

Cranbury College Exam Policy 2021-2022

(AQA NCFE, Pearson, OCR)

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The policy is next due for review September 2022

Head of centre

Exams officer

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Date

05.09.17 (Amended 15.05.18)
(Amended 12.09.18)
(Amended 01.12.20)
(Reviewed 22.09.21)

The 11-19 exam policy

The policy purpose

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- all aspects of the centre exam process is documented and other relevant exams-related policies, procedures and plans are signposted
- the workforce is well informed and supported, via training, briefing and access to this and other policies
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that

“... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute”

[JCQ [General regulations for approved centres](#)1]

- exam candidates understand the exams process and what is expected of them.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exam policy will be reviewed annually, or more frequently as changes to guidance requires, by the Head of centre, Deputy head, Senior Leadership Team and Exams officers.

Refer to the JCQ Guidelines at <http://www.jcq.org.uk/>

[Specifically the 2021-2022 \(ICE\) Instructions for Conducting examinations](#)

Exam responsibilities

Head of Centre

“The head of centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions, and the qualification specifications issued by the awarding bodies.

The head of centre may not appoint themselves as the examinations officer.”
[GR1]

Having overall responsibility for the school as an exam centre, the Head of Centre:

- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - *Suspected malpractice in examinations and assessments (SMEA)* link below. **See also Appendix 6 of this policy.**
- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
[General regulations for approved centres](#)(GR)
[Instructions for conducting examinations](#)(ICE)
[Access Arrangements and Reasonable Adjustments](#)(AA)
[Suspected Malpractice in Examinations and Assessments](#)(SMEA)
[Instructions for conducting non-examination assessments](#) (NEA)
Printed copies of these are held by the Exam Office.
- Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- Ensures the exams officer (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Ensures *“that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the examination or on-screen test;”*[ICE 6]
- Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions

Additionally responsible for key policy areas:

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place

Exam contingency plan

The Exam contingency plan is held by the Exam Office

- Ensures required internal appeals procedures are in place

Internal appeals procedures

See Appendix 4 later in this policy.

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

Access arrangements policy

See Access Arrangements on page 10

Finally:

- Ensures staff are only entered for qualifications through the centre where entry through another centre is not available
- Ensures the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff

Exams Officer (Admin)

- Understands the contents of annually updated JCQ publications including:
[*General regulations for approved centres*](#)
[*Instructions for conducting examinations*](#)
[*Suspected Malpractice in Examinations and Assessments*](#)
[*Post-results services \(PRS\)*](#)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required

Manages the administration of public and internal exams:

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies

- oversees the production and distribution to staff, governors 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 exam timetable that will affect them
- checks with teaching staff to ensure that necessary coursework is 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 despatched in accordance with JCQ guidelines
- administers access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration 15/16.
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- co-ordinates the exam invigilator training and monitors all exams invigilators responsible for the conduct of exams
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests

Exams Officer (Teaching)

Organises teaching and learning:

- Manages external validation of courses followed at key stages 3 and 4, and post-16.
- Provides guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Ensures accurate completion of entry and all other sheets and adherence to deadlines as set by the Exams Officer
- Ensures accurate completion of coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

Senior Leadership Team

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
[General regulations for approved centres](#)
[Instructions for conducting examinations](#)
[Access Arrangements and Reasonable Adjustments](#)
[Suspected Malpractice in Examinations and Assessments](#)
[Instructions for conducting non-examination assessments](#)

Subject Leaders

- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
- Ensure teaching staff keep themselves updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Ensures teaching staff attend relevant awarding body training and update events

Teachers

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and ALS Lead/SENCo
- Keep updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

Are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Supplying information on entries, coursework and controlled assessments as required by the Head of Subject, and Exams Officer.

The SEN Coordinator - ALS Lead/SENCo

- Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
[Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor’s qualification

Is responsible for:

- 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.
- process 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.

Invigilators

- Attend training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

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.

Reception staff

- Support the EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials

Site staff

- Support the EO in relevant matters relating to exam rooms and resources

Candidates

Where applicable in this policy, the term ‘candidates’ refers to candidates and/or their parents/carers.

Are responsible for:

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

Qualifications offered

The qualifications offered at this centre are decided by the Head of centre, Deputy head, Heads of subject, Heads of department and Senior leadership team.

The qualifications offered are:

- GCSE
- Edexcel Awards
- Functional skills
- Entry level
- AQA Unit Awards
- AQA Step up to English
- and BTEC.

The subjects offered for these qualifications in any academic year may be found in the centre’s published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed by the 15th September of the academic year in question, or at the earliest opportunity if changes are required during the academic year.

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

Decisions on whether a candidate should be entered for a particular subject will be taken by Subject Teacher, Head of Subject and Exams Officer (teaching).

Exam series

Internal exams and assessments are undertaken throughout the year as appropriate.

External exams and assessments are scheduled in as per individual exam boards e.g. Pearson Functional Skills.

Controlled Assessments are held under external exam conditions. Refer to Separate Controlled Assessment Policy.

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 Exams Officers and the Subject Leads.

Exam Timetable

Once confirmed, the exams officer will circulate the exam timetable for External exams.

Entries, entry details and late entries

Candidates are selected for their exam entries by the Heads of subject, Subject teachers and Exams Officer (teaching).

The centre does not accept entries from external candidates.

The centre does act as an exam centre for other schools.

Entry deadlines are circulated to heads of department via Email, Notice board and Briefing meeting.

Late entries are authorised by Exams officers.

GCSE re-sits are only allowed for post-16 students, in accordance with the prevailing rules.

Functional Skills and Award re-sits are allowed at this centre.

Re-sit decisions will be made in consultation with Candidates, Subject teachers,

Exams Officer and Heads of subject, and subject to the prevailing guidance at the time.

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.

All entry exam fees are paid by the Centre.

Entry deadlines are circulated to Heads of Subject via Email, Notice board and Briefing meeting.

Late entry or amendment fees are paid by the Centre.

Fee reimbursements may be sought from candidates who fail to sit an exam without medical evidence, or evidence of other mitigating circumstances.

Re-sit fees are paid by the Centre.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. **See Appendix 7: Equality Act 2010 - Policy in relation to Exams.**

The centre will comply with the current 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 Centre, Deputy Head, Senior Leadership Team, Exams Officer and ALS Lead/ SENCo.

Access arrangements

The ALS Lead/ SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam.

The ALS Lead/ SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the ALS Lead/ SENCo, Doctor and Educational psychologist/Specialist teacher.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of ALS Lead/ SENCo and Exams officer.

Making access arrangements for candidates to take exams is the responsibility of both the ALS Lead/ SENCo and Exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams officer.

Rooming for access arrangement candidates will be arranged by the SENCo with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the exams officer.

Overseas students

The Centre does not accommodate overseas students.

Contingency planning

Contingency planning for exams administration is the responsibility of the Senior Leadership Team.

Private candidates

The Centre does not accommodate private candidates.

Transferred candidates

The Centre accepts transferred candidates providing the candidate is known to the centre (on dual roll) and the transferred reason is for social, emotional and mental health or medical issues.

Verifying candidate identity procedure

Candidates/transferred candidates at their initial interview at the centre are required to have their photograph taken, this is then stored on Cranbury's secure database system. Students identity on examination days is verified by two members of staff and the candidate is seated in the exam room according to the table plan.

In cases where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove their religious clothing for identification purposes. Cranbury will

inform candidates in advance of this procedure and well before their first examination.

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

[ICE 9]

Estimated grades

Heads of subject and Subject teacher is responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

Support staff and teachers other than subject teachers are used to invigilate examinations.

These invigilators will be used for External exams.

Invigilators are briefed by the exams office.

Training for invigilators is co-ordinated by the Senior Leadership Team.

For BCS all new Invigilators will complete BCS training.

All new Invigilators will be observed by a BCS registered member of staff (Centre Manager/Examinations Officer) on their first live test session, for the whole session. Observation reports will be filled in and signed at the time of observation.

All Invigilators will be observed annually.

Malpractice

The Head of centre, in consultation with the Exams Officers and Senior Leadership Team, is responsible for investigating suspected malpractice. **See Appendices 5 and 6 later in this policy.**

Exam days

The Exams Officer (admin) will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Heads of Subject and Subject Teachers are responsible for setting up the allocated rooms, and will be informed of requirements at least 3 days prior to the exam.

The invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. 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.

In practical subject teachers' availability will be in accordance with JCQ guidelines.

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 Subject Leads at the end of the exam session.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

After an exam, the Exams officer will arrange for the secure storage, and safe dispatch of completed examination scripts to awarding bodies, working in conjunction with Centre Admin Office.

Candidates

The exams officer will provide written information to candidates in advance of each exam series.

The centre's published rules on acceptable dress and behaviour apply at all times.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

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

Food and drink may be allowed in the examination room at the discretion of the Head of Centre. However, this is on the condition that any food brought in the examination room by the candidate is free from packaging and all labels are removed from drink containers.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates are expected to stay for the full exam time at the discretion of the Exams officer (teaching).

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

For exams longer than one hour, candidates may leave the exam early, but no sooner than one hour after the published starting time. They will **NOT** be allowed to return. Similarly, a late arriving student will **NOT** be allowed to enter the exam room, nor start an exam, if any candidate has already left. If a student arrives under 30 minutes late to an exam (providing no other candidate has already finished their exam) the candidate will be allowed to take their exam.

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

Special Considerations

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 responsibility to alert the centre, the exams officer, or the exam invigilator, to that effect.

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

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Internal assessment

It is the duty of heads of department to ensure that all internal assessment is ready for despatch at the correct time. The exams officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Controlled Assessments are covered by a separate policy.

Marks and appeals

Marks for all internally assessed work and estimated grades are provided to the exams office by the Subject teachers and Heads of subject.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office.

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

Candidates will receive individual result slips on results days, in person at the centre.

Results cannot be issued over the phone, by text, nor by email.

Arrangements for the centre to be open on results days are made by the Exams Officer.

The provision of staff on results days is the responsibility of the Exams Officer.

EARs

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 supported EARs will be paid by the Centre.

All decisions on whether to make an application for an EAR will be made by The Senior Leadership Team.

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. If a candidate requires an EAR against the advice of subject staff, they will be charged.

All processing of EARs will be the responsibility of the Head of Centre following the JCQ guidance.

ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once a script has been returned.

Processing of requests for ATS will be the responsibility of the Exams Officer.

Certificates

Certificates are presented in person and collected and signed for.

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 two years.

Appendix 1.

BTEC Registration and Certification

Aim:

- To register individual learners to the correct programme, within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual
- learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

This policy will be reviewed every 12 months by Head Teacher, Exams Officer (teaching) and Quality Nominee.

Appendix 2.

BTEC additional notes to Cranbury College Assessment Policy

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

This policy will be reviewed every 12 months by Head Teacher, Exams Officer (teaching) and Quality Nominee.

Appendix 3.

Internal Verification Policy

Aim:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

The BTEC Centre Guide is accessed via the link below (2020-21 is the latest version):

https://qualifications.pearson.com/content/dam/pdf/btec-brand/BTEC_Centre_Guide_to_Internal_Verification.pdf

This policy will be reviewed every 12 months by Head Teacher, Exams Officer (teaching) and Quality Nominee.

Appendix 4.

Appeals Policy (refer also to detail in the Centre Guide to Managing Quality)

Aim:

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

In order to do this, the centre will:

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

This policy will be reviewed every 12 months by Head Teacher, Exams Officer (teaching) and Quality Nominee.

Appendix 5

Assessment Malpractice Policy

Aim:

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

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.

It will proceed through the following stages, and documented at all stages of the investigation:

1. Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
2. Data/evidence gathering including statements where appropriate.
3. Review of all data/evidence.
4. Give the individual the opportunity to respond to the allegations made.
5. Decision if malpractice has occurred Yes/No.
6. Inform the individual of the avenues for appealing against any judgment made.

For full details of malpractice reporting, investigation, outcomes, and sanctions if proven, refer to the link below:

Pearson Malpractice Policy: Pearson's policy on uses the JCQ link below:

<https://www.jcq.org.uk/exams-office/malpractice>

Appendix 6

Definitions of Malpractice

Definition of Malpractice by Learners

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

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

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

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud

- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Links

Pearson BTEC Assessment Malpractice Policy: Pearson's policy on assessment malpractice relating to BTEC programmes uses the JCQ link below:

<https://www.jcq.org.uk/exams-office/malpractice>

Appendix 7:

Equality Act 2010 - Policy in relation to exams

Introduction

Facilities exist for pupils with disabilities to access the curriculum and all relevant areas of the College. The College recognises its responsibility to provide equal access to education for all pupils irrespective of disability and confirms its commitment to ensure that no pupil will be treated less favourably as a result of disability.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Cranbury Community College accessibility plan

The physical environment will be reviewed for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

Treatment of Students

The College is committed to the fair and equitable treatment of all pupils regardless of disability. Furthermore the College is committed to make all “reasonable adjustments” to meet the needs of disabled pupils in all aspects of College life.

Ensuring that the examination/examination centre is accessible

The Building

As stated above, facilities exist for pupils with disabilities to access the curriculum and all relevant areas of the College.

- In all cases, all examination rooms are on the ground floor of the College, these are all located near emergency exits. The exception is Vision which has a lift to the first floor.
- A private room can be arranged for an examination, where appropriate, with the Exams Officer checking that the environment is suitable for the candidate.
For example, that there is enough room for a wheelchair and its supports.
- Provision will be made, where appropriate, to ensure that those who need to take medication during the course of an examination, can do so in privacy and as quickly as possible.
- Examination rooms will be arranged, where possible, close to an accessible toilet.
- The College is committed to make all “reasonable adjustments” to meet the needs of disabled pupils, where necessary. For an exam, this may mean choosing a room that ensures that the candidate feels most comfortable or arranging specific lighting or tactile surfaces, etc.
- The College will ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.

Seating

- Candidates will be seated close to the exit in the examination room to make them feel more comfortable and to limit disruption for others.
- Where practical, there will be sufficient space between desks and chairs to enable a candidate (or invigilator) that uses a wheelchair to enter and leave the area without difficulty.
- Chairs will be made available, where necessary, outside examination rooms to enable those with mobility issues to sit and rest before they enter the examination.
- We will ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.

Signage

- We will ensure that all the signs for the examination and those provided by the JCQ are suitably sized and adapted to meet the needs of candidates with a disability.
- Sign content will be simple, short and easily understood. Text and lettering will be in a clear, uncomplicated and reasonably sized font.

Emergency Evacuation

- The Exams Officer and invigilators will know what procedures are in place for those with a disability, in particular, for those who may need assistance to leave a building. They will make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.
- Sufficient ground floor exits are level and are accessible to wheelchair users.

Resources

- Where computers are being used for an examination, the College will ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. The College will also ensure that there are backups and alternatives in case support equipment ceases to function.

Improving the candidate experience

- The Exams Officer will maintain a good, positive working relationship with the Special Educational Needs department to ensure that there are clear lines of communication.
- Evidence to support applications for access arrangements will be obtained and recorded using key guidance provided by the Joint Council for Qualifications (JCQ) booklet, Access Arrangements and Special Consideration, to ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. This will ensure the consideration of a whole range of adjustments, which can be made to ensure that there is a level playing field for candidates with a disability. These adjustments may include:
 - Modified test papers, for example enlarged print or Braille.
 - Up to 25 per cent extra time (or considerably more if a candidate's disability is of a profound and extensive nature).
 - A reader or scribe. Ensuring that the candidate is placed with a member of staff that they are used to working with and feel comfortable with.
 - Supervised rest breaks.
 - Different coloured scripts.
 - Use of a bilingual dictionary.

- A prompter.
- Use of a computer or other technology.
- Use of an individual room.