



# BEP Group: Policy Pack

staff, volunteers, learners & consultants



## Exams, Coursework and Assessments Policies and Procedures

Last review: September 2022, next review: December 2023

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## Version Control

Jan 20	KS	Assessment and Internal Verification sections amalgamated from separate policies.
Dec 20	KS	Section 21 (Blended Learning) added. Section 22 (Word Processor) amalgamated.
May 21	KS	Section 23 (Management of GCSE non-examination assessment policy merged with main policy).

## 1. Purpose

- 1.1. The purpose of this policy is
  - 1.1.1. to ensure the planning and management of exams, coursework and assessments is conducted efficiently and in the best interest of the candidates
  - 1.1.2. to ensure the operation of an efficient exam system with clear guidelines for all relevant staff

## 2. Exam Responsibilities

- 2.1. It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.
  - 2.1.1. CEO (Centre Manager)
    - 2.1.1.1. The Centre Manager has an overall responsibility for the Centre as an exam centre.
    - 2.1.1.2. S/He is responsible for reporting all suspicions or actual incidents of malpractice as instructed in the JCQ regulations – see *Suspected malpractice in examinations and assessments*.
  - 2.1.2. The Exams Officer
    - 2.1.2.1. oversees all the administration of the external exams held in the Centre and is also responsible for the analysis and distribution of the examination results.
    - 2.1.2.2. advises the senior management team and tutors on annual exam timetables and procedures as set by the various exam boards
    - 2.1.2.3. produces the exam timetables and communicates regularly with staff concerning deadlines
    - 2.1.2.4. ensures that candidates are informed of and understand those aspects of the exam timetables that will affect them
    - 2.1.2.5. consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with the JCQ regulations if applicable
    - 2.1.2.6. collects estimated entries from the departments to forward to the exam boards
    - 2.1.2.7. collects block entries from departments, re-sit entries from candidates and forwards to the exam boards
    - 2.1.2.8. receives, checks and stores securely all the exam papers

- 2.1.2.9. issues individual exam timetables and instructions to candidates
- 2.1.2.10. administers access arrangements and makes applications for special consideration following JCQ regulations
- 2.1.2.11. identifies and manages exam timetable clashes
- 2.1.2.12. arranges for the distribution of exam results and certificates to candidates
- 2.1.2.13. manages any access to scripts or Enquiry About Results (EAR) requests and appeals
- 2.1.2.14. oversees the accurate completion of all exam related documents and centre declaration sheets within specific deadlines
- 2.1.2.15. completes exam entry and BTEC registration requests adhering to internal deadlines
- 2.1.2.16. ensures documents are completed and course work submitted to exams adhering to internal deadlines
- 2.1.2.17. prepares exam room prior to examinations
- 2.1.2.18. organises the invigilator team throughout the exams

### **3. The qualifications offered at BEP Academy**

- 3.1. The subjects offered for qualifications offered at this centre in any year may be found in the centre's published prospectus.

### **4. Registration, entry, late entries and re-sits**

- 4.1. Registration
  - 4.1.1. We will aim to register individual learners to the correct programme within agreed timescales.
  - 4.1.2. will ensure that all students who are registered have been recruited to a programme/qualification that is suited to their needs; that is commensurate with their ability and offer them an element of "stretch"; that is in accord with their aspirations; that offer progression from their previous learning; offer a progression pathway on completion.
- 4.2. Entry Details
  - 4.2.1. Individual timetables, JCQ notice to candidates for exams and course work and exam instructions will be given to tutors for distribution to students.

- 4.2.2. The Exams Officer will accept withdrawals, amendments and changes up to the set deadline dates.
- 4.3. Re-sits
  - 4.3.1. Re-sits must be authorised by the Centre Manager. The Exams Officer will set internal deadlines and charges for any late amendments or entries.
- 4.4. External Students
  - 4.4.1. The Centre will accept exam entries from students who have previously studied here and wish to re-sit exams.
  - 4.4.2. Individual timetables, JCQ notice to candidates for exams and exam instructions will be posted out to external students.
  - 4.4.3. The fee charged for an external entry will cover exam entry fee, invigilation, postal charges and any administration.
  - 4.4.4. Late requests for these entries will be subject to additional late entry fees. Refunds to external students will be made providing BEP Group receives a full refund from the awarding body.
- 4.5. Charges for Exams
  - 4.5.1. Students may be charged the entry fees for all exams missed through absence.
  - 4.5.2. Students who are unwell on the day and contact their Key Worker prior to the start will not be charged.
  - 4.5.3. Other circumstances will be taken into account providing the Exams Officer is notified in a timely manner.

## **5. Examinations & Assessments taken Off Site**

- 5.1. Entries

Notification of exam entries is made using the relevant form to the Exams Officer. Papers are ordered and invigilation booked. Notification of forthcoming exams is given to the students by the tutor.
- 5.2. Re-sits

Re-sit forms will be distributed by the appropriate subject tutor.
- 5.3. Security of Exam Papers

All papers will be delivered to and held at the main site prior to the exam. On the day of the exam, the exam papers and other documents will be taken under secure carriage by the invigilator to the site. For multiple exams on the same day, the papers will be locked in the secure storage until needed. On completion, all exam papers and other relevant documents will be returned to the main site with the invigilator.

#### 5.4. Assessments

All internal assessments supervised by the tutor, with no invigilator present, must be stored in the exams security cabinet at all times when not in use. When complete these will be returned with an invigilator or member of staff. The Exams Officer needs to be informed of these assessments at least 2 weeks before the assessment date as accurate records need to be kept.

#### 5.5. Charges for Exams

Students will be charged the entry fees for all exams missed through absence. Students who are unwell on the day and contact the exams office prior to the start will not be charged. Other circumstances will be taken into account providing the exams office is notified in a timely manner.

## 6. Coursework and Estimated Grades

- 6.1. Estimated and forecast grade forms are to be completed by tutors and returned to the Exams Officer for submission to the awarding bodies by the required deadlines.
- 6.2. All paperwork and samples relating to requested course work must be with the awarding bodies by the deadlines imposed. Internal deadlines will be set early to allow for the Exams Officer to ensure it arrives to moderators in a timely manner.
- 6.3. All samples requested by a moderator after these dates must be brought to and posted out by the Exams Officer to enable the parcels to be tracked. This is within 3/5 days of notification.
- 6.4. Centre Declaration Forms, where requested by the awarding bodies, must be completed and signed by all members of staff involved in the moderation process. They should be handed to Exams with the sample or mark sheets as per awarding body instructions.
- 6.5. Candidate Record Forms/Authentication sheets, where requested by the awarding bodies, need to be completed, signed by the subject tutor and student prior to the work being requested and sent.
- 6.6. The Exams Officer must be notified of all requests from the moderator or awarding body for the use of a sample for standardisation meetings so it can be logged.
- 6.7. All samples requested by Edexcel for BTEC qualifications must be logged and sent by the Exams Officer (Exams Officer).
- 6.8. Tutors should make arrangements directly with visiting moderators to arrange a convenient date and time for the moderation to take place. Mark sheets should then be given to Examinations Officer to be logged and charges set against students who have not submitted coursework.
- 6.9. Re-entry of course work units

Re-entry of coursework units must be authorised by the appropriate subject tutor. Entries are only made after payment to Finance. The Exams Officer will set internal deadlines and charges will be applied for any late amendments or entries. Students pay the late fee for any late entry request. Refunds can be made to students providing the college receives a full refund from the awarding body.

6.10. External Students

External students can re-submit coursework. Confirmation from the subject tutor is needed to ensure deadlines are adhered to and the work will be marked. Some subjects do not allow candidates to be entered as private for coursework. Exams Officer will need to ensure this prior to entry.

6.11. The Exams Officer will set internal deadlines and charges will be applied for any late amendments or entries. Students pay the late fee for any late entry request. Refunds can be made to students providing the college receives a full refund from the awarding body.

6.12. Charges for Coursework Entries

Students will be charged the entry fee for all non-submission of coursework.

## **7. The Disability Discrimination Act (DDA), special needs and access arrangements**

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

7.2. BEP Group's DDA Policy can be found on the staff intranet

7.3. Access Arrangements

7.3.1. Tutors/key workers will recommend to the Exams Officer any students with learning difficulties who she feels need to have access arrangements during exams such as extra time, reader, scribe, transcript etc.

7.3.2. Application will be made and when confirmation is received from the awarding bodies, arrangements will be put in place.

7.3.3. The Exams Officer will inform students of rooming arrangements prior to the exam session.

7.3.4. Any copies of previous and current permissions, reports and test results need to be securely filed for JCQ inspection purposes.

7.3.5. The student's key worker will inform the Exams Officer of any students with physical or medical difficulties that may need access arrangements during their exams. Documentary medical evidence is needed by exams for JCQ inspection purposes.

7.3.6. All students who qualify for access arrangements in exams must complete a data protection form. Without this, the exams team can

not process their application online.

## 8. Managing exam days

- 8.1. The Exams Officer will:
  - 8.1.1. liaise with all staff to ensure appropriate space is available for the exams, taking into account other users of these venues
  - 8.1.2. make the question papers, other stationery and materials available for the Invigilators for each exam
  - 8.1.3. (or the person appointed to be in charge of an exam room) will start all exams in accordance with JCQ regulations. Subject staff may be present at the start of an exam to assist with non attendance. Subject staff who read any exam papers must remain in the exam room for at least 1 hour after the start of the exam.
  - 8.1.4. or invigilator will ensure all staff must sign in and out of the exam room at the door.
  - 8.1.5. in practical exams subject tutors may be on hand in case of any technical difficulties.
  - 8.1.6. Exam papers must not be removed from any exam room by tutors or students. All materials will be returned to the exams office for overnight storage. Papers will be distributed to tutors the following day providing there are no overnight clash students sitting that paper.
- 8.2. Registration and seating plans
  - 8.2.1. A register and seating plan is generated for all exams by the Exams Officer
  - 8.2.2. The Exams Officer or Lead Invigilator running the exam will ensure that a register is taken showing the attendance of all candidates.
  - 8.2.3. Registration marks will be ✓ for attendance, ✕ for non-attendance or L for late (with the time recorded next to the mark).

## 9. Invigilation Policy

- 9.1. BEP Academy is a very small centre.
  - 9.1.1. Students sit exams in classrooms adapted to meet JCQ regulations in groups of no more than 15 students at a time, meeting the JCQ requirement of one invigilator to every 30 students.
  - 9.1.2. In addition, there will, at all times during exams, be at least one 'floating invigilator' available to provide assistance.
  - 9.1.3. Where more than one exam room has been set up (to a maximum of 6 rooms) the number of floating invigilators will increase to a maximum of 3.

9.2. Running the exam

- 9.2.1. Invigilators should refer to Sections 9 to 13 of the JCQ Yellow Book – Instructions for conducting examinations.
- 9.2.2. A checklist is also provided for invigilators in each exam room
- 9.2.3. Candidates must sit in their allocated seats, according to the supplied seating plan.
- 9.2.4. If, for any reason, candidates need to be moved, a note of the new seat number must be made on the register and seating plan.
- 9.2.5. Registers must be handed to the Exams Officer, together with completed exam scripts, immediately at the end of the exam.
- 9.2.6. The Exams Officer will ensure the completed scripts are securely stored until all Exams are completed.

9.3. Late arrivals

- 9.3.1. The invigilator will mark on the invigilation log students who are present and the time they arrive.
- 9.3.2. At the end of the exam, the invigilator should mark on the log all students who did not attend (DNA).
- 9.3.3. It should be made sure that the teacher who marshalled the pupils are chasing up any absentees and notifying the BEP Group attendance officer as appropriate.
- 9.3.4. Students entering the room late will be noted on the register with an "L" and the time of arrival.
- 9.3.5. The student can be given that number of minutes at the end of the exam to complete.
- 9.3.6. The Lead Invigilator must be sure that anyone entering late has not had any communication with anyone who could have knowledge of the paper contents.
- 9.3.7. Students wishing to sit the exam will be allowed to do so between 30 to 60 minute period after the exam has started providing security has been maintained.
- 9.3.8. After 60 minutes late arrivals will only be accepted in exceptional circumstances and the exams officer will complete the appropriate form to accompany that candidate.
- 9.3.9. You should warn late pupils that the exam boards may not accept their script if they are over 60 minutes late and they believe security has been compromised.
- 9.3.10. In the case of any later disputes the notes on the invigilation log will be very important and a very handy reference point for all concerned.

#### 9.4. Early Leavers

- 9.4.1. Candidates can only leave an exam early where prior permission has been given by the exams officer.
- 9.4.2. Should a candidate leave early the completed exam paper and question papers must be collected before they leave the room ensuring that their name is clearly printed on it.
- 9.4.3. If a student requests to leave early unauthorised then the invigilator will ask the teacher present to seek permission from the exams officer.
- 9.4.4. If a pupil leaves the room early unauthorised then the exams officer should be notified immediately and the exam board has the right to disqualify their paper.

## 10. Emergency evacuation procedure

- 10.1. In the event of an emergency evacuation of an exams room for events such as a Fire/Fire alarm, Bomb alert or any other emergency which requires an evacuation of an exams room.
- 10.2. Invigilators must take the following action (in accordance with JCQ Instructions for conducting examinations (ICE) regulation 18: Emergencies):
  - 10.2.1. Stop the candidates from writing and tell them to close their paper.
  - 10.2.2. Collect the attendance register (in order to ensure all candidates are present).
  - 10.2.3. Evacuate the examination room in line with the instructions provided in the room.
  - 10.2.4. Advise candidates to leave all question papers and scripts in the examination room.
  - 10.2.5. Inform candidates they must leave the room in silence.
  - 10.2.6. Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
  - 10.2.7. When instructed, supervise the return of candidates to the exam room.
  - 10.2.8. Make a note of the time of the interruption and how long it lasted.
  - 10.2.9. Allow the candidates the full working time set for the examination.
  - 10.2.10. 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.

- 10.3. In addition to the actions above, invigilators are also informed of the following centre-specific actions or information:
  - 10.3.1. The exam room must be evacuated by the nearest fire exit.
  - 10.3.2. Candidates must be escorted to the examinations assembly point which is in front of Number 11 Bridge Close (left out of our Main Entrance) in order to keep them separate from other students/staff. This is to help maintain exam conditions/security as much as possible.
  - 10.3.3. On returning to the exam room allow candidates time to settle down, reminding them they are still under exam conditions.
  - 10.3.4. Restart the exam and allow candidates the full working time set for the examination.
  - 10.3.5. Make relevant changes to the displayed finish time.
  - 10.3.6. All information regarding the evacuation must be recorded on the exam room's register for that exam.

## 11. Contingency Plan

- 11.1. Purpose of the plan
  - 11.1.1. This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at BEP Group.
  - 11.1.2. 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.
  - 11.1.3. It is important to ensure that relevant centre staff are familiar with the plan.
  - 11.1.4. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

- 11.2. Causes of potential disruption to the exam process

- 11.2.1. **Exam officer extended absence at key points in the exam process (cycle).**

Criteria for implementation of the plan - key tasks required in the management and administration of the exam cycle not undertaken including:

- 11.2.1.1. Planning

annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered

annual exams plan not produced identifying essential key

tasks, key dates and deadlines

sufficient invigilators not recruited and trained

11.2.1.2. Entries

awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff

candidates not being entered with awarding bodies for external exams/assessment

awarding body entry deadlines missed or late or other penalty fees being incurred

11.2.1.3. Pre-exams

exam timetabling, rooming allocation; and invigilation schedules not prepared

candidates not briefed on exam timetables and awarding body information for candidates

exam/assessment materials and candidates' work not stored under required secure conditions

internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

11.2.1.4. Exam time

exams/assessments not taken under the conditions prescribed by awarding bodies

required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration

candidates' scripts not dispatched as required to awarding bodies

11.2.1.5. Results and post-results

access to examination results affecting the distribution of results to candidates

the facilitation of the post-results services

11.2.1.6. **Centre actions**

Exams Officer's Line Manager, Jo Green to liaise with CEO (Head of Centre and Quality Nominee with access to Exam Board's online entry systems) over entries, pre-exam administration and exam time issues and results.

**11.2.2. Teaching staff extended absence at key points in the exam cycle.**

Criteria for implementation of the plan - key tasks not undertaken including:

- 11.2.2.1. Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- 11.2.2.2. Final entry information not provided to the exams officer on time; resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- 11.2.2.3. Internal assessment marks and candidates' work not provided to meet submission deadlines.
- 11.2.2.4. **Centre actions**
  - Teaching & Learning Manager and Exams Officer to liaise with remaining teaching staff.

**11.2.3. Invigilators - lack of appropriately trained invigilators or invigilator absence**

Criteria for implementation of the plan

- 11.2.3.1. Failure to recruit and train sufficient invigilators to conduct exams
- 11.2.3.2. Invigilator shortage on peak exam days
- 11.2.3.3. Invigilator absence on the day of an exam
- 11.2.3.4. Centre actions:
  - Recruitment and training is done well in advance.
  - Exams Officer to cover absences or shortages (although it is our policy is not to work to the minimum ratio requirements).

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

Criteria for implementation of the plan

- 11.2.4.1. Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning.
- 11.2.4.2. Insufficient rooms available on peak exam days.

11.2.4.3. Main exam venues unavailable due to an expected incident at exam time.

11.2.4.4. Centre actions

In an emergency a spare classroom could be used. If no classrooms are available the workshop could be used. In the event of the building being unusable, the management team will apply to the exam board for permission to relocate the exam(s) to a BEP Group alternative site (eg, Skills Centre, High Street, Romford).

**11.2.5. Failure of IT systems**

Criteria for implementation of the plan

11.2.5.1. MIS system failure at final entry deadline

11.2.5.2. MIS system failure during exams preparation

11.2.5.3. MIS system failure at results release time

11.2.5.4. **Centre actions**

Exams Officer to liaise with Examination Boards as to appropriate action.

**11.2.6. Disruption of teaching time – centre closed for an extended period**

Criteria for implementation of the plan

11.2.6.1. Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

11.2.6.2. Centre actions

SMT to ensure alternative provision is organised.

**11.2.7. Centre unable to open as normal during the exams period**

Criteria for implementation of the plan

11.2.7.1. Centre unable to open as normal for scheduled examinations

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

11.2.7.2. **Centre actions**

Exams Officer to liaise with Head of Centre and to inform awarding bodies. Headmaster and Exams Officer to explore alternative local venues.

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

Criteria for implementation of the plan

11.2.7.4. Candidates are unable to attend the examination centre to take examinations as normal

11.2.7.5. **Centre actions**

Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

11.2.8. **Disruption to the transportation of completed examination scripts**

Criteria for implementation of the plan

11.2.8.1. Delay in normal collection arrangements for completed examination scripts

11.2.8.2. **Centre actions**

Scripts remain securely stored in exams office or Exams Officer transports them to the Post Office for collection by Parcelforce.

11.2.9. **Assessment evidence is not available to be marked**

Criteria for implementation of the plan

11.2.9.1. Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

11.2.9.2. **Centre actions**

Exams Officer to contact awarding bodies for advice.

11.2.10. **Centre unable to distribute results as normal**

Criteria for implementation of the plan

11.2.10.1. Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

11.2.10.2. **Centre actions**

Exams Office to contact awarding bodies for advice.

## 12. Internal Appeals Procedure

### 12.1. Purpose of the procedure

- 12.1.1. To enable the learner to enquire, question or appeal against an assessment decision.
- 12.1.2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- 12.1.3. To standardise and record any appeal to ensure openness and fairness.
- 12.1.4. To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- 12.1.5. To protect the interests of all learners and the integrity of the qualification.

### 12.2. In order to do this, the centre will:

- 12.2.1. Inform the learner at induction, of the Appeals Policy and procedure.
- 12.2.2. Record, track and validate any appeal.
- 12.2.3. Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- 12.2.4. Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- 12.2.5. Have a staged appeals procedure.
- 12.2.6. Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- 12.2.7. Monitor appeals to inform quality improvement.

### 12.3. Definitions/Terminology

#### 12.3.1. Appeal

A request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her.

#### Appeals procedure

A standard, time limited, sequenced and documented process for the centre and learner to follow when an appeal is made.

### 12.4. Responsibilities

#### 12.4.1. Learner

Responsible for initiating the appeals procedure, in the required

format, within a defined time frame, when s/he has reason to question an assessment decision.

12.4.2. Assessor

Responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the learner's appeal within the agreed time.

12.4.3. Internal Verifier/Senior Management

Responsible for judging whether assessment decisions are valid, fair and unbiased.

12.4.4. Head of Centre

Responsible for submitting an appeal in writing, to the exam board if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

12.5. Appeals procedure stages

12.5.1. Stage 1 – INFORMAL

Learner consults with assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.

12.5.2. Stage 2 – REVIEW

Review of assessment decisions by manager and/or IV. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.

12.5.3. Stage 3 – APPEAL HEARING

Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4.

12.5.4. Stage 4 – EXTERNAL APPEAL

The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 3: a fee is levied.

12.6. Documentation

The Centre will use internal documentation, which will record the following information:

12.6.1. An outline of the appeals procedure explained to the student/parent/carers

12.6.2. The nature of the appeal by the student/parent/carers

- 12.6.3. A description of the investigation of any evidence to corroborate or deny the appeal
- 12.6.4. Internal recommendations put to the student/parent/carer
- 12.6.5. Explanation of the next steps in the appeal procedure including any costs to the student/parent/carer
- 12.6.6. The decision reached regarding the progress of the appeal to the exam board

## **13. Controlled Assessments Policy**

### **13.1. Purpose of the policy**

- 13.1.1. BEP Group's policy for controlled assessment is in line with the requirements of the JCQ.
- 13.1.2. The policy is in place to maintain consistency of practice, accuracy and fairness for all subjects and all teachers and to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications.
- 13.1.3. Depending on subject and specification, controlled assessment might be:
  - 13.1.3.1. High control – the exam board sets the task to be completed and the school chooses one of these tasks
  - 13.1.3.2. Medium control – the subject may choose from a selection of assignments produced by the exam board or design its own
  - 13.1.3.3. Limited control – the school designs its own assignments against set criteria.
- 13.1.4. This policy includes the procedure, risk management, roles and responsibilities of staff for controlled assessments.

### **13.2. Staff Responsibility**

- 13.2.1. Senior Leadership Team
  - 13.2.1.1. Accountable for the safe and secure conduct of controlled assessments
  - 13.2.1.2. Ensure assessments comply with the JCQ guidelines and awarding bodies' subject specific instructions
  - 13.2.1.3. Coordinate the completion of controlled assessments across the school, ensuring resources are available
  - 13.2.1.4. Ensure that all staff involved have a calendar of events

- 13.2.1.5. Create and monitor the internal appeals process for students.

#### 13.2.2. Subject Leaders

- 13.2.2.1. Determine the awarding body and specification for the qualification undertaken
- 13.2.2.2. Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments
- 13.2.2.3. Standardise internally the marking of all teachers involved in assessing an internally assessed component
- 13.2.2.4. Ensure that individual teachers understand their responsibilities with regard to controlled assessment
- 13.2.2.5. Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- 13.2.2.6. Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- 13.2.2.7. Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

#### 13.2.3. Teaching staff

- 13.2.3.1. Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments
- 13.2.3.2. Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- 13.2.3.3. Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow
- 13.2.3.4. Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment

- 13.2.3.5. Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams officer to the awarding body when required, keeping a record of the marks awarded
- 13.2.3.6. Retain candidates' work securely between assessment sessions (if more than one)
- 13.2.3.7. Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- 13.2.3.8. Ask the special educational needs coordinator (SENCO) from the host school for any assistance required for the administration and management of access arrangements.
- 13.2.4. Examinations Officer
  - 13.2.4.1. Enter students for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the awarding bodies' deadlines for final entries
  - 13.2.4.2. Collaborate with SENCO and ensure that applications are made for access arrangements for eligible students
  - 13.2.4.3. Enter students' 'cash-in codes' for the terminal examination series
  - 13.2.4.4. Where confidential materials are received directly by the examinations officer, to be responsible for the receipt, safe storage and safe transmission whether in hard copy or CD/DVD format  
Receive/download and distribute mark sheets for teaching staff to use, and collect and submit completed mark sheets to awarding bodies before deadlines
  - 13.2.4.5. On those few occasions when controlled assessment tasks cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be undertaken, at the direction of the senior management team.
- 13.2.5. Special Educational Needs Coordinator
  - 13.2.5.1. Ensure identification and testing of those students who may be eligible for access arrangements
  - 13.2.5.2. Collaborate with examinations officer to ensure that appropriate access arrangements are made for eligible students

- 13.2.5.3. Work with teaching staff to ensure that requirements for support staff are met.

### 13.3. Procedures

- 13.3.1. Controlled assessment will in most cases take place within the timetabled lesson. Where necessary, appropriate or desirable, specific time may be set aside for the completion of controlled assessment
- 13.3.2. When controlled assessment takes place in classrooms, relevant display materials will be covered
- 13.3.3. Where required by the exam board, designated research materials / planning sheets will be provided and submitted as appropriate
- 13.3.4. Where appropriate, the level of ICT access will be differentiated to comply with requirements of specific courses e.g. internet access.
- 13.3.5. Where a student is absent, time will be allowed to make up this missing time, provided it does not contravene any identified time limit. Where a student is absent for a long time, specification guidance for special consideration will be followed.

## 14. Assessment

### 14.1. Background

- 14.1.1. Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed.
- 14.1.2. It is the vehicle by which we can advise students (and others) of their progress, their targets and how to close the gap that might exist between their targets and level of attainment.
- 14.1.3. It is an integral part of effective teaching and learning. We recognise the great importance that formative assessment has on motivation, self-esteem and learning.

### 14.2. Types of Assessment

- 14.2.1. We undertake a wide range of assessment methods, both formal and informal, e.g. End of topic/unit class tests, Coursework, Student self-assessment, Peer assessment, Verbal feedback, Questioning, Homework, Mock exams, Formal externally set examinations.

#### 14.2.2. Teachers will ...

provide Schemes of Work which clearly illustrate the range of assessment opportunities and allows students to develop a critical approach to their own learning,

ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment,

provide resources to ensure that assessment can be performed accurately and appropriately,

differentiate where appropriate.

14.3. Assessment Schedules

- 14.3.1. Assessment schedules for coursework and end of topic/unit class tests will be set at the beginning of each academic year and will be identified in Schemes of Work.

14.4. Involving students in their learning

14.4.1. Teachers will:

Ensure each student knows his/her target grade

Share learning objectives and learning outcomes

Share the specific assessment criteria with students, making sure that it can be easily understood

Help students to understand what they have done well and what they need to develop

Show students how to use assessment criteria to assess their own work

Provide regular opportunities for self and peer assessment

Use effective questioning techniques to encourage discussion which gives vital feedback on the current level of understanding

14.4.2. Each student has a responsibility to:

Know his/her target grade

Read and take note of feedback given by teachers

Address the suggestions for improvement in a timely manner

Ask for clarification where necessary

Participate in peer and self-evaluation

14.5. Modelling quality - teachers will:

- 14.5.1. Share examples of work with students so that they can see the standards they are aiming for

- 14.5.2. Use examples of work to highlight the ways that assessment criteria are met

- 14.5.3. Encourage students to review examples of work that do not meet the assessment criteria

- 14.5.4. Include in their teaching, activities designed to model the necessary skills
- 14.5.5. Check understanding and progress in lessons when assessments are being completed
- 14.6. Marking – teachers will:
  - 14.6.1. Follow BEP Group’s Marking Policy (incorporating Assessment for Learning)
  - 14.6.2. Check work for completeness before accepting as a submission
  - 14.6.3. Mark work that is to be submitted as assessed work for portfolio qualifications, according to the verification guidelines submitted by the relevant examining body and BEP Group’s internal verification policy.
  - 14.6.4. Mark work promptly – usually within two weeks
  - 14.6.5. Set appropriate deadlines for resubmission of work and re-mark promptly
  - 14.6.6. Ensure that students know where they have met the marking criteria and where they have not
  - 14.6.7. Give personalised, effective feedback to students that indicates what is good, what needs correction and which aspects need further improvement
  - 14.6.8. Give regular oral feedback in addition to written feedback
- 14.7. Self Assessment

Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers. Students will be encouraged to:

  - 14.7.1. Reflect on their own work
  - 14.7.2. Identify the standard they are trying to achieve
  - 14.7.3. Think about how to bridge the gap between aspiration and achievement
  - 14.7.4. Admit problems without the risk of losing self-esteem
  - 14.7.5. Take time to work problems out for themselves
  - 14.7.6. Consider a number of possible solutions before deciding on a course of action
  - 14.7.7. Teachers are important in this process as opportunities need to be planned into Schemes of Work and assessment criteria must be shared with students in a suitable format.
  - 14.7.8. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.
- 14.8. Tracking and monitoring progress ... teachers will:
  - 14.8.1. Complete progress sheets for each student (minimum half termly)

- 14.8.2. Ensure students are aware of their progress
- 14.8.3. Take an active role in tracking student attainment against target grade and in taking necessary and appropriate intervention where students are under-performing
- 14.8.4. Ensure grades can be evidenced by assessment outcomes.
- 14.9. 8. Standardisation ... teachers will:
  - 14.9.1. Participate in the standardisation of assessments
  - 14.9.2. Maintain accurate and detailed records of assessment decisions so that others can moderate accurately
  - 14.9.3. Maintain a robust and rigorous internal verification/moderation procedure
  - 14.9.4. Monitor external verifier reports and undertake any remedial action required.
- 14.10. Subject Sector, Team, Course Leader Roles

The Teaching and Learning Vice Principal has a responsibility to monitor the implementation of the assessment policy by subject tutors by:

  - 14.10.1. Checking that marks are recorded on student records on BEP Group database
  - 14.10.2. Reviewing assessment opportunities in Schemes of Work
  - 14.10.3. Monitoring the regular and accurate marking of work
  - 14.10.4. Ensuring that work is differentiated
  - 14.10.5. Classroom observation and work scrutiny
  - 14.10.6. Gathering student feedback
  - 14.10.7. Providing development opportunities
  - 14.10.8. Ensuring internal verification/moderation takes place
- 14.11. Assessment Process

In order to achieve the aims of our assessment policy, we will:

  - 14.11.1. Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
  - 14.11.2. Assess learner's evidence using only the published assessment and grading criteria.
  - 14.11.3. Ensure that assessment decisions are impartial, valid and reliable.
  - 14.11.4. Not limit or 'cap' learner achievement if work is submitted late.

- 14.11.5. Develop assessment procedures that will minimise the opportunity for malpractice.
- 14.11.6. Maintain accurate and detailed records of assessment decisions.
- 14.11.7. Maintain a robust and rigorous internal verification procedure.
- 14.11.8. Annually provide samples for National Standards Sampling as required by the awarding body.
- 14.11.9. Share good assessment practice between all BTEC programme teams.
- 14.11.10. Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- 14.11.11. Provide resources to ensure that assessment can be performed accurately and appropriately.

## **15. Candidates' behaviour, clash students and special considerations**

### **15.1. Candidates' Behaviour**

- 15.1.1. JCQ regulations concerning mobile phones and other electronic devices apply at all times. Students with head coverings will be checked discreetly to ensure they have removed any headphones.
- 15.1.2. Centre student code of conduct applies throughout.
- 15.1.3. Bags, coats, hats etc will not be allowed in the exam rooms.
- 15.1.4. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- 15.1.5. Disruptive candidates will be removed from the exam room and dealt with in accordance with centre and JCQ regulations. Marks for the paper and/or subject may be lost and the student refused entry to other exams in this centre.

### **15.2. Clash candidates**

- 15.2.1. The Centre Manager will identify candidates who have a clash of exams and will issue a revised timetable with instructions to these students.
- 15.2.2. A form agreeing to the rules imposed on clash students should be signed by them and returned to the exam office before the day of the relevant exams.
- 15.2.3. Overnight supervision is undertaken by the students' parent. The student will be contacted and given a consent form to be signed by the person responsible for collecting and returning the student to the Centre.

### **15.3. Special consideration**

- 15.3.1. Should a candidate be absent from an exam due to illness, suffer a bereavement or other trauma, it is the candidate's responsibility to alert the centre.
- 15.3.2. A candidate taken ill during an exam should alert the invigilator who in turn will contact the Exams Officer.
- 15.3.3. The candidate must support any special consideration application with appropriate evidence within five days of the exam (e.g. a letter from the candidate's doctor).
- 15.3.4. The Exams Officer will apply for special consideration to the relevant awarding body within 10 days of the exam.
- 15.3.5. The consideration is applied at the discretion of the awarding body; the centre is not informed of the outcome prior to results.

## 16. Coursework

- 16.1. Candidates who submit coursework should do so by the Centre deadline.
- 16.2. Students must complete and attach an authentication sheet to each piece of coursework to confirm this has been their own work.
- 16.3. The course tutor should ensure that all coursework is marked and given to the Exams Officer with the relevant paperwork prior to the internal deadline.
- 16.4. Students can be disqualified from the unit or subject if plagiarism is discovered by the external moderators or awarding bodies.

## 17. Results, enquiries about results (EARS) and access to scripts (ATS)

### 17.1. Results

Results and certificates received throughout the year will be distributed via the Exams Officer. Results received in August can be collected by the students. Those not collected will be posted to the students' home address held on Veyan.

### 17.2. EARs (Enquiries about Results)

- 17.2.1. Enquiries about results for general qualifications may be requested by centre staff if there are reasonable grounds for believing there has been an error in the marking.
- 17.2.2. Requests for large cohorts of a subject to be re-marked need to be agreed by senior management.
- 17.2.3. Candidates can request this procedure independently following discussion with their subject tutor.
- 17.2.4. They will be charged the awarding body fee for this service.

**17.3. ATS (Access to Scripts)**

- 17.3.1. Students may request a photocopy of the marked script to enable centre staff to assess the feasibility of asking for a re-mark. They will be charged the awarding body fee for this service.
- 17.3.2. Subject staff can also request the original scripts, 6 per unit, to be returned for teaching purposes but must have the permission of the candidate prior to ordering. Payment for scripts ordered above 6 will be deducted from the Centre budget.

## **18. Assessment Malpractice Policy**

**18.1. Aims of this policy:**

- 18.1.1. To identify and minimise the risk of malpractice by staff or learners.
- 18.1.2. To respond to any incident of alleged malpractice promptly and objectively.
- 18.1.3. To standardise and record any investigation of malpractice to ensure openness and fairness.
- 18.1.4. To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- 18.1.5. To protect the integrity of this centre and BTEC qualifications.

**18.2. Definition of malpractice by learners**

Please note that this list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- 18.2.1. Plagiarism of any nature.
- 18.2.2. Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- 18.2.3. Copying (including the use of ICT to aid copying).
- 18.2.4. Deliberate destruction of another's work.
- 18.2.5. Fabrication of results or evidence. False declaration of authenticity in relation to the contents of a portfolio or coursework.

- 18.2.6. Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- 18.3. Definition of malpractice by centre staff
  - 18.3.1. Please note that this list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:
    - 18.3.1.1. Improper assistance to candidates.
    - 18.3.1.2. Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
    - 18.3.1.3. Failure to keep candidate coursework/portfolios of evidence secure.
    - 18.3.1.4. Fraudulent claims for certificates.
    - 18.3.1.5. Inappropriate retention of certificates.
    - 18.3.1.6. Assisting learners 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 learner.
    - 18.3.1.7. Producing falsified witness statements, for example for evidence the learner has not generated.
    - 18.3.1.8. Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.
    - 18.3.1.9. Facilitating and allowing impersonation.
    - 18.3.1.10. Misusing the conditions for special learner requirements, for example where learners 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.
    - 18.3.1.11. Falsifying records/certificates, for example by alteration, substitution, or by fraud.
    - 18.3.1.12. Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

#### 18.4. Procedure

In order to do this, BEP Training will:

##### 18.4.1. Provide Learner Training & Induction

- 18.4.1.1. Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- 18.4.1.2. Show learners the appropriate formats to record cited texts and other materials or information sources
- 18.4.1.3. Ask learners to declare that their work is their own
- 18.4.1.4. Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.

##### 18.4.2. Investigation Procedure

- 18.4.2.1. BEP Group will conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- 18.4.2.2. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
- 18.4.2.3. Interview each individual involved independently – these interviews to be carried out by a senior manager other than the centre manager. Interviews to be noted by the interviewer and a nominated member of the clerical staff
- 18.4.2.4. Findings of these interviews to be discussed with the centre manager, if appropriate, and the emergent facts considered for possible courses of action
- 18.4.2.5. Course of action decided and, together with any further recommendations, such as changes to procedures, etc., communicated to all individuals concerned and Edexcel, as appropriate
- 18.4.2.6. Management review of procedures and practice to ensure that there is no repetition of incidents.

##### 18.4.3. Learner Support

The Centre will ensure that, during this process, it will:

- 18.4.3.1. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

18.4.3.2. Give the individual the opportunity to respond to the allegations made.

18.4.3.3. Inform the individual of the avenues for appealing against any judgment made.

18.4.3.4. Document all stages of any investigation.

18.4.4. Investigation Outcomes

Where malpractice is proven, this centre will apply the following penalties / sanctions:

18.4.4.1. In the case of a candidate(s), with the agreement of Edexcel the result of their qualification will be declared void, or the result of those elements of the qualification where malpractice has been discovered

18.4.4.2. In extreme cases of malpractice by a students ALL qualification results may be declared void

18.4.4.3. Where staff/tutors have been involved in any malpractice, then according to their conditions of service they may be given a final written warning or dismissed for gross misconduct as appropriate.

## 19. Certificates

19.1. BEP Group will ensure that certificate claims are timely and based solely on internally verified assessment records

19.2. The Quality Assurance Manager will, with the Exams Officer audit claims made to the awarding body

19.3. The Exams Officer will, with the Teaching and Learning Vice Principle audit the certificates received from the awarding body to ensure accuracy and completeness.

19.4. Year 10 certificates, once sorted, will be distributed via tutors for candidates who are attending the Centre.

19.5. Certificates for candidates who have left the Centre will be made available for collection on and after the official results day for that qualification.

19.6. Any uncollected certificates will be stored for three months and then posted out to the home address held on our database.

19.7. It is the learner's responsibility to ensure collection and/or safe receipt of certificates.

19.8. Certificates returned to BEP Group, as undelivered, will be kept for one year and can be collected or re-sent providing they can be signed for.

19.9. Students who lose their certificates are responsible for contacting the boards and covering the costs of re-prints.

## 20. Internal Verification

- 20.1. Internal Verification (IV) is the quality assurance system the centre uses to monitor assessment practice and decisions to ensure that:
  - 20.1.1. assignments are fit for purpose and will lead to valid and reliable assessment decisions on learner achievement
  - 20.1.2. assessment decisions are consistent with the requirements of the specification and across the assessment team
  - 20.1.3. assessment decisions on learner work (evidence) are based accurately on the assessment criteria
  - 20.1.4. standardisation of assessors takes place in advance of final assessment decisions being made
  - 20.1.5. a mechanism is provided for continuous improvement through feedback on assessments.
- 20.2. Identifying Lead IVs
  - 20.2.1. At the start of each Academic year the Head of Centre will identify appropriate Lead Internal Verifier for each Subject Area and accredited or seeking accreditation within a defined time scale.
- 20.3. Role of Lead IVs
  - 20.3.1. The Quality Nominee will ensure that each Lead Internal Verifier is appropriately prepared for and clear about their responsibilities in relation to the standardisation of assessment across a Subject Area, incorporating both pre-assessment standardisation activities and the standardisation of assessed learner work.
  - 20.3.2. Lead IV will:
  - 20.3.3. Plan an annual internal verification schedule, linked to assignment plans
  - 20.3.4. Define, maintain, and support effective internal verification roles.
  - 20.3.5. Brief and train staff in the requirements for current internal verification procedures
  - 20.3.6. Promote internal verification as a developmental process between staff
  - 20.3.7. Use the outcome of internal verification to enhance future assessment practice
- 20.4. Monitoring Assessment – Internal
  - 20.4.1. Lead Internal Verifiers have responsibility for monitoring coursework to detect any weaknesses in assessment and to check that appropriate action is in place in the course Quality Improvement Plans

20.5. Monitoring Assessment – External

- 20.5.1. Head of Centre will monitor all BTEC EV reports and will follow up any concerns with the appropriate course tutor/assessor/internal verifier and use this information to improve internal systems, processes and assessment outcomes.

20.6. Recording Assessment and Verification

- 20.6.1. Lead internal verifiers will implement clearly defined assessment procedures that are clearly understood by assessors and learners and use only assessment methodology that leads to valid and reliable assessment outcomes.
- 20.6.2. They will collate sufficient evidence of assessment and verification activities to demonstrate that, over time that both processes are effective in upholding national standards.
- 20.6.3. Lead IVs should ensure that they maintain records of learner achievements that are: up to date; regularly reviewed and tracked accurately against national standards.
- 20.6.4. They should ensure that they store assessment records securely and safely and retain them for centre and awarding body scrutiny for a minimum of three years following certification.
- 20.6.5. Assessment recording should be transparent so that all of the course team has access to assessment decisions through a centralised online system. Similarly a student should be able to access their marks through this system.

20.7. Assessment Briefs

- 20.7.1. Assessment briefs must be forwarded to the Lead IV before they are handed out to the class so that time is allowed for any amendments.

The brief must show the following:

- 20.7.2. Relevant tasks and appropriate scenario
- 20.7.3. Tasks mapped to assessment criteria
- 20.7.4. Tasks written to provide opportunities to reach Pass, Merit and Distinction criteria
- 20.7.5. Appropriate timings for subtasks in the assignment

The Lead IV will be looking for the following:

- 20.7.6. Will the task generate sufficient evidence to meet the targeted assessment criteria?
- 20.7.7. Are grading opportunities available together with grading criteria
- 20.7.8. Is the level appropriate?

- 20.7.9. Is the assignment brief clear so that students understand exactly what they have to do?
- 20.7.10. Are the activities /tasks appropriate to the specified assessment criteria/level
- 20.8. Standardisation Meetings
  - 20.8.1. It is the role of the IV to hold regular standardisation meetings at which cross marking of sample assignments takes place.
  - 20.8.2. This process should be used to determine whether any team member has a variance in marking from national standards.
  - 20.8.3. The outcomes of these meetings must be recorded.
- 20.9. Replacement of Lead Verifier
  - 20.9.1. If the Lead Internal Verifier leaves during the course of an academic year then the Head of Centre should immediately find a replacement.
  - 20.9.2. Full briefing of the replacement should be given by the outgoing Lead IV.
- 20.10. Certification
  - 20.10.1. The Lead IV should maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement and certification claims.
- 20.11. Equality of Access
  - 20.11.1. IVs and assessors should ensure that all learners have equal access to assessment and ensure that adequate support mechanisms for achieving this are in place.

## **21. Blended Learning**

- 21.1. Aims:
  - 21.1.1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
  - 21.1.2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.
- 21.2. In order to do this the centre will:
  - 21.2.1. Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely.
  - 21.2.2. Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.

- 21.2.3. Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear.
- 21.2.4. Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner.
- 21.2.5. Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

## 22. Word Processor

### 22.1. Introduction

- 22.1.1. This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams. References in this policy to 'AA' and 'ICE' relate to/are directly taken from the 'Access Arrangements and Reasonable Adjustments' and 'Instructions for Conducting Examinations' publications. The use of a word processor in exams and assessments is an available access arrangement.
- 22.1.2. (AA 4.2.1) The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- 22.1.3. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- 22.1.4. (AA 4.2.2) Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question
- 22.1.5. (AA 4.2.3) Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. Staff should consider the need for access arrangements on a subject-by-subject basis.

### 22.2. Purpose of the policy.

- 22.2.1. This policy details how BEP Academy complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.
- 22.2.2. The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

### 22.3. The use of a word processor

The centre will:

- 22.3.1. allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- 22.3.2. award the use of a word processor to a candidate if it is appropriate to their needs.

Needs may include:

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting (AA 5.8.4)
- 22.3.3. only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
  - 22.3.4. not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
  - 22.3.5. consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
  - 22.3.6. consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
  - 22.3.7. provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)
- 22.4. The centre will not
    - 22.4.1. 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 (AA 5.8.4)

22.5. Exceptions

The only exception to the above where the use of a word processor would be considered for a candidate would be

- 22.5.1. in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)

- 22.5.2. where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)
- 22.6. Arrangements at the time of the assessment for the use of a word processor.
  - 22.6.1. A candidate using a word processor is accommodated in a different room to the main cohort
- 22.7. To comply with ICE 14, the centre:
  - 22.7.1. provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
  - 22.7.2. word processors are always plugged in and charging throughout exams.
  - 22.7.3. ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer, eg 12345/8001 – 6391/01 (ICE 14.22)
  - 22.7.4. If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.
  - 22.7.5. ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
  - 22.7.6. ensures the candidate is reminded to save his/her work at regular intervals.
  - 22.7.7. instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)
- 22.8. (ICE 14.25) The centre will ensure the word processor:
  - 22.8.1. is in good working order at the time of the exam
  - 22.8.2. is accommodated in such a way that other candidates are not disturbed and cannot read the screen
  - 22.8.3. is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
  - 22.8.4. is cleared of any previously stored data
  - 22.8.5. does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
  - 22.8.6. does not include graphic packages or computer aided design software unless permission has been given

- 22.8.7. does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- 22.8.8. does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- 22.8.9. is not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- 22.9. Portable storage medium
  - The centre will ensure that any portable storage medium (e.g. a memory stick) used
  - 22.9.1. is provided by the centre
  - 22.9.2. is cleared of any previously stored data
- 22.10. Printing the script after the exam is over
  - The centre will ensure:
  - 22.10.1. the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
  - 22.10.2. the candidate is present to verify that the work printed is his or her own
  - 22.10.3. a word processed script is attached to any answer booklet which contains some of the answers
  - 22.10.4. a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

## 23. Management of GCSE Non-Examination Assessments

### 23.1. Definition

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

- 23.1.1. Task setting
- 23.1.2. task taking
- 23.1.3. task marking

### 23.2. Responsibilities

Head of Centre:

- 23.3. To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non examination assessment.
- 23.4. Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- 23.5. To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- 23.6. To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- 23.7. In collaboration with Curriculum Team Leader, to submit non examination assessment marks to the relevant awarding body.
- 23.8. In collaboration with Curriculum Team Leader, dispatch students' assessments for moderation.
- 23.9. In collaboration with Curriculum Team Leader, make appropriate arrangements for the security of non-examination assessment materials

Subject Learning Leader:

- 23.10. To be familiar with JCQ instructions for conducting non-examination assessment
- 23.11. To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- 23.12. Ensure that individual teachers understand their responsibilities with regard to nonexamination assessment.
- 23.13. Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.

- 23.14. To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- 23.15. To undertake appropriate departmental standardisation of non-examination assessments
- 23.16. In collaboration with the Examinations Officer:
  - 23.16.1. to submit non-examination assessment marks to the relevant awarding body.
  - 23.16.2. dispatch students' assessments for moderation.
  - 23.16.3. make appropriate arrangements for the security of non-examination assessment materials

#### SENCO

- 23.17. To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- 23.18. In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements.

#### Subject Teachers

- 23.19. Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- 23.20. Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- 23.21. Mark internally assessed components using the mark schemes provided by the awarding body.
- 23.22. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- 23.23. Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.
- 23.24. Take part in appropriate departmental standardisation of Controlled Assessments.
- 23.25. Retain candidates' work securely between assessment sessions (if more than one).
- 23.26. Post-completion, retain candidates' work securely until the closing date for enquiries about results.
- 23.27. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

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

#### Task Setting

- 23.29. In accordance with specific GCSE awarding body guidelines, Subject Learning Leaders will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

#### Task Taking

- 23.30. Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required.
- 23.31. Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable.
- 23.32. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.
- 23.33. Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking.
- 23.34. Failure to follow this procedure constitutes malpractice.
- 23.35. Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

#### Authentication

- 23.36. Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

#### Task Marking

- 23.37. Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking

within the centre.

- 23.38. The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks.
- 23.39. Staff should not attempt to convert marks to grades in advance of the publication of results.
- 23.40. Staff must ensure that the internal standardisation of marks across assessors and teaching groups takes place.
- 23.41. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.
- 23.42. Enquiries about results
- 23.43. Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.
- 23.44. Factors affecting individual candidates
- 23.45. If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised.
- 23.46. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.
- 23.47. Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements.
- 23.48. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body.
- 23.49. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders. If a Non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.