



Melbourn Village College

Examination Policy	
Committee and date of approval:	Full Governors – 22 nd February 2021
Last review date	Feb 2021
Review cycle	Yearly
Responsible Officer:	Deputy Principal

Contents

Contents	1
1. Purpose	3
2. Exam Responsibilities.....	3
Principal	3
Exams Officer	3
Middle/Subject Leaders.....	4
Class/Subject Teachers	4
SEND/CO/Student Support Centre	4
Lead Invigilator/Invigilators	5
Candidates	6
3. Qualifications Offered.....	6
4. Exam Seasons and Timetables	6
Exam Seasons.....	6
Timetables.....	7
5. Exam Entries & Fees	7
Entries & Fees.....	7
Entry details including amendments & Late entries	7
6. Exam 'Day to Day' Arrangements.....	7
7. Exam Emergency Evacuation.....	8
8. Exam Contingency Plan.....	8
9. Storage of Examination Materials	8
10. Invigilators	8
11. Candidates.....	8
No Show Candidates.....	8



MELBOURN
VILLAGE COLLEGE



Clash Candidates	9
Candidate Special Considerations	9
12. The Disability and Equality Act	9
Special Needs and Access Arrangements	9
13. Controlled Assessment/NEA.....	10
Appeals against Internal Assessments.....	10
14. Examination Results/Certificates.....	10
Enquiries about Results	11
Access to Scripts	11
Appendix 1: Exam Emergency Evacuation Procedure	12
Appendix 2: Exam Contingency Plan	13
Appendix 3: Exam Appeal Process	17
Candidate Consent Form for Access to & Use of Examination Scripts	18
Appendix 4: Exams Access Arrangements	19
Appendix 5 - The Awarding of Word Processors for Exams	22
Appendix 6: Exams Related Retention/Archiving	27

1. Purpose

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.

MVC is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all our learners and staff are valued and respected.

This policy should be read in conjunction with specific Awarding Body requirements and guidelines, and JCQ guidelines.

2. Exam Responsibilities

Principal

- Overall responsibility for the College as an Exam Centre.
- Delegated responsibilities to Examinations Officers to:
 - Advise on appeals and re-marks.
 - Report all suspicions or actual incidents of malpractice. Refer to the JCQ document suspected malpractice in examinations and assessments.

Exams Officer

- Advise the Senior Leadership Team, Middle Leaders, Subject Teachers and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Organisations.
- Contribute to the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events. This includes internal examinations and initial Yr7 assessments such as CATs.
- Ensure that candidates are informed of and understand those aspects of the exam timetable that will affect them.
- Consult with Teaching Staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries.
- Receive, check and store securely all exam papers and completed scripts.
- Administer access arrangements and make 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 and to ensure the correct provision of all equipment necessary for pupils who require reasonable adjustments.
- Identify and manage exam timetable clashes.
- Account for income and expenditures relating to all exam costs/charges.

- Line manage the invigilation team; their recruitment and training. Monitor the whole invigilation team responsible for the conduct of exams and to ensure that their DBS is continuous by tracking and verifying their attendance on site at the regularity required.
- Submit candidates' coursework marks, track despatch and store returned coursework and any other material required by the appropriate awarding organisations correctly and on schedule.
- Arrange for dissemination of exam results and certificates to candidates and forward appeals/re-mark requests.
- Maintain systems and processes to support the timely entry of candidates for their exams together with the recording of any achievement. This includes:
 - having all candidate registers and seating plans pre-prepared
 - registering candidates outside the exam hall 10 min+ before the start time
 - guiding candidates to their seats
 - ensuring that pupils' belongings are housed separately and securely for the duration of the exam
 - ensuring compliance with regards to mobile phones, smart watches and any other prohibited material.
 - reporting immediately the names of absentee candidates to the Attendance Officer/SLT to enable chasing up.
- Implement this policy in accordance with all other College policies, procedures and regulations on Health & Safety, Equal Opportunities, Quality Assurance, financial matters and Data Protection Act.
- To inform the SENDCO of candidates' exam board and exam series (e.g. whether the candidate is doing GCSE, BTEC, Cambridge National and whether they are taking them in Nov, Jan or June). That will enable the Student Support Centre to process applications and correctly apply for the correct AA through the JCQ online system.

Middle/Subject Leaders

- Ensure that course/unit/module and exam information is correctly provided to the Exams Officer.
- Keep up to date with and comply with Awarding Organisation and specification requirements.
- Provide direction to candidates on post-results procedures.
- Accurately complete all exams documentation/NEA marksheets/declaration sheets and adhere to deadlines.
- Inform the Exams Officer of changes to course/entry/levels in a timely fashion so as to avoid payment of additional fees.

Class/Subject Teachers

- Provide details of additions or removals from candidate lists.
- Return completed Exams documentation to the Exams Office (in the requested format) in order to meet the internal deadlines to avoid Awarding Organisation penalty fees.
- Deciding which exam board syllabus / specification they offer and for keeping their line manager, the SLT and the Exams Officer updated.

SENDCO/Student Support Centre

- Oversee identification and testing of candidates' requirements for access arrangements.

- Liaise with Exams Office to organise exam access arrangements and provision of appropriate equipment for individuals.
- Provide additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to assist candidates in achieving their course aims.
- To recommend the frequency and/or duration or rest breaks for candidates where this is an agreed adjustment – see statement below from JCQ Access Arrangements and Reasonable Adjustments:

These regulations reflect a whole centre approach to access arrangements. It is therefore the responsibility of the head of centre, members of the senior leadership team, the SENDCO/assessor(s)† and where relevant the SEN Governor to familiarise themselves with the entire contents of this document. The SENDCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre. Teaching staff and members of the senior leadership team must support the SENDCO in determining and implementing appropriate access arrangements. The SENDCO must work with teaching staff, support staff (such as Learning Support Assistants and Teaching Assistants) and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations. Where appropriate, the SENDCO will also need to work with specialist advisory teachers and medical professionals. Ideally, the SENDCO will also be the in-house designated assessor and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications. The SENDCO must work with teaching staff to identify the most appropriate published format of modified papers (see Chapter 6) which will enable the candidate(s) to access their examinations. These regulations must be used when processing applications using Access arrangements online. Failure to comply with the regulations contained in this document have the potential to constitute malpractice which may impact on the candidate's result(s). Failure to comply is defined as putting in place access arrangements that are not approved or permitting access arrangements within the centre which are not supported by appropriate evidence. Whilst this document addresses the duty upon awarding bodies to make reasonable adjustments and avoid unfavourable treatment towards disabled candidates, it cannot cover every scenario. Each case will turn on its own facts as to what is reasonable.

Lead Invigilator/Invigilators

- Check the examination room prior to the arrival of candidates to ensure that:
 - Heating, lighting, ventilation and levels of extraneous noise are acceptable.
 - No display materials that might be helpful to candidates are visible.
 - A reliable clock of readable size is visible to each candidate.
 - Ensure notices are displayed in accordance with JCQ regulations.
 - The seating arrangements prevent candidates, intentionally or otherwise, from overseeing the work of others.
- Be fully aware of the regulations according to “The Instructions for Conducting Examinations”.
- Ensure that a signed record is kept of the seating and invigilation arrangements for any examination session that they participate in.
- Take all reasonable steps to ensure that:

- The official examination stationery is issued to candidates and that no other stationery, including paper for rough work, is provided.
- Candidates take into the examination room only those articles, instruments or materials which are expressly permitted.
- Candidates have all the necessary material provided by the Awarding Organisation to enable them to complete the examination.
- Open the packet of examination papers and issue the papers to candidates.
- Give clear instructions to candidates about the conduct of the examination to ensure that they fully understand what they are required to do.
- Supervise the candidates throughout the whole time the examination is in progress and give complete attention at all times to this duty.
- Complete the official Exam Attendance Register during the examination and inform the Exams Office of any absentees.
- Know the actions to be taken in the event of an emergency such as an emergency evacuation.
- At the end of the examination, to collate all scripts in candidate number order and ensure that they are handed to either the Senior Invigilator or the Exams Officer.
- Collect all unused stationery in the examination room and return it to the Exams Office.
- Ensure that the room is left in a tidy condition.
- Work to promote and apply the College's safeguarding policy and procedures.

Candidates

- Check personal exam entries on receipt of timetable by email and inform the Exams Officer of any discrepancies.
- Understand NEA regulations and sign the relevant declaration that authenticates the coursework as their own.
- Take responsibility for compliance with Awarding Organisation and JCQ regulations with respect to NEA, controlled assessment, written examinations, and online tests.
- Attend all timetabled assessments.

3. Qualifications Offered

The qualifications offered by the college are decided by the College Senior Leadership Team. These will be based upon the college's current options offer which varies annually. Subject teachers are responsible for deciding which exam board syllabus / specification they offer and for keeping their line manager, the SLT and the Exams Officer updated.

4. Exam Seasons and Timetables

Exam Seasons

Subject Leaders have responsibility for giving the Exams Officer the appropriate notice period for scheduling of internal exams that require invigilation, including end of year exams and mock exams. External exams are scheduled throughout the academic year as required. Subject Leaders must liaise with the Exams Officer to oversee and plan the scheduling of exams for their area. This includes decisions on exams series. All internal exams/assessments which require invigilation and / or use of the sportshall are held under external exam conditions.

Timetables

The Exams Officer will ensure that teachers and other staff have copies of timetables for all external exams. The Exams Officer will add room details and allocate invigilators.

5. Exam Entries & Fees

Entries & Fees

The Exams Officer is responsible for making the correct entries for exams. In doing this he will liaise with the class teachers and relevant subject leaders who are responsible for providing the requested information regarding entries including, where relevant, tier of entry. The subject teacher needs to ensure that they are familiar with the requirements of their subject and the Exams Officer has an essential role in checking all requirements are appropriately fulfilled. A candidate has the right to request a subject entry, change of level or withdrawal but this must be done through the relevant class teacher and, in the case of withdrawal, with the Senior Leadership Team.

Normal exam fees are paid for by the college. Reimbursement of fees will be sought from candidates who do not attend exams without supporting evidence.

The Centre also acts as an Exam Centre for the Trust Adult Education programme and may accept private candidates upon request. In both cases it is expected that the other organisation will cover all relevant costs.

Entry details including amendments & Late entries

Students will be provided with candidate statements of entry. Any errors or omissions should be brought to the attention of the Exams Officer as quickly as possible.

Any withdrawals, amendments and changes of tier must be brought to the attention of the Exams Officer as soon as possible. Teachers should be mindful of the dates set by the Awarding Organisations; the Exams Officer will ensure teachers are aware of these dates.

6. Exam 'Day to Day' Arrangements

- The Exams Officer will book all exam rooms after liaison with other users and re-room any affected classes, in liaison with the teaching staff affected.
- The Site Team are responsible for setting up the allocated rooms.
- The room lead invigilator will start all exams in accordance with JCQ guidelines.
- The Exams Officer is responsible for ensuring the appropriate papers are supplied to each room. This includes having the correct coloured paper version available for some candidates.
- Subject staff may be present prior to the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted and must not enter the venue.
- In practical exams the class teacher 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.

- Copies of the Exam Papers will be distributed to the relevant subject leader the day following the exam by the Exams Officer.
- Completed student scripts will be taken back to the Examinations Office for collation and sending to the exam board.

7. Exam Emergency Evacuation

If there is an alarm during an exam which requires evacuation; fire alarm, lockdown etc, invigilators should follow the procedure outlined in Appendix 1.

8. Exam Contingency Plan

The Exam contingency Plan is outlined in Appendix 2.

9. Storage of Examination Materials

The storage and distribution of Examination materials is the responsibility of the Exams Officer. JCQ regulations will be followed at all times.

10. Invigilators

- External Invigilators will be used for all exams apart from some internally assessed components / controlled assessment.
- The recruitment and management of Invigilators is the responsibility of the Exams Officer.
- Invigilators are timetabled and briefed by the Exams Officer.

11. Candidates

- Candidates are responsible for attending exams on time and with the correct equipment; this means being in the required place 15 mins before the published start time, to enable registering etc.
- Normal school rules on dress and behaviour apply
- Students must follow JCQ regulations when sitting exams.
- Candidates' personal belongings remain their own responsibility.
- Disruptive candidates will be dealt with in accordance with JCQ guidelines. A student whose disruption requires that they be placed in a different examination room may be charged for the cost of invigilation for that and, potentially, future exams.
- Candidates will not be allowed to leave the exam room until directed by the invigilating staff. This will always be after the published exam end time.

No Show Candidates

The Exams Office or college support staff will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

Clash Candidates

The supervision of candidates between exams is the responsibility of the Exams Officer / Invigilators. In cases of overnight supervision candidates need to complete the appropriate documentation in accordance with JCQ regulations.

Candidate Special Considerations

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, then it is the candidate's responsibility to alert the College, Exams Officer or the Exam Invigilator, to that effect.

The Exams Officer will advise if this might be a case for Special Consideration.

The candidate must support any special consideration claim with appropriate evidence within seven days of the exam, for example a letter from the candidate's doctor.

If the College supports the application the Exams Officer will then forward a completed special consideration form to the relevant Awarding Organisation within the JCQ's recommended deadlines.

12. The Disability and Equality Act

The Disability and Equality Act 2010 extends the application of the Disability Equality Duty in the DDA to general qualifications. All college staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

Special Needs and Access Arrangements

The Student Support Centre will arrange testing for access arrangements and will inform teachers of candidates with special educational needs and access arrangements, including additional time. The Exams Officer is responsible for checking that all access arrangements have been adhered to; this includes ensuring the correct additional equipment is available, coloured exam papers are provided etc. Access arrangements identified should be the pupil's normal way of working, and evidence from lessons will be required. Class teachers are then responsible for ensuring that students are given their appropriate access arrangements for assessments. In particular, teachers should be aware of entitlements to extra time and should familiarise themselves with the Read-Write software.

Applying for access arrangements via the JCQ is the responsibility of the Exams Officer, who will liaise with the Student Support Centre. The SSC conduct the assessment and inform the Exams Officer who is then responsible for ensuring the needs are met. At MVC the SSC will conduct the assessments and also enter the details online to the JCQ, to avoid misunderstandings arising. The Exams Officer must familiarise themselves with the arrangements prior to all exams.

The Exams Officer will liaise with relevant staff to ensure that papers are prepared appropriately for students with Access Arrangements requiring modification.

Rest breaks for candidates will be as recommended by Student Support. The recommendation will include the frequency, and/or duration of each rest break. Rest breaks should be taken inside the exam room and be supervised by the invigilator; no other staff should enter the room. However, the candidate may choose to step away from the exam desk and exam paper during the rest time. There

is no maximum allowed time for rest breaks but they will be agreed in advance to ensure appropriate invigilation can be put in place.

Please see Appendix 4 for further details on Access Arrangement & Reasonable Adjustments and Appendix 5 for The Awarding of Word Processors for Exams

13. Controlled Assessment/NEA

In accordance with the Code of Practice for the conduct of external qualifications produced by JCQ (Joint Council for Qualifications), Melbourn Village College is committed to ensuring that:

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

Subject Leaders are responsible for ensuring that all NEA / controlled assessment is carried out in line with the requirements of their exam board and the JCQ. The Exams Officer is able to assist in providing relevant information and support in this area, including ensuring that staff have copies of the relevant JCQ guidance. Subject Leaders are also responsible for ensuring that staff have received relevant training, for example in the case of a new course / specification.

Subject Leaders will ensure all coursework is marked/internally verified in line with Awarding Organisation requirements. Middle Leaders have the responsibility to ensure that appropriate quality assurance procedures are followed to include internal verification of assessed work and will ensure that all internal verification is completed by College internal deadlines. The Exams Officer will ensure that the work is despatched at the correct time and that a record of what has been sent, when and to whom is maintained.

All parties must ensure that confidential materials remain safely and appropriately stored in order to maintain their confidentiality.

Marks for all internally assessed work are provided to the Exams Officer by Subject Leaders. These should be received by the Exams Officer in order to meet internal deadlines.

Appeals against Internal Assessments

Appeals may be made to the school regarding internal assessments. Appeals can only be made in relation to the process leading to an assessment; there is no appeal against the assessment decision i.e. the mark or grade awarded. See appendix 3.

14. Examination Results/Certificates

All individual candidate statements of results/certificates will be made available for students to collect from the school on GCSE results day.

Results/certificates may be collected by a third party/other family member if the candidate provides written permission (this could be via an email from the candidate to the Exams Officer) and the third party/family member provides their own identification.

The Centre retains certificates for three years see appendix 6 Exams Retention/Archiving Policy

Enquiries about Results

EARs may be requested by Centre staff or candidates – see Exam Appeal process at appendix 2.

- Centre staff should only make a request if they feel there has been an error in marking for either an individual or the whole cohort.
 - In the case of the latter, they should liaise with the SLT and the Exams Officer.
 - In the case of the former, teachers must inform the Exams Officer of the student name and component(s) to be appealed.
 - The Exams Officer will then collate a full list of enquiries and seek permission from the candidates. Permission can only be sought after the exam results have been published and can be via the form (see appendix 2) or via email.
- Wherever possible, relevant college staff should be available to discuss possible EARs with students on results day and to gain their permission.
- Teaching staff must be mindful of the school's internal deadline for submitting EARs and the cost of EARs. When EARs are instigated by the school, the school will pay any fee incurred.
- Candidates may also request EARs. In this case, the fees will be charged to them and would be refunded if the EAR is successful.
- Results of EARs will be passed back to relevant Middle / Subject Leaders for them to contact students.

Access to Scripts

- After the release of results, candidates may request the return of papers within the Awarding Organisations' stated deadlines.
- Middle / Subject Leaders may also request scripts for investigation or for teaching purposes.
 - For both of these the consent of candidates must be obtained. This can be done either via the form in Appendix 2 or via email.
 - Where an Awarding Organisation supplies the requested script electronically, the Exams Officer will send the document to the candidate's via email.

Appendix 1: Exam Emergency Evacuation Procedure

In the event of an emergency evacuation of an examination room for events such as:

- Fire/Fire alarm
- Bomb alert
- Lock down (intruder on site)
- Any other emergency which requires an evacuation of an exam room

Invigilators should await instructions from the Examinations Officer or a member of the Senior Leadership Team whether the exam room should be evacuated.

Once it has been confirmed that the exam room needs to be evacuated, Invigilators have been informed that they must take the following action (in accordance with JCQ Instructions for conducting examinations (ICE) regulation 18: Emergencies):

1. Stop the candidates from writing.
2. Collect the attendance register (in order to ensure all candidates are present).
3. Evacuate the examination room in line with the instructions given by the appropriate authority.
4. Advise candidates to leave all question papers and scripts in the examination room. If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
5. Inform candidates they must leave the room in silence.
6. Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
7. When instructed, supervise the return of candidates to the exam room.
8. Make a note of the time of the interruption and how long it lasted.
9. Allow the candidates the full working time set for the examination.
10. Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body.

In addition to the actions required by JCQ ICE regulation 18 above, invigilators are also informed of the following centre-specific actions or information:

1. The exam room must be evacuated by the nearest fire exit (Sports Hall rear door).
2. Candidates must be evacuated in their seating rows and escorted to the assembly point by the squash court at the Sports Centre, candidates from smaller exam rooms must be escorted to the same point, if you cannot lock the smaller room please bring exam papers with you.
3. On returning to the exam room allow candidates time to settle down, reminding them they are still under exam conditions.
4. Restart the exam and allow candidates the full working time set for the examination.
5. Make relevant changes to the displayed finish time.
6. All information regarding the evacuation must be recorded on the exam room incident log.

Appendix 2: Exam Contingency Plan

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Melbourn Village College. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

At all times, the Examinations Officer and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

In the event of local disruption communication to teachers and students will take place through the Exams Officer following agreement with the Headteacher.

In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communication between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

www.ofqual.gov.uk

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of Potential Disruption to the Exam Process

Exam officer extended absence at key points in the exam process (cycle)

In the case of the Examinations Officer being absent for an extended period, the role will be overseen by a member of the Senior Leadership Team (SLT). In addition, support and guidance will be sought from other schools within the Cam Academy Trust. The aim of such support would be to provide expert advice and support where required including, where appropriate, additional staffing. The exact actions would depend on the time in the exam period during which the absence took place.

Prior to the exam period:

The relevant member of SLT would be responsible for liaising with exam boards and ensuring that:

- Correct entries are made by the relevant deadlines or with appropriate late fees paid.
- Sufficient Invigilators / scribes are employed and trained.
- Results and Samples of Internal Assessments are submitted to the relevant exam board(s)
- Any exam material is appropriately stored – the Lead Invigilator has a second key to the exam storage and is available if required.

In addition, they would draw up the exam timetable (including rooming and staffing) if required.

During the exam period:

Oversight of exam papers / preparations / dispatching of papers would fall to the Lead Invigilator (along with any available Trust support). The role of SLT would be to support him/her in this by overseeing areas such as invigilators, rooming and general admin etc. This would help to avoid any potential conflict around exam papers. The external support would be able to help with reporting malpractice, applying for special consideration etc (this falling to SLT if no support available and Exams Officer not back before the appropriate deadline).

During the Results Period:

SLT member to liaise with exam boards in order to access results and communicate these to students.

SENCo extended absence at key points in the exam cycle

In the case of the SENCO being absent for an extended period, the Exams Officer would work with the SSC Admin to ensure that:

- Appropriate access arrangements are identified and put in place.
- Appropriate rooming and invigilation is put in place to allow access arrangements to be fully met.

Teaching staff extended absence at key points in the exam cycle

In the case of teaching staff being absent the Exams Officer would work with the relevant Head of Department (or, in the case of the HoD being absent, the relevant SLT Line Manager) to ensure that:

- Early / confirmed exam entries are made, according to exam board deadlines
- Internally assessed work is marked and submitted as appropriate. The former is an example where assistance is likely to be sought from relevant subject teachers across the Trust.

In any instance where it isn't possible to meet a deadline, advice will be sought from the relevant exams board.

Invigilators - lack of appropriately trained invigilators or invigilator absence

The Exams Officer will do their best to ensure appropriate numbers of invigilators are trained and available for each exam. Contact details will be kept on file in case of additional invigilators being needed. In the case of there being insufficient invigilators, Cover Supervisors or Teaching Assistants will step in as required.

Disruption of teaching time – centre closed for an extended period

Any situation where all or part of the college is closed for an extended period would be managed by the SLT, in liaison with the Trust and the relevant examination boards.

Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

The Exams Officer will arrange suitable rooms for examinations well in advance, liaising with the SLT and Site Manager. Rooms will be booked using the Room Booking system, and the general presumption will be that exams take priority over other school usage. A timetable will be produced showing an overview of which rooms are being used for each exam. In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security

of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Exams Officer at all times during such emergencies.

Lack of distribution / compromise of Exam Papers

The Exams Officer will check upcoming papers to ensure that correct numbers have been delivered and are in secure storage. If papers are compromised nationally then the Exams Officer will follow awarding body advice. If papers are compromised at MVC the relevant Awarding Body will be informed immediately.

Issue with modified papers

Where electronic copies of papers for reading software are not available, normal papers will be scanned by the ICT support technician. Coloured papers are generated on the day by the resources manager or Lead Invigilator. The list of coloured papers is available in the exams office and resources room.

Failure of IT systems

The most likely cause of IT failure would be an issue with the MIS system and/or an internet 'outage'. MVC's MIS is cloud-based and so can be accessed from another Trust school or via a home secure connection (using a password-protected fob) if required, for example to make exam entries. The joint Trust ICT system also means that the internet and school file areas can be accessed from any Trust school, should this be required. In addition, class/subject lists can be generated using Go4Schools if SIMs is not available. If the internet connection from the school is not working then the college has a reciprocal agreement with Melbourn primary school.

Centre unable to open as normal during the exams period

In the event that the centre cannot be opened for scheduled examinations, the Exams Officer would inform the relevant awarding body as soon as possible to seek advice and liaise with the SLT to take appropriate action.

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

In this situation the Exams Officer will contact the relevant awarding body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

Disruption to the transportation of completed examination scripts

If collection of the papers is delayed, then they will be stored securely in the Exams Office until they can be transported. The Awarding Body will be made aware if the delay is significant.

Assessment evidence is not available to be marked

In this case (for example, if work is destroyed) the Exams Officer will contact the relevant awarding body and follow their advice.

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and

Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK



Emergencies and severe weather: schools and early years settings <https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings> Teaching time lost due to severe weather conditions <https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on alternative site arrangements

<http://www.icq.org.uk/exams-office/forms> Instructions for conducting examinations <http://www.icq.org.uk/exams-office/ice---instructions-for-conducting-examinations> Guidance on access arrangements and special consideration <http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration>

GDPR stipulates that Exam Contingency is personal/ sensitive data. Our school provides Data Subjects (individuals to whom "personal data" relate) with a right to data held about themselves, including those obtained by means of this report. Requests for Data Subject Access should be made to our data protection officer Carolyn Duckett (cduckett@catrust.co.uk) or the Head Teacher Mr Holmes (SHolmes@melbournvc.org)

Appendix 3: Exam Appeal Process

Internally Assessed/Moderated Work

We are committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant examination board for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If at any point in this process, a student feels that their work has not been subject to these requirements, then they are able to make an appeal. **It is important to recognise that this appeal can only be made against the process conducted and not against the grade/mark received.**

- Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the June GCSE exam series).
- Appeals should be made in writing, by the candidate's parent/carer, to the exams officer (EO), who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. If the EO was directly involved in the assessment in question, the Principal will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise, if the EO is not able to conduct the investigation for some other reason.
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.
- The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
- The outcome of the appeal will be made known to the Principal and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

Externally Assessed/Moderated Work including Final Exams

If a teacher / department feels there has been an error with a mark for a component, then they may ask for a remark of that component with the relevant exam board.

Sometimes, students may wish to apply for a remark themselves, for example if they narrowly missed out on a grade which would allow them to access a particular post-16 course. In this case the student must inform the Exams Officer as soon as possible. Ideally, they would also discuss it with the relevant subject leader to help decide if this is the best possible course of action.

Students making appeals need to know that there are three possible outcomes:

1. The original mark is lowered, in which case the final grade may be lowered too.
2. The original mark is correct, in which case there is no change to the grade
3. The original mark is raised, so the final grade may be raised too.

The cost of an appeal will vary between exam boards and is refunded if the grade is changed as a result. If the college instigates an appeal, then we will cover the cost. Otherwise, candidates will need to cover the cost of the appeal.



The Exams Officer will be able to provide relevant deadlines and costings.

Written permission from any **candidate** concerned must be obtained before any enquiry about results is made. This can be given via the form below or via an email to the exams officer.

Results belong to the candidate and nobody else, therefore only the candidate themselves may request a challenge.

Candidate Consent Form for Access to & Use of Examination Scripts	
Candidate Name:	Candidate Number:
Subject:	
Component/Unit Code to be subject of enquiry:	

Appendix 4: Exams Access Arrangements

Key Staff involved in the Access Arrangement Process

Role	Name(s)
SENco	Anna-Lisa Ghale
SENco Line Manager (Senior Leader)	John Barnes
Head of Centre	Simon Holmes
Assessor(s)	Emma Heras
Access arrangements facilitator(s)	Anna-Lisa Ghale Amanda Bentley Anne McGarry Ray Lockett

What are Access Arrangements and Reasonable Adjustments?

Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments.'

*"The Equality Act 2010 requires an Awarding Body to make **reasonable adjustments** where a disabled person would be at a substantial disadvantage in undertaking an assessment.*

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment."

The Assessment Process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA 7.3.

- All pupils are screened on entry to year 7 using Lucid EXACT (form A) and CAT4 tests. Children with poor literacy are identified through this process, taking into account information from their primary schools through the transition process, and information contained in EHC plans.
- Throughout KS3 all student's levels of achievement are regularly monitored, and at each assessment opportunity, evidence of children who have needed a reader, scribe or extra time as part of their normal way of working is collected and kept in the access arrangements file for their year group.

- Any students whose results are void or invalid in some way, or for whom the case for access arrangements is not clear cut, are also tested using the York Assessment of Reading Comprehension (YARC).
- Information about each student who may qualify is gathered from subject teachers using a PATOSS checklist which allows staff to highlight areas of need, and examples of exams and of work to show normal way of working are kept on file.
- Data collection forms are also signed at this stage.
- Any student who has a score of less than 85 on the standardised computer screener Lucid EXACT and for whom we have evidence that access arrangements are their normal way of working are submitted for formal assessment with our external assessor, Emma Heras.
- Emma has worked with Melbourn Village College, and other CAM Trust schools for a number of years.
- For private candidates or those entered under our community education branch, information is gathered from their tutors and any external professional assessments or reports in order to paint a picture of their need. These candidates are also assessed by Emma Heras.

Recording Evidence of Need

- Evidence of need is collected primarily through use of the PATOSS access arrangements checklist which is sent to all teachers, through copies of previous examinations which indicate the need for a scribe, reader or extra time, through information from an EHC plan, or other specialist SEND professionals, and through assessment using Lucid EXACT, YARC and other standardised
- Information for each student is kept in a year group along with a form 8, print out of Lucid EXACT or other testing and the data protection form.

Gathering Evidence of Demonstrate Normal way of Working

Class teachers submit evidence of a pupil's normal way of working to the SENCO and this evidence is gathered over time, throughout the child's schooling and cover

- in the classroom;
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- mock examinations.

This information is kept on file by the SENCO.

The Qualification(s) of the current Assessor

Emma Heras

- Post Graduate Diploma in Dyslexia and Literacy, University of York January 2012
- SpLD assessment award Dyslexia Action July 2016
- AMBDA membership British Dyslexia Association January 2012

Emma Heras' qualification certificates are held on file in the Access Arrangements folder in the Student Support Department.

The SENCO, Anna-Lisa Ghale holds NASENCO, Advanced SENCO and SENCO's as leaders' qualifications, and certificates are on the wall in the SENCO office.

Arrangements requiring Awarding Body Approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

- Applications for Access Arrangements online are usually made by the SENCO when the student is in year 10 and after they have been formally assessed by Emma Heras. The application is printed and filed in the student's access arrangements file to confirm acceptance or rejection of the application. Access arrangements folders are kept in the Student Support Department in a locked cupboard in the office.

Centre-Delegated Access Arrangements

Students information and records who qualify for access arrangements that do not need to be applied for online, are kept on the access arrangements list for their year group. This is shared with the Exams Officer to enable their provision.

Centre-Specific Criteria for particular Access Arrangements

An exam candidate may be approved the use of a **word processor** where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

- Students who have evidence over time of handwriting that is illegible, or being very slow hand writers, are given laptops to use as their normal way of working. This is monitored by teaching staff over time. The students who can type faster than handwrite are given laptops or computers as scribes in examinations.
- For full information on the use of word processors in exams, see appendix 4.

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCO.

Some students need **separate arrangements and invigilation** for examinations. These students will have a picture of need, such as hearing or other sensory impairment or processing difficulty that means that they need to be in a quieter room rather than the main examinations room.

The decision will be based on:

“whether the candidate has a substantial and long term impairment which has an adverse effect and the candidate's normal way of working within the centre.” [AA 5.16]

Appendix 5 - The Awarding of Word Processors for Exams

Key Staff involved in the Awarding and Allocating of Word Processors

Role	Name(s)
SENco	Anna-Lisa Ghale
Exams Officer	Ray Lockett
SLT Member(s)	Simon Holmes, Niki Smith, John Barnes
IT	Technician

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations](#).

References to 'AA' relate to JCQ Access Arrangements and *Reasonable Adjustments 2019-2020* and ICE to JCQ *Instructions for conducting examinations 2019-2020*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a Word Processor

Melbourn Village College complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom (where appropriate); or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests/examinations
 - mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

Centre specific processes

Some students use an ipad to record their work, when this is the case, strict exam controls are placed on the school ipad to ensure that exam regulations are complied with. Most students who use an ipad do so for word processing and will use a desktop computer in exams.

The use of a word processor

Melbourn Village College complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (**switched off**)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- (The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended

answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Centre specific processes

- Word processors are used by students who have literacy difficulties and physical difficulties that make handwriting difficult. The use of a word processor is usually recommended by an educational or health professional.

Word processors and their programmes

Melbourn Village College complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a typewriter, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium that is to be used.
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these

- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Centre specific processes

- All exam controls are put in place from our ICT technician and exam log ins are used to access the word processors.

Laptops and tablets

- Melbourn Village College further complies with ICE 8.8 instructions by ensuring:
- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Word pad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Centre specific processes

Accommodating word processors in examinations

- Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:
- In one of MVC's IT suites
- In Student Support Centre
- In the Cabin
- Invigilation arrangements relating to the use of word processors include the following:
- Normal Invigilator to candidate ratio's apply.

- Other arrangements relating to the use of word processors include:
- A word processor sheet must accompany each transcript (one per candidate.) This must be completed by the responsible Invigilator and countersigned by the Exams Officer.

The criteria MVC uses to award and allocate word processors for examinations

(Statement produced by: **Simon Holmes – Principal**)

For the majority of students at MVC, the ‘normal way of working’ for exam candidates is that they handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

- There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate’s normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.
- Exceptions might include where a candidate has, for example:
 - a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand
 - poor handwriting

Allocating word processors

- All children are screened upon entry to MVC using Lucid EXACT. This process identifies those whose handwriting speed is slow and who should use a word processor as their normal way of working. The use of a word processor is monitored by class teachers and SENCO. Teaching staff will also alert the SENCO if a child needs to use a word processor because of issues with the legibility of their handwriting.
- In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

Appendix 6: Exams Related Retention/Archiving

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	Confidential disposal. Or forwarded to next Education provider.
Alternative site arrangements	Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.		
Attendance register copies		<i>...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...</i> [Reference ICE 12, 22]	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. <i>Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the</i>	Confidential disposal

		<p><i>scripts are disposed of in a confidential manner.</i> [Reference PRS 6]</p> <p><i>... ensure that when scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies...</i> [Reference GR 3]</p>	
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	<p>To be logged on return to the centre and immediately returned to subject staff as records owner.</p> <p>To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically)</p> <p><i>...store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically. See paragraph 4.8 of the JCQ publication Instructions for conducting non - examination assessments https://www.jcq.org.uk/exams-office/non-examination-assessments</i> [Reference GR 3]</p>	Returned to candidates or safe disposal
Centre consortium arrangements for centre assessed work	Any hard copy information generated or relating to consortium arrangements for centre assessed		

	work. Applications submitted online via CAP.		
Certificates	Candidate certificates issued by awarding bodies.	<i>...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue</i> [Reference GR 5]	Confidential destruction after 3 years
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	<i>... destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results... (Where an awarding body issues a replacement certificate, or a Certifying Statement of Results, this will provide an accurate and complete record of results for all qualifications covered by the original certificate... return any certificates requested by the awarding bodies. Certificates remain the property of the awarding bodies at all times.</i> [Reference GR 5]	Confidential destruction
Certificate issue information	A record of certificates that have been issued.	<i>... distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional</i>	Confidential destruction. 3 years after issue date.

		<p><i>circumstances. A record should be kept of the certificates that are issued...</i></p> <p>[Reference GR 5]</p>	
<p>Confidential materials: initial point of delivery logs</p>	<p>Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.</p>	<p><i>keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...</i></p>	<p>Confidential destruction</p>
<p>Confidential materials: receipt, secure movement and secure storage logs</p>	<p>Logs recording confidential exam materials received (including encrypted materials received via email or downloaded from an awarding body's secure extranet site), checked and placed in the secure storage facility by the exams officer (or other authorised member of centre staff) throughout the period the materials are confidential</p>	<p><i>keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...</i></p>	<p>Confidential destruction</p>
<p>Conflicts of Interest records</p>	<p>Records demonstrating the management of Conflicts of Interest</p>	<p><i>...The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference GR 5]</p>	<p>Confidential destruction</p>

<p>Dispatch logs</p>	<p>Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service</p>	<p><i>keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...</i></p>	<p>Confidential destruction</p>
<p>Entry information</p>	<p>Any hard copy information relating to candidates' entries.</p>	<p><i>Kept until review of marking deadline has passed.</i></p>	<p>Confidential destruction</p>
<p>Exam question papers</p>	<p>Question papers for timetabled written exams.</p>	<p><i>...For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations... [Reference CR 6]</i></p>	<p>Issued to subject staff no sooner than 24 hours after each exam sitting.</p>
<p>Exam room incident logs</p>	<p>Logs recording any incidents or irregularities in exam rooms for each exam session.</p>	<p><i>Kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...</i></p>	<p>Confidential destruction</p>
<p>Exam stationery</p>	<p>Awarding body exam stationery provided solely for the purpose of external exams.</p>	<p><i>...return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments... destroy</i></p>	<p>Confidential destruction</p>

		<i>confidentially any out-of-date stationery.</i> [Reference ICE 30]	
Finance information	Copy invoices for exams-related fees.	Kept by Finance department as records owner at the end of the academic year.	
Invigilator and facilitator training records		<p><i>A record of the content of the training given to invigilators must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p><i>A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 12, 13]</p>	Confidential destruction once an Invigilator leaves/resigns from MVC
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period	<i>Returned to subject leads.</i>	
Overnight supervision information	JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	<i>...keep all completed forms available in your centre for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless</i>	

		<i>specifically requested...</i> [Reference ICE 8]	
Post-results services: confirmation of candidate consent information	Hard copy or email record of required candidate consent	<p><i>Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.</i></p> <p><i>This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.</i></p> <p><i>This form should be retained on the centre's files for at least six months.</i> [Reference PRS 4, appendix A and B]</p>	Confidential destruction
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.		Confidential destruction
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.	Kept on PC tracking sheet	Confidential destruction
Private candidate information	Any hard copy information relating to private candidates' entries.	Stored on MIS	
Proof of postage – candidates' work	Proof of postage of sample of candidates' work submitted to awarding body moderators. (Proof of postage of candidates' scripts to	<i>Centres not involved in the secure despatch of exam scripts service... must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published,</i>	All original receipts managed by Finance

	awarding body examiners/markers)	<p><i>in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This is taken to indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)...</i></p> <p>[Reference ICE 29]</p> <p>Exams Officer to be responsible for all posting of Moderation samples.</p>	
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Kept on MIS
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	<p><i>...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 12]</p>	Confidential destruction
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	<p><i>Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled by an awarding body for quality assurance purposes. A centre may be asked by an awarding body to provide signed evidence, produced by a member of the senior leadership team, in support of an application. The centre must retain evidence supporting an on-line special consideration application</i></p>	Confidential destruction

		<p><i>until after the publication of results.</i></p> <p><i>Where a candidate is absent from an examination for an acceptable reason a proportion of cases will be sampled by an awarding body for quality assurance purposes. A centre may be asked by an awarding body to provide signed evidence, produced by a member of the senior leadership team, in support of an application. The centre must retain evidence supporting a candidate's absence from an examination until after the publication of results.</i></p> <p>[Reference SC 6]</p>	
<p>Suspected malpractice reports/outcomes</p>	<p>Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.</p>	<p>Stored in the Exam secure room until the final outcome has been decided.</p>	<p>Confidential destruction</p>