



Exams Policy

Version 1

CONTENTS PAGE

Paragraph Number	Heading	Page Number
1	Fair Assessments	2
2	Controlled Assessments	3
3	Non-Examination Assessments	7
4	Academic Appeals	17
5	Access Arrangements (including Word Processor and Separate Room statement)	21
6	Verifying Identity	26
7	Emergency Evacuation Procedure	26
8	Lockdown Procedure (in addition to the general separate policy for each college)	28
9	Examination Timetables & Clashes	28
10	Overnight Supervision	29
11	Severe Weather on Exam Days	30
12	Exam Equipment & Unauthorised Items	30
13	Malpractice	30
14	People Present in the Exam Room	33
15	Leavers Exam Resits – (Private/External Candidates)	34
16	Re-sitting GCSE Maths/English	35
17	Re-sitting External Exams & Set Tasks for Applied General/Vocational qualifications	35
18	Special Consideration	36
19	Absence From Exams	37
20	Exam Late Arrivals	38
21	Exam Results	39
22	Certificates	39
	Appendix A - Standard Letter for Missed Exams	41

1.0 Fair Assessments

1.1 Statement of Assessment

- We aim to provide a variety of qualifications that provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

1.2 Access

- Students are made aware of the existence of this policy and have open access to it online on Moodle.
- All teachers are made aware of its contents and purpose of this policy.

1.3 What Students Can Expect From Us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the Awarding Body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and conducted in accordance with the Awarding Body's instructions.
- Externally marked assessments and exams will be according to the requirements of the Awarding Body.

1.4 Students Can Also Expect

- To be fully inducted onto a new course and given information that can be shared with parents/carers.
- An assignment schedule at the beginning of the course.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear from the outset of the course and when assignments are set.
- All work will be assessed during the course. Constructive and focussed feedback, including written and verbal, will be given by the teacher, to enable the student to improve their performance.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of work.
- All work to be marked according to the assessment schedule.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant Awarding Body.

1.5 What We Expect From Students

- Students are expected to meet all deadlines for coursework and assignments.
- Students are expected to achieve the assessment criteria within the given timescale.
- All work submitted for assessment purposes must be the student's own. Any work submitted that is not completely their own, will be regarded as malpractice (cheating).
- Submissions must not include any discriminatory or divisive language. Use of such language will result in failure of the assessment and the possibility of disciplinary action.
- Submitted assignments remain the property of the Trust and will only be returned to the student at the discretion of the Trust and then only after the Exams Board's Enquiry About Results (EAR) period has ended.

1.6 Cheating & Plagiarism

A fair assessment of student's work can only be made if the work is entirely the student's own. Therefore students can expect an Awarding Body to be informed if:

- they are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- they use an unauthorised aid during an assessment or examination, including information written on their body
- they copy another student's answers during an assessment or examination
- they talk during an assessment or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant Awarding Body. If a student feels they have been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

2.0 Controlled Assessments

The aim of this policy is to clarify for staff the implications of controlled assessment within specifications to ensure security and uniformity of provision.

NCLT will ensure that those students following courses with controlled assessments as part of their learning will undertake their assessment under the correct rules, with the correct level of supervision and in a timely manner.

2.1 Policy Guidelines Trust Exams Senior Link

- Accountable for the safe and secure conduct of controlled assessments.
- Facilitates the sharing of good practice through the Heads of School.
- Updates the Internal Appeals Policy for non-examination assessments with the Exams Manager for approval by the Trust Executive Team (TET).
- Hearing of Appeals related to NEA assessment.

2.2 Trust IT Manager

- Will ensure that timed **secure** accounts are available for controlled assessment using ICT facilities.
- To provide technical support as and when required.

2.3 Trust SENDCo

- Ensures access arrangements have been applied for.
- The SENDCo will inform relevant staff which students require access arrangements.
- Works with relevant staff to ensure requirements for support staff are met.

2.4 Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publications *Instructions for Conducting Controlled Assessments & Non Exam Assessments*.
- Understand and comply with the Awarding Body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- 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 the proper conditions are in place for the assessment to take place within the facility:
 - use exam signs on doors
 - Do Not Enter
 - JCQ Warning Posters (Warning to Candidates & No Mobile Phones)
 - no unauthorised materials
 - any display material which might provide assistance is removed or covered
 - disable internet if appropriate
 - ask another member of staff to verify conditions.
- Ensure they are aware of any access arrangements that need to be applied during a Controlled Assessment session.
- Ensure that students and supervising teachers sign authentication or declaration forms on completion of an assessment.
- Must ensure that candidates are clear about the assessment criteria which they are expected to meet in their Controlled Assessments and will provide a thorough explanation or interpretation of such criteria. This explanation or interpretation must be general and not specific to a candidate's work or mark scheme.
- Mark internally assessed components using the mark schemes provided by the Awarding Body.
- Take sensible precautions regarding the security of students' work taken home to mark.
- Reporting initially to their Head of School if suspected malpractice occurs.

2.5 Heads of School

- Working with heads of school in other trust colleges, collectively decide on the Awarding Body and specification for a particular subject.
- Supply to the Exams Office details of all unit codes for controlled assessments in June before the next academic year.
- Establishes roles and responsibilities relating to controlled assessment and provides appropriate support and training.
- At the start of the academic year, begins coordinating with Exams Department to schedule controlled assessments. Plans ahead to ensure assessments are scheduled appropriately in the academic year.
- Maps overall resource management requirements for the year. As part of this resolves:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of college, etc.) liaises.
- Ensures assessments comply with the general guidelines, contained in the JCQ publications *Instructions for Conducting Controlled Assessments & Non Exam Assessments* and Awarding Bodies' subject-specific instructions, including the three levels of supervision (i.e. Formal, Informal or Limited) and the differences in the management of these assessments.
- Understands the instructions that may be given to candidates regarding assessed tasks; no other information must be given either directly or indirectly to candidates relating to the content of the assessment or the marking.
- Provide the Vice Principal and Exams Office timings/dates of sessions a minimum of two weeks before they occur.
- Will liaise with the Trust IT Manager to setup secure accounts.
- Keep a subject log that contains: the date/time of each assessment with its title, name of supervising teacher, list of candidates present/absent and log any incidents. Co-ordinate the organisation of additional sessions to allow students to complete controlled assessment they have missed through absence.
- 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. A signing in/out system is in operation for all secure materials.

2.6 Practical Tasks

- Is responsible for ensuring the downloaded task, mark schemes, instructions (including any copies made of these documents) and candidates' scripts are stored securely and remain confidential at all times.
- Have read the Practical Skills Handbook and/or any other instructions relating to the assessment and that this information is passed on to relevant subject staff members.
- Follow the requirements for supervision as set out in the Awarding Body specification only permitting assistance to students as the specification allows.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.

- Ensure that individual teachers understand their responsibilities with regard to controlled assessment, provide training if necessary and keep a record of this training for CPD purposes.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification, are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure all work required for moderation is submitted to Exams Office by internally specified deadlines.
- 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.
- Submit marks via Awarding Body(s) secure websites or Exams Office by specified deadlines. Keep a record of the marks awarded.
- Retain candidates work securely between assessment sessions (if more than one).
- Post-completion, retain candidates work securely until the closing date for *Enquiries About Results*. Further to this, Science subjects must retain work until all resit opportunities have been exhausted.
- 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.
- To inform students to collect controlled assessments by a specific date or it will be destroyed where allowed by Awarding Body regulations.
- Must obtain written consent from any student they wish to use their controlled assessment for future teaching and/or display purposes where allowed by Awarding Body regulations. This should be obtained within one month after results when applicable.
- Will be expected to liaise fully with the SENDCo when planning for controlled assessments, build in time for such access arrangements for students with Special Educational Needs and make appropriate arrangements to ensure that the needs of individual students are met (e.g. extra time, classroom assistant, reader, prompter, scribe, rest breaks, etc.).
- Ask the SENDCo for any assistance required for the administration and management of access arrangements.
- If suspected malpractice occurs, the Exams Officer must be informed immediately.

2.7 Exams Office

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Distribute a copy of the JCQ Notice to Candidates (for controlled assessments) to all students at the start of the academic year.
- Enter students 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- To operate a signing in/out system for confidential material.
- Download and distribute mark sheets for teaching staff to use, and collect/send mark sheets to Awarding Bodies before deadlines.
- Keep a calendar of events as provided by the Head of School

- Submit the marks to Awarding Bodies when required, keeping a record of the marks awarded.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Vice Principal.
- Dispatch student assessments for moderation to appropriate Awarding Bodies.
- Act upon any recorded malpractice and report this to the examination board without delay.
- Reporting if a student's work is lost within the College.

2.8 Ownership of Controlled Assessment

- Any piece of controlled assessment created by a student remains under the ownership of the Trust and once submitted will be securely stored by the Trust until it has no further value as examination materials.
- The Awarding Body will request samples of students work to assess the internal marking of it, in these circumstances any work sent to the board under this process may be retained by the examination board and used by them for training purposes.
- It is strongly recommend that students keep a copy of controlled assessment or ask for a photocopy once the work has been marked for their own records. Heads of School may make their own arrangements to return work to students once it has no further value to the Trust.

3.0 Non-examination Assessments

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment. The JCQ publication is further referred to in this policy as NEA.

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments – Foreword, page 3*]

The purpose of this policy, as defined by JCQ, is to:

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments.*

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

Three assessment stages and rules apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking.

[NEA – The basic principles, page 4]

3.1 Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Head of Centre/Principals

- Ensures that the centre's *non-examination assessment policy* is fit for purpose, working collaboratively with other trust principals to ensure appropriate consistency.
- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff; and ensures that staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.
- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates.

3.2 Practical Skills Endorsement for the A Level Sciences/Spoken Language Endorsement for GCSE English Language specifications designed for use in England

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities/spoken language endorsement.
- Ensures new Heads of School undertake the required training provided by the awarding body on the implementation of the practical endorsement.
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

3.3 Trust Exams Senior Link

- Accountable for the safe and secure conduct of non-examination assessments.
- 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.

- Ensures Heads of School have appropriate procedures in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Updates the Internal Appeals Policy for non-examination assessments with the Exams Manager for approval by the Trust Executive Team (TET).

3.4 Spoken Language Endorsement for GCSE English Language specifications designed for use in England

- Ensures the appropriate arrangements are in place for internal standardisation of assessments.

3.5 Heads of School

- Ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process and provide training if necessary.
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- Liaises with AV Technician to determine assistance required for any Audio/Visual Recordings.
- Liaises with the Trust IT Manager to ensure any Audio/Visual Recordings are stored electronically in a secure area on the Centre's network and transferred to CD/DVD/USB Stick in the format stipulated by the exam board prior to being submitted to the moderator/examiner.
- Works with the VP to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- To liaise fully with the SENDCo and subject teachers when planning for non-examination assessments to ensure that the needs (e.g. extra time, reader, scribe, etc.) of individual students are met.
- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Confirms when set tasks will be issued by the awarding body.
- Sets date(s) when tasks should be taken by candidates and communicates this to relevant staff members.
- Checks the awarding body's subject-specific requirements and relays this to subject teachers to ensure candidates take tasks under the required conditions and supervision arrangements.
- Refers to the awarding body's specification and/or associated documentation (including video/voice recording of candidate's practical work) to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks and this information is passed onto the relevant staff members.

- Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaises with the visiting examiner where this may be applicable to any externally assessed component.
- Provides the attendance register to a visiting examiner.
- Ensures that the externally assessed component is conducted within the window specified by the awarding body.
- Ensures the subject teachers conduct the externally assessed component according to the JCQ publication *Instructions for conducting examinations*.
- Provides the moderation sample (keeping a record of the work submitted) to the Exams Officer to the internal deadline.
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- Retains all marked candidates' work, under secure conditions until after the deadline for enquiries about results has passed.
- In the rare occurrence, when non-examination assessment cannot be conducted in the classroom, request the Exams Officer to arrange suitable accommodation;
- Requests the Exams Officer to arrange external invigilation if necessary.
- Liaises with the Exams Officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected.
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by:
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission
 - retaining work and evidence of standardisation.
- Where relevant, retains all candidates' work in the Trust until after the deadline for enquiries about results for the exam series.
- Ensures procedures for internal standardisation as a Trust are followed.
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.
- Provides relevant support to subject teachers making decisions about enquiries about results.
- Provides the Exams Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline.
- Supports the Exams Officer in collecting candidate consent where required.
- To inform students (via subject teachers) to collect non-examination assessments by a specific date or it will be destroyed where allowed by the awarding body regulations.

3.6 Practical Skills Endorsement for the A Level Sciences designed for use in England

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*.
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics in the Autumn Term.
- Undertakes training provided by the awarding body on the implementation of the practical endorsement.
- Disseminates information to subject teachers ensuring the standards can be applied appropriately.
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

3.7 Spoken Language Endorsement for GCSE English Language specifications designed for use in England

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*.
- Ensures the required task setting and task taking instructions are followed by subject teachers.
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

3.8 Subject Teachers

- Understand and comply with the general instructions as detailed in NEA.
- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process.
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Communicates date(s) when tasks will be taken to all candidates.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Makes candidates aware of the criteria used to assess their work.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.
- Ensures candidates take tasks under the required conditions and supervision arrangements as outlined by the awarding body.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own.

- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensures candidates are aware of the JCQ documents *Information for Candidates - Non-Examination Assessments* and *Information for Candidates - Social Media*.
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for Candidates*.
- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.
- Allow candidates to revise and re-draft work after advice has been given at a general level.
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- Ensures when work has been assessed, candidates are not allowed to revise it;
- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.
- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- Ensures that it is possible to attribute assessable outcomes to individual candidates.
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment.
- Assesses the work of each candidate individually.
- Where required by the awarding body's specification:
 - ensures candidates sign/date a declaration confirming the work they submit for final assessment is their own unaided work
 - signs/dates the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and inform Head of School and the Exams Officer.
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions.

- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.
- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensures work is securely stored.
- Follows secure storage instructions as defined in NEA 4.8.
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the center.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- Liaises with the Trust IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent and return to the Exams Officer following completion of assessment.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.
- Indicates on work (or cover sheet) the date of marking.
- Marks to common standards.
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded and provides marks to the Exams Officer to the internal deadline.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.).
- Works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments. Ensures required evidence is forwarded to the SENDCo.
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.
- Understands that a candidate **may** be eligible for special consideration in assessments in certain situations where a candidate:

- is absent
- produces a reduced quantity of work
- work has been lost.

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*.
- Ensures candidates understand the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of centre's marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.
- Provides advice and guidance to candidates on their results and the post-results services available.
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre.

3.9 Practical Skills Endorsement for the A Level Sciences designed for use in England

- Ensures all the requirements in relation to the endorsement are known and understood.
- Ensures the required arrangements for practical activities are in place.
- Provides all the required centre records.
- Ensures candidates provide the required records.
- Provides any required information to the Head of School regarding the monitoring visit.
- Assesses candidates using Common Practical Assessment Criteria (CPAC).
- Liaise with SENDCo to apply for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment.
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome.

3.10 Spoken Language Endorsement for GCSE English Language specifications designed for use in England

- Ensures all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses candidates, either live or from recordings, using the common assessment criteria.
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.

- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings.

3.11 Exams Office

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff.
- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions.
- Enter candidates for individual units before the deadline for final entries.
- Ensures copies of all relevant JCQ notices for candidates are made available to all candidates via email and/or Moodle at the start of the academic year.
- Confirms with Heads of School that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.
- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.
- Provides the attendance register to the Head of School where the component may be assessed by a Visiting Examiner.
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Despatches the requested samples of candidates work to the awarding body moderator by the external deadline.
- Arranges completion of form JCQ/CCA *Centre consortium arrangements for centre - assessed work*.
- Submits form JCQ/CCA to the deadline for each exam series affected.
- Ensures the marks are submitted ahead of the awarding bodies' deadline.
- Confirms with subject teachers that marks have been submitted to the awarding body deadline.
- Ensures that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
 - through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- Ensures any sample returned after moderation is logged and returned to the Head of School for secure storage and required retention.
- Accesses or signposts moderator reports to relevant staff.

- Takes remedial action, if necessary, where feedback may relate to centre administration.
- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*.
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale.
- Keeps required evidence on file to support the application.
- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre:
 - signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to Heads of School.
- Signposts candidates to the relevant JCQ information for candidates' documents.
- Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice.
- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*.
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline.
- Collects candidate consent where required.

3.12 Practical Skills Endorsement for the A Level Sciences designed for use in England

- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment.

3.13 Spoken Language Endorsement for GCSE English Language specifications designed for use in England

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

3.14 Trust IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Will ensure that timed secure accounts are available for non-examination assessments using IT facilities.
- Ensures that steps are taken to protect electronically stored work from corruption and have a backup procedure in place.
- To provide technical support as and when required.

- Ensures any Audio/Visual Recordings are stored electronically in a secure area on the Centre's network and transferred to CD/DVD/USB Stick in the format requested by the Head of School.

3.15 SENDCo

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*.
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- Makes subject teachers and other relevant staff aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- Applies for an exemption for a practical endorsement where a candidate cannot access it due to a substantial impairment.
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

4.0 ACADEMIC APPEALS

This procedure sets out the Trust's systems for dealing with student appeals against either the outcomes of external assessments by Awarding Bodies (Examination Boards) or academic decisions made internally by Trust staff.

4.1 External Assessments

If there is a concern about a grade/result following the publication of results, the Trust can submit an application for an Enquiry About Results (EARs) to the relevant Awarding Body. The Trust advises students to discuss their concerns with a subject teacher or Head of School in the first instance before considering action.

If the student wishes to proceed, the Trust must submit the application for an EAR within the short enquiry period immediately following the publication of results. It is not possible to make an enquiry about a grade/result in a previous series.

Below is a list of the main services offered by the Awarding Bodies:

4.2 Access To Scripts (ATS)

Access to marked scripts following examinations. There are two types of services on offer:

- Priority Copy Exam Script (GCE only)
- Non-Priority Exam Script

The Trust advises students to obtain a priority copy of their script as non-priority ones cannot be reviewed. The script can then be viewed and considered and there is time to request a standard review. If a UCAS place is pending, it is advisable to go straight to a Priority Review of Marking. However, Pearson qualifications can be viewed online instantly, but candidate's written consent must be obtained beforehand.

4.3 Review of Marking (RoM)

This service offers a review of the original marking to ensure that the marks have been totalled correctly and the relevant mark scheme has been applied correctly. A priority review of marking can be requested for students whose place in Further/Higher Education depends upon the outcome. There is a short window of opportunity following results day for requests. A photocopy of the reviewed script may also be requested for an additional fee.

A Review of Marking can only be requested for examined/externally assessed units. A coursework unit cannot be reviewed for individual students.

There are three possible outcomes of a RoM:

- The original mark is *lowered*, so the final grade may be lower than the original grade received
- The original mark is *confirmed* as correct, and there is no change to the grade
- The original mark is *raised*, so the final grade may be higher than the original grade received.

Please note that even if the marks are raised or lowered, this may not affect the overall original grade if it does not move across the grade boundaries.

Each Awarding Body has different costs for these services and they will be posted on the Exam Notice Boards when applicable and information of fees and deadlines will be included in the candidate's results pack. If students are within two marks of the overall grade above, then the College will pay for one paper to be reviewed. If a student wishes to have submit a paper for a review of marking more than two marks away, then the student will need to pay any relevant fees.

Written consent from the candidate **MUST** be obtained in all cases before review of marking can be submitted. Consent from the parent cannot be accepted. Purely parental requests for EARs cannot be processed, as the result belongs to the candidate.

The outcome of the review will be emailed to the student on the email address provided and copied to the Head of School.

If teaching staff require access to scripts for teaching and learning purposes, they are able to request these before the deadlines but will be paid for by the school. The candidate's written consent must be obtained prior to submitting the request to the Exams Office. Once the scripts are received, they should remove the

candidate's identity, such as name and candidate number before sharing with other students.

Dates by which applications have to be made by students/college are given out with results. No requests can be processed after the deadlines. **Individual students or parents cannot deal directly with Awarding Bodies.**

4.2 Internal Assessments

NCLT is committed to ensuring that internal assessments (including controlled, coursework, portfolios of evidence and non-examination assessments) are marked and administered fairly, consistently and in accordance with the Awarding Body specifications, subject-specific associated documents and the Joint Council for Qualifications^{CJC} (JCQ). The appeal must take place prior to the marks being submitted to the awarding bodies.

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

4.4 Internal Appeals Procedure (including NEA)

At NCLT, we inform students that an appeal procedure relating to internal assessment exists within the centre. Students are allowed access to the policy at any time via Moodle.

A student has the right of appeal to the College against the marking/assessment process in the internal assessment, but not against the actual mark or grade submitted by the College for moderation by the Awarding Body.

All students are able to gain access to:

- the marks awarded to them by the centre for an internal assessment
- all comments recorded by the centre relating to their internally assessed work
- any correspondence between the centre and the Awarding Body relating to their internally assessed work
- information, if available, as to whether their work was sampled by the Awarding Body
- the moderated mark given to the work by the Awarding Body, if known
- relevant Awarding Body procedures for the conduct of internal assessments.

Stage 1

Students should initially raise any concerns about their internally assessed marks with the subject teacher who has marked the work. The subject teacher can give the student a full explanation of the methods used, the marks awarded and the comments made about his/her work.

Stage 2

Where this does not satisfactorily address the concern (Stage 1), the matter should be drawn to the attention of the Head of School, who will consult with the Vice Principal.

If the concern is still not resolved to the satisfaction of the student, a written request can be made (Stage 3) by the student for the matter to move to a formal appeal.

Stage 3 – Written Appeals Procedure

This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will be used only in exceptional circumstances.

An appeal can be made to the College concerning an internal assessment.

- Appeals may be made to the College regarding the *procedures* used in internal assessment, rather than the *actual marks or grades* submitted by the College for moderation by the Awarding Body.
- A student wishing to appeal against the procedures used in the internal assessments, such as coursework, should contact the Vice Principal as soon as possible to discuss the appeal. In addition, a written appeal (stating details of the complaint and reasons for the appeal) must be submitted to the Principal for the series in which the work is assessed.
- Upon receipt of a written appeal, the Vice Principal, together with another member of the College's Senior Management Team, will conduct an enquiry into the internal assessment provided that neither member of staff has played a part in the original assessment process. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.
- The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and any of the steps taken to protect the interests of the student further.
- If, at any time, the appellant is unhappy about the response in writing, she/he can ask for a personal hearing where a panel will consist of two people not previously involved.

4.5 Moderation

After work has been assessed internally, it is moderated by the Awarding Body to ensure consistency in marking between centres. This moderation can change the marks awarded for internally assessed work. Review of moderation cannot be

undertaken upon the work of an individual candidate. This process is outside the control of NCLT and is not covered by this procedure.

If a student has any concerns about it, a request can be made to the Exams Office for a copy of the JCQ Post-Results Services.

Note: Each Awarding Body specifies detailed criteria for the internal assessment of work. In addition, the Awarding Body must moderate the assessment and the final judgment on marks awarded is that of the Awarding Body. Appeals against matters outside the Trust's control will not be considered in the Trust's Appeals Procedure.

5.0 ACCESS ARRANGEMENTS

Access Arrangements are pre-exam adjustments made for individual students, based on evidence of need and the student's normal way of working. These are agreed before the assessment stage and help reduce the effect of a disability or difficulty, which places the student at a substantial disadvantage.

There are wide varieties of disabilities that may affect study in a sixth form college. These range from obvious, severe physical limitations and sensory impairments to the more subtle effects of specific learning difficulties (e.g. dyslexia or dyspraxia), mental health issues and brain injuries.

Therefore, it is impossible to state requirements that would apply to all Access Arrangement students.

Some examples are (but not limited to):

- modifying assessment materials such as large print question papers
- providing assistance during the assessment such as a scribe, a reader, a practical assistant or a sign interpreter
- re-organising the student's physical environment
- alternative ways of presenting responses such as a word processor
- allowing extra time for an examination or for the completion of coursework
- supervised rest breaks.

Any students using a wheelchair will be able to use the slopes around site, the lifts and if taking exams in the sports hall, this is situated on the ground floor. Early access into the exam room can be given for wheelchair users or those using crutches, before other students arrive.

It is the responsibility of the SENDCo to identify students who may be in need of Access Arrangements. This is done via a variety of sources: college application forms, tutor referrals, parents and student self-referrals.

The SENDCo is responsible for assessing appropriate reasonable adjustments based on the student's needs or arranging for such assessments to be made by a suitably qualified person. Assessments are made on a subject-by-subject basis. All access arrangements will be applied for/implemented at the discretion of the

SENDCo, will be assessed on an individual basis and in accordance with the JCQ regulations.

Any assessments or tests used in support of the application must show a strong correlation between the assessment or test and specific access arrangement sought.

In other circumstances, such as medical, physical or psychological requirements, a medical consultant, SENDCo, CAMHS Specialist or other suitability-qualified person must provide appropriate written evidence of need.

The SENDCo prepares a file for each student and includes the Data Protection Notice (DPN Form) which has been signed by the student. The DPN is signed prior to applying for any AAs online, as consent to share information on the secure AAOL website.

Access arrangements must then be approved, by Awarding Body or Centre, according to the JCQ regulations (who comply with the *Equality Act 2010*) set forth in the document Access Arrangements & Reasonable Adjustments and set in place prior to the commencement of the assessment. Each application for access arrangements is considered on its own merit and on the evidence presented.

The SENDCo, together with a member of the exams team then process each access arrangement application as follows:

- applies on-line for Awarding Body(s) approvals using their secure website
- liaises regarding responses to rejected applications
- the SENDCo/Study Support Team will update Cedar and the individual student files
- the Exams Officer will input the AA codes into *Unit E – which will feed through to the seating arrangements*
- the SENDCo prepares an individual file for each student that is held in the SENDCo Office with a copy of the data protection notification form and Awarding Body Approval. A copy of the Awarding Body approval is also kept in the Exams Office
- the SENDCo ensures files are available for inspectors and Awarding Bodies as required
- the Exams Officer (with assistance of the SENDCo) implements the access arrangement for every applicable exam series
- both departments work within the JCQ application deadlines set for each exam series
- all information is treated confidentially and released on a 'need-to-know basis'.

If only one member of staff makes the application if it is not possible to work together, it should be the SENDCo who applies as they have the knowledge of the student to answer the questions required. If the SENDCo provides a list of students in advance, the exams officer will supply the relevant information about the student, i.e. Year group, date of birth, candidate number and legal name. The SENDCo should ensure a copy of the approved application and/or any centre delegated access arrangements are given to the exams officer prior to ALL exams taken by the student.

Rooming, invigilation and support for the access arrangement candidates will be organised by the Exams Officer in consultation with the SENDCo.

Students eligible for access arrangements (unless a reading pen is their only access arrangement) will not usually be seated in the sports hall with the main cohort (unless requested). They will be seated elsewhere and must remain seated until the end of the normal duration of the exam. They can decide to take none, some or all of their extra time (if eligible). This will be noted on their AA Record form by the invigilator as evidence.

The SENDCo ensures all information is handled sensitively and made available to staff via the internal Cedar system. The SENDCo then writes to the parent/guardian and the student, informing them of the approved access arrangement and when it will be implemented.

In September, the SENDCo meets with the Exams Officer to review students who have received Access Arrangements for the previous year and follows up any that need to be re-assessed, modified or deleted.

Evidence required for eligibility for access arrangements is detailed within the SEND Policy.

With the exception of emergency access arrangements, the following application deadlines for processing have been agreed. Applications should be processed prior to these dates and the Exams Department must be informed of the individual access arrangements for each student to allow enough time for preparation for each exam series and complete the seating arrangements. There are also deadlines than those below, which are required by JCQ when applying for access arrangements.

November GCSE English & Maths resits	21 September
Functional Skills Maths	21 September
Year 13 Mocks/Summer (A-Levels/GCSEs)	21 November
BTEC Exams – January exams	21 November
OCR Camb Techs – January exams	21 November
WJEC Criminology/Medical Science Controlled Assessment	21 November
CACHE Childcare – March assessment	21 January
Year 12 Progression Exams (June)	21 March
BTEC Exams – Summer exams	21 March

Any access arrangement requested or information submitted to the Exams Department after these deadlines, may not be implemented in time for the forthcoming exam series. The SENDCo should inform the student.

Access arrangements do not have to be used by the student for every exam, but should be implemented should they be required. Details of which AAs are used for each exam are recorded by the invigilator for every exam and these record sheets are passed to study support for candidate files as evidence.

5.1 Emergency Access Arrangements

Emergency access arrangements are put in place as a result or consequence of an accident or an emergency where a candidate has temporarily been impaired at the time of their exam, test or assessment.

For example, if a student breaks his/her arm, we may be able to provide a scribe for written work. The Exams Office deals with these on an individual basis, in liaison with the SENDCo.

5.2 Use of word processor (spell check and grammar check disabled) in exams

Use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

The Trust must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties.

Candidates who may use a word processor are those with:

- a learning disability which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a Physical disability
- a sensory impairment
- planning and organisation problems when writing by hand
- poor or illegible handwriting
- slow handwriting – based on a standardised score of 84 or less on the Dash or Dash 17+ free writing test.

Use of a word processor will be granted providing the candidate meets at least one of the above criteria. Evidence for this could include an example of the candidate's written work, a completed evidence form from a tutor, a referral from a teacher highlighting concerns, information collated from the previous school or results from a test of speed in a free writing test.

Use of a word processor will be granted on a subject by subject basis. Use of a word processor may not be required for every subject taken by the candidate.

For students who are granted the use of a scribe or word processor, it is not usually recommended that they receive this provision for exams in Mathematics, unless specifically requested by the candidate. This will be determined by the SENDCo if granted for Maths and the exams staff will be informed.

If the candidate never uses the word processor for exams, Study Support will consider withdrawing the exam arrangement.

5.3 Smaller Room Policy for Exams

Any student indicated by the SENDCo to have a 'smaller room' would mean that they are not seated in the Sports Hall with the main cohort, but there is no limit to how many students are in the room, depending on the capacity. It is recommended that any evidence request is received from a specialist rather than a GP, such as CAMHS or psychologist. The access arrangement would be determined by the SENDCo.

5.4 Separate Room Policy for Exams

Separate invigilation is determined by the SENDCo, in conjunction with relevant teaching staff and exam office personnel. JCQ are clear in that the decision to offer separate invigilation to candidates is the responsibility of the SENDCo. Its decision based on whether the candidate has a substantial and long term impairment which has an adverse effect and the candidate's normal way of working within the centre. JCQ rules state: 'Candidates are only entitled to separate invigilation within the centre if they are disabled within the meaning of the Equality Act.' Normal way of working would include separate invigilation during mock examinations, internal school tests and/or high level GCSE controlled assessments. The college must have evidence provided from the previous school to state that separate invigilation/room was the normal way of working for the student to be able to apply this as well as meeting the disabled definition of the Equality Act.

The following are two examples where students would be eligible for separate invigilation:

- a candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS)
- A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties.

Where a student simply panics on the day of an examination or becomes anxious, then he/she should indeed be seated more appropriately within the main examination hall. Separate invigilation is no different to other access arrangements; such as prompters, supervised rest breaks etc. Progress tutors, teachers, Safeguarding and the SENDCo with pastoral responsibilities will know precisely those students with established and long term health conditions and whether separate invigilation is warranted. Working with the SENDCo and Exams Office, who may highlight issues such as room availability and the need for additional invigilation, a centre-based decision is made on the need for separate invigilation.

Medical evidence must be provided from a consultant or specialist (not a GP) in advance, to support a separate room access arrangement and then be approved by the SENDCo.

5.5 Other Access Arrangements

Where a student has an appropriate access arrangement and the use of resources printed on coloured paper is their normal way of working in lessons, exams will be printed on coloured paper. This will be determined by the SENDCo. The use of coloured overlays in exams for use with printed reading material will be encouraged, but in some circumstances that reading material may need to be printed on coloured paper. This will also be determined by the SENDCo.

Candidates will be encouraged to use coloured overlays where possible rather than copying on to coloured paper for exams, unless absolutely necessary. The students will need to bring their overlays for every exam. This will be determined by the SENDCo.

Students requiring the use of a reader will be encouraged to use a reading pen rather than a human reader, unless absolutely necessary. This will be determined by the SENDCo.

Where a student is eligible for a scribe, the candidate will be encouraged to use a word processor (depending on typing skills/speed) unless a scribe is deemed absolutely necessary and is the normal way of working. This will be determined by the SENDCo.

6.0 Verifying Identity

Invigilators must establish the identity of all candidates sitting examinations.

A private, external or transferred candidate who is not on roll at the college must show photographic documentary evidence to prove that he/she is the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. External candidates are identified on the seating plan to the invigilators.

In cases where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. This includes checking for ear phones underneath head veils where the ears are covered. Centres must inform candidates of this procedure in advance of their first examination.

Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.

All candidates must wear their individual college photo ID card lanyard at all times whilst on Trust premises. All candidates are informed that they must bring their ID card for all exams. They show their ID badge at the door on entrance to the exam room. They are asked to place their photo ID badge on the desk so it is visible to the invigilators throughout the exam. The invigilators perform a thorough ID check against the seating plan as soon as the exam starts.

7.0 Emergency Evacuation Procedure

In the event of an emergency evacuation of an exam room for events such as fire, fire alarm, bomb alert or any other emergency which requires an evacuation of an exam room.

The exam announcement should be read out before commencing each exam, either by the Exams Officer or an invigilator in the Exams Officer's absence.

The exam announcement explains what the students should do and where they should go in the event of a fire alarm and if evacuation is necessary.

7.1 **The safety of the students is paramount.**

Invigilators at NCLT have been informed that they must take the following action (in accordance with JCQ Instructions for Conducting Examinations (ICE) regulations.

- Stop the candidates from writing and close their exam papers. Make a note of the time.
- For **the SPORTS HALL** – the Lead Invigilator(s) should await instructions from either the Exams Team or Senior Management as to whether it should be evacuated, unless you see or smell the fire, in which case you should evacuate the room as per the procedure below. Students should stop writing and close their exam papers. The exam is temporarily stopped and restarted when the alarm has stopped, the students should be given the full time duration. A special consideration application will be submitted by the Exams Officer at the end of June.
- In all other venues (other than the Sports Hall) – students should evacuate on the sounding of the alarm but follow the procedure as explained before every exam.

Announce the following to all students if the room needs to be evacuated:

- use the nearest fire exit door(s) and stay with the invigilators, congregate within the relevant fire assembly point, away from non-exam students
- you must leave all your exam material on the desk
- do not collect your coats and/or personal belongings
- you must remain under exam conditions and stay silent
- now listen to my instructions on how we will vacate this room and the building.

The Lead Invigilator must evacuate the room quickly, quietly and orderly. They **must** collect the **Attendance Register**, ensure all students have evacuated the exam room, close/lock the exam room door and move the group calmly to the relevant Fire Assembly Point for exam students.

- Once at the Exams Designated Fire Assembly Point – check all students are accounted for using your Attendance Register. If anyone is missing, this must be reported to the evacuation official and Exams Officer immediately.
- Students should be reminded not to talk at any time as they are still under exam conditions and the evacuation will need to be reported to the relevant exam board(s) by the Exams Officer as soon as possible.

- Supervise students as closely as possible while they are out of the exam room to make sure there is no discussion about the exam or other signs of misconduct. Students should remain in one place under the supervision of the invigilator(s).
- When instructed, supervise the return of students to the exam room.
- Make a note of the time of the interruption and how long it lasted.
- A member of the Exams Team and/or the Lead Invigilator will announce that the exam will restart and they will be given the full remaining time allotted for their exam and the Awarding Body(s) will be informed of the incident.
- The Lead Invigilator must complete an **Incident Report Form** and this must be given to the Exams Officer so they can produce a full report of the incident and of the action taken to be forwarded to the relevant Awarding Body(s).
- A special consideration application will be submitted at the end of June by the Exams Officer.

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

- The exam room must be evacuated by the nearest fire exit.
- Ensure aid is provided for anyone who needs assistance to leave the exam room/building.
- On returning to the exam room, ensure students are in their correct seat, allow them time to settle down and remind them they are still under exam conditions.
- Restart the exam and allow students the full working time set for the examination.
- Make relevant changes to the displayed finish time.
- All information regarding the evacuation must be recorded on the Incident Report Form.
- The Exams Officer must submit a written report to the relevant awarding body for all of the exams affected.
- The Exams Officer must submit any necessary applications for special consideration for all candidates affected.

8.0 **Lockdown Procedure** (there is a separate policy for general Lockdown procedure at each college)

8.1 **In the classroom, theatre or sports hall**

- On the sound of the alarm staff will inform their class of the need to remain calm but stay in the room. The member of staff should lock the classroom/theatre/sports hall door/s.
- If examinations are taking place in the sports hall the invigilators should stop the exam, tell candidates to stop writing and close their exam papers. Make a note of the time. Lock the sports hall doors, inform all students to remain seated and in silence until the siren ends and the all clear is given. Exams should be re started where appropriate and candidates given full time allowance.

8.2 **LRC (Learning Resource Centre)**

- LRC staff will lock the entrances to the building and ask students to remain calm. Staff will be present on each level of the LRC.
- If examinations are taking place in the LRC invigilators should stop the examination, tell candidate to stop writing and close their papers, making a note of the time. Inform all

students to remain seated and in silence until the all clear is received. Exams should then be re-started where appropriate and candidates given full time allowance.

9.0 Examination Timetables & Clashes

For each exam series, individual student exam timetables will appear on **Cedar** approximately one month before the first exam. Students will be notified when it is available to be viewed.

Candidates are asked to check their personal details (full legal name, spelling and date of birth) and their exams very carefully. If there are any errors/omissions/queries or their exam timetable is not on **Cedar**, they are advised to contact the **Exams Office** immediately.

Start times for exams may vary slightly between the colleges. 9.00am at NCP and NCD, 8.45am at NCB. 1.00pm at NCD and NCD, 1.15pm for NCP. The JCQ published start times are 9.00am and 1.30pm therefore ALL students MUST be supervised until 10.00am and 2.30pm (1 hour after the JCQ published start time) to maintain the security and integrity of the exam papers. Any student leaving the exam unsupervised before this time will be reported to JCQ and will be at risk of disqualification.

All students are expected to stay until the end of the normal exam duration to avoid disturbance of other candidates.

Candidates with exam clashes of three hours or less in total per session (AM or PM) will sit their exams consecutively. Their exam timetable on Cedar will be amended and they are asked to continuously check for changes.

Candidates with exam clashes totalling **more than** three hours in one session, may have an exam moved to an earlier or later session on the same day. However, there are strict JCQ regulations that students are made aware of and must adhere to. They will be kept under supervision by allocated members of the invigilation team from the start of the first exam until the end of the last exam that day. They must bring their own lunch/drinks and revision materials at the start of the first exam. They will not be allowed to leave the room unsupervised at any time. Cigarette breaks or buying food from the canteen will not be permitted.

10.0 Overnight Supervision

Any students with the exam duration of **more than** six hours in one day, may be offered to arranged overnight supervision, this must be in adherence with JCQ regulations. Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted. The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout.

If a student takes exams in excess of 6 hours in one day, special consideration will be applied for the last exam of the day. If overnight supervision is agreed instead, special consideration will not be applied. The candidate must be under centre

supervision from 30 minutes after the awarding body's published starting time for the delayed examination and the centre must ensure there is no contact with other candidates. The supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff. The centre must determine a method of supervision which ensures the candidate's well-being.

The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone (both landline and mobile), e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations.

This is arranged by the Exams Officer in advance and in agreement with the students/parents/staff supervisor following a formal meeting with the Principal. It is explained in writing and verbally that any infringement of the conditions may lead to the awarding body unable to accept the script and/or the application of sanctions/penalties as details in the JCQ publication Suspected Malpractice: Police and Procedures. The JCQ Overnight Supervision Declaration forms are signed by all parties and held in the exams office available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

11.0 Severe Weather on Exam Days

Exam Boards make no allowances for severe weather. External public exams cannot be rescheduled for any reason, and it is our intention that these exams will still take place even if a college has had to close for normal lessons.

All students should do all they can to get into college to sit their exams and arrive no later than 10 minutes before their scheduled start time. Therefore, students are advised to plan ahead with travel arrangements.

Students who would normally travel to college by bus and are unable to get safely to college for an exam are advised to contact the college as soon as possible and it should be before the scheduled start time of the exam.

12.0 Exam Equipment & Unauthorised Items

Candidates are informed that it is their own responsibility to bring their own equipment for every exam, including calculators where permitted.

In the Exam Handbook for Students, candidates are notified of the type of equipment required. Candidates are also informed of the unauthorised items which are not allowed in the exam room. No food is permitted, unless for medical reasons and the Exams Officer should be aware of this prior to the exam. Only clear plastic bottles with a sport top containing clear still water are permitted but all labels must be removed before entering the exam room.

13.0 **Malpractice**

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

NCLT does not tolerate actions (or attempted actions) of malpractice by students or staff. This policy informs you of the action the Trust will take in suspected cases.

Awarding Bodies (Examination Boards) may impose penalties and/or sanctions on students or centres where incidents (or attempted incidents) of malpractice have been proven.

13.1 **Student Malpractice**

Attempting to or actually carrying out any malpractice activity is not permitted by the Awarding Bodies. The following are examples of malpractice by students; this list is not exhaustive and other instances of malpractice may be considered by Awarding Bodies at their discretion.

- *Plagiarism* by copying and passing off, as the student's own, the whole or part(s) of another person's work, including artwork, images, words, computer-generated work (including Internet sources), thoughts, inventions and/or discoveries, whether published or not, with or without the originator's permission and without appropriately acknowledging the source.
- *Collusion* by working collaboratively with other students to produce work that is submitted as individual student work.
- *Impersonation* by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination.
- *Fabrication or Alteration* of results and/or evidence.
- *Failing to abide by* the instructions or advice of an assessor, a teacher, an Exams Officer, an invigilator, or Awarding Bodies' conditions in relation to the assessment/examination rules, regulations and security.
- *Introduction and/or use of unauthorised material* contra to the requirements of supervised assessment/examination conditions, for example: notes (including ink on hands/body); study guides; personal organisers; calculators; dictionaries (when prohibited); MP3 players, iPods, smart watches, personal stereos, mobile phones and other similar electronic or data storage devices.
- NCLT has made the decision to ban all wrist watches, to prevent any reports of malpractice. It is becoming increasingly more difficult to determine what is a smart watch, therefore all watches will not be permitted in the exam room.
- *Cheating* to gain an unfair advantage - obtaining, receiving, exchanging or passing on information which could be assessment/examination related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination conditions.

13.2 Centre Staff Malpractice

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by Awarding Bodies at their discretion.

- Failing to keep any mark schemes secure or the alteration of any mark schemes or assessment and grading criteria.
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the student.
- Producing falsified witness statements, for example for evidence that the student has not generated.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Failing to keep students' computer files secure.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.
- Failing to keep assessment/examination papers secure prior to the assessment or examination.
- Failing to dispatch students' scripts/controlled assessments/coursework to the Awarding Bodies/examiners/moderators in a timely way.
- Failing to report an instance of suspected malpractice in examinations or assessments to the appropriate Awarding Body as soon as possible after such an instance occurs or is discovered.

13.3 Identifying Malpractice

Cases of malpractice can be identified in a number of ways. They may be reported by:

- the Trust (e.g. via a report from an invigilator, student, teacher or examinations administrator)
- an examiner or assessor, who may identify shared answers in an exam script or identical wording in a coursework assignment
- a moderator, who may identify identical work in coursework assignments.

13.4 Reporting Malpractice

If malpractice is discovered or reported, the Trust must report this allegation to the relevant Awarding Body.

The individual(s) involved will be made fully aware in writing at the earliest opportunity of the nature of the alleged malpractice and possible consequences should malpractice be proven.

The individual(s) involved will be given the opportunity to respond in writing to the allegation having been given full and complete details.

The Awarding Body will then conduct an investigation appropriate to the nature of the allegation. Awarding Bodies reserve the right to access any documents held by the Trust in relation to alleged malpractice.

13.5 Outcomes of Malpractice

Where a malpractice is proven, the sanctions and/or penalties imposed are solely up to the Awarding Body affected and the individual(s) involved will be informed in writing.

NCLT may take internal disciplinary action in-line with Trust policy and procedures should the malpractice be proven. This action will be commensurate with the seriousness of the malpractice.

The individual(s) will be informed of avenues for appealing should a judgment be made against them.

14.0 People present in the exam room

Section 17 of the JCQ Instructions for Conducting Examinations provides clarity on who may be present in the examination room. The head of centre has a duty to maintain the integrity of the examination and to ensure that fully trained invigilators are in place for examinations and on-screen tests. **Senior members of centre staff are not routinely expected or required to attend exams, and if they do so it must only be for the purposes set out in these JCQ instructions, and outlined in section 14.1 of this policy.**

Invigilators must have been trained to undertake their duties (see section 12 of the Instructions).

14.1 Rules relating to centre staff other than exams officers and invigilators

Senior members of centre staff approved by the head of centre, who have not taught the subject being examined, may be present at the start of the examination(s). When entering an examination room, the senior member of centre staff must identify themselves and their purpose for being there to the senior invigilator and/or exams officer.

Senior members of centre staff have a very clear role. Principally:

- to assist with the identification of candidates
- to deal with any disciplinary matters
- to check that candidates have been issued with the correct question paper for the day, date, time, subject, unit/component and tier of entry if appropriate
- to check that candidates have the appropriate equipment and materials for the examination

- to commence the examination.

Under no circumstances may members of centre staff:

- be present at the start of the examination and then sit and read the examination question paper before leaving the examination room
- enter the examination room with the intention of accessing the examination question paper
- have access to the examination question paper unless this is specifically requested by either the exams officer or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the exams officer needs this verified by the relevant subject teacher before reporting the issue to the awarding body
- give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content
- communicate with candidates, (except in timed Art tests and timetabled CCEA and WJEC GCE A2 Science Practical examinations or where maintaining discipline in the examination room). This constraint extends to coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer
- enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement.
- enter the examination room and read candidates' scripts.

Support and encouragement may be offered at any point up until the time that candidates enter the examination room. From that moment onwards they are under formal examination conditions and the strict protocols must be adhered to.

Copies of exam papers will be made available by the exams team approximately 24 hours after candidates have sat the paper. Some papers such as Functional Skills cannot be passed on and must be confidentially destroyed at the end of the exam.

15.0 Leavers Exam Resits – (Private/External Candidates)

We do not accept private/external candidates unless they are former students of the College.

We only accept former students for one year after leaving College. We do not advise or encourage students to re-sit subjects, even though we would offer this provision. The chances of improving their grades are greatly reduced by the fact that they will no longer be receiving tuition with the appropriate practice and support. They should also be advised to check with their chosen university whether 'resit' grades will be accepted.

If a student still wishes to re-sit as a private candidate, then NCLT cannot accept responsibility for the ultimate grade achieved. They should register their interest by 30 September. This is by email to exams@nclt.ac.uk stating the subject(s) they would like to re-sit. An email will be sent to them explaining the process, fees and

deadlines for information and payment to be received. The following guidelines must be followed.

- The student must complete a *Leaver Exam Re-sit Application Form* (provided by the Exams Officer).
- An administrative fee will be applicable in addition to the college re-sit cost for each series. All fees are non-refundable and must be paid upon submission of the application.
- The deadline date for applications/payment is mid-December (to be decided each year) for entry into the Summer Exam Series.
- The candidate will be informed that additional costs may be incurred for invigilation. He/she will be notified at least one week before the exam(s) if this is applicable and will be responsible for covering this cost.
- An *Individual Examination Timetable* will be posted out to the candidate no later than one week before their first exam date.
- This service is only extended to students one year after their departure from NCLT and **is only available for written exams**. It must be possible to carry-forward any NEA or practical endorsements, otherwise it may not be possible to 'resit' – the Exams Team can advise whether this is possible at the time of registering interest.
- Leavers retaking linear specifications, must be made aware that they are required to sit ALL of the written components again. Only NEA marks can be carried forward and they cannot retake NEA components or practical endorsements again within the Trust, as a private candidate, only written exams can be retaken.
- External candidates can only resit qualifications which are still valid and currently being offered by the Trust.
- Any previous access arrangements granted, even if not yet expired, will not be implemented, due to being unable to evidence the student's 'normal way of working' as they are no longer on roll at NCLT.
- The college has the right to refuse a leaver re-sit request.

16.0 Re-sitting GCSE Maths/English

Any student on roll with the College who has not achieved a 4 in GCSE English/Maths will automatically be enrolled to the relevant course and must attend lessons. They will be entered for November and/or summer depending on the decision by the subject department. Some lower ability students for Maths, may be entered for Functional Skills Maths Levels 1 or 2 and will sit these tests in January/March/June – this decision is made by the Head of School.

Students who have already achieved level 4 in GCSE maths or English sometimes request to complete a resit to try improve their grade further. Such requests for entries will be considered on a case-by-case basis, taking into consideration the student's rationale and progression plans. Students that have achieved level 4 and for whom a resit has been agreed will be enrolled into a resit class where their timetable permits. However, as GCSE resit classes are aimed primarily at students with level 3 or below, students that wish to complete a resit having already achieved level 5 or above will need to prepare independently and will not be added to a GCSE resit class. The student may still be entered as a 'private candidate', but may be required to pay the entry fee but the administration fee would be waived

17.0 NEA/Coursework

NEA (non-examined assessment)/Coursework will be a feature of all applied general qualifications and usually takes the form of assignments set throughout the year.

The examinations boards determine the rules for coursework submission for applied general qualifications, not the college. It is therefore critically important that students work hard to ensure that coursework for each first submission deadline is completed fully, on time and to the highest standard possible. If they do not meet a first submission deadline then the exam board rules for most courses mean that you also lose the opportunity to complete a resubmission if their work is not of a suitable standard, making it harder for them to achieve the grades of which they are capable.

For most courses there are no opportunities to submit coursework beyond a formal resubmission deadline. This means that if students fail to meet deadlines or produce poor quality work for mandatory units they will fail that course outright and their place at College will then be at risk.

18.0 Special Consideration

Special Consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition **at the time of the examination/assessment**, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

The guidelines for this are set forth in the JCQ document called: *A Guide To The Special Consideration Process*.

It is available for:

- Students who are present for the assessment but disadvantaged.
- Students who are absent for a timetabled component/unit for acceptable reasons.

The student must:

- inform the Exams Officer **before** the assessment takes place
- complete a *Special Consideration Application* and include **supporting evidence**. All information is treated confidentially and released on a 'need-to-know basis'
- return the application **within 5 days** of the date of the assessment affected
- failure to do any of the above will result in the application being rejected.

The application is then submitted by the Exams Officer to the relevant Awarding Body(s) and each case is judged on its own merits. The Awarding Body will then,

while marking the assessment, take into consideration how the circumstance may have affected the performance of the candidate.

The final decision is made by the Awarding Body(s) as to what amount of adjustment is given and the maximum allowance available is 5% of the total raw marks for the component concerned. No feedback of the adjustment received from the Awarding Body(s) is ever provided to the Trust or the candidate.

19.0 Absence from Exams

Including written, on-screen, orals, practical's, controlled assessments, and submission of formal coursework.

It is made clear to students that holidays **must not** be taken during term time, including the examination period, and that attendance at all examinations for which students have been entered is compulsory. This compulsion extends to resits; once a student has submitted a resit form she/he is required by the Trust to sit that examination.

The impact of students failing to attend examinations is clear.

- Students risk failing courses or severely compromising their performance, undermining the overall results of the Trust and the future academic and employment opportunities of students.
- Loss of entry fees paid by the Trust.
- Staff time is wasted as teachers, Heads of School and the Examinations Team investigate reasons for absence.
- The effort and resources of staff and students in preparing students for examinations are wasted.

The Trust has adopted a zero-tolerance approach to failure to attend examinations where there is not a clear, legitimate, and approved reason. This policy intends to set out the actions which follow a student's failure to attend an examination with the objective of preventing, or at least minimising, non-attendance at examinations.

All possible attempts must be made to take all examinations as public exams cannot be rearranged to suit individuals, the Trust or any other reason.

There are some legitimate reasons why a student may not be able to attend, such as emergency hospital admittance, genuine illness with supporting medical evidence proving they are medically unfit to sit the exam or a sudden close family bereavement. Ideally, the Exams Officer should be informed at the earliest possibility so that they can offer advice and whether the student might be eligible for special consideration as an absent candidate.

An overall grade can only be issued if the candidate has a genuine absence, has completed the full course and has completed at least 25% of the total assessment at the relevant level.

If the Exams Officer is not informed and/or it is an insufficient reason, the student will be marked as absent and they will be charged the entry fee, as per our charging and admissions policy.

20.0 Exam Late Arrivals

In the event of a student arriving late for an exam their admittance into the examination room is entirely under the discretion of the College.

If the candidate has arrived within one hour of the published start time i.e. 10.00am for AM exams or 2.30pm for PM exams, the candidate will be allowed entry and given the full time allowance. All time taken by late candidates is recorded by the invigilators. The student is given a verbal warning about the importance of arriving on time for examinations.

If the candidate arrives after the published start time but the exam in college is still in progress, the candidate is made aware that the awarding body may not accept their paper for marking, but they are given the opportunity to sit the exam with the full time allowance wherever possible. Supervision should be organised. The candidate will be asked to provide a written statement immediately after the exam to the Exams Office, providing a full explanation in their own words why they arrived late. If they do not provide this, then the report will be submitted without their statement, based on their verbal explanation. It is unlikely that an exam paper is accepted for marking due to the awarding bodies being unable to guarantee the security and integrity of the paper if they have arrived after the published start times.

The candidate's written statement will be submitted along with a report by the Exams Officer to the relevant awarding body within 5 days of the exam date.

If the candidate arrives after the exam has ended and the students have been allowed to leave the venue, the late candidate will not be allowed to sit the exam. The candidate will be asked to provide a written statement giving the reasons why they were unable to arrive on time for the exam.

20.1 Procedure Following Examination Absence

- The Exams Officer should send a standard letter (**Appendix A – example to amend accordingly for the appropriate college**) to the parents/carers and a copy to the student.
- The Exams Officer is responsible for sending out the letters following any absentees for each public exam series.

If the absence is genuine and evidence was received, the Exams Officer would have applied for special consideration within 5 days of the exam date.

20.2 Disciplinary Action for Unauthorised Absence

The expectation of the Trust is that when a student fails to attend an examination and the Exams Officer and Senior Progress Tutor have deemed the absence to be unauthorised, the following actions will normally be taken.

- Their Senior Progress Tutor (SPT) will place the student on a SPT Contract.
- When SPT Agreement is implemented, written notification should be made to the student/parents/carers by the SPT. A formal meeting between the SPT and parents is not required at this stage, but may be arranged at the discretion of SPT, if it is felt to be appropriate. The SPT is responsible for sending this letter(s) and for logging the action on Cedar.
- If a student is already on a SPT Agreement, the SPT may recommend that a Senior Management Contract be implemented, but this must be sanctioned by the Assistant Principal, who will judge each case on its individual merits.
- The SPTs and AP would conduct an end of year review meeting at which progression will be decided.

In complex cases, or in cases where there is disagreement, the College Principal will have the final decision.

21.0 Exam Results

Candidates are notified about times and dates when their results will be available for collection. Information will also be displayed on the college websites. They should bring their Student ID card with them to hand in on Results Day. Results cannot be given over the telephone or sent by email. Results belong to the students and will not be given to a third party without the candidate's written authorisation.

In the event of a traditional 'Results Day' being cancelled (where students cannot visit college to collect their results in person), arrangements will be made for them to access their results on Cedar and can be posted out by written request.

Results can be posted out on the official release date to the postal address showing on Cedar if requested in writing by the student. They should leave an SAE with the Exams Office prior to the results day.

22.0 Certificates

Certificates are available to collect, in the January (after the Summer) for any results achieved in the previous academic year. Details of this is provided within the results pack.

We will inform continuing students when and how to collect their certificates from the College. Their student I.D card is required in all cases.

Former students may collect their certificates from the main reception. Photo I.D is required to collect in all cases. A notice on the College websites will remind them of when and how to collect their certificates.

22.1 Proxy In-Person Collection

Candidates are required to sign to confirm that they have received certificates and that they are correct. Any candidate unable to collect them in person, needs to give written authorisation for someone else to collect and check them on their

behalf. This may be a letter addressed to the Exams Office or an email to exams@nclt.ac.uk. The letter/email should state the candidate's full name, date of birth, contact number and the name of who will collect them. The person collecting them must show some form of their own self-identification (photo ID).

22.2 Certificates to be posted

Certificates can be sent out via recorded delivery as a last resort. Written authorisation must be provided to the Exams Office with the candidate's full name, date of birth, address, contact number and a cheque made payable to "NCLT" for the appropriate amount to cover postage and administration (£5 UK, £8 Europe, £10 rest of world – all non-refundable). The candidate should email exams@nclt.ac.uk when the certificates have been received.

22.3 Uncollected / Replacement Certificates

All candidates are advised to collect their certificates, as the Trust is only required to keep certificates for twelve months from issue (01 November). Certificates would then have to be replaced/re-issued by a student's direct application to the applicable Exam Boards at a substantial fee (approximately £45.00 each). This can also be a very time consuming process. Where room allows, we will archive as many uncollected certificates as possible to try to avoid former students having to go through this costly and time consuming process.

Any former students wishing to obtain replacement certificates directly from the exam boards should email exams@nclt.ac.uk and request the standard letter with advice as to how to apply directly. It may not be possible to inform former students which exam boards were used for subjects, depending on how long ago they left.

Receipts for collected certificates will be retained for 4 years. A record of any certificates confidentially disposed of will be retained for 4 years from the date of disposal.

Appendix A

<Date>

Dear <First Name>

<Candidate Name/Number [insert]>

According to our records, the above student did not attend the public examinations listed below. We do not have any record that the absence was justified.

Exam Date	Exam Title	Exam Code	Cost

TOTAL COST OUTSTANDING: £xx

Not attending the exam, even due to illness, has to be the very last resort. All possible attempts must be made to sit the exam even if disadvantaged e.g illness. The Exams Officer must be made aware of any absence or any disadvantaged candidates before the exam, at the earliest convenience and evidence providing a valid reason must be submitted in writing to the Exams Officer within 5 days of the exam. A valid reason is as quoted within the JCQ Special Consideration Regulations.

As per our Fees Policy, the College intends to recover the charges incurred from entering students who did not attend their examinations without sufficient supporting evidence.

We would like to request that the full amount is made by the student at the Payment Desk or by telephone <01*** *****> (Option?) on Monday, Wednesday or Friday between 8.45am – 1.00pm. Please make the payment within two weeks of the date of this letter. If you are facing issues with making the payment in full, please call the payment desk to discuss options available.

{It is a condition of funding that all students aged 16-19 who have not yet achieved a grade C or 4 in English and/or Maths GCSE, must continue to study the subjects, which includes attending classes and exams.}

GCSEs are public examinations set by the Government, they cannot be rescheduled at times to suit the school or individuals. 'No Result' or a 'Partial Result' will be awarded where a student has been absent.

Yours sincerely

Jayne Harris
NCLT Trust Exams Manager

cc: Student

Policy Status

Policy Lead (Title)	Exams Manager	Review Period	Annually
Reviewed By	Trust Executive Team	Equality Impact Assessment Completed (Y/N)	Y

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	How Communicated
Version 1	24.11.2020	3/2.1	Trust Exams Senior Link title – change of line manager for exams	Staff	Moodle NCLT Website
		21/5.0 7 th paragraph	AAs applied for on individual basis at discretion of SENDCO.		
		22/1 st paragraph on page	DPN signed prior to any AAs online		
		22/final paragraph on page	AAs recorded as evidence.		
		23/deadline dates	Added further internal deadline dates to match different quals		
		24/5.2 5 th paragraph	Scribes/word processors not usually recommended for maths		
		24/5.3	Smaller room determined by SENDCO dependent on evidence		
		25/5.5	Other AAs		
		29/10.0	Overnight supervision regulations and procedure		
		33/14.0	JCQ People Present in the Exam Room		
		34/15.0 6 th bullet point	Carrying forward NEA for resits		
		35/16.0 2 nd paragraph	Students wanting to resit to improve Maths/English GCSE grade higher than a 4		
		35/17.0	Resitting external exams and set tasks for App General/Voc Quals		
		36/17.1	NEA/Coursework		
		39/21.0	Exam results		
40/22.3	Information for former students obtaining replacement certificates from exam boards				
41/Appendix	Details about making payment for missed exams				