

THE MAELOR SCHOOL



Examinations Policy

Committee Responsible	Curriculum
Policy Author	Exams Officer/KGS
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Exam Policy

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of all 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.

The exam policy will be reviewed annually.

The exam policy will be reviewed by the Exams Officer.

Exam responsibilities:

Exams Officer:

- Manages the administration of public and internal exams:
- Advises the senior leadership team, subject and class tutors and other relevant staff on exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff and candidates of a calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Maintains systems and processes to support the timely entry of candidates for their exams, for each exam series.
- Determines room layout and seating plans as appropriate.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms and submits detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration 2023/24.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages and organises training for the team of exams invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with appropriate Heads of Learning, any appeals/re-mark requests.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

**The ALNCO is responsible for:**

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

Invigilators are responsible for:

- Distribution of exam papers and other relevant material to candidates before the start of the exam.
- Supervision of students during the exam
- Reporting any suspicions of malpractice immediately to the Exams Officer.
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Officer.

Candidates are responsible for:

- Notifying the Exams Officer immediately of any errors in individual exam information circulated to them.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Understanding the exam regulations as circulated to them.
- Keeping to the required standards of behaviour both immediately outside and within the exam room.

Qualifications

Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed by 1st September each year.

Informing the exams office of changes to a specification is the responsibility of the Heads of subject.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Deputy Headteacher.



Exam series and timetables

Exam seasons

Internal exams and assessments are scheduled in September, November/December and March/April.

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

Internal exams are held under external exam conditions.

The Head of Centre, Learning Directors and Heads of Subject decides which exam series are used in the centre.

Timetable

Once confirmed, the exams officer will circulate the exam timetable for internal exams and external exams.

Candidates will receive individual timetables detailing arrangements for the exams they will be sitting, along with details of the exam rules. These will also be placed on the Exams Noticeboard.

Entries, entry details and late entries

Candidates are selected for their exam entries by Heads of Subject.

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

The centre does not accept entries from external candidates.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Subject via email.

Late entries are authorised by the Deputy Headteacher.

GCSE retakes are allowed.

If candidates require further resits, these may be subject to a charge.

Re-sit decisions will be made in consultation with Candidates, Subject teachers, Heads of Subject and the Deputy Headteacher.



Exam fees

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

GCSE/ Level 1/2/3/ AS/ A level and BTEC entry exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Centre, unless circumstances deem it appropriate to charge candidates.

Fee reimbursements may be sought from candidates who decide to sit an exam after the late entry/withdrawal deadline has passed or who fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the candidate where it is deemed appropriate to do so (see Entries, entry details and late entries above).

Disability Discrimination Act

Disability Discrimination Act

All exam centre staff must ensure that meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.'

The centre will meet the disability provisions under the DDA and Equality Act 2010, by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of centre.



Access Arrangements

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

A candidate's access arrangements requirement is determined by the ALNCO.

Making access arrangements for candidates to take exams is the responsibility of both the ALNCO and Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Assistant ALNCO

Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the Exams Officer.

Word Processing

This policy is updated annually on the publication of JCQ regulations and guidance documents.

Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations.

- A word processor cannot be granted because:
- A candidate prefers to type rather than write
- A candidate can work faster on a keyboard
- A candidate uses a laptop or tablet at home.

Allowing the Use of Word Processors in Examinations - Pupils with SpLD

Pupils will be allowed to use a laptop or tablet in examinations under the following conditions.

- They have a diagnosed learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
- A need has been established and its use is recommended by an Educational Psychologist / specialist assessor approved by the school.
- A candidate has been using the laptop or tablet as their normal way of working in any subject where they intend to use a laptop or tablet in an examination and has had specific practice and rehearsal in the use of a laptop or tablet under examination conditions (e.g. in mock exams).



Allowing the Use of Word Processors in Examinations - Pupils without SpLD

The use of a word processor must reflect the candidate's normal way of working (in the classroom, mock examinations, school tests) within the centre and be appropriate to their needs.

Only candidates with the following conditions who would benefit from the use of a word processor may be considered:

- A medical condition affecting the speed or legibility of handwriting;
- A physical disability affecting the speed or legibility of handwriting;
- A sensory impairment;
- Illegible handwriting;
- Planning and organisational problems when writing by hand;
- Temporary medical condition e.g. broken arm.

Where the use of a word processor in examinations/assessments meets JCQ criteria, we will:

- Provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.
- Acknowledge that controlled assessment or coursework can normally be completed on word processors unless prohibited by the specification.
- Permit a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

Provision of Laptop or tablets to Exam Candidates

We will ensure that JCQ regulations are strictly adhered to and provide a laptop or tablet according to the following regulations.

A word processor:

- Must be checked before the candidate's examination(s) to ensure that the battery is sufficiently charged for the entire duration of the examination or have access to mains power;
- Must be used as a type-writer, not as a database, although standard formatting software is acceptable;
- Must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;
- Must be in good working order at the time of the examination;
- Must be 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 in another room, a separate invigilator will be required;
- Must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed



is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;

- Must be used to produce scripts under secure conditions, otherwise they may be refused;
- Must not be used to perform skills which are being assessed;
- must not be connected to an intranet or any other means of communication;
- Must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
- Must not include graphic packages or computer aided design software unless permission has been given to use them;
- Must 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;
- Must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- Must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Candidates will be advised:

To ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 - 6391/01.

If software does not allow this, once the candidate has completed the examination and printed off their typed script, they will be advised to handwrite their details as a header or footer. The candidate will be supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

To number each page appropriately.

To use a minimum of 12pt font and double spacing in order to assist examiners when marking.

That invigilators will remind candidates to save their work at regular intervals.

Alternatively, an IT technician can set up 'autosave' on each laptop or tablet. This way, if there is a complication or technical issue, the candidate's work is not lost.

Failure to Comply

Failure to comply with the regulations contained in the JCQ documentation has 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.



Contingency Planning

Contingency planning for exams administration is the responsibility of the Exams Officer. See Appendix 1.

Private candidates

Managing private candidates is the responsibility of the Exams Officer.

Estimated Grades

Heads of subject are responsible for submitting estimated grades to the Exams Officer when requested to do so.

Managing Invigilators

- External staff are used to invigilate examinations.
- These invigilators will be used for Internal exams and External exams.
- Recruitment of invigilators is the responsibility of the Exams Officer and Centre administration.
- Securing the necessary Disclosure and Barring Service (DBS) for new invigilators is the responsibility of the Centre administration.
- DBS fees for securing such clearance are paid by the invigilator.
- Invigilators are timetabled and briefed by the Exams Officer.
- Invigilators rates of pay are set by the County.

Malpractice

The Maelor School will follow JCQ procedures as laid down in the 'Suspected Malpractice Policies and Procedures' document for the relevant exam series https://www.jcq.org.uk/wp-content/uploads/2023/09/Malpractice_Sep23_FINAL.pdf and https://www.jcq.org.uk/wp-content/uploads/2023/09/ICE23-24-Sept23revision_FINAL.pdf.

The Exams Officer is responsible for investigating suspected malpractice. Any such practices identified will immediately be brought to the attention of the Head of Centre.

Definition of Malpractice

Instances of malpractice arise for a variety of reasons and may involve pupils, teachers, tutors, assessors or others responsible for the conduct, administration or quality assurance of examinations and assessments including examination officers, invigilators and those facilitating Access Arrangements (e.g. readers, scribes and practical assistants).

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:



- a breach of the Regulations; and/or
- a breach of awarding body requirements regarding how a qualification should be delivered; and/or
- a failure to follow established procedures in relation to a qualification;

which:

- Gives rise to prejudice to candidates;
- Compromises public confidence in qualifications;
- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate;
- Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Malpractice may or may not relate directly to sitting an examination. Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself. Also, failure to take action as required by an awarding body constitutes malpractice.

Malpractice includes maladministration, which can apply to a failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms.

Types of Malpractice

The following are types of malpractice:

- Breach of security;
- Deception;
- Improper assistance to candidates;
- Failure to co-operate with an investigation;
- Maladministration;
- AI misuse;
- Candidate malpractice, in connection with any examination or assessment, including:

being in possession (whether used or not) of unauthorised material during an examination or assessment, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), watches, instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, AirPods, MP3/4 players, pagers, or other similar electronic devices; • the unauthorised use of a memory stick or similar device where a candidate uses a word processor; • behaving in a manner so as to undermine the integrity of the examination.

If staff malpractice is discovered in coursework or non-examination assessments, the head of centre will inform the awarding body immediately.



AI Misuse

The Centre will adhere to the following JCQ Guidance: https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Use-in-Assessments_Feb24_v3.pdf

What is AI?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

When can AI be used?

If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way.

AI Misuse

AI Misuse will be treated as malpractice. AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examinations

- Where a candidate is being disruptive, the invigilator must warn the candidate that he/ she may be removed from the examination room.
- The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.
- The invigilator must record what has happened.
- Wherever possible, the invigilator should remove and keep any unauthorised material that a candidate may have in the examination.
- If necessary, the invigilator should summon assistance.
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination. Form JCQ/M1 - Report of suspected candidate malpractice and/or Form JCQ/M2 - Notification of suspected malpractice/maladministration involving centre staff must be completed where appropriate: <http://www.jcq.org.uk/exams-office/malpractice>
- The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room.
- The head of centre has a duty to monitor and report potential malpractice by invigilators and centre staff to the awarding body immediately.
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification.
- The Exams Officer will complete all the information regarding the suspected malpractice including candidate name, candidate number, date, time, paper sitting, names of all staff present and a full detailed report of the incident, having spoken to those concerned. Invigilators or other staff who witnessed the incident, will be asked to make a signed statement.



The Head of Centre will then:

- Supervise personally all investigations or delegate to an appropriate member of SLT.
- After investigating an allegation of malpractice. The Head of Centre will submit a full written report of the case to the relevant awarding body. The report will be accompanied by the relevant documentation, including a statement of the facts, a detailed account of the circumstances of the alleged malpractice, and details of any investigations carried out by the centre.
- Complete Form JCQ/M1 (suspected candidate malpractice) or Form JCQ/M2A (suspected malpractice/maladministration involving centre staff) to notify an awarding body of an incident of malpractice.
- Included will be written statements from the invigilator, any other staff involved, the candidate, seating plans showing the exact position of candidates in the examination room, signed witness statements, details of any unauthorised material found in the examination room.
- Once the internal investigation is complete, the Head of Centre will communicate the decision to the individual concerned and inform them that the awarding body will now look into the matter.
- The Head of Centre will co-operate with an enquiry into an allegation of malpractice and ensure that staff do so also

Rights of the accused individual

If, in the view of the Head of Centre there is sufficient evidence to implicate a candidate, that individual (a candidate or a member of staff) will:

- Be informed (preferably in writing) of the allegation made against them;
- Be advised that a copy of the JCQ publication Suspected Malpractice, Policies and Procedures can be found on the JCQ website.
- Know what evidence there is to support the allegation;
- Know the possible consequences should malpractice be proven;
- Have the opportunity to consider their response to the allegations (if required);
- Have an opportunity to submit a written statement;
- Be informed that they will have the opportunity to read the submission and make an additional statement in response, should the case be put to the Malpractice Committee;
- Have an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required);
- Be informed of the applicable appeals procedure.

Outcome

Once a decision has been made, it will be communicated in writing to the Head of Centre as soon as possible. It is the responsibility of the Head of Centre to communicate the decision to the individual concerned and to pass on details of any sanctions and action in cases where this is indicated.



Exam Days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators to distribute.

Site management is responsible for setting up the allocated rooms.

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

Senior members of staff will check the student's identity as they arrive at the examination spaces.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session (as determined by JCQ document guidelines). Papers will be distributed to Heads of Subject at the end of the exam session.

Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines (see malpractice section above). Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Invigilator.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by an invigilator or appropriate person at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

Clash candidates

Where students have a clash of examinations, necessitating one exam to be sat at a different time, the Exams Officer will be responsible for making arrangements in line with JCQ Guidance.

Special Consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, it is the candidate's responsibility to alert the centre, the Exams Officer, or the exam Invigilator, to that effect.

The exams officer will then forward a completed special consideration request (on line) to the relevant awarding body within the set period of time following the exam.



Conducting Non-Examination Assessments

All Centre Staff will refer to the JCQ document 'Instructions for conducting non-examination assessments.'

Staff responsibilities - GCSE Non-Examination Assessments

Head of Centre:

Ensures that this policy is fit for purpose.

Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior Leadership Team:

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Learning Directors to schedule non-examination assessments. (It is advisable that non-examination assessments be spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of non-examination assessments
 - issues arising from the need for particular facilities, (rooms, IT networks, time out of school, etc.).
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for non-examination assessments.

Plagiarism

Definition of Plagiarism

Plagiarism is defined as using other people's work and passing it off as your own. This may include, but is not limited to, language, thoughts, ideas, expressions and images. It is a form of cheating and is taken very seriously. Correctly crediting the original author or source of information can help avoid plagiarism.

When being set work to complete candidates will use a variety of sources to help them answer questions; this is seen as an important part of the learning process. However, it is expected that candidates will use these sources to develop their knowledge which they then express in their own words. Copying sentences or paragraphs from other sources is simply not acceptable. Equally unacceptable is copying directly from mark schemes or from other candidates' work.



How The Maelor School deals with plagiarism:

If the teachers' suspicions are confirmed and the student has plagiarised but the candidate has not signed the declaration of authentication, we will not report the malpractice to the appropriate Awarding Body as Centres can resolve the matter themselves prior to the signing of the declarations.

1. If a member of staff deems that a candidate has plagiarised within their work (e.g. coursework), the candidate will be given sufficient time to demonstrate that the work they have produced is their own.
2. If a candidate is unable to do this, they will be given the opportunity to re-do the piece of work, they will be spoken to by a senior member of staff about plagiarism and their parents will be informed about the breach.

Teachers must not accept work which is not the candidate's own.

However, if plagiarism is detected by the centre and the declaration of authentication has been signed, the case must be reported to the Awarding Body. The procedure is detailed in JCQ Suspected Malpractice Policies and Procedures (www.jcq.org.uk/exams-office/malpractice/).

Actions following plagiarism

If plagiarism is suspected by an awarding body's moderator or examiner, or if it has been reported by a student or member of the public, full details of the allegation will usually be relayed to the centre.

The relevant awarding body will liaise with the Head of Centre regarding the next steps of the investigation and how appropriate evidence will be obtained. The awarding body will then consider the case and, if necessary, impose a sanction in line with the sanctions given in the JCQ Suspected Malpractice Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

The sanctions applied to a student committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and the student being barred from entering for one or more examinations for a set period of time. Awarding bodies will also take action, which can include the imposition of sanctions, where centre staff are knowingly accepting, or failing to check, inauthentic work for qualification assessments.

Subject Leaders:

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40 per cent of overall assessment (non-examination and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Supply to the examinations office details of all unit codes for non-exam assessments.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.



- 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.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure the sample requested by the awarding body is processed correctly and posted requesting 'proof of posting' or uploaded onto the secure site as requested.

Teaching Staff:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments* (2023/24). Ensure that pupils understand what they need to do.
- Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the marking criteria detailed in the relevant specification provided by the awarding body. Submit marks through the examinations office to the awarding body when required, keeping a record of the marks awarded.
- Retain all candidates' work securely between assessment sessions (if more than one). Where work is stored electronically, access should be restricted and appropriate security safeguards employed.
- 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.
- Ask the appropriate special educational needs coordinator (ALNCO) for any assistance required for the administration and management of access arrangements.

Examinations Office Staff:

- Enter students for individual units, whether assessed by non-exam assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series (where appropriate).
- Where confidential materials are directly received by the examinations office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to indicate entries and collect and send marksheets to awarding bodies before deadlines (where appropriate).



- On the few occasions where non-examination assessment cannot be conducted in the classroom, arrange suitable accommodation where non-examination assessment can be carried out, at the direction of the Senior Leadership Team.

Additional Learning Needs Co-ordinator:

- Ensures access arrangements have been applied for in liaison with the Examinations Officer.
- Ensures that staff are informed of candidates with access arrangements at the start of the course, allowing arrangements to be made in class and in non-exam assessments.
- Works with teaching staff to ensure requirements for support staff are met.

Internal Moderation Procedure

The Maelor School believes it is important for all teachers to participate in internal moderation and standardisation exercises and that all assessors receive feedback on the outcomes of internal moderations. Internal moderation provides a professional learning opportunity for staff and as well as:

- Ensuring fairness and objectivity of decisions;
- Ensuring consistency in the application of assessment criteria and standards;
- Resolving any teachers' differences in the awarding of marks.

Internal Moderation Principles to be followed at The Maelor School

- Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.
- It is essential that all assessment decisions are in line with the qualification standards set down by the external examination body. The internal moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
- Internal moderation should be on-going throughout the subject course and feedback will always be given. Staff must evidence actions from feedback.
- Summative internal moderation will be carried out prior to candidates being entered for external assessments.
- It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
- All assessment evidence, which has been internally moderated, must be kept onsite. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

Procedure to be followed in relation to sampling

Sampling ensures that assessment activities are appropriate and that assessment decisions are consistent, with clear records. It ensures that all feedback given to learners is explicit and constructive. Records will show details of the sample taken and of the feedback given to assessors, including actions required and taken.



When taking a sample, the Learning Director/Head of Subject will check:

- All of the assessment for each given learner
- Specific learning outcomes across a number of learners
- That standards are being maintained over time

If a qualification is being submitted for the first time or the teacher is new to the role then a 100% sample will be taken. Once the qualification has been delivered successfully, and teachers are experienced, a sample of 15% will be taken. Samples will be taken from the full range of marks and across all teachers who assess in the subject.

The Learning Director/Head of Subject will record their findings, feedback to assessors and list action points with a timescale. The Learning Director/Head of Subject will be responsible for ensuring action points have been met.

The internal moderation process will be reviewed annually.

The Subject Leaders will:

- Have a detailed understanding of the relevant standards with Guidance for the qualifications being delivered as well as experience of assessment and quality systems within school.
- Ensure that assessment methods are appropriate and consistent.
- Ensure that learners are clear about what they need to do to meet the criteria.
- Undertake monitoring duties including sampling and standardisation, keep secure records of all internal moderation, feedback and actions given to assessors.
- Share good practice and give advice and support on the assessment activities
- Monitor progress against feedback and action points given.
- Undertake final checks to ensure the assessor/teacher has prepared evidence requested by the awarding body in the correct format, including checks of all mandatory paperwork.

Record of Internal Moderation: See Appendix 2

Appeals

The Maelor School Policy on Appeals is in two parts:

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

1. Policy on Internal Assessments for External Qualifications

The Maelor School is committed to ensuring that:

- Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal moderation and standardisation.



- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

Reviews of marking - centre assessed marks (GCSE CA, GCSE and Project qualifications)

The Maelor School will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- Inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- Having received a request for copies of materials, promptly make them available to the candidate.
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Inform the candidate in writing of the outcome of the review of the centre's marking.
- The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Note to students

- If a student has any concerns about the procedures used in assessing their internally assessed work for public exams i.e. coursework/portfolios, they should discuss the matter with the Head of Subject immediately. Following that, if the matter remains unresolved, the formal appeal procedure may be used by the student concerned.
- The regulations for GCSE, GCE, Entry Level and Project Qualification Coursework Assignments and GCSE Controlled Assessments state that:



- “The work you submit for assessment must be your own”
- “You must not copy from someone else or allow another candidate to copy from you”
- “If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating or malpractice”
- Teachers have the right to reject a student’s work on the grounds of malpractice if any of the above regulations are broken.
- The student, parent or guardian of a student has the right to appeal against any decisions to reject to a candidate’s internally assessed work on the grounds of malpractice.

Written Appeals Procedure

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

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer, a member of the Senior Leadership Team and a Head of Department not involved in the internal assessment decision. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirement of the Awarding Body and the ACCAC Code of Practice.

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

A written record of the appeal and the outcome will be kept on file at the centre and the Awarding Body will be informed of any amendments.

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

Post results service are available from all awarding bodies following the publication of results. Full details can be obtained from the Examinations Officer.

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

- Contact the Examinations Officer and the subject teacher as soon as possible [but at least **5 working days before the published deadline for EARs**] in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.
- Students should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they



understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.

- The subject teacher will review the student's marks/grades and discuss with the Head of Department to agree on the appropriate action, taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.

If the Department agrees to support the EAR:

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

If the Department does not agree to support the EAR:

A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer, at least ***5 working days before the published deadline for EARs***. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team; the outcome of the appeal will be communicated by telephone and 1st class letter post within 24 hours of receipt. This decision is final.

If the centre does not support the EAR the student may still proceed with the EAR but all costs involved will be paid by the student at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Examinations Officer ***before the published deadline for EARs***. If the enquiry is successful, the fee will be refunded to the student.

Outcomes following EARs will be forwarded by the Examinations Officer to the student as soon as they have been received from the Awarding Bodies.

Results

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips on results days, both in person or by email. Arrangements for the centre to be open on results days are made by the Head of Centre. The provision of staff on results days is the responsibility of the Head of Centre.

EARs

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates' consent is required before any EAR is requested.
- If a result is queried, the Exams Officer, teaching staff and Head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.
- When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.



ATS

- After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- GCSE re-marks cannot be applied for once a script has been returned.

Certificates

- Certificates are presented in person and collected and signed for.
- Certificates cannot be collected on behalf of a candidate by third parties.
- The centre retains certificates for five years.

Whistle Blowing

This guidance should be followed if you suspect any conduct or practice in any area of the school's exams activities which is potentially illegal, corrupt, improper, unsafe or unethical or which amounts to malpractice.

DO

- Make an immediate note of your concerns.
- Note all relevant details such as what was said in telephone or other conversations, the date, time and the names of any parties involved; or any action observed.
- Convey your suspicions to someone with the appropriate authority and experience e.g. your line manager, a member of the senior leadership team, the headteacher, chair of governors.
- Deal with the matter promptly.
- Keep a copy of all notes/details etc.
- Ask for a copy of The Maelor School whistleblowing policy if this has not routinely been made available to all school staff.

DO NOT

- Do nothing.
- Be afraid of raising your concerns. You must not suffer any recrimination as a result of voicing a reasonably held suspicion. The headteacher and/or chair of governors will treat any matter you raise sensitively and confidentially wherever possible (if you feel that the matter raised is not being treated sensitively and seriously then seek professional or alternative advice).
- Approach or accuse any individuals directly.
- Try to investigate the matter yourself. There are rules surrounding the gathering of evidence for use in criminal cases and in relation to child protection cases. Any attempt to gather evidence by people who are unfamiliar with these rules may destroy the case.
- Convey your suspicions to anyone other than those with the proper authority although other organisations such as a trade union or professional association may help you raise your concerns.

If you wish to remain anonymous, do not include your name / position or any other information which could lead to your identity being disclosed.

Remember the Public Interest Disclosure Act 1998 protects you from victimisation by dismissal, redundancy or any other detrimental action provided you:

- Have disclosed the information in good faith.
- Believe it to be substantially true.
- Have not acted maliciously or made a false allegation.



- Are not seeking any personal gain.
- It was reasonable for the disclosure to have been made.

Detail to provide in a whistleblowing disclosure

Examples of concerns you can raise with us, include:

- an awarding organisation worker making a disclosure about wrongdoing, such as malpractice, within the organisation or failure to comply with our regulations
- a worker in a centre making a disclosure about wrongdoing, such as exam malpractice or the incorrect assessment conduct at a centre

The more detail you can give us, the more it will help us assess your concern. It would be useful if you could provide information such as:

- details of the people and organisations involved, including where it has happened
- full details of your concerns, including the qualifications/subjects involved
- key dates
- any supporting documents and evidence

We do not encourage you to gather any further information from any source, whatever the circumstances. This might infringe privacy rights or other legal requirements. However, we may ask you to clarify the information you provide to us. We take all whistleblowing reports seriously, and anyone who reports to us as a whistleblower will be told whether we are able to investigate their concerns or not.

If you don't want to raise concerns with your line manager / SLT / Headteacher, you should tell the awarding body that offers the qualification. The awarding body should investigate and tell us about any issues that could affect learners, standards or public confidence in Wales.

Complaints

The Maelor School is committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.

Our definition of a complaint is 'an expression of dissatisfaction in relation to the school or a member of its staff that requires a response from the school.'

This complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

When to use this procedure

When you have a concern or make a complaint, we will usually respond in the way we explain below. Sometimes you might be concerned about matters that are not decided by the school, in which case we will tell you who to complain to. At other times you may be concerned about matters that are handled by other procedures, in which case we will explain to you how your concern will be dealt with.

If your concern or complaint is about another body as well as the school (for example the local authority) we will work with them to decide how to handle your concern.



Have you asked us yet?

If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response, then you may make your complaint using the procedure we describe below.

Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

What we expect from you

We believe that all complainants have a right to be heard, understood and respected. But school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining. We have a separate policy to manage situations where we find that someone's actions are unacceptable.'

Our approach to answering your concern or complaint

We will consider all your concerns and complaints in an open and fair way. At all times the school will respect the rights and feelings of those involved and make every effort to protect confidential information. Timescales for dealing with your concerns or complaints may need to be extended following discussion with you.

We may ask for advice from the local authority.

Some types of concern or complaint may raise issues that have to be dealt with in another way (other than this complaints policy), in which case we will explain why this is so, and will tell you what steps will be taken.

The governing body will keep the records of documents used to investigate your concern or complaint for seven years after it has been dealt with. Records will be kept in school and reviewed by the governing body after seven years to decide if they need to be kept for longer.

Complaints that are made anonymously will be recorded but investigation will be at the discretion of the school depending on the nature of the complaint.

Where complaints are considered to have been made only to cause harm or offence to individuals or the school, the governing body will ensure that records are kept of the investigations that are made and what actions are taken, including the reasons for 'no action'.

Answering your concern or complaint

There are up to three Stages: A, B and C. Most complaints can be resolved at Stages A or B. You can bring a relative or companion to support you at any time during the process but you will be expected to speak for yourself.

However, we recognise that when the complainant is a pupil it is reasonable for the companion to speak on their behalf and/or to advise the pupil. As far as possible, your concern or complaint will be dealt with on a confidential basis. However, there could be occasions when the person dealing with your concern or complaint will need to consider whether anyone else within the school needs to know about your concern or complaint, so as to address it appropriately.



If you are a pupil under 16 and wish to raise a concern or bring a complaint we will ask for your permission before we involve your parent(s) or carer(s). If you are a pupil under 16 and are involved in a complaint in any other way, we may ask your parent(s) or carer(s) to become involved and attend any discussion or interview with you.

Stage A

If you have a concern, you can often resolve it quickly by talking to a teacher or the Headteacher. You should raise your concern as soon as you can; normally we would expect you to raise your issue within 10 school days of any incident. The longer you leave it the harder it might be for those involved to deal with it effectively.

If you are a pupil, you can raise your concerns with your school council representative, tutor or the head teacher. This will not stop you, at a later date, from raising a complaint if you feel that the issue(s) you have raised have not been dealt with properly.

We will try to let you know what we have done or are doing about your concern normally within 10 school days, but if this is not possible, we will talk to you and agree a revised timescale with you.

The person overseeing your concern or complaint will keep you informed of the progress being made. This person will also keep a log of the concern for future reference.

Stage B

In most cases, we would expect that your concern is resolved informally. If you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the headteacher.

We would expect you to aim to do this within five school days of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible. There is also a form attached (Appendix B) that you may find useful. If you are a pupil we will explain the form to you, help you complete it and give you a copy.

If your complaint is about the headteacher, you should put your complaint in writing to the chair of governors, addressed to the school, to ask for your complaint to be investigated.

In all cases, the headteacher can help you to put your complaint in writing if necessary.

If you are involved in any way with a complaint, the headteacher will explain what will happen and the sort of help that is available to you.

The headteacher will invite you to discuss your complaint at a meeting. Timescales for dealing with your complaint will be agreed with you. We will aim to have a meeting with you and to explain what will happen, normally within 10 school days of receiving your letter. The headteacher will complete the investigation and will let you know the outcome in writing within 10 school days of completion.

**Stage C**

It is rare that a complaint will progress any further. However, if you still feel that your complaint has not been dealt with fairly, you should write, through the school's address, to the chair of governors setting out your reasons for asking the governing body's complaints committee to consider your complaint. You do not have to write down details of your whole complaint again.

If you prefer, instead of sending a letter or e-mail, you can talk to the chair of governors or the headteacher who will write down what is discussed and what, in your own words, would resolve the problem. We would normally expect you to do this within five school days of receiving the school's response. You will be asked to read the notes or will have the notes read back to you and then be asked to sign them as a true record of what was said. We will let you know how the complaint will be dealt with and will send a letter to confirm this. The complaints committee will normally have a meeting with you within 15 school days of receiving your letter.

The letter will also tell you when all the evidence and documentation to be considered by the complaints committee must be received. Everyone involved will see the evidence and documentation before the meeting, while ensuring that people's rights to privacy of information are protected. The letter will also record what we have agreed with you about when and where the meeting will take place and what will happen. The timescale may need to be changed, to allow for the availability of people, the gathering of evidence or seeking advice. In this case, the person dealing with the complaint will agree a new meeting date with you.

Normally, in order to deal with the complaint as quickly as possible, the complaints committee will not reschedule the meeting more than once. If you ask to reschedule the meeting more than once, the committee may think it reasonable to make a decision on the complaint in your absence to avoid unnecessary delays.

We will write to you within 10 school days of the meeting explaining the outcome of the governing body's complaints committee's consideration.

We will keep records of all conversations and discussions for the purpose of future reference and review by the full governing body. These records will be kept for a minimum of seven years.

The governing body's complaints committee is the final arbiter of complaints.



Conflicts of Interest

It is the responsibility of the Head of Centre to ensure that The Maelor School manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units and maintains clear records of all instances where: exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres, centre staff are taking qualifications at their centre which do not include internally assessed components/units, centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the Policy

The purpose of this policy is to confirm how The Maelor School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

Declaration Process

- A Declaration of Personal Interest form for will be sent from the EM to all centre staff involved in the process who are found have a conflict.

Staff will be required to

- confirm their understanding of what a personal interest in a candidate relates to
- (where applicable) declare no personal interest in any candidate
- (where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements
- confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre
- return the completed declaration to the EM

Managing Conflicts of Interest

- A Conflicts of Interest log will be maintained to record any potential conflicts of interest declared by centre staff

The log will record the nature of potential conflict and a decision by a member of the Senior Leadership Team, if this is deemed a potential risk to the integrity of the centre's assessments (where applicable) The log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need if to separate duties and personnel.



Roles and Responsibilities

The Role of the Head of Centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are 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 (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

The Role of the Exams Manager

- Ensure the process for collecting declarations of interest is undertaken
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are: Taking qualifications which include internally assessed components/units at their own centre. Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)



Cyber Security

Electronic question paper materials will only be handled by members of staff authorised to do so by the Head of Centre.

The Head of Centre will ensure that authorised staff are familiar with the most recent instructions issued by the relevant awarding bodies.

Between two and (no more than) six members of centre staff will be authorised to handle secure electronic materials. They are:

- Exams Officer
- Katherine Garratt-Smith
- Leanne Eyre

Other members of centre staff may assist with printing and collation provided they are under supervision.

Secure account management

Email accounts used for secure material access will belong to named individuals or be a group email account accessed solely by individuals authorised by the head of centre to handle secure materials. Where group email accounts are in place, regular checks are conducted to ensure all authorised individuals in the group still require access.

Files are only be accessed by the named individual(s) to whom they have been sent. Emails or links to secure materials are never forwarded or shared.

Individuals who access secure material accept personal responsibility for maintaining the security of the material.

Accounts used to access secure material are audited regularly. Any unused or unneeded accounts must be closed promptly, for example when a member of staff has left the centre or changed roles.

Accounts are reviewed by the Head of Centre ahead of each examination series to ensure that users have appropriate levels of access, and all inactive accounts have been removed.

Passwords used to access secure material are strong and changed regularly. Passwords are never be written down or shared. The use of Two Factor authentication is deployed where available.

Accessing and printing secure files

The integrity and security of the electronic question paper is maintained during the downloading, printing and collating process.

The file is accessed and downloaded only for the use of the candidate(s) who have been entered for the examination.

The file is stored locally only for the purposes of printing and is then deleted immediately. The file is then deleted from the deleted items folder.

Any emails or links associated with the secure file are also immediately deleted and then deleted from the deleted items folder.



We do not create any unnecessary hard copies of files, and securely destroy any unneeded hard copies once printing has been completed.

Secure files are accessed and printed within a secure environment. Only authorised members of staff must be present in the room.

Arrangements for handling secure electronic materials

Once printed, question papers are sealed within a non-transparent envelope marked clearly with the exam details on the outside of the envelope. The envelope is then stored securely ready for transfer to the examination room at the appropriate time, in line with the requirements in section 3.

Reporting to an awarding body

We will report any deviation from these instructions to the awarding body using JCQ Form M2.

We will report any concerns of a potential breach of security to the awarding body immediately

Mitigating the Risk of a Cyber Attack

Create strong unique passwords

- Use a password creation approach such as three random words to generate suitably secure passwords.
- Never use easily guessable information such as birthdays, singular names or common words for a password.
- Always use a strong unique password for every account used and never use the same password across any other account.

Keep all account details secret

- Never share login/password details or additional factor/authentication codes with anyone else.
- Each person who needs access to a system should request their own user account and never share an account assigned for their use with anyone else.

Enable additional security settings wherever possible

- Activate two-step verification (2SV)/two-factor verification (2FA) or multi-factor authentication (MFA) wherever available.

Update any passwords that may have been exposed

- If it is believed passwords may have been exposed/become known to others, they should be changed as soon as possible. The new passwords should not be shared with anyone.
- When changing passwords, strong unique passwords (e.g. three random words) should always be used. Old passwords should not be reused nor should cycling through a small set of passwords across multiple accounts be used. When passwords are reused, or follow a discernible pattern, attackers have tools that will help them to identify such password reuse/cycling patterns.
- Set up secure account recovery options
- Updated account recovery options such as alternate email accounts or phone numbers should be set up or kept to facilitate access to accounts in case of a lockout or compromise

**Review and manage connected applications**

- Regularly review and remove access for third-party applications or services that no longer require access to accounts.
- Be cautious when granting permissions to applications and grant only the necessary access required for them to function.
- Passwords should not be saved to local web browsers.
- Care should be taken if unsolicited or unexpected emails, instant messages, or phone calls are received asking for account credentials or personal or confidential information.
- Report any phishing attempts which reference awarding bodies/their systems to the awarding body concerned immediately.
- Centre staff accounts should be routinely reviewed for any suspicious, unusual or unauthorised activity.
- Ensure user access is reviewed promptly for staff who have left the centre.



Appendix 1 - Examinations Contingency Plan

Examinations Officer & Exam procedures

<i>Exam Item</i>	<i>Location / Holders Name</i>	<i>Responsibility</i>
In the event of Exams Officer absence	Mrs Katherine Garratt-Smith to run exams, supported by invigilators	KGS, LEY
Exam system failure or cyber attack during the exam series or results period	<ol style="list-style-type: none"> 1. Enact incident management plan (FCC) 2. Contact the NCSC 3. Contact local law enforcement and Action Fraud 4. Inform us by emailing centres@wjec.co.uk or phoning 02920 265 077 5. Actions to take when the cyber threat is heightened 	KGS
Keys to Secure Storage for exam papers and exam stationery	Exams Officer/Spare set with Finance Assistant	Exams Officer/Business Manager
Storage of exam papers	Kept in main secure cabinet (locked) In EO room. EO will keep papers in date order ready for exams.	Exams Officer
Exams Office - Centre Timetable / Rooming Timetable	Compiled by Exams Officer/Room timetable compiled by Exams Officer through SIMS	Exams Officer
Seating Plans	Compiled by Exams Officer through SIMS and held in filing cabinet in EO room	Exams Officer
Exam Desk Labels/Cards	Compiled by Exams Officer through SIMS and held with seating plans.	Exams Officer
Setting out of Exams Room	Posters/Labels etc - Exams Officer Desks & Chairs - Facilities Manager	Exams Officer/Facilities Manager
Notices - Warning to candidates / No Mobile Phones.	Exams Officer - kept in drawers in EO room	Exams Officer
ICE Booklet. Clocks, headphones (CATS).	Booklet in exam trays, clocks and boxes in EO room.	Exams Officer
Attendance Registers	Sent by Exam Boards to Exams Officer	Exams Officer
Invigilator Timetable	Compiled by Exams Officer	Exams Officer
Register of Invigilators and contact/training details	Kept in file in EO room	Exams Officer
Register of Access Arrangements	Determined by ALNCO and notification to Exams Officer. Assistant ALNCO makes access applications on-line, working to information provided via ALNCO.	ALNCO in liaison with Exams Officer



	EO will write this on the invigilation seating plan and inform the invigilators of any access arrangements. Access arrangements taken into account when determining seating plans i.e. use of separate rooms	
Access Arrangements Script Cover Sheets	Pupils requiring cover sheets i.e. scribe or use of laptop/computer, determined through on-line access arrangements. Sheets printed off and available for the invigilator.	Exams Officer/Invigilator
Coloured Exam papers (where required)	EO photocopies exam papers onto coloured paper for those students who require it. This can only be done 90 mins before the published exam start time. Details of students requiring coloured paper kept on teachers drive in access arrangements file.	Exams Officer
Script Envelopes	Exams Officer receives from Exam Boards - kept on top of secure cupboard in Exams Officer room	Exams Officer
Examiner Address Labels	Exams Officer receives from Exam Boards. Used to send scripts to appropriate EBs - kept in Exams Officer room	Exams Officer
AB stationery booklet	Exams Officer receives from Exam Boards - kept in Exams Officer room on top of secure cabinet.	Exams Officer
Exam clash chart and candidate quarantine details	Exams Officer produces Clashes list from SIMS. Letter sent by EO to pupils concerned detailing arrangements. Copies with Director of sixth form. EO makes arrangements for invigilators to supervise Clash candidates in line with normal exam procedures.	Exams Officer
Visits by JCQ inspectors (unannounced)	Exams Officer, who will assure that all requests for information are met.	Exams Officer
Starting exams	Exams started by Invigilators. Consistent messages to students concerning behaviour, mobile phones/smart watches, drinks bottles etc.	Invigilators
Checking of seating arrangements during exams i.e. taking the register	Invigilator checks seating plans and attendance and hands to EO. The spare list will first go to Attendance Officer to start calling absentees.	Exams Officer/Invigilator
Contact arrangements during exams	Invigilators in each exam room have access to a fixed telephone to contact EO. EO will visit each exam room regularly whilst exams are in progress.	Exams Officer/Invigilator
Pupils needing to leave the exam room during exams i.e. toilet on demand, illness etc.	These should be in extreme circumstances. Pupils would need to be accompanied by an invigilator to maintain exam security. EO to be contacted when students are not toilet on demand.	Exams Officer/Invigilator
Emergency evacuation procedures	In line with school determined emergency evacuation procedure. EO ensures that details of procedures for individual rooms are in the room for invigilators to access. Written instructions on procedures to follow should emergency evacuation be required are in all invigilator trays	Exams Officer/Invigilators



Exams having to be relocated in an emergency situation	<p>Identified Alternative locations: 1. The Lion Quays Hotel 2. Glyndwr University Sports Centre</p> <p>We will:</p> <p>Contact the relevant awarding organisation and follow its instructions.</p> <p>Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.</p> <p>Identify whether the exam or timetabled assessment can be sat at an alternative venue, (such as the Leisure Centre) in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.</p> <p>Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.</p> <p>Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.</p> <p>Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.</p> <p>After the exam:</p> <p>Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.</p> <p>Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.</p> <p>Ensure that scripts are stored under secure conditions.</p> <p>Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.</p>	
Candidates at risk of not being able to sit exam - centre stays open	<p>We will consider moving the starting times of the examination for all candidates</p> <p>Implement the rules for very late arrivals (see section 21 of the JCQ publication Instructions for conducting examinations). Try, wherever possible, for candidates to sit the examination.</p> <p>Put in special consideration through absence for acceptable reasons for those who meet criteria</p>	
Centre is at risk of not being able to open as normal during the examination period	<p>Head of centre to make the decision following advice or instructions from relevant local or national agencies.</p> <p>Support to be sought from exam board if necessary</p>	



Disruption to transporting completed examination scripts	For examinations where centres make their own collection arrangements, they should investigate alternative options that comply with the JCQ publication Instructions for conducting examinations Completed scripts will be stored securely until they are collected.	
Issues arising during exams	Noted by invigilators and passed to EO for appropriate action.	Exams Officer/Invigilators
Collection of Scripts	Invigilators in the Exam room. Handed to Exams Officer	Exams Officer with Invigilators
Collation of Scripts	Exams Officer with lead invigilator(s) dependent on size. Checking against registration sheets to ensure all papers accounted for. EO parcels up scripts, places correct address label and takes to General Office for posting	Exams Officer
Completion of Proof of Posting Form	General Office	General Office
Postage of Scripts	General Office - Finance assistant takes these to post office or courier picks up.	General Office
Computer storage	Main File: SIMS Policies: *****	Exams Officer
Awarding Body Tel. Numbers: WJEC AQA OCR Edexcel Qualifications Wales support contact - Annie Allitt	 02920 265 000 0161 953 1180 01223 553 998 0844 463 2535 07464543621 annie.allitt@qualificationswales.org	
<p>Additional Notes:</p> <p>Any person covering for Exams Officer would need access to SIMS and Examination module and an understanding of how to navigate around the system.</p> <p>All other Exam Board etc passwords (to Secure Websites) are held by Mrs K Garratt-Smith.</p>		



	Basedata Files Required for Each Season				
September	November / December	October / November Registrations	January	March	June
Internal Year 12 / 13	WJEC GCSE	WBQ BTEC AGORED	WJEC GCSE BTEC WBQ	Internal Year 10 / 11 exams	WJEC GCSE / AS / A Level BTEC / Vocational / WBQ
	Internal Year 10 / 11 / 12 / 13 exams				Other exam boards if appropriate

All basedata files can be downloaded from the individual AB websites via SIMS.

Registrations for alternative qualifications i.e. NCFE, Agored Cymru and Coleg Cambria

The process for making exam entries is set out below.

Season: NOVEMBER Start Date: September			AB Deadline Where applicable	Completed 0
	Set a date for each action or deadline			
	WJEC GCSE	WJEC WBQ Registrations		
Basedata Download	On return in September	On return in September		
Marksheet Set Up	Second week in September	Second week in September	4 th October	
Distribute Marksheets to Staff	Second week in September	Second week in September		
Deadline for Return of Marksheets	Third week in September	Third week in September		
Entries Inputted <i>Date by which this task will be completed</i>	Third week in September	Third week in September		
Entry Check Sheets Printed	Third week in September			
Distribute Check Sheets to Staff	Third week in September			
Deadline for Check Sheet Return	Last week of September			



Amend Entries <i>Date by which this task will be completed</i>	Last week of September			
Send Entries to AB (via A2C as ENTRIES)	By 4 th October			
Set deadline for any amendments i.e. change of tier.	15 th October			
Print Statement of Entries for Candidates	4 th October			
Distribute Statement of Entries to Candidates	4 th October			
Deadline for return of any amendments from Candidates/Parents	End of September			
Amend Entries <i>Date by which this task will be completed</i>	15 th October			
Send amendment to AB (via A2C as AMENDMENTS)	By 17 th October		17 th October	
Exam entries appear on AB secure website and are checked by Exams Officer - take up any anomalies with AB	As soon as details appear			

Season: JANUARY Start Date: October			AB Deadline <i>Where applicable</i>	Completed Ö
	Set a date for each action or deadline			
	WJEC GCSE	WJEC WBQ		
Basedata Download	September			
Marksheet Set Up	Early October		21 st October	
Distribute Marksheets to Staff	Early October			
Deadline for Return of Marksheets	12 th October			
Entries Inputted <i>Date by which this task will be completed</i>	12 th October			
Entry Check Sheets Printed	12 th October			
Distribute Check Sheets to Staff	12 th October			
Deadline for Check Sheet Return	19 th October			



Amend Entries Date by which this task will be completed	19 th October			
Send Entries to AB (via A2C as ENTRIES)	By 21 st October			
Set deadline for any amendments i.e. change of tier.	End October			
Print Statement of Entries for Candidates	21 st October			
Distribute Statement of Entries to Candidates	21 st October			
Deadline for return of any amendments from Candidates/Parents	End October			
Amend Entries Date by which this task will be completed	End October			
Send amendment to AB (via A2C as AMENDMENTS)	By 12 th November		12 th Nov	
Exam entries appear on AB secure website and are checked by Exams Officer - take up any anomalies with AB	As soon as details appear			

Season: FEBRUARY Start Date: December		AB Deadline Where applicable	Completed Ø
	Set a date for each action or deadline		
	WJEC		
Basedata Download	End of November		
Marksheet Set Up	End of November	8 th January	
Distribute Marksheets to Staff	End of November		
Deadline for Return of Marksheets	End of first week of December		
Entries Inputted Date by which this task will be completed	End of first week of December		
Entry Check Sheets Printed	End of first week of December		
Distribute Check Sheets to Staff	End of first week of December		
Deadline for Check Sheet Return	Before Christmas break		
Amend Entries Date by which this task will be completed	Before Christmas break		



Send Entries to AB (via A2C as ENTRIES)	By 8 th January		
Set deadline for any amendments i.e. change of tier.	By 23 rd January		
Print Statement of Entries for Candidates	8 th January		
Distribute Statement of Entries to Candidates	8 th January		
Deadline for return of any amendments from Candidates/Parents	20 th January		
Amend Entries <i>Date by which this task will be completed</i>	20 th January		
Send amendment to AB (via A2C as AMENDMENTS)	By 23 rd January	23 rd January	
Exam entries appear on AB secure website and are checked by Exams Officer - take up any anomalies with AB	As soon as details appear		

Season: MARCH Start Date: October			AB Deadline <i>Where applicable</i>	Completed Ö
	Set a date for each action or deadline			
	WJEC Entry Level	WJEC WBQ		
Basedata Download	October	October		
Marksheet Set Up	October	October	21 st Nov	
Distribute Marksheets to Staff	October	October		
Deadline for Return of Marksheets	End of October	End of October		
Entries Inputted <i>Date by which this task will be completed</i>	End of October	End of October		
Entry Check Sheets Printed	End of October	End of October		
Distribute Check Sheets to Staff	End of October	End of October		
Deadline for Check Sheet Return	Second week November	Second week November		
Amend Entries <i>Date by which this task will be completed</i>	Second week November	Second week November		
Send Entries to AB (via A2C as ENTRIES)	By 21 st November	By 21 st November		
Set deadline for any amendments i.e. change of tier.	By Christmas break	By Christmas break		



Print Statement of Entries for Candidates	Early December	Early December		
Distribute Statement of Entries to Candidates	Early December	Early December		
Deadline for return of any amendments from Candidates/Parents	Middle December	Middle December		
Amend Entries <i>Date by which this task will be completed</i>	Middle December	Middle December		
Send amendment to AB (via A2C as AMENDMENTS)	By 30 th December	By 30 th December	By 30 th December	
Exam entries appear on AB secure website and are checked by Exams Officer - take up any anomalies with AB	As soon as details appear	As soon as details appear		

Season: JUNE Start Date: December		AB Deadline <i>Where applicable</i>	Completed Ö
	Set a date for each action or deadline		
Basedata Download	December		
Marksheet Set Up	December	By 21 st February	
Distribute Marksheets to Staff	Early January		
Deadline for Return of Marksheets	Last week of January		
Entries Inputted onto SIMS	Last week of January		
Entry Check Sheets Printed	Last week of January		
Distribute Check Sheets to Staff	Last week of January		
Deadline for Check Sheet Return	Middle February		
Amend Entries <i>Date by which this task will be completed</i>	Middle February		
Send Entries to AB (via A2C as ENTRIES)	By 21 st February		
Set deadline for any amendments i.e. change of tier.	End of February		
Print Statement of Entries for Candidates	End of February		



Distribute Statement of Entries to Candidates	End of February		
Deadline for return of any amendments	Second week of March		
Amend Entries Date by which this task will be completed	Second week of March		
Send amendment to AB (via A2C as AMENDMENTS)	By 19 th March	By 19 th March	
Exam entries appear on AB secure website and are checked by Exams Officer - take up any anomalies with AB	As soon as details appear		



Appendix 2: Minutes from Internal Moderation Meetings

Persons present:	Date:
Issues arising:	Action agreed / person(s) responsible
Date agreed for next meeting:	



Appendix 3: External Assessment - Risk Management Process

Coronavirus

We are committed to ensuring the health and safety of our centre and pupils and continue to review our current working practices to mitigate the impact of the COVID-19 Coronavirus pandemic. We are working closely with the JCQ and the various Examination Boards to consider how we collectively manage the particular risks which may impact the smooth running of exams and assessments. As a result, some of the information detailed may be subject to change or modification.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Teacher
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Teacher
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Teacher
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Assess in advance any candidates likely to be missing	Plan alternative session(s) for candidates	Teacher
Candidates have a scheduling clash for exams or assessment (possibly off-site on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes Please note: retakes of external assessments are limited	Teacher
Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	



Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Learning Directors
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Learning Directors
Teaching staff/assessors do not understand supervision of external assessment is their responsibility	Ensure teaching staff/assessors understand nature of external assessments and their role in supervision		Learning Directors
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any external assessment where a teacher/assessor is not supervising, in line with the awarding body specification	Examinations Officer to arrange for invigilators to be present where staff cannot supervise.	Learning Directors

* Not all external assessments, whether for Principal Learning (Wales) or GCSEs, will require the completion of a study diary or study plans.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Task setting			



Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification*	Seek guidance from the awarding body	Learning Directors
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Learning Directors
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks. Assessment papers should be stored with Examinations Officer until date of assessment.	Learning Directors Exams Officer
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage. Assessment papers should be stored with Examinations Officer until date of assessment.	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Head of Centre Exams Officer

* All tasks, whether set by the awarding body or the centre/consortium, must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action	Teacher



Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines	Seek guidance from awarding body	Learning Directors Exams Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Learning Directors

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	Learning Directors
Centre does not run standardisation activity as	Plan against the requirements for standardisation for the awarding body when and how this	Check with the awarding body whether a later standardisation event can be arranged	Learning Directors Exams Officer



required by the awarding body	activity will be conducted		
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Appendix 4: Internal Appeals Form

- Appeal against Internal Assessments for External Qualifications
- Appeal against Policy on External Assessments for External Qualifications [Enquiries about Results - EARs]

<i>Candidate Name</i>		
<i>Candidate Number</i>		
<i>Subject</i>		
<i>Paper Reference No./Title</i>		
Please explain your grounds for appeal:		
Office use only		
Date Received:	Signature:	
Date of Outcome:	Signature:	
Details of Outcome:		



Appendix 5 - Declaration of Interest Form

Declaration of Interest form 2024/25

To comply with the regulations, the centre is required to manage conflicts of interest and inform the relevant awarding body/bodies (by the published deadline for entries for each examination series) of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, and maintains clear records of all instances where:
- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres

To ensure compliance, you must declare (by ticking) any of the statements that apply to you and complete the required information.

Your name		Your job title(s)/role(s)	
Subject(s) you teach (if applicable to your role)			

Please tick any statement/statements that applies/apply to you and complete the required information (or will apply to you during the 2023/24 academic year)

☐ I am taking a qualification(s) at this centre which includes an internally assessed component/unit

	Awarding body	Qualification type	Specification (Subject)
Qualification(s) I am taking			
Steps I have taken to seek an alternative centre at which to take the qualification(s)			

☐ I am teaching and preparing a member of my family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for a qualification(s) which includes an internally assessed component/unit (Where more than one related person, please complete a separate form)



Name of related person (the candidate)			
Candidate number		Relationship to me	
Qualification(s) being taught and prepared for	Awarding body	Qualification type	Specification (Subject)

☐ I am a member of exams office staff and have a member of my family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments at this centre or another centre
(Where more than one related person, please complete a separate form)

Name of related person (the candidate)			
Where the candidate is being entered	<input type="checkbox"/> This centre <input type="checkbox"/> Another entering centre (tick box as applies)		
Candidate number (if this centre)		Relationship to me	
Entering centre name (if not this centre)		Entering centre number (if known)	

☐ I am taking a qualification at this centre which does not include internally assessed components/units
☐ I am taking a qualification at another centre

Qualification(s) I am taking	Awarding body	Qualification type	Specification (Subject)	Exam series
Entering centre name			Entering centre number (if know)	

☐ I have none of the above statements to declare

Date declaration(s) made: _____ Signature to confirm declaration(s): _____

This completed form (including date and signature) must be returned to Mrs L Owen.

The declaration(s) you have provided will be used to inform the relevant awarding body/bodies (where required) and to record details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. You will be informed if/where any measures or protocols put in place directly affect you.

All records are subject to inspection by the JCQ/awarding body on request and will 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 (for the relevant exam series).

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FOR HEAD OF CENTRE/EXAMS MANAGER USE ONLY

Date	Action
	Completed Declaration form received
	Declaration(s) recorded on Conflicts of Interest (COI) log
	Awarding body/bodies informed of specific COI (where applicable)
	Staff member informed of measures/protocols in place to manage the risk represented by the COI



Appendix 6 - Conflict of Interest Log

Conflict of Interest Reported to Awarding Bodies

Centre Name:

Centre No:

Staff taking examination/assessment within centre that include internally assessed components/units.

Name	Role	Subject Awarding Body	Series	Steps taken to mitigate conflict of interest

Staff who are teaching and preparing members of their family or close friends and their immediate family for qualifications. Including internally assessed components/units.

Name	Role	Subject Awarding Body	Series	Steps taken to mitigate conflict of interest

**Conflict of Interest****For Centre Records**

Centre Name:

Centre No:

This record may be inspected by a JCQ Centre Inspector and/or awarding body staff.

Exams office staff who have members of their family or close friends and their immediate family, being entered for examinations and assessments either at the centre itself or other centres.

Name	Role	Relationship of Related Person	Relevant Centre	Series	Steps taken to mitigate conflict of interest

Staff who are taking qualifications at their centre which do not include internally assessed components/units.

Name	Role	Qualification	Series	Steps taken to mitigate conflict of interest

Staff who are taking qualifications at other centres.

Name	Role	Qualification	Centre	Series	Steps taken to mitigate conflict of interest



Appendix 7 - Acceptance of Examination Material/documentation/packages

NOTE/PROCESS FOR RECEPTIONIST

On receipt of Examination Documentation (of any kind) please ensure the following actions are taken :-

1. Blue File contains the instructions and the latest Proforma to be completed to record Examination Documentation deliveries.
2. Proforma Complete all Sections
3. Enter the date in full
4. Enter the time the documents received/handed over to you
5. Note the Examining Body/Awarding Body e.g WJEC
6. Insert your Signature to advise you have received the documents
7. Receptionist to telephone and advise Examination Team (and advise you have accepted and in receipt of Examination Documentation and advise type of documents amount/type e.g. letters/parcels and amount etc
8. Depending on the number and weight of packages, either a member of the Exam Team can collect documentation from Reception OR Reception to place a call with Caretakers and ask the Caretaker to come to reception and complete the proforma and deliver documentation to the Exam Team.

Please do not leave any documents visible or un-attended on the Reception Desk, they must be locked away if not collected immediately.