AQA Combine Policy

Purpose

This policy outlines the roles and processes for public examinations for academic, social, emotional, and behavioural progress for students in SEMH (Social, Emotional, and Mental Health) provision. It ensures that progress is measured from individual starting points and that interventions are evidence-based, holistic, and aligned with statutory guidance, including the SEND Code of Practice (2015), Ofsted framework, and all JCQ guidance. Academic progress forms part of Running Deer's educational responsibilities.
Elements of the policy work in conjunction with UNICEF's Rights-Respecting Schools framework. UNICEF states the following rights are relevant to all children and therefore a must in our school:

The following rights are of equal importance to every child. Every child has the right to:

- **Relax** and **play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)

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26. NON-EXAMINATION ASSESSMENTS: GCSE ART & DESIGN 48

26.1 Introduction 48

The centre offers GCSE Art & Design, which includes a non-examination assessment (NEA) component. This section sets out the procedures for managing the NEA in accordance with JCQ's *Instructions for conducting non-examination assessments – GCE and GCSE specifications* and the *Notice to Centres – Teachers sharing non-examination assessment material and candidates' work*. 48

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. For GCSE Art & Design, the NEA typically consists of a portfolio of work developed over the course of study 48

26.2 Roles and Responsibilities 49

Head of Centre *49*

The Head of Centre is responsible for: 49

- Ensuring the centre has a robust NEA policy in place 49
- Signing the annual declaration confirming that NEA procedures are being followed 49
- Ensuring all staff involved in NEA understand their responsibilities 49

Exams Officer *49*

The Exams Officer is responsible for: 49

- Ensuring NEA marks are submitted to awarding bodies by published deadlines 49
- Coordinating the submission of NEA work for moderation 49
- Maintaining records of NEA submissions 49
- Liaising with awarding bodies regarding NEA administration 49

Art Teacher(s) *49*

The Art teacher(s) are responsible for: 49

- Setting or selecting appropriate tasks in accordance with the awarding body's specification 49
- Ensuring candidates understand what constitutes malpractice 49
- Supervising candidates' work and ensuring it can be authenticated 49
- Providing appropriate advice and feedback within JCQ regulations 49
- Marking candidates' work in accordance with the published marking criteria 49
- Participating in internal standardisation 49
- Ensuring work is stored securely 49
- Submitting marks and work for moderation by published deadlines 49

SENCo *49*

The SENCo is responsible for: 49

- Informing Art teachers of candidates who require access arrangements for NEA 49
- Ensuring access arrangements are implemented appropriately 49

Candidates *49*

Candidates are responsible for: 49

- Producing work that is their own 49
- Understanding and complying with NEA regulations 49
- Keeping their work secure and confidential 49
- Not plagiarising or using AI-generated content without appropriate acknowledgement 49
- Signing the candidate declaration form when work is completed 49

26.3 Task Setting and Issuing 49

Who sets the tasks? *49*

For GCSE Art & Design: 49

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- The awarding body provides the assessment tasks/themes 49
- Candidates may develop their own personal response to the set theme 49
- The Art teacher must ensure tasks are appropriate and meet the specification requirements 49

When are tasks issued? 49

- The awarding body issues tasks well in advance to allow time for planning, resourcing and teaching 49
- The Art teacher will consult the awarding body's specification and website for the date tasks are issued 49
- Candidates must be given sufficient time to complete their work 49

Candidate information *50*

Before beginning work, all candidates must: 50

- Read the JCQ document *Information for candidates – non-examination assessments* 50
- Understand what constitutes malpractice 50
- Be aware of the assessment criteria 50
- Understand the rules regarding plagiarism, AI use, and keeping work confidential 50

Candidates must not sign the authentication declaration until they have completed their work and handed it in for final assessment. 50

26.4 Supervision and Authentication 50

Supervision requirements *50*

The centre must ensure that: 50

- There is sufficient supervision of every candidate to enable work to be authenticated 50
- The work an individual candidate submits for assessment is their own 50
- Candidates understand they must not plagiarise other material, including AI-generated content 50
- Candidates receive guidance on referencing sources and the centre's policy on AI use 50

Where can work be completed? *50*

Work may be completed: 50

- In supervised sessions at the centre (e.g., art studio, classroom) 50
- Outside the centre without direct supervision, provided the centre is confident the work is the candidate's own 50
- At home, provided appropriate authentication procedures are followed 50

Candidates may: 50

- Have unlimited access to electronic and printed resources 50
- Use the internet without restriction for research purposes 50
- Work collaboratively during research and preparatory stages (but must produce individual responses) 50

Authentication procedures *50*

Teachers must be sufficiently familiar with each candidate's general standard to judge whether the work submitted is within their capabilities. 50

All candidates must sign an authentication declaration (see Appendix 4 of JCQ NEA guidance) confirming that: 50

- The work is their own unaided work 50
- They have referenced all sources appropriately 50
- They have acknowledged any use of AI 50
- They have kept their work confidential 50

Teachers must sign a declaration of authentication confirming that: 50

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- THE WORK IS SOLELY THAT OF THE CANDIDATE CONCERNED 50
- THE WORK WAS COMPLETED UNDER THE REQUIRED CONDITIONS 50

IF A TEACHER CANNOT AUTHENTICATE A CANDIDATE'S WORK: 50

- DO NOT ACCEPT THE WORK FOR ASSESSMENT 50
- RECORD A MARK OF '0' (ZERO) FOR INTERNALLY-ASSESSED WORK 50
- INFORM THE HEAD OF CENTRE IF MALPRACTICE IS SUSPECTED 50

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- RELEVANCE OF MATERIALS, TECHNIQUES AND CONCEPTS 51
- STRUCTURE OF THE PORTFOLIO 51
- TECHNIQUES FOR DEVELOPING IDEAS 51
- HEALTH AND SAFETY CONSIDERATIONS WHEN USING EQUIPMENT AND MATERIALS 51
- SECURITY OF THEIR WORK 51

TEACHERS MUST NOT PROVIDE: 51

- MODEL ANSWERS SPECIFIC TO THE TASK 51
- WORK THAT IS SPECIFIC TO AN INDIVIDUAL CANDIDATE'S RESPONSE 51

WHAT FEEDBACK CAN BE GIVEN DURING THE TASK? 51

UNLESS SPECIFICALLY PROHIBITED BY THE AWARDING BODY'S SPECIFICATION, TEACHERS MAY: 51

- REVIEW CANDIDATES' WORK AND PROVIDE ORAL AND WRITTEN ADVICE AT A GENERAL LEVEL 51
- ALLOW CANDIDATES TO REVISE AND RE-DRAFT WORK AFTER PROVIDING GENERAL ADVICE 51

GENERAL ADVICE DOES NOT NEED TO BE RECORDED. 51

IF TEACHERS PROVIDE ASSISTANCE BEYOND GENERAL ADVICE (E.G., DETAILED SPECIFIC ADVICE ON HOW TO IMPROVE WORK TO MEET ASSESSMENT CRITERIA, DETAILED FEEDBACK ON ERRORS, PERSONAL INTERVENTION TO IMPROVE PRESENTATION), THEY MUST: 51

- RECORD THIS ASSISTANCE 51
- TAKE IT INTO ACCOUNT WHEN MARKING THE WORK 51
- USE ANNOTATIONS TO EXPLAIN HOW MARKS WERE APPLIED IN THE CONTEXT OF ADDITIONAL ASSISTANCE 51

TEACHERS MUST NOT: 51

- PROVISIONALLY ASSESS WORK AND THEN ALLOW THE CANDIDATE TO REVISE IT 51
- PROVIDE ASSISTANCE EXPLICITLY PROHIBITED IN THE SPECIFICATION 51

FAILURE TO FOLLOW THESE PROCEDURES CONSTITUTES MALPRACTICE. 51

26.6 USE OF RESOURCES AND REFERENCING 51

What resources are allowed? *51*

CANDIDATES NORMALLY HAVE UNRESTRICTED ACCESS TO RESOURCES, INCLUDING: 51

- BOOKS, JOURNALS, AND PRINTED MATERIALS 51
- THE INTERNET 51
- AI TOOLS (FOR RESEARCH AND INSPIRATION, NOT FOR GENERATING FINAL WORK) 51
- ART MATERIALS AND EQUIPMENT 51

HOWEVER, CANDIDATES MUST NOT COPY MATERIAL **AND CLAIM IT AS THEIR OWN.** 51

How should sources be acknowledged? *51*

CANDIDATES MUST KEEP A DETAILED RECORD OF ALL SOURCES USED, INCLUDING: 51

- BOOKS, JOURNALS, AND PRINTED MATERIALS 51
- WEBSITES AND ONLINE RESOURCES 51
- AI TOOLS 51

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- Artists' work that has inspired their own work 51

For printed sources: Reference should show: Author name, year of publication, page number Example: (Morrison, 2000 p 29) 51

For internet sources: Reference should show: Date accessed and precise web page URL Example: http://www.tate.org.uk/art/artists/david-hockney downloaded 5 February 2027 51

For AI-generated content: Reference should show: Name of AI tool, date content generated, sources used by AI Example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2027 51

Candidates must also acknowledge the sources used by the AI tool in generating the content. 51

Where AI is used, candidates must: *52*

- Retain a copy of the question(s)/prompts used 52
- Keep a copy of the AI-generated content in a non-editable format (e.g., screenshot) 52
- Provide a brief explanation of how it was used 52
- Submit this with their final work for authentication purposes 52

If this is not submitted and the teacher suspects AI use, the centre's malpractice policy must be consulted. 52

26.7 Keeping Materials Secure 52

When is secure storage required? *52*

- Where candidates are producing work over a period of time, their work must be stored securely between sessions 52
- Once work is handed in for formal assessment, it must be stored securely 52

What constitutes secure storage? *52*

For digital work: 52

- Work must be backed up regularly and stored securely on the centre's IT system 52
- Access must be restricted with appropriate security safeguards (firewall protection, virus-scanning) 52
- Consider backing up on two separate devices, including one off-site backup 52
- Implement appropriate information security arrangements (protection against corruption and cyber-attack) 52

For physical artwork: 52

- Secure storage is defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next 52
- Larger artworks may be stored in a locked art room/studio 52
- Valuable or fragile materials should be insured against loss or damage 52

Can work be used for other purposes? 52

Before submission for formal assessment: 52

- Candidates must keep their work secure 52
- Candidates must not publicise their work (e.g., posting on social media) 52
- Candidates must be made aware of the JCQ document *Information for candidates – social media* 52

After submission until the deadline for review of results: 52

- Copies of work may be used for other purposes (e.g., exhibitions, interviews) provided originals are stored securely by the centre 52
- A teacher must be present if assessed work is exhibited, taken to an interview, or removed from secure storage 52

After the deadline for review of results: 52

- If post-results services have not been requested, work may be returned to candidates 52

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- If post-results services have been requested, work may be returned once the review and any appeal has been completed....52

26.8 Presentation of Work....52

Candidates must:....52

1. Submit work on appropriate materials as specified by the awarding body (may include A4 paper, sketchbooks, canvases, 3D work, digital portfolios)....52
2. Include the following details on each piece:....52
   - 5-digit centre number....52
   - Candidate number....53
   - Component code....53
3. Include supporting materials where appropriate:....53
   - Photographs of 3D work or large-scale pieces....53
   - Digital images of work....53
   - Witness statements from teachers (where applicable)....53
4. Obtain informed consent from parents/carers at the beginning of the course if photographs or images of candidates will be included as evidence....53
5. Remove bulky covers and folders before work is sent for moderation....53
6. Ensure work is securely fastened with the awarding body's cover sheet fully completed and attached....53
7. Ensure valuable or fragile materials are insured against loss or damage....53
   - Awarding bodies are not liable for loss or damage during moderation or transit....53
   - Do not include items of real or sentimental value....53

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Marking....53

Teachers are responsible for marking work in accordance with the marking criteria in the specification....53

Teachers must not use AI as the sole or primary means of marking. Teachers must review all work in its entirety and determine the mark using their own professional judgement. The teacher remains responsible for the mark awarded....53

Teacher annotation must:....53

- Provide evidence to indicate how and why marks have been awarded....53
- Identify which assessment criteria have been met....53
- Be clear and unambiguous....53
- Use key phrases from the criteria....53
- Be inserted at appropriate points in the work or on cover sheets....53

If a candidate received additional assistance beyond general advice:....53

- Take this into account when marking....53
- Apply the principle of best fit....53
- Use annotation to explain how marks were applied in the context of additional assistance 53
- Document the details....53

If a candidate submits work that cannot be authenticated:....53

- Award a mark of '0' (zero)....53
- Contact the awarding body's Malpractice Team if malpractice is suspected....53

If a candidate does not submit any work:....53

- Record the candidate as absent (not '0')....53

If a candidate submits very little work:....53

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- Assess against the assessment criteria 53
- Award the appropriate mark 53
- If no work is worthy of credit, award '0' (zero) 53

Internal Standardisation *53*

Teachers must indicate on candidates' work or cover sheets the date when work was marked. 53

The centre must ensure internal standardisation of marks across assessors and teaching groups. This includes: 53

1. Obtain reference materials early in the course 53
   - Use exemplar material from the awarding body 53
   - Use the centre's own reference and archive materials 53
2. Hold preliminary trial marking before marking begins 53
   - Include all teachers involved in assessment 53
   - Cross-mark a small sample of work 53
   - Agree common understanding of assessment criteria 53
3. Carry out further trial marking during the marking period 53
   - Repeat cross-marking exercises 53
   - Resolve any discrepancies 54
4. Hold a final meeting after most marking is completed 54
   - Make final adjustments 54
   - Assign responsibility for comparing marks 54
5. Make final adjustments before submission 54
   - Ensure teachers make adjustments where inconsistencies exist 54
   - Check new marks 54
6. Retain evidence 54
   - Keep evidence that internal standardisation has been carried out 54
   - Store candidates' work securely until after the closing date for review of results or until any appeal/malpractice enquiry is completed, whichever is later 54

26.10 Informing Candidates of Marks 54

The centre must inform candidates of their centre-assessed marks, as candidates can request a review of marking before marks are submitted to the awarding body. 54

Review of centre marking 54

Any review must be undertaken before marks are submitted to the awarding body. 54

Candidates must be given sufficient time to: 54

- Review copies of material 54
- Reach a decision on whether to request a review 54

The centre must allow sufficient time to: 54

- Carry out the review 54
- Make any necessary changes to marks 54
- Inform the candidate of the outcome 54
- All before the awarding body's deadline 54

The review must be conducted by: 54

- An assessor with appropriate competence 54
- Someone who has had no previous involvement in assessing that candidate for the component 54
- Someone who has no personal interest in the outcome 54

The reviewer must ensure the candidate's mark is consistent with the standard set by the centre. 54

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Centres must make clear to candidates that centre-assessed marks are subject to change through the moderation process. 54
If the centre does not accept the outcome of a review, the awarding body must be informed. ..54
26.11 Conflicts of Interest 54
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- The candidate's work will be submitted for moderation whether or not it is part of the moderation sample 54
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- Keep a record of candidates (name and number) whose work is in the sample....55
- The awarding body or moderator will specify the sample 55
- The sample will include work from across the range of attainment at the centre....55
- For some components, the moderator may visit the centre to assess work 55
- For most components, the centre submits work to the moderator or awarding body....55
It is the centre's responsibility to ensure moderators receive the correct sample....55
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Moderation sample:....55
- Moderators normally return work directly to centres 55
- Work submitted electronically is not returned 55
All marked work:....55
- Retain under secure conditions until after the deadline for review of moderation or until any appeal/malpractice enquiry is completed, whichever is later....55
- This applies to all work, whether or not it was part of the moderation sample 55
- Back up digital work regularly on two separate devices, including one off-site backup....55
- If retention is a problem due to the nature of work (e.g., large sculptures), retain photographic evidence 55
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The purpose of moderation is to ensure marking standards are consistent across all centres. .55

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- WHETHER MARKING WAS ACCURATE AGAINST THE CRITERIA 55
- WHETHER ASSESSMENTS WERE CONDUCTED AND SUBMITTED CORRECTLY 55
- WHETHER ASSESSMENTS WERE SUBMITTED ON TIME 55

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  - THE CANDIDATE HAS COVERED THE WHOLE COURSE 56
  - THE CANDIDATE WAS UNABLE TO COMPLETE WORK DUE TO TEMPORARY ILLNESS/INJURY 56
  - THE CENTRE HAS TAKEN ALL REASONABLE STEPS TO ACCOMMODATE THE CANDIDATE 56
  - THE CANDIDATE MEETS PUBLISHED CRITERIA FOR ENHANCED GRADING 56
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- ALL PIECES ARE ASSESSED AGAINST THE SAME CRITERIA 56
- THE CANDIDATE HAS COMPLETED AT LEAST ONE PIECE COVERING ALL ASSESSMENT OBJECTIVES 56

LOSS OF WORK 56
CANDIDATE RESPONSIBLE FOR LOSS: 56
- NOT ELIGIBLE FOR ANY ADJUSTMENT 56

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Centre responsible for loss or external event (e.g., fire, cyber attack): 56
- May be eligible for adjustment if: 56
  - The loss was not due to candidate negligence 56
  - The centre can verify work was completed or partially completed 56
  - The work had been monitored while in progress 56

Procedure for lost work: 56
- Submit Form 15 – JCQ/LCW to the awarding body 56
- If work was marked before loss, submit the mark and Form 15 56
- If work was not marked, submit an estimated mark on Form 15 based on work actually seen 56
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- Submit work word processed by a third party without acknowledgement 56
- Include inappropriate, offensive or obscene material 56
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- Be fully aware of published regulations 56
- Report any alleged, suspected or actual malpractice to the senior leadership team or awarding body 56

Failure to report malpractice constitutes malpractice itself 56
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- Deal with the irregularity under internal procedures 56
- No requirement to report to the awarding body unless the offence relates to breach of assessment conditions or confidential material 56
- Record details of any work that is not the candidate's own 56

After the candidate signs the authentication statement: 56
- The Head of Centre must notify the awarding body immediately using Form JCQ/M1 57
- If malpractice is found, the awarding body will apply a sanction 57

Sanctions for candidate malpractice 57
Sanctions may include: 57
- The work awarded '0' (zero) marks 57
- Disqualification from the component for that series 57
- Disqualification from the whole subject for that series 57
- Disqualification from all subjects and barred from re-entering for a period of time 57

26.17 Post-Results Services 57
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This service is available if an adjustment was made to the centre's marks. 57

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A review of moderation is not available for an individual candidate. 57
Procedure: 57
1. Submit a request for Service 3 – Review of moderation 57
2. The original moderation sample must be sent for review 57
3. Sample must be despatched within three working days of receiving confirmation 57
4. Centres will be notified of the outcome 57
The sample must have been stored securely. If there is evidence work has been returned to candidates, the review will be cancelled. 57
27.18 Re-taking and Carrying Forward Marks 57
Can NEA marks be carried forward? 57
Yes. When a candidate re-takes GCSE Art & Design, the mark for the NEA component may be carried forward (re-used). This will be the final post-moderation mark. 57
Rules: 57
- Within the lifetime of the specification, there is no restriction on time between original attempt and re-take 57
- No restriction on the number of occasions a mark may be carried forward 57
- If a candidate has two or more previous NEA marks, the most recent mark will be used, even if lower 57
- If a candidate re-takes rather than carrying forward, the new mark will be used, even if lower 57
- A mark can only be carried forward where a grade (including 'Unclassified') has been awarded 57
Can previous work be enhanced and re-submitted? 57
Yes, unless specifically prohibited by the specification or where the awarding body sets a task that changes each year. 57
If re-submitting: 57
- All tasks must be submitted for assessment/moderation 57
- Any additional assistance must be recorded and taken into account when marking 57
- Centres must authenticate the work. 57
- The new mark will be used, even if lower than the previous mark. 57
26.19 Health and Safety 57
The centre recognises that Art & Design NEA may involve the use of potentially hazardous materials and equipment. 57
The Art teacher(s) must: 57
- Conduct risk assessments for all practical activities 57
- Ensure candidates are trained in the safe use of equipment and materials 57
- Supervise the use of hazardous materials (e.g., solvents, fixatives, sharp tools, kilns) 57
- Ensure appropriate ventilation when using materials that produce fumes 57
- Provide appropriate personal protective equipment (PPE) where necessary 57
- Ensure candidates are aware of health and safety procedures 57
Risk assessments must cover: 57
- Use of sharp tools (e.g., craft knives, scissors, cutting tools) 57
- Use of heat sources (e.g., kilns, heat guns) 57
- Use of chemicals (e.g., paints, solvents, fixatives, glazes) 57
- Use of machinery (e.g., printing presses, sewing machines) 57
- Manual handling of large or heavy artworks 58
Risk assessments must be reviewed regularly and updated as necessary. 58

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26.20 CANDIDATES MOVING CENTRES 58
IF A CANDIDATE MOVES TO RUNNING DEER SCHOOL DURING THE COURSE, THE RELEVANT AWARDING BODY SHOULD BE CONTACTED AT THE EARLIEST OPPORTUNITY FOR ADVICE. 58
POSSIBLE SOLUTIONS DEPEND ON THE STAGE AT WHICH THE MOVE TAKES PLACE. 58
THE NEW CENTRE (RUNNING DEER SCHOOL) MUST TAKE ALL REASONABLE STEPS TO ENSURE WORK CAN BE AUTHENTICATED AND COMPLETED IN ACCORDANCE WITH THE SPECIFICATION. 58
APPENDIX A 58
JCQ PUBLICATIONS REFERENCED 58
Roles and Responsibilities Matrix *58*

Purpose

This policy outlines the roles and processes for public examinations for academic, social, emotional, and behavioural progress for students in SEMH (Social, Emotional, and Mental Health) provision. It ensures that progress is measured from individual starting points and that interventions are evidence-based, holistic, and aligned with statutory guidance, including the SEND Code of Practice (2015), Ofsted framework, and all JCQ guidance. Academic progress forms part of Running Deer's educational responsibilities.
Elements of the policy work in conjunction with UNICEF's Rights-Respecting Schools framework. UNICEF states the following rights are relevant to all children and therefore a must in our school:

The following rights are of equal importance to every child. Every child has the right to:

- **Relax** and **play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)

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1. Exam Responsibilities

The Head of Centre

- Has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks
- Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected Malpractice in Examinations and Assessments*

Exams Officer

- Manages the administration of external exams
- Advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies
- Oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them
- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Maintains systems and processes to support the timely entry of candidates for their exams
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A Guide to the Special Consideration Process*
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensures candidates' coursework/controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule
- Tracks, dispatches, and stores returned coursework/controlled assessments
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post-results service requests

Senior Leadership Team

The Senior Leadership Team are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

Teachers

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer

Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for:

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- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exams rooms

Inclusion

The centre has published an inclusion strategy on the school website that sets out how the overall school funding allocation will be used to meet pupils' specific needs and improve inclusive practice across the school.

The Senior Leadership Team and SENCo work proactively and in a timely manner with pupils and their families to help reduce barriers to learning and/or wellbeing, ensuring that:

- All pupils, including those with SEND, can access examinations fairly
- Access arrangements are identified early and implemented effectively
- Pupils and families are engaged as partners in the process
- Barriers to learning are addressed before they impact exam performance

The centre's approach to examinations reflects its commitment to inclusion, ensuring that all candidates can demonstrate their knowledge and skills in a way that is appropriate to their needs.

Lead Invigilator/Invigilators

Lead invigilators/invigilators are responsible for:

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

Candidates

Candidates are responsible for:

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

2. Qualifications Offered

The qualifications offered at this centre are decided by the Head of School in conjunction with parents, pupils and other senior leaders.

The types of qualifications offered are GCSEs and Functional Skills qualifications.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed by Easter in the year prior to the delivery of the course.
Informing the exams office of changes to a specification is the responsibility of the Head of School.

Decisions on whether a candidate should be entered for a particular subject will be taken by the Senior Leadership Team in consultation with the parents, carers and pupil.

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3. Exam Series

Internal exams (mock or trial exams) and assessments are scheduled throughout the year dependent on learner.
Internal exams are held under external exam conditions.
The Head of School decides which exam series are used in the centre.
The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Senior Leadership Team and the parents, carers, and young people.

4. Exam Timetables

Once confirmed, the exams officer will circulate the exam timetables for external exams 4 weeks before the first exams of each series begins.

4.1 Timetable Clashes

4.1.1 Prohibited Timetable Variations

Centres must not vary the timetable if a timetabled examination clashes with any of the following:

- Work experience
- A school function or closure
- A field trip
- Sporting events below international level
- Holidays and weddings
- A candidate's personal arrangements

Where school transport arrangements would conflict with the conducting of examinations, advice should be sought from the relevant awarding body.

Candidates must not be entered for the same subject at the same qualification level with more than one awarding body in the same series.

4.1.2 Splitting Cohorts

In exceptional circumstances, where the size of the cohort means that it is not possible for all candidates to sit the examination(s) at the same time, the centre may split the cohort into two groups. One group of candidates will sit the examination earlier than or later than the awarding body's published starting time.

5. Entries, Entry Details and Late Entries

Candidates or parents/carers can request a subject entry, change of level or withdrawal.
The centre accepts entries from private candidates. Entry deadlines are circulated to heads of department/curriculum via email, noticeboard, and briefing meetings.
Heads of department/curriculum will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.
Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Head of School.
GCSE re-sits/retakes are taken as when available via the awarding bodies.
Functional Skills re-sits/retakes are taken as when available via the awarding bodies.
Re-sit decisions will be made by the Head of School in consultation with the Senior Team, parents and carers.

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6. Exam Fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.
The exams officer will publish the deadline for actions well in advance for each exams series.

- GCSE entry exam fees are paid by the centre
- Functional Skills entry exam fees are paid by the centre
- Late entry or amendment fees are paid by the centre
- Re-sit fees are paid by the centre

7. Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.
The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of School.

8. Receipt and Checking of Question Paper Packets

8.1 Receipt and Initial Storage

On receipt, question paper packets, still in their despatch packaging, must be moved immediately to the secure room for checking and transfer to the centre's secure storage facility. Only persons authorised by the Head of Centre may access the centre's secure storage facility.

8.2 Timing of Checking

Checking must take place as soon as possible on the day the question papers are received.

If this is not possible (e.g., due to late delivery or unavailability of authorised members of staff), the checking must take place no later than the next working day and must be undertaken in the secure room. Where the checking of question paper packets cannot take place until the next working day, the Head of Centre must ensure there is an authorised key holder to the secure room and secure storage facility on-site the next working day.

8.3 Checking Process

When question paper packets are removed from the despatch packaging, they must be checked against the awarding body's despatch note and the centre timetable or entries. Care must be taken when handling question paper packets to ensure the packaging is not damaged.

8.4 Checking Log

A log of the checking must be kept. The log must record:
a. The awarding body
b. The waybill or tracking number
c. The number of packages (i.e., envelopes and boxes)
d. The date and time question paper packets were checked against the despatch note in the secure

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room
e. Confirmation that the question paper packets have been placed in the secure storage facility in timetable date order
f. The name and position of the member of centre staff performing tasks (d) and (e)

8.5 Reporting Problems

The awarding body must be informed immediately if there are any problems, including:
a. It appears that the parcel or one of the packets has been opened during transit and therefore there may have been a breach of security
b. There are any differences between the material received and the despatch or delivery note
c. The material has been significantly damaged in transit or upon opening
d. The material appears not to meet the centre's requirements
e. The material has been received in error

8.6 Arranging Question Paper Packets

Following the checking, question paper packets must be arranged in timetable order within the centre's secure storage facility to reduce the possibility of opening the wrong question paper packet at the wrong time. They must then be immediately locked in the secure storage facility.

8.7 Second Pair of Eyes Check

Question papers must always be kept in their sealed packets until the second pair of eyes check and log have been completed.
The second pair of eyes check must take place before each question paper packet is opened.
If a question paper packet needs to be split for any reason (e.g., to facilitate an access arrangement, for smaller rooms or different sites), **the second pair of eyes check must take place in the secure room immediately before the packet is opened.**
For all remaining sealed packets, the second pair of eyes check may take place either:

- **In the secure room**, OR
- **In the designated examination room immediately before the packet is opened**

The centre will determine which location provides the most secure and effective arrangement based on the specific circumstances.
Centres are accountable for conducting and recording the second pair of eyes check. All members of centre staff involved in the second pair of eyes check must understand their responsibilities to maintain question paper security.
The centre will use the JCQ Second Pair of Eyes Check form to record this process.

9. Access Arrangements and Reasonable Adjustments

The SENCo will inform subject teachers of candidates with special educational needs and disabilities (SEND) and any access arrangements or reasonable adjustments that individual candidates will need during the course and in any assessments/exams.

Identifying the Need for Access Arrangements

A candidate's access arrangements requirement is determined by the SENCo in accordance with JCQ regulations as set out in the publication *Access Arrangements and Reasonable Adjustments*.

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Evidence and Applications

- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENCo
- The SENCo will complete any required assessments, including online testing where applicable
- Submitting completed access arrangement applications to the awarding bodies via Access Arrangements Online is the responsibility of the SENCo
- Where applicable, the SENCo will submit Form 8 applications for access arrangements requiring awarding body approval

Implementation

- Rooming for access arrangement candidates will be arranged by the SENCo in liaison with the Exams Officer
- Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENCo
- The SENCo will ensure that all access arrangements are implemented as approved and that appropriate records are maintained

Communication

- The SENCo will maintain a record of all candidates with access arrangements and ensure this information is shared appropriately with the Exams Officer and relevant teaching staff
- All access arrangements will be recorded on the candidate's entry and clearly communicated to invigilators before each exam

Volunteers and DBS Requirements

In line with KCSIE 2026, any volunteer who frequently teaches, trains, instructs, or supervises children is legally in regulated activity and requires an enhanced DBS check with children's barred list information. The supervision exemption has been removed.
If the centre uses volunteers in any capacity during exams (e.g., as readers, scribes, or additional support), the SENCo and Exams Officer will ensure that:

- All volunteers have undergone an enhanced DBS check with barred list information before they are permitted to work with candidates
- Volunteers are appropriately trained and supervised
- Records of DBS checks for volunteers are maintained on the single central record
- Volunteers understand their safeguarding responsibilities and the centre's exam regulations

The centre will not use volunteers who do not have the appropriate DBS clearance in any role that involves regulated activity with children.

10. Staff Training

All staff involved in examinations must receive appropriate training to ensure they understand their responsibilities and can carry out their roles effectively.

Safeguarding Training

All staff must receive safeguarding training on their first day of employment, before they meet any pupils. This training will cover:

- Part One of KCSIE 2026, which all staff must read in full
- The centre's safeguarding policy and procedures
- How to recognise and respond to safeguarding concerns
- Specific vulnerabilities, including young carers and children with medical conditions

Safeguarding training will be refreshed annually for all staff.

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Exam-Specific Training

Staff involved in examinations will receive training on:

- JCQ regulations and exam procedures
- Access arrangements and reasonable adjustments
- Malpractice and how to prevent it
- The centre's mobile phone policy and technology regulations
- Supporting candidates with medical conditions and allergies
- Data protection and confidentiality

Invigilator Training

At least one member of the interview panel must have undertaken safer recruitment training. Similarly, all invigilators will receive appropriate training before they are permitted to invigilate exams. This training will cover:

- JCQ regulations for conducting exams
- Safeguarding responsibilities
- How to respond to emergencies
- Implementing access arrangements
- Recognising and reporting malpractice

Training Records

A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection. Additionally, a record of invigilator attendance at training sessions must be maintained.
These records will be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

11. Contingency Planning

The centre has in place a written exam contingency plan which covers all aspects of exam administration. This plan is reviewed annually and updated as necessary to ensure it remains fit for purpose.

Purpose

The purpose of contingency planning is to ensure that the centre can respond effectively to an emergency or staff absence. This will help to mitigate the impact of disruption and ensure that exams can be delivered effectively, or that appropriate action is taken if exams cannot proceed as planned.

Exam Officer Absence

In the event of the absence of the Exams Officer, the following staff members have been trained to undertake the role:

- **Primary cover:** Geraldine Carter
- **Secondary cover:** Martin Hibbs

These staff members have access to:

- Secure storage areas and keys
- Awarding body login credentials (stored securely)
- Exam timetables and rooming arrangements
- Contact details for awarding bodies and JCQ
- Copies of all relevant JCQ regulations

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Head of Centre Absence

In the absence of the Head of Centre, Geraldine Carter is authorised to make decisions regarding exam administration and to act as the responsible person for the centre.

Invigilator Absence

The Exams Officer maintains a list of trained reserve invigilators who can be called upon at short notice. In the event of invigilator absence on the day of an exam:

1. The Exams Officer will contact reserve invigilators from the approved list
2. If no reserve invigilators are available, appropriately trained members of the Senior Leadership Team will invigilate
3. All substitute invigilators must have received appropriate training and be familiar with JCQ regulations

Disruption to Exam Papers

Non-arrival of exam papers

If exam papers fail to arrive, the Exams Officer will:

1. Contact the awarding body immediately to report the issue
2. Request emergency dispatch of replacement papers
3. Inform the Head of Centre and candidates of any delay
4. Adjust the exam timetable if necessary, ensuring candidates receive their full working time
5. Report the incident to the awarding body using the appropriate form

Damage to exam papers

If exam papers are damaged before or during an exam:

1. The Exams Officer will assess the extent of the damage
2. Contact the awarding body immediately for guidance
3. If papers are partially legible, proceed with the exam and report the issue
4. If papers are illegible, follow the awarding body's instructions for emergency replacement or rescheduling

Disruption to the Dispatch of Exam Scripts

If completed exam scripts cannot be dispatched as planned due to courier failure, severe weather, or other disruption:

1. The Exams Officer will contact the awarding body immediately to inform them of the delay
2. Arrange alternative dispatch methods (e.g., alternative courier, direct delivery)
3. Ensure scripts remain secure until they can be dispatched
4. Maintain a detailed log of the incident and actions taken
5. Follow up with the awarding body to confirm receipt of scripts

Centre Unable to Open as Normal

Severe weather, fire, flood, or other emergency

If the centre cannot open as normal during an exam period:

1. The Head of Centre will assess whether it is safe to proceed with exams
2. If the centre can open but with delays, candidates will be contacted and informed of revised start times
3. Candidates will receive their full working time, with adjusted finish times
4. If the centre cannot open at all, the Exams Officer will:
    - Contact the awarding body immediately to report the closure
    - Follow the awarding body's instructions regarding rescheduling
    - Inform all candidates and parents/carers of alternative arrangements
    - Identify alternative venues if required (e.g., other local schools, community centres)

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Alternative accommodation

If the usual exam rooms are unavailable, the centre will:

- Use alternative rooms within the centre that meet JCQ requirements
- If no suitable rooms are available on site, arrange to use facilities at Station Road Family Centre in Moretonhampstead
- Ensure all alternative venues comply with JCQ regulations regarding room setup, security, and invigilation

Disruption to IT Systems

Loss of power

- Battery backup systems are in place for essential IT systems
- If power cannot be restored, exams will proceed using paper-based systems where possible
- For on-screen exams that cannot proceed, the awarding body will be contacted immediately

IT system failure

- The centre's IT support (Chris Hales) will be contacted immediately
- For on-screen exams, the Exams Officer will contact the awarding body to report the issue and follow their guidance
- Alternative arrangements will be made for candidates to complete exams if systems cannot be restored

Disruption During an Exam

Fire alarm or emergency evacuation

If a fire alarm or other emergency requires evacuation during an exam:

1. Invigilators will instruct candidates to stop writing and leave all materials on their desks
2. Candidates will be supervised at all times to prevent malpractice
3. Candidates will be kept separate from other students and must not communicate with each other
4. The time of the interruption will be recorded
5. Once it is safe to return, candidates will be given the remaining time plus any time lost during the evacuation
6. A full report will be submitted to the awarding body using JCQ Form 14

Serious incident in the exam room

If a serious incident occurs (e.g., candidate collapse, serious disruption):

1. The welfare of candidates is the priority
2. Emergency services will be called if required
3. The exam will continue for other candidates if possible, with the affected candidate removed
4. A full report will be submitted to the awarding body
5. Special consideration will be applied for where appropriate

Lockdown

If the centre goes into lockdown during an exam:

1. Candidates and invigilators will remain in the exam room
2. The exam will continue if it is safe to do so
3. If the exam must be suspended, the time will be recorded and made up later
4. The incident will be reported to the awarding body
5. Special consideration will be applied for where appropriate

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Widespread Disruption to Exams

In the event of widespread disruption affecting multiple centres (e.g., national pandemic, major incident), the centre will:

1. Follow guidance issued by Ofqual, JCQ, and awarding organisations
2. Implement alternative assessment arrangements as directed
3. Communicate clearly with candidates, parents/carers, and staff
4. Maintain detailed records of all actions taken

See Section 11.1 "Centre Determined Grades (Contingency)" for specific procedures if exams cannot take place as planned.

Communication

In any contingency situation, the centre will ensure timely communication with:

- Candidates and parents/carers (via email, text message, and the centre website)
- Awarding bodies (via telephone and appropriate reporting forms)
- JCQ (if required)
- Local authority (if applicable)
- Staff members

Review and Testing

This contingency plan will be:

- Reviewed annually by the Head of Centre and Exams Officer
- Updated following any significant incident or change in circumstances
- Tested through regular scenario planning exercises
- Communicated to all relevant staff

11.1 Centre Determined Grades (Contingency)

If examinations cannot take place as planned due to circumstances beyond the centre's control, the centre will follow guidance from Ofqual, JCQ, and awarding organisations regarding the submission of centre determined grades or alternative assessment arrangements.

Process

- The Senior Leadership Team will coordinate the centre's response to any request for centre determined grades
- The Exams Officer will manage the submission process and liaise with awarding bodies
- Subject teachers will be responsible for providing evidence to support grade determinations in accordance with guidance issued at the time
- The Head of School will ensure that all decisions are made fairly, consistently, and in line with regulatory requirements

Quality assurance

- The centre will implement robust internal quality assurance processes to ensure consistency and fairness
- All decisions will be documented and evidence retained in accordance with awarding body requirements
- The centre will comply with any requirements for external quality assurance or moderation

Communication

- Candidates and parents/carers will be kept informed of any changes to assessment arrangements

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- The centre will follow any guidance issued regarding the communication of centre determined grades to candidates

This section will be updated to reflect specific guidance issued by Ofqual, JCQ, and awarding organisations in the event that centre determined grades are required.

12. Managing Invigilators

External staff will not be used to invigilate examinations.
Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer.

CCTV in Examination Rooms

The centre does not currently use CCTV in examination rooms.
If CCTV is set up in the examination room in future and the footage can be viewed in live time, the following procedures will apply:

- The persons viewing the footage must be authorised by the Head of Centre
- They must have no conflict of interest
- They must understand their role in maintaining the integrity of the examination
- CCTV cannot be used to replace invigilators; it may only supplement invigilation arrangements

Note: As question paper content may be visible on CCTV footage, strict controls must be in place regarding who may view live footage.

13. Malpractice

13.1 Definition of Malpractice

The Head of Centre, in consultation with the SENCo and Managing Director, is responsible for investigating suspected malpractice in accordance with JCQ's *Suspected Malpractice: Policies and Procedures*.

All those involved in the public qualifications system have a role to play in supporting the appropriate delivery of assessments and upholding the integrity of qualifications. Whilst the vast majority of centres, centre staff and candidates do not normally experience any form of malpractice, it is important that all are aware of the risks of malpractice and take steps to prevent it occurring. Where malpractice does occur, it is vitally important that prompt action is taken to safeguard the integrity of qualifications.

Malpractice means any act, default or practice which is:

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

which:

- gives rise to prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding organisation or centre or any officer, employee or agent of any awarding organisation or centre.

Incidents of malpractice arise for a variety of reasons, such as:

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- some incidents are intentional and aim to give an unfair advantage in an examination or assessment;
- some incidents arise due to a lack of awareness of the regulations, carelessness or forgetfulness in applying the regulations (which may often be called 'maladministration');
- some occur as a result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the supervision of candidates is disrupted).

13.2 Categories of Malpractice

The centre recognises the following categories of malpractice:

a) Breach of Security

Any act which breaches, or places at risk, the confidentiality of question papers, assessment materials and their electronic equivalents, or the confidentiality of candidates' scripts and their electronic equivalents.

Examples include:

- Failing to keep examination material secure prior to an examination, including digital examination materials
- Discussing or otherwise revealing information about examinations and assessments that should be kept confidential, e.g. internet forums/social media
- Moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ document *Instructions for Conducting Examinations*
- Failing to adequately supervise candidates who have been affected by a timetable variation
- Releasing candidates early from a timetabled assessment
- Permitting, facilitating or obtaining unauthorised access to examination material prior to an examination
- Tampering with candidate scripts, controlled assessments, coursework or non-examination assessments after collection and before despatch

b) Deception

Any act of dishonesty in relation to an examination or assessment, including:

- Inventing or changing marks for internally-assessed components where there is no actual evidence of the candidates' achievement to justify the marks awarded
- Manufacturing evidence of competence against national standards
- Fabricating assessment and/or internal verification records or authentication statements
- Entering fictitious candidates for examinations or assessments
- Substituting one candidate's controlled assessment, coursework or non-examination assessment for another's
- Providing misleading or inaccurate information to an awarding organisation, candidates and/or parents

c) Improper Assistance to Candidates

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates which results in a potential or actual advantage in an examination or assessment.
Examples include:

- Assisting candidates in the production of controlled assessment, coursework, non-examination assessments or portfolios beyond that permitted by the regulations
- Sharing or lending candidates' controlled assessments, coursework or non-examination assessments with other candidates in a way which allows malpractice to take place
- Assisting or prompting candidates with the production of answers
- Permitting candidates in an examination to access prohibited materials
- Prompting candidates in an examination/assessment by means of signs or verbal or written prompts

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d) Failure to Co-operate with an Investigation

Examples include:

- Failure to make available information reasonably requested by an awarding organisation in the course of an investigation
- Failure to investigate on request, in accordance with the awarding organisation's instructions or advice
- Failure to investigate or provide information according to agreed deadlines
- Failure to immediately report all alleged, suspected or actual incidents of malpractice to the awarding organisation

e) Maladministration

Failure to adhere to the regulations governing controlled assessments, coursework, examinations and non-examination assessments. This includes breaches relating to the conduct of examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, results and/or certificate claim forms.

Examples include:

- Failing to ensure that candidates' controlled assessment, coursework, non-examination assessment or work to be completed under controlled conditions is adequately completed and/or monitored and/or supervised
- Failing to adhere to awarding organisation key dates and deadlines
- Inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria
- Failure to train invigilators and those facilitating access arrangements adequately
- Failing to issue to candidates the appropriate notices and warnings
- Not ensuring that the examination venue conforms to the requirements stipulated in JCQ guidance
- Failure to invigilate examinations in accordance with JCQ regulations
- Granting access arrangements to candidates who do not meet the requirements
- Failing to maintain the security of candidate scripts prior to despatch

f) Candidate Malpractice

Malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments.

Examples include:

- The alteration or falsification of any results document, including certificates, or using or allowing the use of any such altered or falsified document
- A breach of the instructions or advice of an invigilator, supervisor, or the awarding organisation in relation to the examination or assessment rules and regulations
- Possession of unauthorised materials in the exam room (including mobile phones, smart watches, or notes)
- Plagiarism or use of AI-generated content without attribution
- Collusion between candidates
- Copying from another candidate
- Disruptive behaviour in the exam room
- Making a false declaration of authenticity
- Personation: pretending to be someone else or arranging for another person to take one's place in an examination

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13.3 Reporting Requirements

Immediate Reporting:

The Head of Centre must notify the appropriate awarding organisation immediately of all alleged, suspected or actual incidents of malpractice.

Exception - Pre-Authentication Coursework/NEA Malpractice:

The only exception to immediate reporting is candidate malpractice discovered in coursework or non-examination assessments where the offence relates to the content of candidate work (e.g. copying/collusion, plagiarism and/or AI misuse) and the authentication forms have **not** been signed by the candidate. These incidents do not need to be reported to the awarding organisation and must instead be dealt with in accordance with the centre's internal procedures.

All Other Malpractice Must Be Reported:

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where:

- the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions); OR
- a candidate **has** signed the declaration of authentication

must be reported using a JCQ/M1 to the relevant awarding organisation.

Staff Malpractice:

If staff malpractice is discovered in coursework or non-examination assessments, the head of centre must inform the awarding organisation immediately, regardless of whether the authentication forms have been signed by the candidate(s).

Failure to Report:

Failure by a centre to notify, investigate and report to an awarding organisation all allegations of malpractice or suspected malpractice constitutes malpractice in itself.
Failure to take action as required by an awarding organisation, or to co-operate with an awarding organisation's investigation, constitutes malpractice. This includes providing knowingly inaccurate or misleading information during the course of an investigation.

13.4 Reporting Forms

The centre will use the following JCQ forms to report malpractice:

- **JCQ/M1** - For reporting candidate malpractice
- **JCQ/M2** - For notifying suspected staff malpractice/maladministration (before investigation commences)
- **JCQ/M3** - For reporting findings of staff malpractice/maladministration investigations

These forms are available at: http://www.jcq.org.uk/exams-office/malpractice
Notifications in letter format will be accepted but must provide the information as required by the form.
Upon receipt of a JCQ/M2 form, the awarding organisation will review the information provided and determine the appropriate next steps for the investigation. The centre should not proceed with gathering further information until authorisation has been received from the awarding organisation.

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13.5 Investigation Procedures

Appointing an Information Gatherer

For candidate malpractice cases: The head of centre may appoint a staff member to gather information for the investigation without needing to consult the awarding organisation. The head of centre must consider potential conflicts of interest when appointing a staff member to gather evidence. The head of centre will retain responsibility for ensuring the information has been obtained appropriately.
For all other cases: Where the head of centre wishes to appoint a senior staff member to gather information, the agreement of the awarding organisation must be obtained first. The awarding organisation will confirm whether or not it agrees to the suggested information gatherer.

Conflicts of Interest

The head of centre must confirm that the individual who will gather information is appropriately senior, experienced in conducting similar types of investigations and that their appointment will not create a conflict of interest. A conflict of interest would arise where:

- the information gatherer has direct line management responsibility for any of the accused individuals;
- the information gatherer has overall responsibility for the area of work subject to the investigation;
- the information gatherer has a relationship, beyond the working relationship, with any of the accused individuals;
- the above do not apply but there is or could be a perception that the individual would have a conflict of interest.

In the event of any concerns regarding conflicts of interest or the suitability of the potential information gatherer, the head of centre must contact the awarding organisation as soon as possible to discuss the matter.

Information Gathering Requirements

The information gatherer must:

- Interview relevant staff, invigilators, and candidates
- Obtain signed and dated written statements from all parties
- Collect all relevant evidence (seating plans, unauthorised materials, candidate work, etc.)
- Complete the investigation within the timescales set by the awarding organisation
- Submit a comprehensive report using JCQ/M1 or JCQ/M3 forms

The following evidence must be provided alongside the report (as appropriate):

- Any written statements from and/or transcriptions of interviews with teachers, invigilators, assessors, or other staff involved
- Transcriptions of interviews with and/or written statements from any candidates involved in, or affected by, the alleged malpractice
- Details of how the centre informs centre staff and candidates about the awarding organisations' regulations
- Seating plans showing the exact position of candidates in the examination room
- Copies/images of unauthorised material found in the examination room
- Any candidate work/associated material which is relevant to the investigation
- Any teaching resources/material/details of feedback given to candidates relevant to the investigation
- Details of any other information relevant to the investigation, such as applications for/documentation relating to access arrangements
- Any other relevant information or evidence, for example, CCTV footage
- A summary of the actions which will be taken by the centre to mitigate the impact of any malpractice and the actions to be taken to avoid a recurrence

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Rights of Accused Individuals

If there is sufficient evidence that an individual may have committed malpractice, that individual (the candidate or the member of staff) must:

- be informed (preferably in writing) of the allegation made against them;
- be provided with a copy of the JCQ document *Suspected Malpractice: Policies and Procedures*;
- be made aware of all evidence that has been obtained during the investigation which supports the allegation;
- be made aware that knowingly providing misleading or inaccurate information constitutes malpractice;
- be informed of the possible consequences should malpractice be proven;
- have the opportunity and sufficient time to consider their response to the allegations;
- be given an opportunity to submit a written statement in response to the allegations;
- be informed that if the case is referred to the awarding organisation's Malpractice Committee, they will:
    - be provided with a complete set of case documentation;
    - have the opportunity to read and make a statement in response to the case documentation;
    - have the opportunity to seek professional advice and to provide a supplementary statement;
- be made aware of their right to appeal should a sanction be applied to them.

The head of centre is responsible for ensuring that the accused individual is informed of their rights and responsibilities.

Safeguarding During Investigations

The centre will follow the guidance in Appendix 11 of the JCQ Suspected Malpractice document regarding "Supporting the Safeguarding and Wellbeing of Centre Staff and Candidates During a Suspected Malpractice Case".
This includes:

- Conducting interviews in a private, neutral space
- Allowing individuals to be accompanied by an appropriate adult or advisor
- Using non-accusatory, plain language
- Recognising and responding to signs of distress
- Providing access to pastoral support and specialist services where needed
- Ensuring that if the individual has communication needs or is at risk, that they have an appropriate adult present
- Making reasonable adjustments for those whose disabilities mean they experience substantial disadvantage

When interviewing members of centre staff or students, centres must conduct those interviews in accordance with their own internal policy for conducting enquiries and within the requirements of JCQ guidance. If a centre has any concerns about an individual's wellbeing, they should contact the awarding organisation before conducting the interview.
A note or transcript of the interview must be taken and provided to the interviewee to sign and to confirm its accuracy.

13.6 Sanctions

Awarding organisations impose sanctions on individuals and on centres responsible for malpractice in order to:

- minimise the risk to the integrity of examinations and assessments, both in the present and in the future;
- maintain the confidence of the public in the delivery and awarding of qualifications;
- ensure as a minimum that there is nothing to gain from breaching the regulations;
- deter others from doing likewise.

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Awarding organisations will impose sanctions on individuals found guilty of malpractice where appropriate. Sanctions will usually be applied in cases where there has been a risk to the integrity of the qualification. When determining the appropriate sanction(s) to be applied, the awarding organisation will consider whether the malpractice committed undermined, or attempted to undermine, the integrity of its examinations and assessments or had the potential to undermine public confidence.

Sanctions for Candidates

Sanctions for candidate malpractice may include:

1. **Warning** - A warning that if the candidate commits malpractice within a set period of time, further specified sanctions may be applied
2. **Loss of marks** - for a section, component, or unit
    - Loss of all marks for a section
    - Loss of all marks for a component
    - Loss of all marks for a unit
3. **Disqualification** - from a unit, qualification, or all qualifications in that series
    - Disqualification from a unit
    - Disqualification from all units in one or more qualifications taken in that series or academic year
    - Disqualification from the whole qualification
    - Disqualification from all qualifications taken in that series or academic year
4. **Candidate debarment** - The candidate is barred from entering for one or more examinations for a set period of time

Unless a sanction is accompanied by a bar on future entry, all candidates penalised by loss of marks or disqualification may retake the component(s), unit(s) or qualification(s) affected in the next examination series or assessment opportunity, if the awarding organisation qualification permits this.
A permanent record will be kept of the impact of any sanctions on an individual candidate's results. For this reason, centres must not withdraw candidates after malpractice has been identified, even if the candidates have not completed the assessments in question. Doing so is considered as suspected malpractice.

Sanctions for Centre Staff

Sanctions for centre staff malpractice may include:

1. **Written warning** - A written warning that, if the member of staff commits malpractice within a set period of time, further specified sanctions will be applied
2. **Training requirement** - The member of staff, as a condition of future involvement in the delivery of the awarding organisation's examinations and/or assessments, is to undertake specific training or mentoring within a particular period of time
3. **Special conditions** - Special conditions are imposed on the member of staff regarding their future involvement in the delivery of the awarding organisation's examinations and/or assessments (e.g., must be supervised)
4. **Suspension/debarment** - The member of staff is suspended/debarred from all involvement in the delivery or administration of the awarding organisation's examinations and assessments for a set period of time. Other awarding organisations, regulators and other organisations, such as the Teaching Regulation Agency (TRA) and Education Workforce Council (EWC), may be informed when a suspension/debarment is imposed.

These sanctions will be notified to the head of centre who must ensure that they are communicated to the individual(s) upon whom they have been imposed and that the sanctions are adhered to. Failure to communicate any sanction to an individual will be considered to be malpractice by the head of centre.
If a member of centre staff moves to another centre while subject to a finding of malpractice or a sanction, or if a member of centre staff moves to another centre during an investigation, the head of centre (of the centre at which the malpractice occurred) must immediately notify the awarding organisation of the move.

Sanctions for the Centre

Sanctions that may be applied to the centre include:

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1. **Written warning** - A written warning to the head of centre advising of the malpractice and warning that further action may be taken should there be a recurrence
2. **Review and report procedures/action plans** - The head of centre will be required to review the centre's procedures and report back to the awarding organisation on improvements implemented by a set date
3. **Approval of specific assessment tasks** - The approval by the awarding organisation of specific assessment tasks in situations where these are normally left to the discretion of the centre
4. **Additional monitoring or inspection** - The awarding organisation may increase, at the centre's expense, the normal level of monitoring that takes place
5. **Restrictions on examination and assessment materials** - For a specified period of time, a centre will be provided with examination papers and assessment materials shortly before such papers and materials are scheduled to be used
6. **Independent invigilators** - The appointment for a specified period of time, at the centre's expense, of independent invigilators
7. **Suspension of candidate registrations or entries** - An awarding organisation may, for a period of time, or until a specific matter has been rectified, refuse to accept candidate entries or registrations from a centre
8. **Withdrawal of approval for specific qualification(s)** - An awarding organisation may withdraw the approval of a centre to offer one or more qualifications
9. **Withdrawal of centre recognition/approval** - The awarding organisation may withdraw its recognition or approval for the centre

Centres are liable for any expense incurred in ensuring compliance with the sanctions and/or special conditions.

Communication of Sanctions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. It is the responsibility of the head of centre to communicate the decision to the individuals concerned and to pass on details of any sanctions and action in cases where this is indicated. The head of centre must also inform the individuals if they have the right to appeal.
Heads of centre must inform those individuals found guilty of malpractice that information may be passed on to other awarding organisations and/or other appropriate authorities. This information will typically include the names, offences and sanctions applied to those found guilty of breaching the published regulations.
In cases of serious malpractice, such as where the threat to the integrity of the examination or assessment outweighs a duty of confidentiality, it may be necessary for information to be exchanged amongst:

- the regulators;
- other awarding organisations;
- other regulatory or investigative organisations;
- professional registration and funding organisations; and
- other centres where the malpractice may affect the delivery of an awarding organisation's qualifications.

13.7 Preventing Malpractice

The centre takes all reasonable steps to prevent malpractice, including:

Centre Staff Malpractice Prevention:

- Ensuring all staff involved in examinations understand JCQ requirements and awarding organisation guidance
- Ensuring robust procedures for meeting key dates and deadlines
- Providing appropriate training, resources and support for the Exams Officer
- Ensuring exams are conducted in accordance with JCQ ICE requirements
- Following appropriate security procedures for confidential materials

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- Ensuring effective supervision of candidates affected by timetable variations
- Having robust processes for identifying and reporting plagiarism (including AI misuse)
- Creating a culture of honesty and openness where concerns can be escalated without fear of repercussion
- Ensuring staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work
- Ensuring members of staff do not communicate any confidential information about examinations and assessment materials, including via social media
- Ensuring members of staff follow appropriate security procedures to ensure confidential information relating to examinations and assessment materials is not breached

Candidate Malpractice Prevention:

- Ensuring all JCQ notices (Information for Candidates documents) are made available to candidates before assessments
- Informing candidates verbally and in writing about required assessment conditions
- Ensuring candidates are aware of actions that constitute malpractice and potential sanctions
- Ensuring candidates are aware of sanctions for passing on or receiving confidential assessment materials
- Ensuring candidates understand the need for work to be their own and how to avoid plagiarism (including AI misuse)
- Displaying appropriate warning posters outside exam rooms
- Conducting pre-exam briefings covering regulations and prohibited items
- Ensuring candidates involved in examination clash arrangements are aware of appropriate behaviour during supervision
- Ensuring candidates completing coursework or non-examination assessments are aware of the need for the work to be their own and are provided with clear instructions on how to avoid plagiarism (including AI misuse)

Training and Communication:

All staff involved in examinations receive training on:

- JCQ regulations and exam procedures
- Malpractice and how to prevent it
- How to recognise and report suspected malpractice
- The centre's mobile phone policy and technology regulations
- Data protection and confidentiality

This training is refreshed annually and records of training are maintained.
A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection.
Additionally, a record of invigilator attendance at training sessions must be maintained.
These records will be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

13.8 Joint Awarding Organisation Investigations

In cases where one or more awarding organisations receive the same, or very similar, allegations of malpractice in relation to the same individual or centre, the awarding organisations affected by the malpractice are likely to conduct a joint malpractice investigation.
In such cases:

- One awarding organisation will act as the lead organisation
- The centre will be informed which organisation is leading the investigation
- A single joint investigation will be conducted
- The lead organisation will be the main point of contact
- Decisions will be jointly agreed by all affected awarding organisations

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If a joint awarding organisation Malpractice Committee makes a finding of malpractice and/or a sanction is imposed, the lead awarding organisation will normally be responsible for managing the appeal process.

13.9 Appeals

All awarding organisations have established procedures for considering appeals against sanctions arising from malpractice decisions.
The following individuals have a right to appeal against malpractice decisions:

- The Head of Centre (on behalf of the centre, centre staff, or candidates)
- Members of centre staff against sanctions imposed on them personally
- Private (external) candidates
- Third parties who have been barred from taking or delivering examinations

Appeals must normally be made within 14 days of receiving the malpractice outcome decision.
Information on the appeals process will be provided to all individuals involved in malpractice decisions.
Further information is available in the JCQ document *A Guide to the Awarding Organisations' Appeals Processes*: http://www.jcq.org.uk/exams-office/appeals

14. Exam Days

Room Allocation and Setup

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
Site management staff are responsible for setting up the allocated rooms and will be advised of requirements at least 4 weeks in advance.
Prior to the examination, the centre must create a seating plan that shows the exact position of each candidate in the examination room. Any changes made to seating arrangements during the examination must be noted on the seating plan. The seating plan must be available to an awarding body upon request.
Room setup must comply with JCQ regulations, including:

- Appropriate spacing between desks (minimum 1.25 metres)
- Removal of unauthorised materials and displays
- Clear visibility for invigilators
- Appropriate lighting, heating, and ventilation
- Access to toilet facilities
- Appropriate arrangements for candidates with access arrangements
- An exam room incident log must be available in each examination room

The centre will use the JCQ Exam Room Incident Log to record any incidents or emerging situations during examinations.

Starting and Finishing Exams

The Head of School and Exams Officer will ensure that all exams start and finish in accordance with JCQ guidelines, including:

- Starting exams at the published time (or as soon as possible after, with appropriate adjustments made to the finish time)
- Ensuring candidates have the correct amount of working time
- Following the correct procedures for late arrivals
- Managing early departures in accordance with JCQ regulations

Staff Presence

Subject staff may be present at the start of the exam to:

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- Assist with identification of candidates
- Clarify any subject-specific instructions
- Check that candidates have the correct equipment

Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do. Specifically:

- Subject teachers must not read the exam paper or make notes
- Subject teachers must leave the exam room once the exam has started, unless they are acting as an invigilator
- Subject teachers must not communicate with candidates during the exam

Practical Exams

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines. The Exams Officer will ensure that:

- Practical equipment is available and in working order
- Health and safety requirements are met
- Appropriate supervision is in place
- Any specific awarding body requirements are followed

Access to Exam Papers

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

Dispatch of Scripts

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the Senior Team.
This includes:

- Checking that all scripts are present and correctly labelled
- Packaging scripts securely in accordance with awarding body requirements
- Centres must keep script packages in the secure room until they are taken to the agreed pick-up point. Packages may be moved to the pick-up point up to 15 minutes before the collection slot begins, provided the centre has suitable facilities and they are not left unattended
- Centres involved in the secure despatch of the exam scripts service should ensure the driver signs the despatch log as this is the centre's proof of despatch
- Arranging collection or dispatch by the required deadline
- Maintaining records of all dispatches

Emergency Procedures

In the event of an emergency during an exam (e.g., fire alarm, candidate illness), staff will follow the procedures outlined in the centre's contingency plan and JCQ's *Instructions for Conducting Examinations*.
This includes:

- Evacuating the exam room if necessary
- Recording the time of the interruption
- Supervising candidates to prevent malpractice
- Reporting the incident to the awarding body
- Making appropriate adjustments to the exam time if required

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15. Candidates

Pre-Exam Information

All candidates will receive comprehensive information about examinations, including:

- Individual exam timetables showing the date, time, and location of each exam, distributed at least 4 weeks before the exam series begins
- JCQ Information for Candidates documents, which explain exam regulations and what happens if rules are broken
- Access to the full exam timetable via the centre's website/noticeboard
- Information about results day arrangements and how to access results (see Section 19)

Candidate Briefings

Candidates will receive briefings covering:

- Exam regulations and conduct expectations
- What to bring and what not to bring to exams
- Arrival times and procedures
- Access arrangements (for relevant candidates)
- What to do if they arrive late or are unable to attend
- Consequences of malpractice
- How to raise concerns or appeal decisions

Individual Support

Candidates who require additional support or have questions about their exams should contact:

- The Exams Officer for administrative queries
- The SENCo for questions about access arrangements

Prohibited Items

Candidates must not bring the following items into the exam room:

- Mobile phones (even if switched off)
- Smart watches or fitness trackers
- Any electronic devices capable of storing or transmitting data
- Earphones or headphones (unless approved as an access arrangement)
- Notes, revision materials, or study guides
- Books or dictionaries (unless specifically permitted by the awarding body)
- Pencil cases (unless they are clear plastic)
- Food (except medical items with prior approval)
- Drinks (except water in a clear, unlabelled bottle)
- Watches that have an alarm or data storage function
- Correcting fluid, correcting pens, or erasable pens

Important: Possession of any prohibited item, even if not used, constitutes malpractice and will be reported to the awarding body. This may result in disqualification from the qualification.
Candidate Responsibility for Unauthorised Items
Following the invigilator's announcement, and prior to the examination starting, candidates are responsible for ensuring any unauthorised devices are handed to centre staff and are turned off/turned to silent mode.

What to Do with Prohibited Items

- Candidates should leave prohibited items at home
- If a candidate brings a prohibited item to the exam, they must hand it to the invigilator before entering the exam room
- The centre cannot accept responsibility for the security of items left outside the exam room

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Candidates Wearing Hearing Aids/Cochlear Implant Processors

Deaf candidates should not be asked to remove their hearing aids/cochlear implant speech processors during an examination. It would be disorientating for a candidate to be without their hearing aids/cochlear implant speech processors, and this would not align with their normal way of working.
Before the examination starts, the centre will ensure that the candidate has unpaired any Bluetooth connection they have with their device and set their hearing aids to 'flight mode', as this will disable the Bluetooth connection.

Conduct and Behaviour Expectations

During exams, candidates must:

- Follow all instructions given by invigilators
- Remain silent throughout the exam unless asking a question of the invigilator
- Not communicate with other candidates in any way
- Not attempt to read another candidate's work
- Complete the exam independently without assistance (unless approved access arrangements are in place)
- Write clearly and legibly in black ink
- Use only the answer booklets and materials provided
- Not remove any exam materials from the exam room
- Remain seated until told they may leave

Candidates must not:

- Engage in any form of malpractice (see Section 13)
- Disrupt other candidates
- Use offensive or inappropriate language in their answers
- Damage or deface exam materials
- Leave the exam room without permission
- Re-enter the exam room after leaving (except in exceptional circumstances with permission)

Consequences of Misconduct

Failure to comply with exam regulations may result in:

- A warning from the invigilator
- Removal from the exam room
- Disqualification from the exam or qualification
- Being barred from future examinations

All incidents will be reported to the awarding body in accordance with JCQ regulations.

Arriving Late

If a candidate arrives late for an exam:

- They should report immediately to the Exams Officer or reception
- They may be admitted to the exam at the discretion of the Head of School/Exams Officer, in accordance with JCQ regulations

A candidate who arrives late and is permitted by the centre to sit the examination must be given all pre-examination information and warnings before they start the examination. The candidate must be allowed the full time for the examination.

- Candidates arriving more than 1 hour after the published start time may not be admitted
- Late candidates will not be given extra time (the exam will finish at the published time)
- The awarding body will be informed of the late arrival
- Very late arrivals may not have their work accepted by the awarding body

Candidates should note:

- Traffic, transport problems, and oversleeping are not acceptable reasons for late arrival
- Candidates are responsible for ensuring they arrive on time
- The centre recommends arriving early to allow for unexpected delays

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Absence from Exams

If a candidate cannot attend an exam due to illness or other emergency:
The candidate or their parent/carer must:

1. Contact the centre as soon as possible on the day of the exam
2. Speak to the Exams Officer or Head of School
3. Provide a clear explanation of the reason for absence
4. Provide supporting evidence (e.g., medical certificate) within 7 days

The centre will:

- Record the absence and inform the awarding body
- Consider whether special consideration is appropriate (see Section 17)
- Discuss options with the candidate and parent/carer, which may include:
    - Sitting the exam in a later series
    - Applying for special consideration
    - Withdrawal from the qualification

Important: Unauthorised absence from an exam may result in the candidate receiving zero marks for that component. Exam fees will not be refunded for unauthorised absences.

Illness or Emergency During an Exam

If a candidate feels unwell during an exam:

- They should raise their hand to attract the invigilator's attention
- The invigilator will assess the situation and may:
    - Allow the candidate a short break under supervision
    - Arrange for the candidate to continue the exam in a separate room
    - Allow the candidate to withdraw from the exam

If a candidate withdraws from an exam due to illness:

- The time at which they stopped will be recorded
- A report will be submitted to the awarding body
- The centre will apply for special consideration if appropriate
- The candidate or parent/carer should provide medical evidence as soon as possible

Emergency Evacuation

In the event of a fire alarm or other emergency requiring evacuation:

- Candidates must stop writing immediately and follow the invigilator's instructions
- Candidates must leave all materials on their desks
- Candidates will be supervised at all times and must not communicate with each other
- The exam will resume once it is safe to do so, with additional time given to compensate for the interruption
- See Section 11 (Contingency Planning) for full procedures

Leaving the Exam Room

Toilet breaks:

- Candidates should use the toilet before entering the exam room
- Toilet breaks during exams will only be permitted in exceptional circumstances
- Candidates requiring a toilet break must raise their hand and wait for the invigilator
- Candidates will be supervised by a member of staff while outside the exam room
- No extra time will be given for toilet breaks
- Candidates with medical conditions requiring frequent toilet access should have this documented as an access arrangement

Early departure:

- Candidates may not leave the exam room within the first hour of the exam or during the last 15 minutes
- Candidates wishing to leave early must raise their hand and wait for the invigilator
- Candidates who leave early cannot re-enter the exam room

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- Candidates who leave early must remain under centre supervision until the end of the exam to maintain security

Exam Results

Accessing results:

- Results will be issued on the dates published by awarding bodies (see Section 19)
- Candidates can collect results in person or have them posted (see Section 19 for full details)
- Candidates should bring photographic identification when collecting results in person

Candidate Responsibilities Summary

Candidates are responsible for:

- Attending all exams at the correct time and location
- Bringing appropriate equipment and identification
- Following all exam regulations and instructions
- Conducting themselves appropriately
- Informing the centre of any issues that may affect their performance
- Checking their exam timetable carefully
- Confirming and signing their exam entries
- Authenticating coursework and controlled assessments as their own work
- Collecting their results and certificates
- Meeting deadlines for appeals or post-results services

16. Clash Candidates

The Head of School will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

17. Special Consideration

Eligibility

Special consideration is a post-exam adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury, or some other event outside of the candidate's control at the time of the 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 their level of attainment in an assessment.

Candidate Responsibilities

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's (or their parent/carer's) responsibility to alert the centre's Head of School or Exams Officer to that effect as soon as possible.
The candidate must support any special consideration claim with appropriate evidence within 7 days of the exam (or as soon as reasonably practicable). Acceptable evidence includes:

- Medical certificates or doctor's notes
- Hospital appointment letters
- Death certificates or funeral notices
- Police reports or crime reference numbers
- Other official documentation as specified by JCQ

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Centre Responsibilities

The Exams Officer will make a special consideration application to the relevant awarding body within 7 days of the exam (or as soon as the centre becomes aware of the issue).
The application will include:

- Details of the candidate and the exam affected
- The nature of the issue and its impact on the candidate
- Supporting evidence
- The candidate's normal level of performance (where relevant)

Types of Special Consideration

Special consideration may be applied for in the following circumstances:

- Temporary illness or injury at the time of the assessment
- Bereavement at the time of the assessment (e.g., death of a close relative or friend)
- Domestic crisis at the time of the assessment
- Serious disturbance during the exam (e.g., fire alarm, serious incident in the exam room)
- Failure by the centre to implement an approved access arrangement

Special Consideration Cannot Be Applied For

- Long-term illness or disability (this should be addressed through access arrangements)
- Permanent or long-term disability
- Bereavement occurring more than 6 months before the assessment
- Domestic inconvenience (e.g., moving house, family holidays)
- Misreading the timetable or failing to attend at the correct time
- Consequences of committing a crime

Outcomes

The awarding body will determine whether special consideration is appropriate and, if so, the level of adjustment to be made. Possible outcomes include:

- A small percentage increase in the candidate's mark (typically 1-5%)
- Acceptance of reduced evidence in coursework or non-exam assessment
- In exceptional cases, an aegrotat grade (unclassified result indicating the candidate was present but unable to complete the assessment)

Candidates and parents/carers will be informed of the outcome of special consideration applications as soon as the centre receives notification from the awarding body.

18. Internal Assessment

It is the duty of heads of department to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.
Marks for all internally assessed work are provided to the exams office by the SENCo. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

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19. Results

Results Days

Results will be issued on the dates published by the awarding bodies. For the 2026/27 academic year, these are expected to be:

- **GCSE results:** Thursday 19 August 2027
- **Functional Skills results:** Throughout the year, typically within 20 working days of the assessment

Collection of Results

Candidates will receive individual results slips on results days through one of the following methods:

- **In person at the centre:** Candidates may collect their results in person between 9:00am and 12:00pm on results day. Candidates must bring photographic identification.
- **Posted (recorded delivery):** Results will be posted by recorded delivery to the candidate's registered address on results day. Candidates should expect to receive their results within 1-2 working days.

Results may be collected on behalf of a candidate by a third party, provided they have written authorisation from the candidate and bring photographic identification for both themselves and the candidate.

Results Slips

The results slip will be in the form of a centre-produced document and will include:

- The candidate's name and candidate number
- The subjects and qualifications taken
- The grades achieved
- Information about how to request an enquiry about results or access to scripts
- Information about how to collect certificates

Opening Arrangements

Arrangements for the centre to be open on results days are made by the Head of School. The centre will be open from 08:30am.

20. Enquiries About Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate; a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.
The cost of EARs will be paid by the centre.
All decisions on whether to make an application for an EAR will be made by the Head of School and the SENCo.
If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.
All processing of EARs will be the responsibility of the Head of School and Exams Officer, following the JCQ guidance.

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21. Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 14 days of the receipt of results.
Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
An EAR cannot be applied for once an original script has been returned.
The cost of ATS will be paid by the centre.
Processing of requests for ATS will be the responsibility of the Exams Officer.

22. Certificates

Collection of Certificates

Candidates will receive their certificates:

- Posted (recorded delivery)

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so and bring suitable identification with them that confirms who they are.
The centre retains certificates for 10 years.
A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Releasing Question Papers

Unused question papers must be stored in the secure room and must not be released to anyone until 24 hours after the awarding body's published finishing time for the examination.
Where a candidate is sitting an examination scheduled for the afternoon session the following morning under an overnight supervision arrangement, unused question papers for that examination must not be released to any individual until 24 hours after the awarding body's published finishing time for the examination.

23. Safeguarding

The centre recognises that examinations can be a source of stress and anxiety for candidates and that safeguarding responsibilities continue to apply during the examination period.

Keeping Children Safe in Education (KCSIE) 2026

All exam centre staff must be familiar with the statutory guidance *Keeping Children Safe in Education* (KCSIE) 2026, which came into force on 1 September 2026.
All staff must read Part One of KCSIE in full. The condensed summary (previously Annex A) has been removed, and all staff members—including those not working directly with children—are required to read Part One in its entirety.

Staff Must Understand

- How to recognise signs of abuse and neglect, including modern slavery and financial exploitation
- The safeguarding risks that can affect children and young people, including child-to-parent or caregiver abuse
- How to respond to safeguarding concerns
- The specific vulnerabilities of young carers and children with medical conditions

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Staff Responsibilities

All staff involved in examinations are required to:

- Be alert to signs that a candidate may be experiencing mental health difficulties or safeguarding concerns
- Follow the centre's safeguarding policy and procedures if they have concerns about a candidate
- Report any concerns to the Designated Safeguarding Lead (DSL) immediately
- Maintain confidentiality in accordance with the centre's safeguarding policy
- Understand that the term "making or sharing of nudes or semi-nudes" now explicitly includes images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes), and that all such incidents mandate a safeguarding response

Safeguarding Training

The DSL must cover safeguarding training as early as possible, on the staff member's first day of employment, and before they meet any pupils.
For staff involved in examinations, safeguarding training will be refreshed annually and will cover:

- Updates to KCSIE and any changes to safeguarding procedures
- Recognising vulnerable groups, including young carers and children with medical conditions
- Understanding the risks associated with technology and artificial intelligence
- The centre's procedures for responding to safeguarding concerns during examinations

Supporting Candidates

- The Pastoral Lead is available to support candidates who are experiencing anxiety or stress related to examinations
- Candidates are informed of sources of support available to them, including pastoral staff and external services
- The centre will consider special consideration applications for candidates affected by illness or personal circumstances

Medical Conditions and Allergy Safety

The centre has robust arrangements in place to support pupils with medical conditions during examinations, including:

- Individual healthcare plans that are reviewed regularly and shared with relevant exam staff
- Clear procedures for managing medical emergencies during exams, including allergic reactions
- An allergy safety policy that ensures:
    - Staff are trained to recognise and respond to allergic reactions
    - Emergency medication (e.g., adrenaline auto-injectors) is readily available
    - Candidates with known allergies are identified on exam rooming plans
    - Food and drink brought into exam rooms comply with allergy safety requirements
- Access arrangements for candidates whose medical conditions require specific support during exams

Invigilators and exam staff will be briefed on any medical conditions or allergies affecting candidates in their exam room, and will know how to respond in an emergency.

Prevent Duty

The centre complies with its duties under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Staff involved in examinations will:

- Be alert to signs of radicalisation
- Report any concerns through the centre's safeguarding procedures
- Follow the centre's Prevent policy

Responsibilities

- The Head of School is responsible for ensuring all exam staff understand their safeguarding responsibilities

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- The Designated Safeguarding Lead is responsible for responding to any safeguarding concerns raised during the examination period and ensuring that safeguarding training is delivered to all staff
- The Senior Leadership Team is responsible for reviewing filtering and monitoring systems at least once every academic year, in conjunction with the DSL and IT support, in line with KCSIE 2026
- All staff are responsible for maintaining vigilance and reporting concerns

24. Data Protection and Information Security

The centre is committed to protecting the personal data of candidates and complying with the requirements of the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the Data (Use and Access) Act 2025.

Data Processing

Personal data processed for examination purposes includes:

- Candidate names, dates of birth, and unique candidate numbers
- Contact details for candidates and parents/carers
- Information about access arrangements and special educational needs
- Information about medical conditions, including allergies and healthcare plans
- Examination entries and results
- Records of malpractice investigations
- Records of safeguarding concerns (where relevant to examination administration)

Sharing Data

The centre will share candidate data with:

- Awarding bodies for the purpose of entering candidates for examinations and receiving results
- JCQ for the purpose of administering access arrangements
- External agencies where required for safeguarding purposes or legal obligations

Security Measures

- All examination materials are stored securely in accordance with JCQ requirements
- Access to candidate data is restricted to authorised personnel only
- Electronic data is protected by appropriate security measures including encryption and secure passwords
- Paper records are stored in locked cabinets in secure areas

Retention

Data will be retained in accordance with the centre's data retention policy and JCQ requirements.

Candidate Rights

Candidates have the right to:

- Access their personal data held by the centre
- Request correction of inaccurate data
- Request deletion of data in certain circumstances
- Object to processing in certain circumstances

Requests should be made to the Head of School.

Responsibilities

- The Head of School is responsible for ensuring compliance with data protection legislation
- The Exams Officer is responsible for the secure handling of examination data

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- All staff are responsible for maintaining confidentiality and following data protection procedures

25. Use of Technology and Artificial Intelligence

The centre takes seriously its responsibility to ensure that all candidates understand the regulations regarding the use of technology and artificial intelligence in examinations and assessments, and recognises the safeguarding, data protection, and ethical risks involved in the educational use of technology.

Mobile Phone Policy

The centre operates as a "mobile phone-free environment" in line with DfE expectations. Mobile phones are strictly prohibited in exam rooms and during the examination period.
Candidates are informed that the following items are strictly prohibited in the exam room:

- Mobile phones (even if switched off)
- Smart watches and fitness trackers
- Any electronic communication or storage devices
- Earphones or headphones (unless approved as an access arrangement)
- Any wearable technology capable of storing or transmitting data

What to Do with Prohibited Items

- Candidates should leave prohibited items at home
- If a candidate brings a prohibited item to the exam, they must hand it to the invigilator before entering the exam room
- The centre cannot accept responsibility for the security of items left outside the exam room

Important: Any candidate found in possession of a prohibited item during an exam will be reported to the awarding body and investigated for potential malpractice. This may result in disqualification from the qualification.

Communication and Enforcement

The centre ensures that the mobile phone policy is:

- Clearly communicated to all pupils, parents/carers, and staff through the school website, pupil handbook, and parent communications
- Reinforced through assemblies, tutor time, and pre-exam briefings
- Consistently enforced, with clear consequences for breaches
- Monitored for its impact on pupils' learning, behaviour, and wellbeing

Staff and pupils understand the expectations around mobile phones, and the policy is applied consistently across the school.

Use of Artificial Intelligence

The centre recognises the safeguarding, data protection, and ethical risks involved in the educational use of Generative AI, in line with KCSIE 2026.
Candidates are made aware that:

- Unauthorised use of generative AI tools (such as ChatGPT, Bard, or similar) in coursework, controlled assessments, or non-exam assessments constitutes malpractice
- Any work submitted must be the candidate's own, and the use of AI to generate content without proper attribution is a breach of JCQ regulations
- The term "making or sharing of nudes or semi-nudes" explicitly includes images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes). Any such incidents will be treated as a safeguarding matter and will mandate a safeguarding response
- Teachers will provide clear guidance on what constitutes acceptable use of technology and AI for each assessment

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- All candidates must sign a declaration of authentication confirming that submitted work is their own

Safeguarding and AI

Staff are trained to recognise the risks associated with AI, including:

- The creation or sharing of inappropriate AI-generated content (including deepfake images)
- The use of AI to facilitate malpractice or cheating
- Data protection risks when using AI tools that process personal data

Any concerns about the misuse of AI will be reported to the DSL and investigated in accordance with the centre's safeguarding policy.

Calculator Regulations

- Only calculators that meet JCQ regulations may be used in exams where calculators are permitted
- Candidates must ensure their calculator is in exam mode (where applicable) before the examination begins
- The Exams Officer will ensure that information about acceptable calculators is communicated to candidates in advance of exams
- Invigilators will check calculators before exams begin to ensure compliance

Consequences

Any breach of these regulations will be:

- Investigated as potential malpractice in accordance with JCQ's *Suspected Malpractice: Policies and Procedures*
- Reported to the relevant awarding body (and to the DSL if there are safeguarding concerns)
- Subject to penalties which may include disqualification from the qualification

Responsibilities

- The Head of School is responsible for ensuring all candidates are informed of these regulations and that the mobile phone policy is clearly communicated and consistently enforced
- The Exams Officer is responsible for reporting any breaches to awarding bodies
- The DSL is responsible for responding to any safeguarding concerns related to technology or AI misuse
- All teaching staff are responsible for ensuring candidates understand what constitutes acceptable use of technology in their subjects and for monitoring compliance

26. Non-Examination Assessments: GCSE Art & Design

26.1 Introduction

The centre offers GCSE Art & Design, which includes a non-examination assessment (NEA) component. This section sets out the procedures for managing the NEA in accordance with JCQ's *Instructions for conducting non-examination assessments – GCE and GCSE specifications* and the *Notice to Centres – Teachers sharing non-examination assessment material and candidates' work*.
Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. For GCSE Art & Design, the NEA typically consists of a portfolio of work developed over the course of study.

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26.2 Roles and Responsibilities

Head of Centre

The Head of Centre is responsible for:

- Ensuring the centre has a robust NEA policy in place
- Signing the annual declaration confirming that NEA procedures are being followed
- Ensuring all staff involved in NEA understand their responsibilities

Exams Officer

The Exams Officer is responsible for:

- Ensuring NEA marks are submitted to awarding bodies by published deadlines
- Coordinating the submission of NEA work for moderation
- Maintaining records of NEA submissions
- Liaising with awarding bodies regarding NEA administration

Art Teacher(s)

The Art teacher(s) are responsible for:

- Setting or selecting appropriate tasks in accordance with the awarding body's specification
- Ensuring candidates understand what constitutes malpractice
- Supervising candidates' work and ensuring it can be authenticated
- Providing appropriate advice and feedback within JCQ regulations
- Marking candidates' work in accordance with the published marking criteria
- Participating in internal standardisation
- Ensuring work is stored securely
- Submitting marks and work for moderation by published deadlines

SENCo

The SENCo is responsible for:

- Informing Art teachers of candidates who require access arrangements for NEA
- Ensuring access arrangements are implemented appropriately

Candidates

Candidates are responsible for:

- Producing work that is their own
- Understanding and complying with NEA regulations
- Keeping their work secure and confidential
- Not plagiarising or using AI-generated content without appropriate acknowledgement
- Signing the candidate declaration form when work is completed

26.3 Task Setting and Issuing

Who sets the tasks?

For GCSE Art & Design:

- The awarding body provides the assessment tasks/themes
- Candidates may develop their own personal response to the set theme
- The Art teacher must ensure tasks are appropriate and meet the specification requirements

When are tasks issued?

- The awarding body issues tasks well in advance to allow time for planning, resourcing and teaching
- The Art teacher will consult the awarding body's specification and website for the date tasks are issued
- Candidates must be given sufficient time to complete their work

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Candidate information

Before beginning work, all candidates must:

- Read the JCQ document *Information for candidates – non-examination assessments*
- Understand what constitutes malpractice
- Be aware of the assessment criteria
- Understand the rules regarding plagiarism, AI use, and keeping work confidential

Candidates must not sign the authentication declaration until they have completed their work and handed it in for final assessment.

26.4 Supervision and Authentication

Supervision requirements

The centre must ensure that:

- There is sufficient supervision of every candidate to enable work to be authenticated
- The work an individual candidate submits for assessment is their own
- Candidates understand they must not plagiarise other material, including AI-generated content
- Candidates receive guidance on referencing sources and the centre's policy on AI use

Where can work be completed?

Work may be completed:

- In supervised sessions at the centre (e.g., art studio, classroom)
- Outside the centre without direct supervision, provided the centre is confident the work is the candidate's own
- At home, provided appropriate authentication procedures are followed

Candidates may:

- Have unlimited access to electronic and printed resources
- Use the internet without restriction for research purposes
- Work collaboratively during research and preparatory stages (but must produce individual responses)

Authentication procedures

Teachers must be sufficiently familiar with each candidate's general standard to judge whether the work submitted is within their capabilities.
All candidates must sign an authentication declaration (see Appendix 4 of JCQ NEA guidance) confirming that:

- The work is their own unaided work
- They have referenced all sources appropriately
- They have acknowledged any use of AI
- They have kept their work confidential

Teachers must sign a declaration of authentication confirming that:

- The work is solely that of the candidate concerned
- The work was completed under the required conditions

If a teacher cannot authenticate a candidate's work:

- Do not accept the work for assessment
- Record a mark of '0' (zero) for internally-assessed work
- Inform the Head of Centre if malpractice is suspected

26.5 Advice and Feedback

What advice can be given before work begins?
Before work begins, teachers may advise candidates on:

- Sources of information and inspiration

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- Relevance of materials, techniques and concepts
- Structure of the portfolio
- Techniques for developing ideas
- Health and safety considerations when using equipment and materials
- Security of their work

Teachers must not provide:
- Model answers specific to the task
- Work that is specific to an individual candidate's response

What feedback can be given during the task?
Unless specifically prohibited by the awarding body's specification, teachers may:
- Review candidates' work and provide oral and written advice at a general level
- Allow candidates to revise and re-draft work after providing general advice

General advice does not need to be recorded.
If teachers provide assistance beyond general advice (e.g., detailed specific advice on how to improve work to meet assessment criteria, detailed feedback on errors, personal intervention to improve presentation), they must:
- Record this assistance
- Take it into account when marking the work
- Use annotations to explain how marks were applied in the context of additional assistance

Teachers must not:
- Provisionally assess work and then allow the candidate to revise it
- Provide assistance explicitly prohibited in the specification

Failure to follow these procedures constitutes malpractice.

26.6 Use of Resources and Referencing

What resources are allowed?

Candidates normally have unrestricted access to resources, including:
- Books, journals, and printed materials
- The internet
- AI tools (for research and inspiration, not for generating final work)
- Art materials and equipment

However, candidates must not copy material **and claim it as their own.**

How should sources be acknowledged?

Candidates must keep a detailed record of all sources used, including:
- Books, journals, and printed materials
- Websites and online resources
- AI tools
- Artists' work that has inspired their own work

For printed sources: Reference should show: Author name, year of publication, page number Example: (Morrison, 2000 p 29)
For internet sources: Reference should show: Date accessed and precise web page URL Example: http://www.tate.org.uk/art/artists/david-hockney downloaded 5 February 2027
For AI-generated content: Reference should show: Name of AI tool, date content generated, sources used by AI Example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2027
Candidates must also acknowledge the sources used by the AI tool in generating the content.

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Where AI is used, candidates must:

- Retain a copy of the question(s)/prompts used
- Keep a copy of the AI-generated content in a non-editable format (e.g., screenshot)
- Provide a brief explanation of how it was used
- Submit this with their final work for authentication purposes

If this is not submitted and the teacher suspects AI use, the centre's malpractice policy must be consulted.

26.7 Keeping Materials Secure

When is secure storage required?

- Where candidates are producing work over a period of time, their work must be stored securely between sessions
- Once work is handed in for formal assessment, it must be stored securely

What constitutes secure storage?

For digital work:

- Work must be backed up regularly and stored securely on the centre's IT system
- Access must be restricted with appropriate security safeguards (firewall protection, virus-scanning)
- Consider backing up on two separate devices, including one off-site backup
- Implement appropriate information security arrangements (protection against corruption and cyber-attack)

For physical artwork:

- Secure storage is defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next
- Larger artworks may be stored in a locked art room/studio
- Valuable or fragile materials should be insured against loss or damage

Can work be used for other purposes?

Before submission for formal assessment:

- Candidates must keep their work secure
- Candidates must not publicise their work (e.g., posting on social media)
- Candidates must be made aware of the JCQ document *Information for candidates – social media*

After submission until the deadline for review of results:

- Copies of work may be used for other purposes (e.g., exhibitions, interviews) provided originals are stored securely by the centre
- A teacher must be present if assessed work is exhibited, taken to an interview, or removed from secure storage

After the deadline for review of results:

- If post-results services have not been requested, work may be returned to candidates
- If post-results services have been requested, work may be returned once the review and any appeal has been completed

26.8 Presentation of Work

Candidates must:

1. Submit work on appropriate materials as specified by the awarding body (may include A4 paper, sketchbooks, canvases, 3D work, digital portfolios)
2. Include the following details on each piece:
    - 5-digit centre number

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    - Candidate number
    - Component code
3. Include supporting materials where appropriate:
    - Photographs of 3D work or large-scale pieces
    - Digital images of work
    - Witness statements from teachers (where applicable)
4. Obtain informed consent from parents/carers at the beginning of the course if photographs or images of candidates will be included as evidence
5. Remove bulky covers and folders before work is sent for moderation
6. Ensure work is securely fastened with the awarding body's cover sheet fully completed and attached
7. Ensure valuable or fragile materials are insured against loss or damage
    - Awarding bodies are not liable for loss or damage during moderation or transit
    - Do not include items of real or sentimental value

26.9 Marking and Internal Standardisation

Marking

Teachers are responsible for marking work in accordance with the marking criteria in the specification. Teachers must not use AI as the sole or primary means of marking. Teachers must review all work in its entirety and determine the mark using their own professional judgement. The teacher remains responsible for the mark awarded.
Teacher annotation must:

- Provide evidence to indicate how and why marks have been awarded
- Identify which assessment criteria have been met
- Be clear and unambiguous
- Use key phrases from the criteria
- Be inserted at appropriate points in the work or on cover sheets

If a candidate received additional assistance beyond general advice:

- Take this into account when marking
- Apply the principle of best fit
- Use annotation to explain how marks were applied in the context of additional assistance
- Document the details

If a candidate submits work that cannot be authenticated:

- Award a mark of '0' (zero)
- Contact the awarding body's Malpractice Team if malpractice is suspected

If a candidate does not submit any work:

- Record the candidate as absent (not '0')

If a candidate submits very little work:

- Assess against the assessment criteria
- Award the appropriate mark
- If no work is worthy of credit, award '0' (zero)

Internal Standardisation

Teachers must indicate on candidates' work or cover sheets the date when work was marked.
The centre must ensure internal standardisation of marks across assessors and teaching groups. This includes:

1. Obtain reference materials early in the course
    - Use exemplar material from the awarding body
    - Use the centre's own reference and archive materials
2. Hold preliminary trial marking before marking begins
    - Include all teachers involved in assessment
    - Cross-mark a small sample of work
    - Agree common understanding of assessment criteria
3. Carry out further trial marking during the marking period
    - Repeat cross-marking exercises

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    - Resolve any discrepancies
4. Hold a final meeting after most marking is completed
    - Make final adjustments
    - Assign responsibility for comparing marks
5. Make final adjustments before submission
    - Ensure teachers make adjustments where inconsistencies exist
    - Check new marks
6. Retain evidence
    - Keep evidence that internal standardisation has been carried out
    - Store candidates' work securely until after the closing date for review of results or until any appeal/malpractice enquiry is completed, whichever is later

26.10 Informing Candidates of Marks

The centre must inform candidates of their centre-assessed marks, as candidates can request a review of marking before marks are submitted to the awarding body.
Review of centre marking
Any review must be undertaken before marks are submitted to the awarding body.
Candidates must be given sufficient time to:

- Review copies of material
- Reach a decision on whether to request a review

The centre must allow sufficient time to:

- Carry out the review
- Make any necessary changes to marks
- Inform the candidate of the outcome
- All before the awarding body's deadline

The review must be conducted by:

- An assessor with appropriate competence
- Someone who has had no previous involvement in assessing that candidate for the component
- Someone who has no personal interest in the outcome

The reviewer must ensure the candidate's mark is consistent with the standard set by the centre.
Centres must make clear to candidates that centre-assessed marks are subject to change through the moderation process.
If the centre does not accept the outcome of a review, the awarding body must be informed.

26.11 Conflicts of Interest

Centres must make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate (e.g., family members, close friends and their immediate family).
Where this cannot be avoided:

- The centre must declare the conflict of interest to the awarding body before the published deadline for entries
- The candidate's work will be submitted for moderation whether or not it is part of the moderation sample

26.12 Submission of Marks and Work for Moderation

Internal deadlines
The centre will set internal deadlines that allow time to:

- Accommodate candidate requests for reviews of marking
- Meet the awarding body's deadline for submission of marks and work

Awarding bodies may refuse to accept marks and work submitted after the deadline.
Failure to meet deadlines may be considered malpractice.
Submission process

1. Check marks carefully before submission
    - Check for addition errors
    - Check for transcription errors

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    - Check marks for all candidates, not just the sample
2. Follow awarding body instructions for submitting marks (normally done electronically)
3. Submit supporting documentation as required by the awarding body
4. Prepare moderation sample as specified by the awarding body

Moderation sample

- Keep a record of candidates (name and number) whose work is in the sample
- The awarding body or moderator will specify the sample
- The sample will include work from across the range of attainment at the centre
- For some components, the moderator may visit the centre to assess work
- For most components, the centre submits work to the moderator or awarding body

It is the centre's responsibility to ensure moderators receive the correct sample.

Storage after submission

Moderation sample:

- Moderators normally return work directly to centres
- Work submitted electronically is not returned

All marked work:

- Retain under secure conditions until after the deadline for review of moderation or until any appeal/malpractice enquiry is completed, whichever is later
- This applies to all work, whether or not it was part of the moderation sample
- Back up digital work regularly on two separate devices, including one off-site backup
- If retention is a problem due to the nature of work (e.g., large sculptures), retain photographic evidence

26.13 External Moderation

The purpose of moderation is to ensure marking standards are consistent across all centres.

The moderation process

1. Sample selection - The awarding body specifies the sample
2. Sample submission - The centre submits work according to instructions
3. Sample assessment - The moderator assesses work using published marking criteria
4. Mark comparison - Moderator marks are compared with centre marks
5. Adjustments - If differences exceed allowed tolerance, adjustments may be applied to centre marks
6. Feedback - Final moderated marks and feedback forms are issued to centres

What feedback will the centre receive?

Feedback will cover:

- Whether tasks were appropriate to the specification
- Whether candidates' responses were appropriate
- Whether marking was accurate against the criteria
- Whether assessments were conducted and submitted correctly
- Whether assessments were submitted on time

Feedback will be constructive, objective, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard.

26.14 Access Arrangements

Candidates with access arrangements for written examinations will normally be permitted the same arrangements for NEA, provided they meet the published criteria.

The SENCo must ensure all relevant staff are aware of candidates who require access arrangements when completing NEA.

Access arrangements may include:

- Extra time
- Use of a scribe or word processor
- Rest breaks
- Separate working space

The centre must complete online applications for access arrangements in advance of NEA.

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26.15 Special Consideration and Loss of Work

Absence
Short-term occasional absence:

- Not eligible for special consideration
- The candidate should be given an opportunity to make up missed time

Longer-term absence in certification series:

- May be eligible for special consideration if:
    - The candidate has covered the whole course
    - The candidate was unable to complete work due to temporary illness/injury
    - The centre has taken all reasonable steps to accommodate the candidate
    - The candidate meets published criteria for enhanced grading
    - The centre supports the application

Reduced quantity of work: The awarding body may accept reduced work if:

- The specification requires more than one piece of work
- All pieces are assessed against the same criteria
- The candidate has completed at least one piece covering all assessment objectives

Loss of work
Candidate responsible for loss:

- Not eligible for any adjustment

Centre responsible for loss or external event (e.g., fire, cyber attack):

- May be eligible for adjustment if:
    - The loss was not due to candidate negligence
    - The centre can verify work was completed or partially completed
    - The work had been monitored while in progress

Procedure for lost work:

- Submit Form 15 – JCQ/LCW to the awarding body
- If work was marked before loss, submit the mark and Form 15
- If work was not marked, submit an estimated mark on Form 15 based on work actually seen
- Do not estimate marks for unseen work

26.16 Malpractice

The centre takes all reasonable steps to prevent malpractice in NEA.
What constitutes malpractice?
Candidates must not:

- Submit work that is not their own
- Make their work available to other candidates
- Allow other candidates access to their independently sourced material
- Assist other candidates to produce work
- Use sources without acknowledgement or attribution
- Submit work word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material
- Publicise their work on social media

Teachers must:

- Be vigilant regarding candidate malpractice
- Be fully aware of published regulations
- Report any alleged, suspected or actual malpractice to the senior leadership team or awarding body

Failure to report malpractice constitutes malpractice itself.
Dealing with suspected malpractice
Before the candidate signs the authentication statement:

- Deal with the irregularity under internal procedures
- No requirement to report to the awarding body unless the offence relates to breach of assessment conditions or confidential material
- Record details of any work that is not the candidate's own

After the candidate signs the authentication statement:

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- The Head of Centre must notify the awarding body immediately using Form JCQ/M1
- If malpractice is found, the awarding body will apply a sanction

Sanctions for candidate malpractice
Sanctions may include:

- The work awarded '0' (zero) marks
- Disqualification from the component for that series
- Disqualification from the whole subject for that series
- Disqualification from all subjects and barred from re-entering for a period of time

26.17 Post-Results Services

Review of moderation (Service 3)
This service is available if an adjustment was made to the centre's marks.
A review of moderation is not available for an individual candidate.
Procedure:

1. Submit a request for Service 3 – Review of moderation
2. The original moderation sample must be sent for review
3. Sample must be despatched within three working days of receiving confirmation
4. Centres will be notified of the outcome

The sample must have been stored securely. If there is evidence work has been returned to candidates, the review will be cancelled.
27.18 Re-taking and Carrying Forward Marks
Can NEA marks be carried forward?
Yes. When a candidate re-takes GCSE Art & Design, the mark for the NEA component may be carried forward (re-used). This will be the final post-moderation mark.
Rules:

- Within the lifetime of the specification, there is no restriction on time between original attempt and re-take
- No restriction on the number of occasions a mark may be carried forward
- If a candidate has two or more previous NEA marks, the most recent mark will be used, even if lower
- If a candidate re-takes rather than carrying forward, the new mark will be used, even if lower
- A mark can only be carried forward where a grade (including 'Unclassified') has been awarded

Can previous work be enhanced and re-submitted?
Yes, unless specifically prohibited by the specification or where the awarding body sets a task that changes each year.
If re-submitting:

- All tasks must be submitted for assessment/moderation
- Any additional assistance must be recorded and taken into account when marking
- Centres must authenticate the work
- The new mark will be used, even if lower than the previous mark

26.19 Health and Safety

The centre recognises that Art & Design NEA may involve the use of potentially hazardous materials and equipment.
The Art teacher(s) must:

- Conduct risk assessments for all practical activities
- Ensure candidates are trained in the safe use of equipment and materials
- Supervise the use of hazardous materials (e.g., solvents, fixatives, sharp tools, kilns)
- Ensure appropriate ventilation when using materials that produce fumes
- Provide appropriate personal protective equipment (PPE) where necessary
- Ensure candidates are aware of health and safety procedures

Risk assessments must cover:

- Use of sharp tools (e.g., craft knives, scissors, cutting tools)
- Use of heat sources (e.g., kilns, heat guns)
- Use of chemicals (e.g., paints, solvents, fixatives, glazes)
- Use of machinery (e.g., printing presses, sewing machines)

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- Manual handling of large or heavy artworks

Risk assessments must be reviewed regularly and updated as necessary.

26.20 Candidates Moving Centres

If a candidate moves to Running Deer School during the course, the relevant awarding body should be contacted at the earliest opportunity for advice.
Possible solutions depend on the stage at which the move takes place.
The new centre (Running Deer School) must take all reasonable steps to ensure work can be authenticated and completed in accordance with the specification.

Appendix A

JCQ Publications Referenced

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.
JCQ publications including:

- *Suspected Malpractice: Policies and Procedures*
- *Access Arrangements and Reasonable Adjustments*
- *A Guide to the Special Consideration Process*
- *Instructions for Conducting Examinations*
- General JCQ regulations available at www.jcq.org.uk

Roles and Responsibilities Matrix

Category	**General Roles**	**Access Arrangements / Special Consideration Roles**	**Invigilator / Invigilation / Malpractice Roles**
Possible role options for inclusion in policy	• Head of centre • Vice principal • Deputy head • Heads of faculty • Heads of subject • Heads of department • Heads of curriculum • Head of key stage • Senior leadership team • Exams officer • SENCo • Subject teachers • Governors • Trustees • Candidate • Parent/carers	• SENCo • ALS manager • Doctor • Pastoral teacher • Educational psychologist • Specialist teacher • Exams officer • Other (please specify)	• Exams officer • Centre administration • Support staff • Senior leaders • External staff • Agency employees • Head of centre • Senior leadership team • Senior Invigilator • Invigilator • Other (please specify)

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Category	General Roles	Access Arrangements / Special Consideration Roles	Invigilator / Invigilation / Malpractice Roles
	• Other (please specify)		

[^1]: This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

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