlled Assessment

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Ensure students fully understand the conditions under which a controlled assessment will be conducted.
- Ensure that students are informed about procedures relating to controlled assessment e.g. malpractice, re-sits, appeals etc.
- Be responsible for taking an accurate register for each controlled assessment session.
- Guarantee that all students have the full allocation of time allowed.
- To ensure that students requiring access arrangements are supported.
- Ensure all students sign a declaration of authentication.
- Record details of completed controlled assessment including assessment unit code, dates, total hours per student, venue and staff responsible.

- Be responsible for the secure storage of students work.
- Report any incidences of suspected malpractice or irregularities to the Subject Leader or Examinations Officer as appropriate.

#### Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met