



TCES

**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Examinations Policy



Thomas Keaney

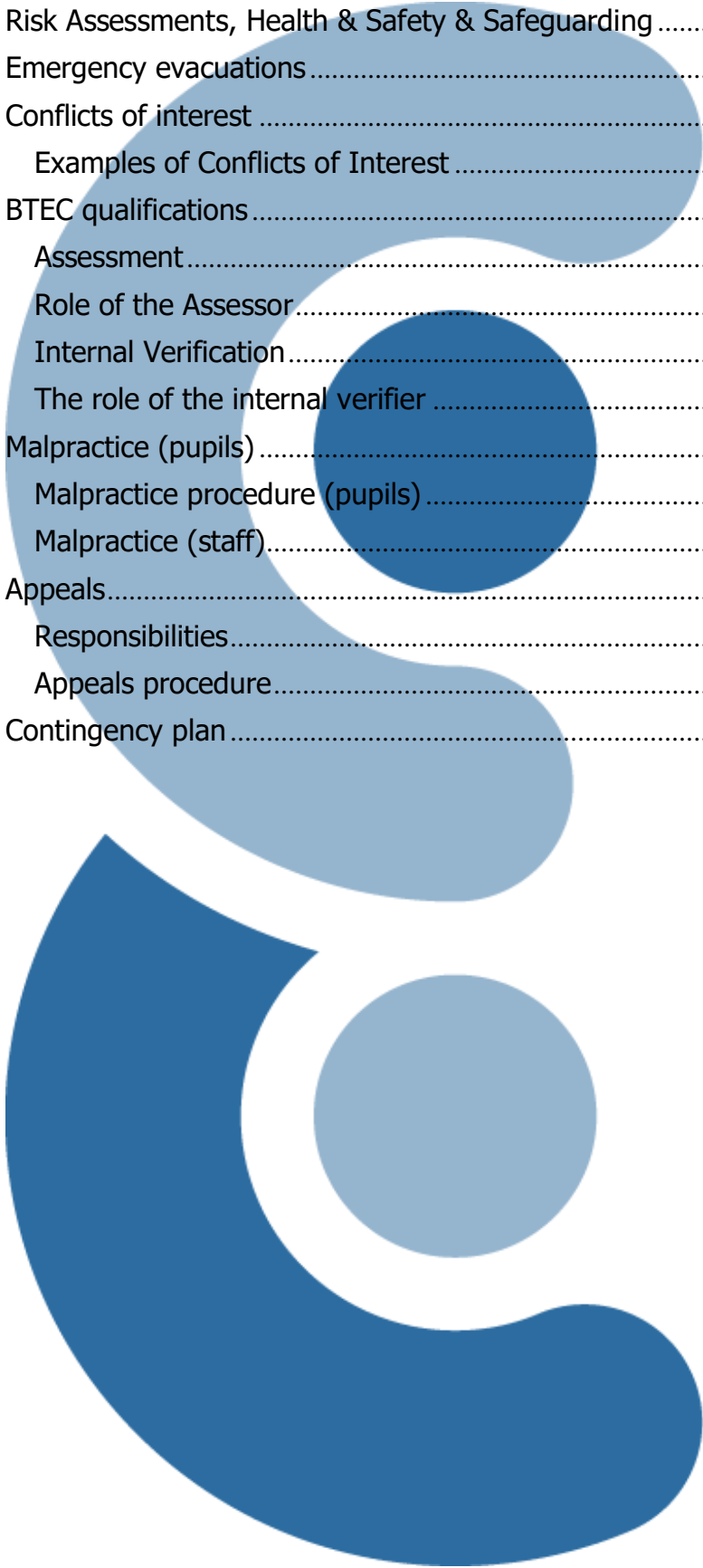
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Policy effective from next formal review, September 2022

This policy applies to all The Complete Education Solution (TCES) schools and services

Contents

Introduction.....	4
Exam responsibilities.....	4
The Head of School.....	4
The Exams Officer.....	4
The head of centre.....	5
Teachers.....	6
Invigilators.....	6
Candidates.....	6
Qualifications offered.....	6
Exams.....	7
Exam timetables.....	7
Entries, entry details and late entries.....	7
Exam fees.....	7
Equality legislation & equal opportunities.....	8
Access arrangements.....	8
Estimated grades.....	8
Managing invigilators.....	8
Malpractice.....	8
Exam days.....	9
Candidates.....	9
Supervised breaks.....	10
Clash candidates.....	10
Special considerations.....	10
Internal assessment.....	11
Results.....	11
Enquiries about Results (EAR).....	11
Access to Scripts (ATS).....	11
Certificates.....	11
Complaints.....	12
Recruitment, registration, certification & recognition of prior learning.....	12



Risk Assessments, Health & Safety & Safeguarding	12
Emergency evacuations	12
Conflicts of interest	13
Examples of Conflicts of Interest	13
BTEC qualifications	13
Assessment	13
Role of the Assessor	14
Internal Verification	15
The role of the internal verifier	15
Malpractice (pupils)	16
Malpractice procedure (pupils)	17
Malpractice (staff)	17
Appeals	18
Responsibilities	18
Appeals procedure	18
Contingency plan	19

INTRODUCTION

TCES Group is a group of independent special schools, working with pupils with neurodiverse needs, placed by their local authorities. There are up to 90 pupils in any one school. Provision in all respects is therefore personalised.

The purpose of this policy is to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates; and to ensure the operation of an efficient exams system with clear guidelines for pupils and all relevant staff. It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

We comply with requirements and guidance set out by the Joint Council for Qualifications and awarding bodies. Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk

EXAM RESPONSIBILITIES

1. 2. ROLES AND RESPONSIBILITIES

The Head of School

- Has overall responsibility for the school as an examination centre and advises on appeals and re-marks
- Is responsible for reporting all suspected or actual incidents of malpractice (please refer to the JCQ document [suspected malpractice in examinations and assessments](#)).

The Exams Officer:

- manages the administration of all internal and external exams.
- advises all staff on annual exams timetables and procedures.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams and communicates regularly with staff concerning imminent deadlines and events. This calendar will be provided to all staff and candidates
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.

- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges
- Line manage the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- ensures candidates' internal assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule
- tracks, dispatches, and stores returned internal assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Leadership Team, any post results service requests.
- report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- advise on appeals and re-marks

The Head of Centre is responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets
- decisions on post-results procedures.
- identification and testing of candidates' requirements for access arrangements and notifying the Exams Officer in good time so that they can put in place exam day arrangements.
- processing any necessary applications to gain approval.
- working with the Exams Officer to provide the access arrangements required by candidates in exams rooms.

Subject Leads are responsible for:

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

- Decisions on post-results procedures

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the head of department and/or Exams Officer.

The SENCO is responsible for:

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

Lead Invigilator/Invigilator (teachers, therapists, and learning support team members) are responsible for:

- Assisting the Examination Officer in the efficient running of examinations according to JCQ regulations
- Collection of exam papers and other material from the exam office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the examination and ensuring their return to the exam office.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

QUALIFICATIONS OFFERED

The types of qualifications offered are Entry level qualifications, Functional Skills, BTEC and GCSE

The Head of School and Deputy Head decide the qualifications we offer with advice from our School Support Team.

The subjects we offer in our schools can be found on the school website.

The subjects and qualifications offered in any academic year may be found online on the TCES website. Final decisions on whether a candidate should be entered for a particular subject will be taken by the Head of Centre in consultation with the candidate, parent or carer and teachers.

INTERNAL EXAMS

- Internal exams (mock exams, walk through mocks and practice exams) are held under external exam conditions.
- The Head of Centre decides which exam series are used in the centre or whether to use published mock papers.
- The centre offers some assessments, such as functional skills, on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Head of Centre and Exams Officer.

Mock exams will be held in December 2020 and January 2021

EXTERNAL EXAMS

External Assessments are scheduled in the following exam Series

June 2021 – GCSE subjects

EXAM TIMETABLES

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

ENTRIES, ENTRY DETAILS AND LATE ENTRIES

- Candidates or parents/carers cannot request a subject entry, change of level or withdrawal.
- The centre does not accept entries from private candidates.
- The centre does not act as an Examination Centre for other organisations.
- Entry deadlines are circulated to heads of department/curriculum via daily briefing meetings.
- The Head of Centre will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.
- Entries and amendments made after an awarding organisation's deadline (i.e., late) require the authorisation, in writing, of the Head of Centre.
- GCSE re-sits/retakes are allowed.
- Functional skills re-sits/retakes are allowed.
- Re-sit decisions will be made by the Head of Centre.

EXAM FEES

All exam fees of all types are paid by the centre, for all qualifications. This includes late entry, re-sit or amendment fees.

EQUALITY LEGISLATION & EQUAL OPPORTUNITIES

All exam centre staff must ensure that they meet the requirements of any equality legislation, as outlined in our equality policy. All our pupils have Education, Health & Care Plans for their special educational needs. All qualifications are available to all pupils.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the overall responsibility of the head of centre alongside the Exams Officer and SENCO.

ACCESS ARRANGEMENTS

All candidates have special educational needs and an Education Health & Care Plan for their neurodiverse needs.

A candidate's access arrangements requirement is determined by the SENCO who collects the relevant evidence from the teachers, therapists, and the pupil's EHCP. Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Head of Centre. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.

Individual rooms for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates, as defined in the [JCQ access arrangements regulations](#), will be organised by the Exams Officer and Head of Centre

ESTIMATED GRADES

Teachers are responsible for submitting estimated grades to the Exams Officer when requested.

MANAGING INVIGILATORS

External staff are not used to invigilate examinations. All staff who invigilate examinations are trained by the Exam Officer.

MALPRACTICE

The Head of Centre is responsible for investigating suspected malpractice.

Papers:

Checking the question paper packets and examination material must be undertaken in the secure room. All papers will be signed in and signed out of the secure room. The secure room will hold an inventory on all exam related paperwork held.

All papers will be opened in the secure room, then split and distributed. If candidates are in an alternative centre then the papers will be delivered to the alternative centre by staff, following sign-out from the secure room and sign in at the alternative site.

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.

The Head of Centre will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to the Exams Officer in accordance with JCQ's recommendations and no later than 1 hour after candidates have completed them.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to Pearson, working in conjunction with the Head of Centre.

Candidates

The centre's published rules on acceptable dress and behaviour apply at all times.

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

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the head of centre.

Note: candidates who leave an exam room must be always accompanied by an appropriate member of staff.

The Head of Centre is responsible for handling late or absent candidates on exam day.

Wherever possible, for timetabled examinations:

a) All candidates should face in the same direction.

b) Each candidate should have a separate desk or table big enough to hold question papers, maps (as appropriate) and answer booklets. Candidates who are not working at individual desks must be a minimum of 1.25m apart so that their work cannot be seen by, and contact cannot be made with other candidates.

c) Candidates who are working on a drawing board set on an easel or other non-horizontal surface must be arranged in an inward-facing circle or in some similar pattern.

For candidates awarded readers, scribes or word processors, the invigilator(s) must be able to always see the candidates. Additionally, candidates must not be able to overhear or distract one another.

Supervised breaks:

During the supervised break of no more than twenty minutes between papers within a session, candidates cannot revise.

Candidates granted extra time and/or supervised rest breaks should carry on for the necessary additional time. Invigilators must be aware in advance of the examination which candidates have been granted extra time to complete their examination and those with supervised rest breaks.

Clash candidates

Though this situation arising should be extremely unlikely, the head of centre would be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

A timetable variation is not allowed where there is a clash between papers of different awarding bodies or specifications in the same subject at the same qualification level. If there should be a clash, candidates should have supervised break of no more than twenty minutes between papers within a session, candidates cannot revise during the break period.

Where an examination is conducted in a later or earlier session within the same day as a consequence of the candidate having two or more papers timetabled in a session which exceed three hours, he/she may revise between examinations using their own notes. However, the candidate must be always under centre supervision and not in possession of an electronic communication/storage device or have access to the internet.

We must re-arrange for the following morning any examination that cannot be taken in the scheduled afternoon session (see paragraph 8.1, page 13). If an examination from Friday afternoon is deferred, it must be taken the following morning, i.e., Saturday morning.

Special considerations

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer to that effect. The candidate must support any special consideration claim with appropriate evidence

within 2 days of the exam. The Exams Officer will make a special consideration application to the relevant awarding body within three days of the exam.

INTERNAL ASSESSMENT

It is the duty of Teachers to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent. Marks for all internally assessed work are provided to the exam office by the Head of Centre. The Exams Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's appeals procedure.

RESULTS

Candidates will receive individual results slips on results days in person at the centre. The results slip will be in the form of a centre produced document. Arrangements for the centre to be open on results days are made by the Head of Centre. The provision of the necessary staff on results days is the responsibility of the head of centre.

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre.

All decisions on whether to make an application for an EAR will be made by the head of centre.

If a candidate's request for an EAR is not supported, the candidate may appeal, and the centre will respond by following the process in its appeals procedure (below). All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 5 days of the receipt of results.

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

An EAR cannot be applied for once an original script has been returned.

The cost of requesting ATS will be paid by the centre.

Processing of requests for ATS will be the responsibility of the Exams Officer.

Certificates

Candidates will receive their certificates in person at the centre.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for five years.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

COMPLAINTS

Anybody can raise a complaint as per our TCES complaints procedure, which is available to all, including on our website. As the appeals procedure (see below), anybody making a complaint is encouraged to do so informally as a first step.

RECRUITMENT, REGISTRATION, CERTIFICATION & RECOGNITION OF PRIOR LEARNING

All pupils are 'recruited' and 'registered' internally.

Most pupils have been placed with us at young ages for therapeutic, special school placements.

RISK ASSESSMENTS, HEALTH & SAFETY & SAFEGUARDING

Clear risk assessments are in place for use of the school building, all pupils and specific curriculum activities. A Health and Safety Policy specific to the TCES Group is also available and adhered to by all users of the building. Full public liability insurance is in place for all school sites at TCES Group. CCTV is in operation throughout the school building, including in all classrooms, as per our CCTV policy. Pupils are supported exceptionally closely and supported as part of a commitment to very high ratios of staff to pupils. Our health and safety lead on each site is identified on staff photo boards.

EMERGENCY EVACUATIONS

If it becomes necessary to evacuate an examination room, whether due to a fire alarm, bomb alert or any other urgent safety concern, the invigilator must take the following action:

- Stop the candidates from writing and make a note of the time of the interruption.
- Advise candidates to leave all question papers and scripts in the examination room.
- Collect and check the attendance register (to ensure all candidates are present) and evacuate the examination room in line with the site's fire evacuation plan.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to ensure there is no discussion about the examination.
- If it is only the exam room that needs evacuating, consider the possibility of taking the candidates (with question papers and scripts) to another room to finish the examination.

- Make a note of the total duration of the interruption lasted so as to allow the candidates the full working time set for the examination, once resumed.
- Make a full report of the incident and of the action taken and send to the relevant awarding body.

CONFLICTS OF INTEREST

A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed. The most important feature of the policy is the requirement that **an individual disclose any activity that might give rise to a potential conflict of interest**. If there is any doubt whether it represents a conflict of interest, it must be reported. Any conflict of interest, or potential conflict of interest, must be disclosed to a member of the Leadership Team without delay.

Examples of Conflicts of Interest:

You would need to record and manage but not inform the awarding bodies about include:

- Teachers who have access to confidential assessment material before the date when they can be shared with candidates for preparation purposes, such as Task Cards for Modern Foreign Language Speaking Tests, where they have 'Related People' taking examinations in the same subject, with the same awarding body, at any centre.
- Teachers and invigilators who are overseeing examinations of 'Related People';
- Teachers and invigilators who have access to the completed scripts of 'Related People' but not the secure storage facility.

BTEC QUALIFICATIONS

Assessment

Internal Assessment is defined as the process where staff make judgements on evidence produced by pupils against required criteria for the BTEC qualification. All school devised assessment materials must be internally and/or externally verified before being issued to pupils.

Aim

To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of pupils or individuals

To ensure that the assessment procedure is open, fair and free from bias and to national standards To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the TCES schools will:

- Ensure that pupils are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment

- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess pupil's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' pupil 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
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination 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
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement
- Only one submission is allowed for each assignment.

Role of the Assessor

The role of the assessor is to:

- Decide whether a candidate is sufficiently prepared to take an assignment
- Set tasks which allow pupils to demonstrate what they know, understand, and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- Ensure that pupils are clear about the criteria they are expected to meet, the nature of the evidence they need to provide in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- Ensure pupils understand they will need to work independently to produce and prepare evidence for assessment
- Ensure that pupils understand the importance of time management and meeting deadlines, including the consequences for late submission and the importance of submitting authentic work
- Ensure only one submission is made for each candidate

- Formally record the assessment result and confirm the achievement of specific assessment criteria. Outcomes will be held securely for 5 years, measured from the point of certification. Associated IV records will also be kept, to support and verify the decisions that were made for the cohort.
- Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Check authenticity and sufficiency of evidence produced against criteria
- Uses standard observation/witness statements for practical assessments
- Provide accurate records of internally assessed coursework marks to the Exams Officer in a timely manner for transfer to the awarding body.

Internal Verification

The Internal Verifier is at the heart of quality assurance on BTEC programmes. In our small school, teachers of BTEC qualifications will internally verify each other's BTEC qualifications, as multiple subject specialists of the same subject are not always available. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

- Each course will have an identified Internal Verifier (IV) who is not otherwise involved in the assessing or setting of work which he or she is asked to verify.
- Internal Verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

The role of the internal verifier

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to pupils. They should enable pupils to meet the unit grading criteria.
- Make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Produce advice and support the assessor
- Ensure record keeping of all actions taken
- Liaise with the Standards verifier as appropriate making IV evidence as required
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria Verify 50% of the sample for National Standards Sampling (NSS), though this Proportion could be higher, particularly for assessors who are new to BTEC.
- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the pupils taking the assignment. As a result of the

IV process, it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of pupils and, as a consequence, to make changes either to all marks or to some marks.

- Where re-sampling is necessary work should be verified again before being sent to the EV and records kept.

MALPRACTICE (PUPILS)

This can include (this list is not exhaustive):

- Plagiarism – presenting material from secondary sources as original, e.g., unacknowledged copying and pasting from the internet, copying. Pupils should be taught an appropriate format of referencing to ensure they do not inadvertently commit plagiarism.
- Copying others' work.
- Deliberate destruction of another's work.
- Fabrication of results or evidence, e.g., making false claims about having participated in a practical activity.
- False declaration of authenticity, e.g., claiming work of another pupil, declaring collaboratively produced work as own etc.

TCES Group schools aim to:

- Identify and minimise the risk of malpractice by staff or pupils.
- Respond to any incident of alleged malpractice promptly and objectively.
- Standardise and record any investigation of malpractice to ensure openness and fairness.
- Impose appropriate penalties and/or sanctions on pupils or staff where incidents (or attempted incidents) of malpractice are proven.
- Protect the integrity of this centre and all qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and ongoing personalised support to inform pupils of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. Pupils should be made aware of what constitutes plagiarism.
- Show pupils the appropriate formats to record cited texts and other materials or information sources.
- Ask pupils to declare that their work is their own. Pupils must sign declarations for each assignment submitted.
- Ask pupils to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Ensure that staff are aware of what constitutes assessment malpractice
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation (any such investigation will be supported by the Head of Centre and all staff linked to the allegation).

Malpractice procedure (pupils)

Minor concerns about authenticity, e.g., work which has been poorly referenced through neglect (not deliberate deception) should be dealt with by the assessor in the first instance. Where an assessor has serious concerns about the authenticity or validity of a piece of work (e.g., deliberate deception, repeat offence) he/she should immediately inform the Head of Centre.

The procedure:

To be led by the Head of Centre:

1. Inform the pupil of the alleged malpractice
2. Give the individual the opportunity to respond to the allegations made
3. Inform the individual of the avenues for appealing against any judgment made
4. Document all stages of any investigation.

Where malpractice is proven, the school will inform the pupil's parents. They will work with the pupil's head of centre to apply an appropriate consequence, which may include:

- Application of schools' behaviour policy
- Individualised arrangements for supervision
- Other agreed actions

Malpractice (staff)

This can include (this list is not exhaustive):

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work.
- Where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidates' work secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates
- Assisting pupils in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the pupil.
- Producing falsified witness statements, for example for evidence the pupil has not generated.
- Allowing evidence, which is known by the staff member not to be the pupil's own, to be included in a pupil's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special pupil requirements, for example where pupils are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the pupil completing all the requirements of assessment.

Where staff malpractice is suspected, you must:

- Inform the staff member's leadership team line manager.
- The alleged malpractice will then be investigated as per the school's procedure, as per the disciplinary & conduct procedures.
- Any malpractice or attempted malpractice must be recorded, and Edexcel must be informed.

APPEALS

The aim of TCES Group's appeals procedure is to:

- Enable the pupil to enquire, question or appeal against an assessment decision.
- Attempt to reach agreement between the pupil and the assessor at the earliest opportunity.
- Standardise and record any appeal to ensure openness and fairness.
- Facilitate a pupil's ultimate right of appeal to the awarding body, where appropriate.
- Protect the interests of all pupils and the integrity of the qualifications.

In order to do this, the centre will:

- Inform the pupil at the start of their course the appeals procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a pupil considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other pupils and the integrity of the qualifications when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement. Retain records for at least 18 months.

Responsibilities

Pupil: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when he/she has reason to question an assessment decision.

Assessor: responsible for providing clear achievement feedback to pupils. If assessment decisions are questioned, the assessor is responsible for processing the pupil's appeal within the agreed time.

Internal verifier/lead internal verifier/leadership team: responsible for judging whether assessment decisions are valid, fair, and unbiased.

Head of Centre: responsible for submitting an appeal in writing, to Edexcel if the pupil remains dissatisfied with the outcome of the centre's internal appeals procedures.

Appeals procedure

Stage 1 - Informal Discussion with member of staff assessing. If a resolution is found, the member of staff should record the discussion for reference only, as part of best

practice. If a resolution is not achieved, the discussion should be formally recorded and passed on to the Head of Centre.

Stage 2 - Formal Review. Head of Centre and internal verifier review the assessment decision. A written reply and/or feedback meeting will be given to/held with the pupil within two school weeks.

Stage 3 - Appeal Hearing. The pupil must apply to the Head of Centre in writing within four school weeks of the initiation of the stage 2 formal review. An appeal panel, appointed by the Head of Centre, will meet, and review the evidence. A formal response will be given to the pupil.

Stage 4 - External appeal. The grounds for appeal and any supporting documentation must be submitted by the centre within 14 days of the completion of Stage 4.

CONTINGENCY PLAN

If facing disruption, the Exams Officer will liaise directly with the relevant awarding body/bodies.

The Exams Officer will ensure that relevant centre staff are familiar with the contingency plan. And will know how these arrangements will be communicated to candidates, parents/carers and staff should disruption to examinations occur.

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible.
Absence of Exams Officer on exams day	SBC has keys to exams cupboard, is aware of seating plans, clashes, and any access arrangements/special requirements	Exam papers unavailable/delayed start to the exam Access arrangement pupils not having	SBC has a duplicate set of keys for the exams cupboard and SBC has keys for the safes. Head of Centre is responsible for accessing seating	SBC Head of Centre

		correct support/rooming during exam	plans and lists of pupils. Exams day to day schedule/arrangements given to all staff before exam season starts.	
Computer malfunction	Exam entries/amendments cannot be made	Exam board deadlines cannot be met resulting in charges for late fees	Inform Central Services. Make paper exam entries. Details of paper entries are kept on file.	Exams Officer Head of Centre
Fire during exam	Evacuation of exams room	Lives endangered, spoiled exam scripts	Invigilators and SLT aware of exam room fire procedures Pupils aware of meeting point. Adequate fire alarms and all-in working order Security of exam must be maintained.	SBC Head of Centre
Non receipt of exam papers	Unable to hold exam/delayed start	Delays and upset to pupils	Maintain checks on receipt of exam papers. Contact exam boards in good time for any missing papers.	Exams Officer
Wrong entry made – incorrect paper		Affects pupil grade	Checks by pupil on personal statement of entry/timetable. Exam Officer and subject teacher to sign of entries before entry deadline.	Exams Officer Teachers
Receiving late entry information	Deadline not met	Late fees will be charged. Extra administrative work for Exams Officer.	All staff to be aware of all exam deadlines. Exams Officer to check and sign off entry mark sheets before deadline. If pupils join the school after the exams deadline the Head Teacher must notify finance of impending charges.	All staff Head Teacher

Adverse weather conditions		Possible delay of start to exam or cancellation of exam.	Check weather reports. Inform Exam Board re delay to start. Keep candidates isolated. Special consideration.	Exams Officer Head of Centre
Pupil taken ill during exam		Possible disruption to other pupils	Invigilators aware of policy. Exams Officer/first aider called. Special consideration for all pupils.	Invigilators First Aiders Head of Centre
Pupil caught cheating/being disruptive during exam		Possible disruption to other pupils	Invigilators report problem. Warning to candidate(s) involved. Exams Officer and Head Teacher to deal with malpractice issues if continued after warning. Malpractice form completed	Invigilators Head Teacher
Pupil arrives late for exam			Admin staff to inform Head Teacher and Exams Officer of late arrival. Invigilators/Exams Officer to be made aware of late pupil in exam hall. Centre's discretion as to whether pupil can sit exam. Very late pupil will be reported to exam board by Exams Officer.	Admin team Head Teacher Exams Officer Invigilators